Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting Agenda
Tuesday, June 17, 2025 at 5:00 PM
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

Teleconference Notice
Trustee Todd Frazier will participate in this meeting and vote via teleconferencing as a member of the Placentia-Yorba Linda Unified School District Board of Education per Government Code Section 54953(b).

Teleconference Site
Todd Frazier
Hampton Inn Business Center
226 Carondelet Street
New Orleans, LA 70130

Closed Session - 5:00 PM
Open Session - 6:00 PM

Meetings are open to the public for individuals who wish to attend in person or participate in public comment. Seating will be available on a first-come, first-served basis. Standing room will not be available. Seats may not be reserved or held if an individual leaves the Board Room.

Pursuant to Government Code 54953.5, regularly scheduled Board Meetings are recorded and available for live public viewing on the district's website. A recording may capture images and sounds of those in attendance. View the live stream at www.pylusd.org/liveboardmeetings You may also go to www.pylusd.org > Board > Live Stream Feed.

All documents related to the open session agenda provided to all or a majority of the members of the Board of Education are available for public inspection 72 hours before the regularly scheduled Board meeting by contacting the Superintendent's Office at the above-referenced address.

A special performance by Linda Vista Preschool students under the direction of teachers Jackie Allison, Grace King, Maureen Cordts, Lori Rosas, and Director Sandra Flores.

Page

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District, called by Marilyn Anderson, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., is to be held at 5:00 p.m., June 17, 2025 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. CLOSED SESSION PUBLIC COMMENTS

An opportunity for public comment is provided at this time. Comments at this time are limited to items on the closed session agenda only.

3. CLOSED SESSION

Adjourn to Closed Session for the purpose of discussing:

3.1 Public Employee Discipline/Dismissal/Suspension/ Release/Leave/Assignment/Nonreelection/Nonreappointment/ Resignation/Reinstatement Pursuant to Government Code §54957

- Non-Reelect Probationary Certificated Employee(s)

3.2 Personnel Matters Public Employee Appointments/ Employment Pursuant to Government Code §54957

3.3 Conference with labor negotiators Dr. Allan Mucerino, Acting Superintendent; Joan Velasco, Interim Assistant Superintendent, Administrative Services; Yolanda Mendoza, Acting Assistant Superintendent, Human Resources

- CSEA
- APLE
- PLUM

3.4 Conference with Legal Counsel-Existing Litigation Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: General Liability Claim No.638681

- McAlindin v. PYLUSD

3.5 Claim(s)

- General Liability Claim No. 655084
- General Liability Claim No. 656888
- Special Education Settlement Agreement for Student Identification No. 1759 for $55,000

4. REGULAR SESSION

Reconvene to Regular Session at _____ p.m.

5. REPORT OF BOARD ACTION TAKEN IN CLOSED SESSION

6. PLEDGE OF ALLEGIANCE TO THE FLAG

7. ROLL CALL

8. APPROVAL OF AGENDA

Approve the June 17, 2025 Board of Education agenda, as presented.

9. PUBLIC COMMENT ANNOUNCEMENT

Those audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a public comment form available in the foyer and turn it in prior to the Board holding Public Comment. The Board's bylaws do not allow forms to be submitted once the presiding officer has called for Public Comment.

Public comment speakers are expected to abide by Board Policy 1312, *Civility Policy*, which promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment. Individuals are reminded that they are expected to abide by the Civility Policy at all times while on district properties, including, but not limited to, hallways, restrooms, lobbies, and parking lots. Any individual who, during a school board meeting, disrupts with violence or threatens to disrupt with violence school/office operations or threatens the safety of any individual attending or participating in the Board meeting will be reported to the police immediately.

Additionally, if there are any disruptions or interference of the Board's ability to conduct its meeting, the disruptive parties will be given one warning. If the disruption continues, you will be informed that the Board President has found you disruptive in violation of Penal Code Section 403, Education Code Section 32210, and the Board President will order you removed from the meeting under Government Code 54957.9, 54957.95. If removing one or several disruptive parties does not restore order, the Board President will exercise their authority to clear the room in accordance with Government Code 54957.9.

Education Code 220 prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Public speakers shall be allocated a maximum of three (3) minutes to address the board regarding any item or items. The number of minutes allowed for each speaker shall be determined by the number of speakers who submit their names prior to the beginning of public comment. When translation is requested, up to three additional minutes will be provided for English translation.

- 1-10 speakers: 3 minutes each
- 11-15 speakers: 2 minutes each
- 16-30 speakers: 1.5 minutes each
- 31+ speakers: 1 minute each

Persons with a disability who require a disability-related modification or accommodation, including auxiliary aids, in order to participate in a meeting, and persons who need translation assistance or services, may request such modification, accommodation, or services from the Placentia-Yorba Linda Unified School District Office at (714) 985-8400 or by fax at (714) 993-4875. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements.

10. APPROVAL OF MINUTES

Students and parents/guardians can request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The request must be made in writing to the secretary or clerk of the Board.

10.1	Approve the minutes of the Regular Meeting of May 6, 2025. Regular Meeting - May 06 2025 - Minutes - Html	21 - 40
10.2	Approve the minutes of the Special Meeting of May 12, 2025. Special Board Meeting - May 12 2025 - Minutes - Html	41 - 43
10.3	Approve the minutes of the Regular Meeting of June 3, 2025. Regular Meeing -June 03 2025 - Minutes - Html	44 - 56

11. PRESENTATIONS

11.1	Local Indicators Local Indicators Presentation 2025.pdf	57 - 72
11.2	2025-26 Adopted Budget 2025-26 Adopted Budget Presentation June 17, 2025(PT Final).pdf	73 - 107

12. PUBLIC HEARING

12.1	A public hearing will be held relative to the request for material revisions to Orange County School of Computer Science Charter School Charter Petition. Public hearing open: _____ Public hearing closed: _____ ADDENDUM TO ORANGE COUNTY SCHOOL OF COMPUTER SCIENCE CHARTER PETITION (1).pdf	108

13. STUDENT BOARD REPORT

An opportunity for the student board representative to provide a report of activities and events occurring at the district's high schools.

14. SUPERINTENDENT'S REPORT

An opportunity for the Superintendent to share matters of special interest or importance that are not on the Board agenda and/or special presentations of district programs or activities.

15. PUBLIC COMMENT

An opportunity for the public to provide input to the Board of Education.

16. ACTION ITEMS - GENERAL FUNCTIONS

16.1 Approve the revisions to Board Policy 5124, Promotion/Acceleration/Retention, first reading. 109 - 115

BP 5124 - First Reading.docx BP 5124 Promotion_Acceleration_Retention.docx

16.2 Adopt the revised 2025 Board of Education Meeting Schedule. 116 - 117

Board Dates Revision detail.docx 2025 Board Meeting Dates-Revised 6.17.pdf

17. ACTION ITEMS - EDUCATIONAL SERVICES

17.1 Adopt the Local Control and Accountability Plan (LCAP) and Federal Addendum for the 2025-26 fiscal year. 118 - 405

2025_Local_Control_and_Accountability_Plan_PYLUSD.pdf Local Control and Accountability Plan (LCAP) Federal Addendum 25-26.pdf

17.2 Adopt the Local Control and Accountability Plan (LCAP) for the Orange County School of Computer Science (OCSCS) for the 2025-26 fiscal year. 406 - 503

2025-26 OCSCS LCAP.pdf

17.3 Adopt the 2025-26 Instructional Continuity Plan (ICP) to ensure all students can access instruction during a natural disaster or emergency as a required component of our comprehensive school safety plans. 504 - 518

2025_ICP.pdf

17.4 Approve the School Plans for Student Achievement (SPSA) for the 2025-26 school year. 519 - 547

SPSA for the 2025-2026 School Year.docx 2025-2026_SPSA Executive Goal Summary.pdf

17.5 Action to approve 2025-26 programming for the Universal Sports Institute (USI). 548 - 560

USI Board Memo .pdf USI Presentation - June 17, 2025

Board Meeting.pdf

18. ACTION ITEMS - BUSINESS SERVICES

18.1 Certify AB1200/2756 report for the California School Employees Association, Placentia Chapter No. 293, as proposed. 561 - 572

AB1200 CSEA 2024-25.docx AB1200 CSEA 2024-25 Final.pdf

18.2 Approve the 2025-26 adopted budget. 573 - 740

Adopted Budget 25-26 Detail.docx All Funds Final Budget 25-26.pdf

18.3 Adopt Resolution No. 24-25 to approve the Education Protection Account for the 2025-26 fiscal year. 741 - 744

EPA, Res. 24-25 Detail.docx

19. ACTION ITEMS - HUMAN RESOURCES

19.1 Approve the extension to the employment contract for the Acting Assistant Superintendent of Human Resources. 745 - 748

Acting Asst Supt YMendoza.docx

19.2 Approve the extension of the employment contract for the Interim Assistant Superintendent of Business Services. 749 - 751

Interim Asst Supt Contract JVelasco.doc

19.3 Approve the employment contract for the Interim Superintendent. 752 - 757

Interim Superintendent Agreement Dr Allan Mucerino.docx

20. CONSENT CALENDAR

Actions proposed for Consent Calendar (block vote) items are consistent with approved practices of the district and are deemed routine in nature. Since trustees receive Board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items.

Consent Calendar items are voted on at one time, although any such item can be considered separately at a Board member's request, in which event it will be acted upon subsequent to action on the Consent Calendar. The purchase order master list, warrant registers, and contracts considered at this meeting are available to the Board under separate cover.

Approve the following listed recommendations.

21. CONSENT CALENDAR - SUPERINTENDENT

21.1 Approve the consultant agreement for The Cosca Group to conduct a superintendent search. 758 - 759

The Cosca Group.Detail.docx Cosca Agreement.pdf

21.2 Approve renewal agreement with Granicus, LLC, for board meeting livestreaming. 760 - 763

2025-2026 Granicus Memo.docx CA_Placentia-Yorba Linda Unified School District_Q-433203_2025MAY30.pdf

21.3 Approve district membership in the California School Boards Association, Education Legal Alliance, and GAMUT from July 1, 2025 through June 30, 2026. 764 - 767

CSBA ELA GAMUT membership detail.docx Placentia-Yorba Linda USD CSBA_GAMUT 25-26.pdf

22. CONSENT CALENDAR - BUSINESS SERVICES

22.1 Approve/ratify purchase orders in the following amounts: (2024/25) - General Fund (0101), $10,177,999.14; Child Development Fund (1212), $328,380.09; Cafeteria Fund (1313), $22,865.75; Deferred Maintenance (1414), $1,461.33; Capital Facilities Fund (2525), $1,481,467.13; Capital Facilities Agency Fund (2545), $206,933.36; Insurance Health and Welfare Fund (6769), $220.62. 768 - 801

PO Report Detail.docx PO LISTING 4-20-25 TO 5-31-25.pdf

22.2 Approve warrant listings in the following amounts: Check #274203 through 275537; current year expenditures (April 20, 2025 through May 31, 2025) $11,918,700.65; and payroll registers 10A, $15,409,811.70, 10B, $6,496,931.32, 11A, $15,305,076.34. 802 - 872

Warrant Report Detail.pdf WARRANT LISTING 4-20-25 to 5-31-25.pdf

22.3 Accept as complete the project(s) listed and authorize filing Notice(s) of Completion. 873 - 876

NOC Detail.docx

22.4 Approve Amendment No. 2 to the consultant services agreement to provide redevelopment agency consulting 877 - 879

with Public Economics, Inc., effective July 1, 2025 through June 30, 2026.

Public Economics Detail.docx PEI Agreemt Amend 2 25-26.pdf

22.5 Approve a consultant services agreement to provide annual storm water monitoring services with Los Angeles County Office of Education, WSP USA Environment & Infrastructure, Inc., effective July 1, 2025 through June 30, 2026. 880 - 891

Storm Water Monitor Details.docx LACOE Storm Water Contract.pdf

22.6 Award Unit Bid No. 225-17 for NFPA 72 fire alarm testing and inspection services and a unit bid for low voltage services to Time and Alarm Systems, effective June 18, 2025 through June 30, 2026. 892 - 895

Bid 225-17, Fire Alarm Detail.docx Time and Alarm Agreemt. - Bid 225-17.docx

22.7 Award Bid No. 225-18 for the pool modernization project at Esperanza High School to Marjani Builders Inc., Project No. 4349. 896 - 900

Bid 225-18, EHS Pool Mod. Detail.docx Marjani Builders Agreemt.-Bid 225-18.docx

22.8 Approve 70 regular sections and 7 grant-funded sections with the North Orange County Regional Occupational Program for the 2025-26 school year. 901 - 912

NOCROP 2025-26 Detail.docx NOCROP JPA Agreement 25-26.docx

22.9 Authorize use of Palm Springs Unified School District RFP No. NS-24-02 for the purchase and distribution of dairy products with Clearbrook Dairy, effective July 1, 2025 through June 30, 2026. 913

RFP NS-24-02, Dairy Detail.docx

22.10 Award Bid No. 225-12 for fresh produce and services with Sunrise Produce, Old Grove Orange, and The FruitGuys, effective July 1, 2025 through June 30, 2026. 914 - 926

Bid 225-12, Produce Detail.doc Old Grove Orange Agreemt, Bid 225-12.docx Sunrise Produce Agreemt, Bid 225-12.docx

The FruitGuys Agreemt, Bid 225-12.docx

22.11 Approve Bid No. 225-14 for the distribution of frozen, refrigerated, processed commodities and dry food products with Gold Star Foods, effective July 1, 2025 through June 30, 2026. 927 - 931

Bid 225-14, Frozen Detail.docx Bid 225-14 Goldstar Agreement.docx

22.12 Approve the agreement with EMS LINQ, LLC for ISITE software, effective July 1, 2025 through June 30, 2026. 932 - 934

ISITE - NS Detail.docx iSite Website 25-26.pdf

22.13 Authorize use of CMAS Contract No. 3-25-04-1008 for the purchase of audio-visual equipment and products, software, and installation of Information Technology hardware with Production Access Group, Inc., effective June 18, 2025 through October 14, 2029. 935

CMAS 3-25-04-1008, Tech. Detail.docx

22.14 Authorize the use of the San Bernardino County Superintendent of Schools Bid No. 23/24-005 to purchase classroom and office furniture from Culver-Newlin School and Office Solutions, effective July 1, 2025, through June 30, 2026. 936

Bid 23-24, Furn. Detail.docx

22.15 Authorize use of the Val Verde Unified School District Bid No. 24/25-001 to purchase classroom and office supplies from Southwest School & Office Supplies, effective June 18, 2025 through June 30, 2026. 937

Bid 24-25-001, Office Supplies Detail.docx

22.16 Approve insurance renewal for expanded learning with Myers-Stevens & Toohey & Co., Inc., effective August 26, 2025 through August 31, 2026. 938

Expanded Learning Ins. Detail.docx

22.17 Approve renewal of software license/support subscription for the Student Information System with Aeries Software, Inc. dba Eagle Software, effective July 1, 2025 through June 30, 2026. 939 - 941

Eagle Software Detail.docx Aeries Renewal 25.26.pdf

22.18 Approve the contract for E-Rate compliance services with Federal Funding Advisors effective July 1, 2025 through June 30, 2028. 942 - 952
E-Rate Detail.docx Elec Doc Mgmt. Agreemt..pdf

22.19 Approve the agreement for data center site services with Orange County Department of Education, effective July 1, 2025 to June 30, 2026. 953 - 963
Data Ctr. Site Detail.docx DataCenterSiteServ. 2025-2026.pdf

22.20 Approve the agreement for an electronic document management system with Orange County Department of Education, effective July 1, 2025 through June 30, 2026. 964 - 974
EDM System Detail.docx Elec Doc Mgmt. Agreemt..pdf

22.21 Approve the network support and cybersecurity services agreement with the Orange County Department of Education, effective July 1, 2025 through June 30, 2026. 975 - 986
Network Support Detail.docx Network Support & Cyber Security.pdf

22.22 Approve the agreement for Internet access services with Orange County Superintendent of Schools, effective July 1, 2025 through June 30, 2026. 987 - 994
Internet Access Detail.docx INTERNET Agreemt. 25-26.pdf

22.23 Approve renewal of the agreement for the Blackboard Connect mass communication system and mobile app with FinalSite, effective July 1, 2025 through June 30, 2026. 995 - 999
Blackboard Connect Detail.docx FinalSite Blackboard -1 YR Renewal.pdf

22.24 Approve renewal of the agreement with Follett, Inc. for the Destiny Library Management System, effective July 1, 2025 through June 30, 2026. 1000 - 1006
Destiny Library.docx Destiny Library Quote 25-26.pdf

22.25 Approve renewal of the Diligent Community Subscription Service with the Diligent Corporation, effective July 1, 2025 through June 30, 2026. 1007

Diligent Detail.docx

22.26 Approve Amendment No. 3 of the agreement for the business information and human resources systems with OCDE, effective July 1, 2025 through June 30, 2026. 1008 - 1012

Business Plus & HR2.0 Detail.docx Business Plus Agreemt. 25-26.pdf HR 2.0 Agreemt. 25-26.pdf

22.27 Reject Claim No. 655084 presented to the district by the Ngo Law Firm. 1013

Claim 655084.docx

22.28 Reject Claim No. 656888 presented to the district by FEHER Law. 1014

Claim # 656888.docx

23. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

23.1 Approve the Independent Contractor Agreement with Solution Tree, Inc. for three days of professional development for principals and lead teachers during the 2025-26 school year. 1015 - 1017

Solution Tree - 2025-26.docx Solution Tree 25-26.pdf

23.2 Approve the Independent Contractor Agreement with Franklin Covey Client Sales, Inc. for the keynote speaker at the 2025 Leadership Symposium and for an additional day of professional development for principals and district leadership during the 2025-26 school year. 1018 - 1025

Franklin Covey Client Sales, Inc..docx Franklin Covey ICA.pdf Leader in Me Agreement.docx

23.3 Approve the master contract with Amergis Educational Staffing to continue filling Expanded Learning staff positions during the 2025-26 school year. 1026 - 1070

Amergis Educational Staffing 25-26.docx Amergis Educational Staffing Master Contract.pdf

23.4 Approve the renewal of the master contract with Zen Educate, Inc. to support staffing in the Expanded Learning department from July 1, 2025, through June 30, 2026. 1071 - 1115

Zen Educate, Inc. 25-26.docx Zen Educate, Inc. 2025-26 Master Contract.pdf

23.5 Approve the agreement with the Children and Families Commission of Orange County, First 5 Orange County Readiness Initiative, to receive funding for a three-year period. 1116 - 1122

First 5 Kinder Readiness Initiative.docx First 5 Agreement FCI-SD5-20.pdf

23.6 Approve the Independent Contractor Agreement with Dr. Alison DeMark to provide professional development for GATE teachers for the 2025-26 school year. 1123 - 1130

GATE Strategies Teacher Training.docx ICA-PYL Certificates-W-9-Alison DeMark SIGNED 2025-26.pdf

23.7 Approve the service proposal with the Orange County Department of Education (OCDE) for early learning professional development for TK teachers for the 2025-26 school year. 1131 - 1134

OCDE TK PD Pre-Service 2025 and School Year 2025-26.docx OCDE-Service Proposal.pdf

23.8 Approve the service proposal with OCDE for the Elementary Math Instructional Materials Pilot professional development for the 2025-26 school year. 1135 - 1139

OCDE K-5 Math PD for Instructional Materials Pilot 2025-26.docx OCDE-Service Proposal-K-5 Math.pdf

23.9 Approve the service agreement with Renaissance for Brookhaven Elementary School for the 2025-26 school year. 1140 - 1143

Renaissance Flocabulary for Brookhaven 2025-26.docx Renaissance Quote-Brookaven-2025-26.pdf

23.10 Approve the proposal with the University of California, Irvine, for a professional development partnership for K-5 teachers during the 2025-26 school year. 1144 - 1153

UCI K-5 Math PD 2025-26.docx UCI Proposal 2025-26.pdf UCI SS 2026BC-009-UC Irvine Math PD 2025-26.pdf

23.11 Approve the individual school agreements for students in 5th and 6th grade with Pali Institute science camp program during the 2025-26 school year. 1154 - 1160

Pali Institute Science Camp 2025-26.docx Pali Contract - Elementary.pdf

23.12 Approve the renewal agreement with Platform Athletics, LLC (dba PLT4M) for secondary physical education teachers during the 2025-26 school year. 1161 - 1163

Platform Athletics, LLC 2025-26.docx Platform_Athletics_LLC Quote.pdf

23.13 Approve the agreement with Cengage Learning for additional WebAssign licenses for AP Statistics classes from August 2025 to July 2026. 1164 - 1166

Cengage Web Assign for AP Stats.docx Cengage Quote Statistics 00078494.pdf

23.14 Approve the license agreement with with Math Medic for an assessment platform for AP Statistics teachers from August 2025 to July 2026. 1167 - 1168

Math Medic for AP Stats.docx Math Medic Quote for 25-26.pdf

23.15 Approve the agreement with OCDE Project GLAD® to provide training and consulting services for the 2025 Secondary Preservice. 1169 - 1171

OCDE Project GLAD(R) Secondary Preservice.docx OCDE Project GLAD(R) Proposal - Secondary 2025-26.pdf

23.16 Approve the agreement with OCDE to provide professional development for history/social science teachers during the 2025 Summer Institute. 1172 - 1183

OCDE Model Curriculum Summer Institute.docx OCDE Model Curriculum Agreement No. 10007559.pdf

23.17 Approve the agreement with International Baccalaureate (IB) to provide middle school years program training to Kraemer Middle School staff during the 2025-26 and 2026-27 school years. 1184 - 1185

Kraemer IB-MYP Staff Training 2025-26.docx IB Quote Kraemer Middle School.pdf

23.18 Approve the contract with Ausletics to provide sports performance training services for the Universal Sports Institute at Parkview for the 2025-26 school year. 1186 - 1192

Ausletics 2025-26.docx Agreement - AUSLETICS- RFP 225-15.pdf

23.19 Approve the Independent Contractor Agreement with Josh Shipp Productions LLC, dba Top Youth Speakers, for guest speaker David Garcia to provide motivational keynotes at middle school spirit assemblies during the 2025-26 school year. 1193 - 1199

Top Youth Speakers for Middle Schools 25-26.docx David Garcia 25-26 ICA and Quote.pdf

23.20 Approve the agreements with OCDE Project GLAD® for professional development for elementary and secondary sites during the 2025-26 school year. 1200 - 1212

OCDE Project GLAD® Grades 4-12- 2025-26.docx Elementary English GLAD(R).pdf GLAD(R) Elementary Spanish.pdf PYLUSD TOT Service Proposal.pdf Secondary GLAD(R) Proposal.pdf Service Proposal 2025-26 - Elementary English Demos.pdf

23.21 Approve the renewal agreement with Qualtrics LLC for a web-based software used districtwide during the 2025-26 school year. 1213 - 1214

Qualtrics Renewal-25-26.docx Qualtrics Quote 25-26.pdf

23.22 Approve the consolidated application funds for educational programs during the 2025-26 school year. 1215

Consolidated Application Funds for Educational Programs 2025-26.docx

23.23 Approve the agreement with North Orange County Regional Occupation Program (NOCROP) for ROP career counseling services during the 2025-26 school year. 1216 - 1219

NOCROP for ROP Career Counseling Services.docx NOCROP Agreement 2025-26.pdf

23.24 Approve the agreement with the OC Parks and Recreation for the school-sponsored field trip for Valencia Track and Field to participate in the Pat Hadley Memorial Cross Country Invitational in Fullerton, CA on September 6, 2025. 1220 - 1221

Pat Hadley Memorial Invitational 2025.docx

23.25 Approve school-sponsored field trip for El Dorado High School to participate in the Girls Volleyball tournament in Las Vegas, Nevada on August 14-16, 2025. 1222 - 1223

EDHS Girls Volleyball Las Vegas.docx

23.26 Approve the school-sponsored extended field trip for Esperanza High School to participate in the United Spirit Association Summer Camp on August 1-4, 2025, in Rancho Mirage, California. 1224 - 1225

EHS Cheer Camp 2025.docx

23.27 Approve the school-sponsored extended field trip for Esperanza High School to participate in the annual Mammoth Running Camp held on August 4-8, 2025, in Mammoth Lakes, CA. 1226 - 1228

EHS Cross Country Summer Camp Mammoth 2025.docx

23.28 Approve the school-sponsored extended field trip for Esperanza High School dance team to participate in United Spirit Association Dance Camp on July 25-28, 2025 in Indian Wells, CA. 1229 - 1230

EHS Dance Camp Indian Wells, CA.docx

23.29 Approve the school-sponsored extended field trip for Esperanza High School Girls Flag Football Team to participate in the JSerra Flag Football Tournament on August 22–23, 2025, in San Juan Capistrano, California. 1231 - 1232

EHS Flag Football San Juan Capistrano.docx

23.30 Approve the school-sponsored extended field trip for Valencia High School Cheer Camp to participate in the USA Spirit Camp at Valencia High School in Placentia, CA on August 4-6, 2025. 1233 - 1234

VHS Cheer Camp at VHS.docx

23.31 Approve the school-sponsored extended field trip for Valencia High School Boys and Girls Cross Country teams to participate in the 24th Annual Big Bear Running Camp in Big Bear, California on August 6-9, 2025. 1235 - 1236

VHS Cross Country Big Bear Summer Training Camp.docx

23.32 Approve the school-sponsored extended field trip for Yorba Linda High School girls volleyball to travel to Santa Barbara for the Tournament of Champions on September 25 - 27, 2025. 1237 - 1238

YLHS Girls VB Santa Barbara .docx

23.33 Approve school-sponsored extended field trip for Yorba Linda High School Cross Country Team to participate in the Annual Team Retreat Big Bear Lake, California, August 16-21, 2025. 1239 - 1241

YLHS Cross Country, Big Bear.docx

23.34 Accept gifts as listed, as such action is in compliance with Education Code Section 41032, and direct the Superintendent to send letters of appreciation. 1242

Gifts for June 17, 2025.docx

23.35 Accept grants as listed, as such action is in compliance with Education Code Section 41032, and direct the Superintendent to send letters of appreciation. 1243

Grants for June 17, 2025.docx

24. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

24.1 Approve the Independent Contractor Agreement with Behavioral Emotional & Academic Mentoring, LLC (BEAM), effective July 1, 2025-June 30, 2026. 1244 - 1246

BEAM 25-26.docx 2025-26 ICA BEAM.pdf

24.2 Approve the Independent Contractor Agreement with Susan Hollar dba Hollar Speech and Language Services, effective July 1, 2025-June 30, 2026. 1247 - 1249

Susan Hollar.docx 2025-26 ICA Hollar Speech and Language.pdf

24.3 Approve the Independent Contractor Agreement with Gallardo Speech Pathology, Inc., effective July 1, 2025-June 30, 2026. 1250 - 1252

25-26 Gallardo Speech Pathology.docx 2025-26 ICA Gallardo Speech Pathology.pdf

24.4 Approve the Independent Contractor Agreement with Karen Natoci, effective July 1, 2025-June 30, 2026. 1253 - 1255

25-26 Karen Natoci.docx Karen Natoci.pdf

24.5 Approve the Independent Contractor Agreement with Scenario Learning, LLC dba Vector Solutions, effective July 1, 2025-June 30, 2026. 1256 - 1259

25-26 Scenario Learning dba Vector Solutions.docx Vector

ICA and Amend.pdf

24.6 Approve the Independent Contractor Agreement with Jerry L. Turner dba Individualized Educational Psychology, Inc., effective July 1, 2025-June 30, 2026. 1260 - 1262

Jerry Turner .docx 2025-26 ICA Jerry L. Turner.pdf

24.7 Approve the Master Contract with Amergis Healthcare Staffing, Inc., dba Amergis Educational Staffing, effective July 1, 2025-June 30, 2026. 1263 - 1307

25-26 Amergis.docx Amergis Healthcare Staffing 2025-2026 Master Contract .docx.pdf

24.8 Approve the Master Contract with Congruent Lives, Inc., effective July 1, 2025-June 30, 2026. 1308 - 1352

25-26 Congruent Lives.docx Congruent Lives 2025-2026 Master Contract.docx.pdf

24.9 Approve the Master Contract with Creative Behavior Interventions, Inc., APPC, effective July 1, 2025-June 30, 2026. 1353 - 1397

25-26 Creative Behavior Interventions.docx Creative Behavior Interventions 2025-2026 Master Contract.docx.pdf

24.10 Approve the Master Contract with United Behavior Consultants effective July 1, 2025-June 30, 2026. 1398 - 1442

25-26 United Behavior Consultants.docx United Behavior Consultants 25-26.docx.pdf

24.11 Approve the Master Contract with Villages of California, Inc., effective July 1, 2025 June 30, 2026. 1443 - 1487

25-26 Villages of California.docx Villages of CA 25-26.docx.pdf

24.12 Approve the Master Contract with Youth Care of Utah, Inc., effective July 1, 2025- June 30, 2026. 1488 - 1532

25-26 Youth Care of Utah (1).docx Youth Care of Utah 25-26.docx.pdf

24.13 Approve the Master Contract with The Speech Pathology Group, PC dba SPG Therapy & Education, effective July 1, 2025-June 30, 2026. 1533 - 1577

25-26 SPG.docx SPG Therapy & Education 25-26.docx.pdf

24.14 Approve the Master Contract with The Stepping Stones Group, LLC, effective July 1, 2025-June 30, 2026. 1578 - 1623

The Stepping Stones Group.docx The Stepping Stones Group 25-26.docx (1).pdf

24.15 Approve the Memorandum of Understanding with North Orange County Regional Occupational Program (NOCROP), effective July 1, 2025-June 30, 2026. 1624 - 1626

NOCROP MOU.docx MOU PYLUSD Workability Rev 2.18.25.docx.pdf

24.16 Increase the Memorandum of Understanding with Orange County Superintendent of Schools (OCDE), effective June 18, 2025-June 30, 2025. 1627 - 1649

Increase 2024-25 OCDE MOU.docx Signed MOU OCDE (1).pdf

24.17 Approve the Contract with Outreach Concern, effective July 1, 2025- June 30, 2026. 1650 - 1655

Outreach Concern Contract Memo 25-26.docx PYLUSD-Outreach Concern 2025-26 Contract Updated 6-10-25.pdf

24.18 Approve the Agreement between the City of Placentia and the Placentia-Yorba Linda Unified School District for the provision of a School Resource Officer, effective July 1, 2025-June 30, 2026. 1656 - 1662

25-26 Board Memo - City of Placentia SRO (1).docx SRO Contract 2025 to 2030 with changes.docx SRO Breakdown FY25-26 (Rates Effective July 1 2025).xlsx - SRO.pdf

24.19 Approve the agreement between the City of Yorba Linda and the Placentia-Yorba Linda Unified School District for the provision of a School Resource Officer, effective July 1, 2025-June 30, 2026. 1663 - 1668

25-26 Board Memo - City of Yorba Linda SRO (1).docx SRO AGREEMENT PYLUSD FY 25-26.docx (1).pdf

24.20 Approve the agreement between the City of Anaheim and the Placentia-Yorba Linda Unified School District for the provision of a School Resource Officer, effective July 1, 2025-June 30, 2026. 1669 - 1675

SRO_CITY OF ANAHEIM-.docx Anaheim SRO Agreement (2023-24) - FULLY EXECUTED (2).pdf

24.21 Approve the contract with Fagen Friedman & Fulfrost LLP (FFF) effective July 1, 2025, through June 30, 2026. 1676 - 1680
Fagen Friedman & Fulfrost 2025-26.docx Contract ID 1342 - Placentia-Yorba Linda Unified School District_(2) (1).pdf

25. CONSENT CALENDAR - HUMAN RESOURCES

25.1 Approve the Affiliation Agreement with Azusa Pacific University, June 18, 2025 to June 18, 2028. 1681 - 1688
Azusa Pacific Physical Therapy Agreement Detail.docx Azusa Pacific Affiliation PT.pdf

25.2 Placement Agreement, Western Governors University, June 18, 2025 to June 18, 2028. 1689 - 1695
Western Governors Placement Agreement Detail.docx Western Governors Agreement.pdf

25.3 Approve the Classified Human Resources Board Report. 1696 - 1710
Class Board 06-17-25.doc

25.4 Approve the Certificated Human Resources Board Report 1711 - 1719
Cert Board 06-17-25.docx

26. BOARD DISCUSSION 1720 - 1722

- Evaluate student attendance school calendar
- Flag Display AR 6115.1 6115.1AR Flag Display.pdf New proposed verbiage for flag display.pdf
- June 24 Governance Workshop

27. BOARD REPORT

1. Communications: Documents addressed to Board members which relate to the district or public education and are submitted as official communications to the district.
2. Board Report: Board member discussion relative to conferences, workshops, meetings, school visitations and activities, and adjunct assignments, etc.

28. ADJOURNMENT

Adjourn the June 17, 2025 Board of Education Meeting in memory of Alexis Gonzalez Ugalde, 8th-grade Valadez

student, and Rita Gamache, Child Care Teacher at Bryant Ranch at _____.

Placentia-Yorba Linda Unified School District
May 6, 2025 Regular Meeting Minutes
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called by Marilyn Anderson, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., at 3:36 p.m., Tuesday, May 6, 2025 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. PUBLIC COMMENT ON SEARCH FIRMS

The following person addressed the Board regarding the search firm interviews:

- Dave R.

3. SEARCH FIRM INTERVIEWS

Discussion and possible action regarding selection of a search firm to assist in selection of new superintendent.

- Ray & Associates
- Education Leadership Services
- McPherson & Jacobson, L.L.C.
- The Cosca Group

4. CLOSED SESSION PUBLIC COMMENTS

The following person addressed the Board regarding closed session items:

- Pam

5. CLOSED SESSION

Adjourned to Closed Session at 5:30 p.m. for the purpose of discussing:

5.1 Public Employee Discipline/Dismissal/Suspension/ Release/Leave/Assignment/Nonreelection/Nonreappointm

ent/ Resignation/Reinstatement Pursuant to Government Code §54957

5.2 Personnel Matters Public Employee Appointments/ Employment Pursuant to Government Code §54957

5.3 Conference with labor negotiators Dr. Allan Mucerino, Acting Superintendent; Joan Velasco, Interim Assistant Superintendent, Administrative Services; Yolanda Mendoza, Acting Assistant Superintendent, Human Resources

- CSEA
- APLE
- PLUM

5.4 Conference with legal counsel - Existing Litigation Pursuant to Government Code Section 54956.9(d)(1)

- Magnolia Science Academy – Orange County v. Placentia-Yorba Linda Unified School District, Case No. 652560

5.5 Claim(s)

- Special Education Settlement Agreement for Student Identification No. 1755 for $85,000

- General Liability Claim No. 652915

6. REGULAR SESSION

Reconvened to Regular Session at 6:19 p.m.

7. REPORT OF BOARD ACTION TAKEN IN CLOSED SESSION

7.1

The Board met and conferred in closed session to approve the resignation agreement of Employee ID #7990, assigned as a bus driver.

Moved by: Carrie Buck
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

7.2

The Board met and conferred in closed session to approve a settlement agreement to reassign Employee ID #2156 and pay $2,089, in exchange for waiving layoff hearing rights.

Moved by: Carrie Buck
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

7.3

The Board took action to approve the special education settlement agreement for Student Identification No. 1755 for $85,000.

Moved by: Leandra Blades
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

8. PLEDGE OF ALLEGIANCE TO THE FLAG

9. ROLL CALL

Members present: Marilyn Anderson, President; Carrie Buck, Vice President; Todd Frazier, Clerk; Tricia Quintero, Trustee; Leandra Blades, Trustee; and Dr. Allan Mucerino, Secretary

Members absent: Leila Armand, Student Board Member

10. APPROVAL OF AGENDA

Approved the May 6, 2025 Board of Education agenda.

Moved by: Leandra Blades
Seconded by: Tricia Quintero

Draft

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

11. PUBLIC COMMENT ANNOUNCEMENT

12. APPROVAL OF MINUTES

12.1 April 22, 2025 Minutes

Approved the minutes of the Regular Meeting of April 22, 2025, as presented.

Moved by: Todd Frazier

Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

12.2 April 8, 2025 Minutes

Approved the minutes of the Regular Meeting of April 8, 2025.

Moved by: Todd Frazier

Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

13. RECOGNITIONS

- AVID Middle School Standouts
- Mock Trial Competition Art Contest
- Yorba Linda High School Speech and Debate

14. PRESENTATIONS

- Anti-bullying Campaign

15. STUDENT BOARD REPORT

None

Draft

16. SUPERINTENDENT'S REPORT

Dr. Allan Mucerino provided a report on the following:

- Teacher/Classified Staff Appreciation
- REACH Foundation Middle School Track Meet
- Committee Honoree Ceremony
- End-of-the-Year Celebrations

Adjourned to break: 8:10 p.m.
Reconvened: 8:25 p.m.

17. PUBLIC COMMENT

The following people addressed the Board:

- Madison Miner re Resolution 24-23
- Nellie Rofaeel re in favor of resolution protecting girls sports
- Linda Cone re in favor of resolution protecting girls sports
- Dave R. re investigative report
- Stephanie Camacho-Van Dyke re strong support of trans students
- Sam Myovich re postponing vote on Resolution 24-23
- Evelyn Jones re antibullying
- Denise May re against Resolution 24-23
- Debi Grant re transgender bullying
- Kelly Johnson re in support of Resolution 24-23
- Rob Thorsen re support for Title IX
- Victoria Michaels support for Title IX
- Sarah Phillips re Resolution 24-23
- Patricia Hanzo re Resolution 24-23
- Dr. David Ramocinski re Title IX
- Stephanie Wade re Title IX
- Samuel Penrod re Title IX
- Kathy Satchel re Title IX
- Karla Jones re speech language pathologist contract
- Sonia Dhailwal re transgender athlete bans
- Phil Mangaranrino re protecting women's sports
- Regan Rothery re trans athletes
- Joan Herrick re trans athletes
- Shani Murray re charter schools / trans bullying
- Steve Teran re biological males in women's sports
- Janice Chapell re banning transgender from sports

Draft

- Faye Owens re Title IX
- Pam re executive search firm
- Gay DePerio re protecting girls sports
- Patty C. re protecting women's sports
- Ed Gun re protecting women's sports
- Mrs. Winger re protecting girls sports
- Jennie Bremer re Resolution 24-23
- Ben Stubbs re protecting girls sports

18. ACTION ITEMS - GENERAL FUNCTIONS

18.1 Executive Search Firm

A motion was made to appoint The Cosca Group to conduct a superintendent search.

Moved by: Todd Frazier

Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

18.2 Board Policies re: Charter Schools

Established Board Policy 0420.4 - Charter School Authorization, Board Policy 0420.41 - Charter School Oversight, Exhibit 0420.41-E Charter School Oversight, Board Policy 0420.43 - Charter School Revocation, Board Policy 0420.42 - Charter School Renewal, and Board Policy 7160 - Charter School Facilities, first reading.

Moved by: Leandra Blades

Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

18.3 Resolution No. 24-23

Adopt Resolution No. 24-23, Supporting Title IX and Fairness in Girls' Interscholastic Sports.

Draft

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye	Leandra Blades and Todd Frazier
Nay	Marilyn Anderson, Carrie Buck, and Tricia Quintero

Denied 2-3

Adjourned to break: 10:00 p.m.
Reconvened: 10:14 p.m.

19. ACTION ITEMS - BUSINESS SERVICES

19.1 Facility Use Agreement, Magnolia Science Academy - Orange County
Approved an in lieu of Proposition 39 Facilities Use Agreement between the District and Magnolia Science Academy-Orange County Charter School and Magnolia Education and Research Foundation.

Moved by: Carrie Buck
Seconded by: Marilyn Anderson

Aye	Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20. ACTION ITEMS - CURRICULUM AND INSTRUCTION

20.1 Sports Statistics Textbook
Approved the purchase of a new edition of the Sports Statistics textbook for Yorba Linda and El Dorado High Schools.

Moved by: Carrie Buck
Seconded by: Tricia Quintero

Aye	Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Draft

Carried 5-0

20.2 Project Citizen Curriculum

Approved the Project Citizen curriculum for the new Honors Civics course at Yorba Linda High School in partnership with the Nixon Library and Museum.

Moved by: Todd Frazier
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.3 English Language Arts Curriculum

Approved *Into Literature*, with Houghton Mifflin Harcourt as the English Language Arts curriculum for grades 6-8.

Moved by: Carrie Buck
Seconded by: Tricia Quintero

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.4 StudySync Renewal

Approved the seven-year adoption renewal agreement with StudySync as the English language arts curriculum for grades 9-12.

Moved by: Tricia Quintero
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.5 Novel Pilot

Approved the novel, *I Survived,* for pilot in sixth-grade

Draft

classrooms at Morse, Fairmont, and Wagner Elementary Schools during the 2025-26 school year.

Moved by: Tricia Quintero
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.6 AP Cyber Networking

Approved the new AP Cyber Networking course for adoption into the high school course catalog beginning in the 2025-26 school year.

Moved by: Todd Frazier
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.7 AP Precalculus

Approved the new AP Precalculus course to be added to the course catalog beginning with the 2025-26 school year.

Moved by: Todd Frazier
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

21. ACTION ITEMS - HUMAN RESOURCES

21.1 CSEA Tentative Agreement

Approved the Tentative Agreement between the California School Employees Association Chapter #293 (CSEA) and the Placentia-Yorba Linda Unified School District

Draft

(PYLUSD).

Moved by: Carrie Buck
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

22. CONSENT CALENDAR

Approved the following listed recommendations.

Moved by: Todd Frazier
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

23. CONSENT CALENDAR - BUSINESS SERVICES

23.1 Approved/ratified purchase orders in the following amounts: (2024/25) - General Fund (0101), $3,545,204.73; Child Development Fund (1212), $114,180.96; Cafeteria Fund (1313), $4,916.86; Deferred Maintenance (1414), $85,089.95; Capital Facilities Fund (2525), $21,598.62; Capital Facilities Agency Fund (2545), $18,056.21; Special Reserve – CAP Outlay (4040), $5,475.00; Insurance Health and Welfare Fund (6769), $384.48; Insurance Property Loss Fund (6770), $50,000.00.

23.2 Approved warrant listings in the following amounts: Check #273262 through 274202; current year expenditures (March 23, 2025 through April 19, 2025) $10,898,030.77; and payroll registers 9A, $15,452,059.40, 9B, $6,379,373.72.

23.3 Accepted as complete the projects listed and authorized filing Notices of Completion.
NOC Detail.docx

23.4 Adopted Resolution No. 24-22 for the establishment of the tax schedule for CFD No. 1 for the 2025-26 fiscal year.
Resolution 24-22- Special Taxes.pdf

23.5 Item pulled by Trustee Leandra Blades.
Awarded Bid No. 225-09 for the new freezer and cooler project at the Nutrition Services building to Fidelity Builders, Project No, 164666.

Moved by: Leandra Blades
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

23.6 Approved inspection services for the Division of State Architect (DSA) inspection for the kiln improvement project at El Dorado High School with KVA Construction Management & Inspection Services, Inc., effective May 7, 2025 through June 30, 2026, Project No. 5508.

23.7 Approved inspection services for the Division of State Architect (DSA) inspection for the kiln improvement project at Valencia High School with KVA Construction Management & Inspection Services, Inc., effective May 7, 2025 through June 30, 2026, Project No. 5509.

23.8 Approved landscape architectural services for the ceramic's classroom patio improvement project at Yorba Linda High School with Nuvis Landscape Architectural, effective May 7, 2025 through June 30, 2026, Project No. 10233.

23.9 Approved rejection of all bids for Bid No. 225-07 for the Wagner Elementary School solar installation project.

23.10 Item pulled by Trustee Leandra Blades.
Approved the architectural services agreement for the Expanded Learning Center project at the Professional Development Academy with Studio Plus Architecture Corp., Project No. 10234.

Draft

Moved by: Leandra Blades
Seconded by: Carrie Buck

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

23.11 Approved Amendment No. 1 for additional architectural services for the bus charging stations at the District Education Center with Studio Plus Architecture Corp., Project No. 159063.

23.12 Approved Amendment No. 1 for additional architectural services for the Technology and Expanded Learning Office remodels at the District Education Center with Higginson Architects, Inc., Project No. 5396.

23.13 Approved an Independent Contractor Agreement to provide Risk Management consultation and facilitator services with Monjaras & Wismeyer Group, Inc., effective July 1, 2025, through June 30, 2026.

23.14 Item pulled by Trustee Leandra Blades.
Adopted Resolution No. 24-21 to authorize the use of temporary interfund borrowing for the 2025-26 fiscal year.

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

23.15 Approved renewal of the Memorandum of Understanding for dietetic internship training with California State Polytechnic University, effective July 1, 2025 through June 30, 2027.

23.16 Approved the agreement for a social media marketing membership with Dunk Tank Marketing, LLC., effective July 1, 2025 through June 30, 2026.

23.17 Approved renewal of the agreement to conduct public

Draft

auctions with TLC Auctions, effective July 1, 2025 through June 30, 2028.

23.18 Approved contract renewal for HMO dental insurance with CIGNA Dental Health of California, Inc., effective October 1, 2025, through September 30, 2026.

23.19 Approved contract renewal to provide employee life insurance coverage with The Standard, effective October 1, 2025 through September 30, 2026.

23.20 Approved school-to-work insurance with Myers-Stevens & Toohey & Co., Inc., effective July 1, 2025 through June 30, 2026.

23.21 Approved contract renewal for crossing guard services at city-determined locations with All City Management Services, Inc., effective July 1, 2025 through June 30, 2026.

23.22 Approved a one-year renewal of the agreement for certificate of insurance compliance and tracking with Business Credentialing Service (BCS), effective May 15, 2025 through May 14, 2026.

23.23 Rejected Claim No. 652915 presented to the district by Nordean Law.

24. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

24.1 Approved the Independent Contractor Agreement with OC Safety, Inc. to provide first aid, adult, child, and infant CPR and AED training to preschool teachers in the Early Learning Program during the 2025-26 school year.

24.2 Approved the service proposal with OCDE to provide professional development for preschool instructors on August 21, 2025.

24.3 Approved the Independent Contractor Agreement with Amazing School Assemblies for the Expanded Learning Summer Camp programs at Brookhaven, Bryant Ranch, Glenview, Golden, Morse, and Rose Drive Elementary Schools from June 16, 2025 to August 22, 2025.

24.4 Approved the Independent Contractor Agreement with Perfection on Wheels to provide BMX assemblies at

Draft

Brookhaven and Woodsboro during the Expanded Learning Summer Camp programs from June 16, 2025 to August 22, 2025.

24.5 Approved the Independent Contractor Agreement with BOOST Collaborative to provide professional development to the Expanded Learning staff during the 2025-26 school year.

24.6 Approved the Independent Contractor Agreement with Dreams for Schools to provide STEM courses during the Expanded Learning Summer Camp programs at Brookhaven, Bryant Ranch, Glenview, Golden, Morse, Rose Drive, Topaz, and Woodsboro Elementary Schools from June 16, 2025 to August 22, 2025.

24.7 Approved the Independent Contractor Agreement with Strategic Kids to provide enrichment classes for the Expanded Learning Program summer camps from June 16, 2025 to August 22, 2025.

24.8 Approved the Independent Contractor Agreement with Game Truck OC to provide enrichment during the Expanded Learning summer camp programs held at Brookhaven, Bryant Ranch, Glenview, Golden, Morse, Rose Drive, and Woodsboro Elementary Schools from June 16, 2025 to August 22, 2025.

24.9 Approved the Independent Contractor Agreement with Bionerds, Inc. to provide biology workshops at Brookhaven, Bryant Ranch, Glenview, Golden, Morse, Rose Drive, and Woodsboro Elementary Schools during the Expanded Learning Summer Camp programs, June 16, 2025 through August 22, 2025.

24.10 Approved the professional development hours for TK through 6-grade teachers with OCDE during the 2025-26 school year.

24.11 Approved the service proposal with OCDE to provide TK-6 Dual Language Education (DLE) professional development for the 2025-26 school year.

24.12 Approved the proposal with HMH Education Company for the California Amira Reading Difficulties Risk Screener for K-2 for the 2025-26 school year.

Draft

24.13 Approved the services agreement with Booster Enterprises, Inc. for Bryant Ranch to participate in their annual Jog-a-Thon fundraiser on April 22, 2026.

24.14 Approved the Independent Contractor Agreement with Prismatic Magic, LLC to provide student assemblies during Red Ribbon Week at Bryant Ranch Elementary on October 29, 2025.

24.15 Approved the Independent Contractor Agreement with Lexia Voyager Sopris, Inc. for virtual Step Up to Writing training for 9-12 English language arts teachers during the 2025 Summer Institute.

24.16 Approved the six-year renewal agreement with Cengage Learning for WebAssign, an online math software used in Pre-Calculus, College Readiness Calculus, and AP Statistics courses.

24.17 Approved the purchase of IXL licenses for 6-8 Math and ELA and Algebra 1 for the 2025-26 school year.

24.18 Approved the MOU with OCDE to provide guidance and resources for the Secondary Math Pilot Committee during the 2025-26 school year.

24.19 Approved the agreement with AVID for the 2025 AVID Summer Bridge Algebra Readiness Program to be held at Valencia High School.

24.20 Approved the Independent Contractor Agreement with AVID for AVID Excel Summer Bridge implementation during the 2025 Summer Program at Kraemer, Tuffree, and Valadez Middle Schools.

24.21 Approved grant sub-agreement between Rancho Santiago Community College District and Placentia-Yorba Linda Unified School District for the K12 Strong Workforce Program Round 7 Grant Award.

24.22 Approved the TK-12 professional development teacher hours for training on artificial intelligence during the 2025 Summer Institute.

24.23 Approved the school-sponsored extended field trip for El Dorado High School to participate in the Point Loma College Boys Basketball Tournament in San Diego,

California, on May 30-June 1, 2025.

24.24 Approved school-sponsored extended field trip for El Dorado High School to participate in the Contest of Champions Dance Nationals in Orlando, Florida on February 26, 2026-March 3, 2026.

24.25 Approved the school-sponsored extended field trip for El Dorado High School to participate in the Girls Volleyball Overnight Lock-in at El Dorado High School in Placentia, California on August 12-13, 2025.

24.26 Approved the school-sponsored extended field trip for El Dorado High School to participate in the United Cheerleading Association Summer Camp in Indian Wells, California on July 25-28, 2025.

24.27 Approved the school-sponsored extended field trip for El Dorado High School to participate in the United Spirit Association Song Camp in Indian Wells, California, on June 16-19, 2025.

24.28 Approved the school-sponsored extended field trip for El Dorado High School to participate in the United Spirit Association Elite Dance Camp in Buena Park, California on July 22-25, 2025.

24.29 Approved the school-sponsored extended field trip for El Dorado High School to participate in the Westmont College Boys Basketball Camp/Tournament in Montecito, California, on June 27-29, 2025.

24.30 Approved the school-sponsored extended field trip for El Dorado High School to participate in the Jam On It Hoops Boys Basketball Tournament in Las Vegas, Nevada on July 15-17, 2025.

24.31 Approved the school-sponsored extended field trip for Esperanza High School girls basketball to attend the Palm Springs Classic Tournament in Palm Springs, CA on June 27-June 29, 2025.

24.32 Approved the school-sponsored extended field trip for the Valencia High School ASB class to attend the Summer Leadership Camp in Angelus Oaks, California on June 13-15, 2025.

Draft

24.33 Approved school-sponsored extended field trip for Valencia High School to participate in the Boys Basketball Westmont College Camp and Tournament in Santa Barbara, California on June 27-29, 2025.

24.34 Approved the school-sponsored extended field trip for the Valencia High School Integrated Science class to attend the Crystal Cove Marine Protected Area excursion and whale watching at Davey's Locker in Newport Beach, California, on June 2, 2025.

24.35 Approved the school-sponsored extended field trip for the Valencia High School AP Environmental Science class to attend the Crystal Cove Marine Protected Area excursion and whale watching at Davey's Locker in Newport Beach, California, on June 3, 2025.

24.36 Accepted gifts as listed, as such action is in compliance with Education Code Section 41032, and directed the Superintendent to send letters of appreciation.
Gifts for May 6, 2025.docx

24.37 Accepted grants as listed, as such action is in compliance with Education Code Section 41032, and directed the Superintendent to send letters of appreciation.
Grant for May 6, 2025.docx Grant Agreement, George Key School.pdf

25. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

25.1 Approved the Independent Contractor Agreement with Key2Ed, Inc., effective May 7, 2025-June 30, 2025.

25.2 Approved the Independent Contractor Agreement with Key2Ed, Inc., effective July 1, 2025-June 30, 2026.

25.3 Approved the Increase of the Independent Contractor Agreement with Dr. Robin Morris dba RBY5Psychological Services, effective May 7, 2024-June 30, 2025.

25.4 Approved the Independent Contractor Agreement with Natalie Higgins dba Harmony Auditory-Verbal Therapy, effective July 1, 2025-June 30, 2026.

25.5 Approved the Independent Contractor Agreement with Patricia K. Houlihan effective July 1, 2025-June 30, 2026.

25.6 Approved the Independent Contractor Agreement with Hanna Interpreting Services, LLC, effective July 1, 2025-June 30, 2026.

25.7 Approved the Independent Contractor Agreement with Family Crisis International Youth Assistance Inc. dba West Shield Adolescent Services, effective July 1, 2025-June 30, 2026.

25.8 Approved the Independent Contractor Agreement with The Regents of the University of California, dba University of California, San Diego Health Services, effective July 1, 2025- June 30, 2026.

25.9 Approved the Master Contract with Verbal Behavior Associates effective July 1, 2025- June 30, 2026.

25.10 Approved the Master Contract with Tasha's Training and Consulting dba TTC4Success effective July 1, 2025-June 30, 2026.

25.11 Approved the Master Contract with E C E 4 Autism effective July 1, 2025-June 30, 2026.

25.12 Approved the Master Contract with Olive Crest effective July 1, 2025-June 30, 2026.

25.13 Approved the Master Contract with Spectrum-Center-Rossier Park High School effective July 1, 2025-June 30, 2026.

25.14 Approved the Master Contract with Beacon Day School effective July 1, 2025-June 30, 2026.

25.15 Approved the Master Contract with Condas & Associates Inc., dba Ocean View Nonpublic School, effective July 1, 2025-June 30, 2026.

25.16 Approved the Master Contract with Portview Preparatory, Inc., effective July 1, 2025-June 30, 2026.

25.17 Approved the Master Contract with The Craig School effective July 1, 2025-June 30, 2026.

25.18 Approved the Master Contract with Del Sol School effective July 1, 2025-June 30, 2026.

25.19 Approved the Special Education Information System

(SEIS) licensing agreement between San Joaquin County Office of Education and Northeast Orange County SELPA, effective July 1, 2025-June 30, 2028.

25.20 Approved the special education teacher training and compensation for extra work outside the regular school year, effective August 4-August 22, 2025.

25.21 Approved the agreement with Interquest Detection Canines effective July 1, 2025-June 30, 2026.

25.22 Approved the agreement with Southern California Sensory Screening effective July 1, 2025-June 30, 2026.

25.23 Approved the agreement with Second Harvest Food Bank of Orange County and the Mobile School Pantry Program for our school community from July 1, 2025, through June 30, 2028.

25.24 Approved the agreement with Second Harvest Food Bank of Orange County in expanding food options for our school community from July 1, 2025, through June 30, 2028.

25.25 Approved the Contract with Fagen Friedman & Fulfrost LLP (FFF) effective May 7, 2025, through June 30, 2025.

25.26 Approved the Retainer Agreement with Harbottle Law Group effective July 1, 2025-June 30, 2026.

26. CONSENT CALENDAR - HUMAN RESOURCES

26.1 Approved the Declaration of Need for Fully Qualified Educators for the 2025-2026 School Year.

26.2 Approved the Classified Human Resources Report.
Class Board 05-06-25.doc

26.3 Approved the Certificated Human Resources Report.
Cert Board 05-06-25.docx

27. BOARD DISCUSSION

- Governance Workshop Planning

28. BOARD REPORT

None

CLOSED SESSION

Adjourned to Closed Session: 11:09 p.m.

Reconvened to Open Session: 11:32 p.m.

29. ADJOURNMENT

Adjourned the May 6, 2025 Board of Education Meeting in memory of Monica Perez, OCSCS noon duty supervisor at 11:33 p.m.

Moved by: Carrie Buck
Seconded by: Leandra Blades

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Draft

Placentia-Yorba Linda Unified School District
Special Board Meeting - May 12 2025Minutes
Monday, May 12, 2025 at 6:00 PM
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

1. CALL TO ORDER

A Special Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District, called by Marilyn Anderson, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., is to be held at 5:30 p.m., Monday, May 12, 2025 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. PLEDGE OF ALLEGIANCE TO THE FLAG

3. ROLL CALL

4. APPROVAL OF AGENDA

Approve the May 12, 2025 Board of Education agenda.

5. PUBLIC COMMENT ANNOUNCEMENT

Those audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a public comment form available in the foyer and turn it in prior to the Board holding Public Comment. The Board's bylaws do not allow forms to be submitted once the presiding officer has called for Public Comment.

Public comment speakers are expected to abide by Board Policy 1312, *Civility Policy*, which promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment. Individuals are reminded that they are expected to abide by the Civility Policy at all times while on district properties, including, but not limited to, hallways, restrooms, lobbies, and parking lots. Any individual who,

during a school board meeting, disrupts with violence or threatens to disrupt with violence school/office operations or threatens the safety of any individual attending or participating in the Board meeting will be reported to the police immediately.

Additionally, if there are any disruptions or interference of the Board's ability to conduct its meeting, the disruptive parties will be given one warning. If the disruption continues, you will be informed that the Board President has found you disruptive in violation of Penal Code Section 403, Education Code Section 32210, and the Board President will order you removed from the meeting under Government Code 54957.9, 54957.95. If removing one or several disruptive parties does not restore order, the Board President will exercise their authority to clear the room in accordance with Government Code 54957.9.

Education Code 220 prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Public speakers shall be allocated a maximum of three (3) minutes to address the board regarding any item or items. The number of minutes allowed for each speaker shall be determined by the number of speakers who submit their names prior to the beginning of public comment. When translation is requested, up to three additional minutes will be provided for English translation.

- 1-10 speakers: 3 minutes each
- 11-15 speakers: 2 minutes each
- 16-30 speakers: 1.5 minutes each
- 31+ speakers: 1 minute each

Persons with a disability who require a disability-related modification or accommodation, including auxiliary aids, in order to participate in a meeting, and persons who need translation assistance or services, may request such modification, accommodation, or services from the Placentia-Yorba Linda Unified School District Office at (714) 985-8400 or by fax at (714) 993-4875. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements.

6. PUBLIC COMMENT

An opportunity for public comment is provided at this time. Comments at this time are limited to agenda items only.

7. STUDY SESSION

Discussion with The Cosca Group search firm to set timeline and

parameters for the superintendent search.

8. ADJOURNMENT

Adjourn the May 12, 2025 Special Meeting of the Board of Education at _____.

Draft

Placentia-Yorba Linda Unified School District
June 3, 2025 Regular Meeting Minutes
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called by Marilyn Anderson, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., at 3:32 p.m., Tuesday, June 3, 2025 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. PUBLIC COMMENT ON STUDY SESSION

The following people addressed the Board on this item:

- Linda Cone
- Maria Stubbs
- Pam

3. STUDY SESSION

Orange County School of Computer Science (OCSCS) Charter

4. CLOSED SESSION PUBLIC COMMENTS

None

5. CLOSED SESSION

None

6. REGULAR SESSION

Reconvened to Regular Session at 6:35 p.m.

7. REPORT OF BOARD ACTION TAKEN IN CLOSED SESSION

None

The Esperanza High School String Quartet performed for the

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audience.

8. PLEDGE OF ALLEGIANCE TO THE FLAG

9. ROLL CALL

Members present: Marilyn Anderson, President; Carrie Buck, Vice President; Todd Frazier, Clerk; Tricia Quintero, Trustee; Leandra Blades, Trustee; and Dr. Allan Mucerino, Acting Superintendent

10. APPROVAL OF AGENDA

Approved the June 3, 2025 Board of Education agenda as amended.

Moved by: Carrie Buck
Seconded by: Leandra Blades

Aye	Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Motion was made to add to the June 3, 2025 agenda the DOJ letter regarding not implementing CIF Bylaw 300D for discussion and vote.

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye	Leandra Blades and Todd Frazier
Nay	Marilyn Anderson, Carrie Buck, and Tricia Quintero

Denied 2-3

11. PUBLIC COMMENT ANNOUNCEMENT

12. RECOGNITIONS

- International Student Program
- Reflections National Award of Excellence
- You are the Advantage: Linda Badillo

13. PRESENTATIONS

- Preschool to Profession

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14. PUBLIC HEARINGS

14.1 A public hearing was held relative to the adoption of the 2025-26 Local Control and Accountability Plan (LCAP) for the District.
President Marilyn Anderson declared the public hearing open at 7:53 p.m. Having no comments, the public hearing was closed at 7:54 p.m.

14.2 A public hearing was held relative to the adoption of the 2025-26 Local Control and Accountability Plan (LCAP) for the Orange County School of Computer Science (OCSCS).
President Marilyn Anderson declared the public hearing open at 7:54 p.m. Having no comments, the public hearing was closed at 7:54 p.m.

14.3 A public hearing will be held relative to the adoption of the 2025-26 Proposed Budget for the district and for the Orange County School of Computer Science.
President Marilyn Anderson declared the public hearing open at 7:55 p.m. There were three comments from community members as listed. With the public comment complete, the public hearing was closed at 8:05 p.m.

- Julie Suchard
- Patricia Hanzo
- Dave R.

14.4 A public hearing will be held relative to PYLUSD Instructional Continuity Plan (ICP).
President Marilyn Anderson declared the public hearing open at 8:05 p.m. Having no comments, the public hearing was closed at 8:05 p.m.

15. PUBLIC COMMENT

The following people addressed the Board:

- Pam re study session
- Patricia Hanzo re improvements in school district well trained teachers remove CRT ban
- Nellie Rofaeel re current events
- Kenny Perez re OCSCS DLA program
- Leslie Alexander re town hall
- Andy Falco re general

- Linda Manion re celebrating our teachers
- Janice Chappel re transparency
- Crystal Nobel re protecting female athletes resolution
- Linda Cone re fiscal responsibility
- Dave R. re Board conduct

Adjourned for break: 8:30 p.m.
Reconvened: 8:43 p.m.

16. ACTION ITEMS - HUMAN RESOURCES

16.1 Acting Superintendent Contract for Renee Gray

Approved the Acting Superintendent Contract for Renee Gray, Assistant Superintendent of Student Support Services.

Moved by: Carrie Buck
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

17. CONSENT CALENDAR

Approved the following listed recommendations.

Moved by: Carrie Buck
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

18. CONSENT CALENDAR - SUPERINTENDENT

18.1 Approved district membership in the Orange County School Boards Association for the 2025-26 school year.

19. CONSENT CALENDAR - BUSINESS SERVICES

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19.1 Awarded Bid No. 225-11 for the replacement of kilns at El Dorado and Valencia High Schools to New Dimension General Construction, Inc. Project Nos. 5508 and 5509.

19.2 Approved contract renewal per Bid No. 221-05 for fiber fall and mulch installation services to RWP Transfer, Inc., dba Recycled Wood Products, effective July 1, 2025 through June 30, 2026.

19.3 Approved contract renewal per RFP No. 2021-02 for facility equipment services to Control Air Enterprises, LLC and F.M. Thomas Air Conditioning, Inc., effective July 1, 2025 through June 30, 2026.

19.4 Approved contract renewal per RFP No. 2021-03 for emergency restoration services to CRT Restoration Inc., dba ServPro of Downey, Montebello, Compton & Vernon, effective July 1, 2025 through June 30, 2026.

19.5 Approved a consultant services agreement to provide school facility planning and financing services with School Facility Consultants, effective July 1, 2025 through June 30, 2026.

19.6 Approved renewal of the consultant services agreement for project management and planning service for various projects with Schoolhaus Advisors, Inc., effective July 1, 2025 through June 30, 2026.

19.7 Approved contract renewal per Unit Bid No. 221-06 for landscaping and irrigation services to Johnson Landscapes, effective July 1, 2025 through June 30, 2026.

19.8 Approved contract renewal of Unit Bid No. 222-01 for plumbing services with Ironwood Plumbing, Inc. and Pacific Plumbing Company, effective July 1, 2025 through June 30, 2026.

19.9 Approved contract renewal of Unit Bid No. 222-06 for painting services with Dulux Painting, Inc. and New Dimension General Construction, Inc., effective July 1, 2025 through June 30, 2026.

19.10 Approved contract renewal of Unit Bid No. 223-06 for general contractor services to New Dimension General Construction and Easterday Construction, Inc., effective

July 1, 2025 through June 30, 2026.

19.11 Approved contract renewal for Unit Bid No. 223-10 for flooring installation services to I&B Flooring and Signature Flooring, Inc., effective July 1, 2025 through June 30, 2026.

19.12 Approved contract renewal for Unit Bid No. 223-11 for fencing services to JM Justus Fence Company and Econo Fence, Inc., effective July 1, 2025 through June 30, 2026.

19.13 Approved contract renewal for Unit Bid No. 223-12 for tree trimming removal and inventory services to West Coast Arborists, effective July 1, 2025 through June 30, 2026.

19.14 Approved the architectural services agreement for architectural design services for the west campus charter school project at Esperanza High School with Studio Plus Architecture Corp., Project No 11715.

19.15 Approved an increase to the authorized amount for general construction services with New Dimensions and Easterday Construction Services per Unit Bid No. 223-06 through June 30, 2025.

19.16 Approved district organizational membership in California Association of School Business Officials, effective July 1, 2025 through June 30, 2026.

19.17 Approved the agreement for legal services with Atkinson, Andelson, Loya, Ruud and Romo, effective July 1, 2025 through June 30, 2026.

19.18 Approved renewal of year three of the agreement for legal services with Tao/Rossini through November 30, 2026.

19.19 Approved the consultant services agreement – Fiscal Services – as listed in accordance with Board Policy No. 4124, Retention of Consultants.

19.20 Approved the agreement with Nigro & Nigro, PC, to perform financial audits for the fiscal years ending June 30, 2026, 2027, and 2028.

19.21 Awarded Bid No. 225-13 for the purchase of a H150 Horizontal Wrapper to the Platinum Packaging Group, Inc.

19.22 Approved the Joint Powers Agreement with Orange

County Department of Education for courier service, effective July 1, 2025 through June 30, 2026.

19.23 Approved an increase to the authorized amount for the purchase and delivery of custodial supplies and equipment with Glasby Maintenance Supply Company through September 13, 2026.

19.24 Approved renewal of the agreement for voluntary long-term insurance with AGIS Network Insurance Services Corporation, broker for UNUM Life Insurance Company of America, effective October 1, 2025 through September 30, 2026.

19.25 Approved contract renewal for mandated medical services with Brea Urgent Care, effective July 1, 2025, through June 30, 2026.

19.26 Approved insurance renewal for overnight field trip insurance with Myers-Stevens & Toohey & Co., Inc., effective July 1, 2025, through June 30, 2026.

19.27 Approved accidental death and dismemberment insurance provided by National Union Fire Insurance Company of Pittsburgh, PA, effective October 1, 2025, through September 30, 2026.

19.28 Approved renewal of the Protected Insurance Program for Schools Joint Powers Authority, effective July 1, 2025 to June 30, 2026.

19.29 Approved renewal of the agreement for workers' compensation third-party administration with Keenan & Associates, effective July 1, 2025, to June 30, 2026.

19.30 Approved renewal of the agreement to provide property and liability insurance with Southern California ReLiEF, effective July 1, 2025, through June 30, 2026.

19.31 Approved contract renewal for Bid No. 222-08 for telephone and voicemail maintenance and service with Digital Telecommunication Systems, effective July 1, 2025 through June 30, 2026.

19.32 Approved renewal of the virtual district membership with SchoolStream, a division of Right Response, LLC, effective July 1, 2025 through June 30, 2026.

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19.33 Approved the Participation Agreement No. 10007341 for School-Based Medi-Cal Administration Activities with Orange County Superintendent of Schools, effective July 1, 2025 through June 30, 2026.

19.34 Approved renewal of the contract for Bid No. 223-14 for transportation services to Certified Transportation Services, Inc., Whittier Christian High School, Hot Dogger Tours, dba Gold Coast Tours, and First Student, Inc, effective July 1, 2025 through June 30, 2026.

19.35 Approved renewal of the five-year agreement for student transportation solution software with Tyler Technologies' Traversa, effective July 1, 2025 through June 30, 2029.

19.36 Approved contract renewal for on-site testing services with Mobile Screening Solutions, Inc., effective July 1, 2025 through June 30, 2026.

19.37 Approved Amendment No. 4 to extend the Lease of Property Agreement with the city of Anaheim for 5.72 acres of property adjacent to Rio Vista Elementary School through July 25, 2050.

19.38 Item pulled.

20. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

20.1 Approved the agreement with Growth Opportunities Through Athletics, Learning, and Service (GOALS) for recreation services at Morse and Topaz Elementary Schools during the 2025 Summer Expanded Learning Enrichment Camps.

20.2 Approved the annual services agreement with School Health Corporation for AED maintenance for the Expanded Learning classrooms from July 1, 2025 through June 30, 2026.

20.3 Approved the Independent Contractor Agreement with Fun Services to provide carnival games and activities at Bryant Ranch, Morse and Rose Drive Summer Camps from July 15-July 18, 2025.

20.4 Ratified the agreement with the REACH Foundation to provide FIRST LEGO League (FLL) Explore and Challenge Programs at elementary schools during spring

2025.

20.5 Approved the Elementary K-5 Building Blocks of Literacy professional development partnership with OCDE for the 2025-26 school year.

20.6 Approved the Elementary K-2 Summer Reading Intervention (Make Up Days) professional development partnership with OCDE for the 2025-26 school year.

20.7 Approved the agreement for use of the Irvine Ranch Outdoor Education Center for fifth- and sixth-grade students to attend overnight science camps during the 2025-26 school year.

20.8 Item pulled by Trustee Leandra Blades.
Approve the agreements for use of Pali Institute for fifth- and sixth-grade students to attend overnight science camps during the 2025-26 school year.

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye
Nay Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Denied 0-5

20.9 Approved the agreement for participation with OCDE and Inside the Outdoors for school assemblies and field trips during the 2025-26 school year.

20.10 Approved the renewal agreement with FilmEd Academy of the Arts for high school video production programs during the 2025-26 school year.

20.11 Items 20.11, 20.12, and 20.15 were pulled by Trustee Leandra Blades and voted on a
Approved renewal agreement with Turnitin, LLC for the 2025-26 school year for El Dorado High School, Valencia High School, Esperanza High School, Yorba Linda High School, and Parkview/Buena Vista Virtual Academy teachers.

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Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.12 Items 20.11, 20.12, and 20.15 were pulled by Trustee Leandra Blades and voted on as a block.
Approved renewal agreement with Explore Learning, LLC. (Gizmos) for secondary math/science teachers for the 2025-26 school year

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.13 Approved the TK-12 Educators Artificial Intelligence professional development partnership with OCDE from June 16-August 20, 2025.

20.14 Approved the renewal agreement with GoGuardian for Pear Assessment Enterprise student licenses for the 2025-26 school year.

20.15 Items 20.11, 20.12, and 20.15 were pulled by Trustee Leandra Blades and voted on as a block.
Approved the license renewal agreement with Cengage to access digital accounting textbooks for the Financial Services CTE Pathway at Valencia High School during the 2025-26 school year.

Moved by: Leandra Blades
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

20.16 Approved the agreement with University Training Center, Inc. to provide annual CPR, AED, first aid, and water safety training for all PYLUSD coaches during the 2025-26 school year.

20.17 Ratified the extended school-sponsored field trip for the Yorba Linda High School Track and Field Championships in Clovis, CA May 29-June 1, 2025.

20.18 Ratified the school-sponsored field trip for El Dorado High School participation in the CIF State Track Meet in Clovis, California on May 30-31, 2025.

20.19 Approved the extended school-sponsored field trip for Yorba Linda High School ASB to attend the summer leadership camp in Angelus Oaks, California June 19-20, 2025.

20.20 Accepted gifts as listed, as such action is in compliance with Education Code Section 41032, and directed the Superintendent to send letters of appreciation.
Gifts for June 3, 2025.docx

20.21 Accepted grants as listed, as such action is in compliance with Education Code Section 41032, and directed the Superintendent to send letters of appreciation.
Grants for June 3, 2025.docx

21. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

21.1 Approved the Independent Contractor Agreement with Language Network, Inc., effective July 1, 2025-June 30, 2026.

21.2 Approved the Master Contract with Cornerstone Educational Solutions, effective July 1, 2025-June 30, 2026.

21.3 Approved the Master Contract with Zen Educate Inc., dba Zen Educate, effective July 1, 2025-June 30, 2026.

21.4 Approved the Master Contract with Milestones Therapy Group, A Professional Speech-Language Pathology Corporation, effective July 1, 2025-June 30, 2026.

21.5 Approved the Master Contract with Beyond Blindness,

effective July 1, 2025-June 30, 2026.

21.6 Approved the Master Contract with Help for Brain Injured Children, Inc., dba Cleta Harder Developmental School, effective July 1, 2025-June 30, 2026.

21.7 Approved the Master Contract with Dynamic Education Services, Inc., effective July 1, 2025-June 30, 2026.

21.8 Approved the Memorandum of Understanding (MOU) with the Orange County Superintendent of Schools Personnel Reimbursement, effective July 1, 2025-June 30, 2026.

21.9 Approved the service agreement with Paradigm Healthcare Services effective July 1, 2025-June 30, 2028.

21.10 Approved the agreement with School Health Corporation for the annual AED program management, effective July 1, 2025-June 30, 2026.

21.11 Approved the affiliation agreement with the Regents of the University of California, Irvine (UCI), Department of Ophthalmology, effective July 1, 2025-June 30, 2026.

21.12 Approved the agreement with North Orange County Regional Health Foundation, dba Family Health Matters Community Health Center, effective July 1, 2025-June 30, 2026.

21.13 Approved the memorandum of understanding with AltaMed for mobile dental care services, effective July 1, 2025-June 30, 2026.

21.14 Approved the subscription agreement with Raptor Technologies for the Visitor Management, Raptor Emergency Management, Subscription, Compliance and Success Program Level III, effective July 1, 2025-June 30, 2026.

21.15 Approved the purchase and subscription agreement with Committee for Children Second Step Grades K-8, Multi-Site and One-Time Purchase of Second Step K-5 Anti-Bullying Program effective July 1, 2025-June 30, 2028.

21.16 Approved the reclassification of records listed as Class 1-permanent to Class 3-disposable and approve the destruction of the Class 3 records following legal codes and administrative regulations.

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22. CONSENT CALENDAR - HUMAN RESOURCES

22.1 Renewed the California Baptist University Clinical Experience Agreement effective June 4, 2025 to June 5, 2028.

22.2 Approved the Classified Human Resources Report.
Class Board 06-03-25.doc

22.3 Approved the Certificated Human Resources Report.
Cert Board 06-03-25.docx

23. ADJOURNMENT

Adjourned the June 3, 2025 Board of Education Meeting at 8:59 p.m.

Moved by: Carrie Buck
Seconded by: Todd Frazier

Aye Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Draft

PLACENTIA-YORBA LINDA

PYLUSD

EST 1874

UNIFIED SCHOOL DISTRICT

2025 LOCAL INDICATORS

PART OF CALIFORNIA'S ACCOUNTABILITY MODEL

JUNE 17, 2025

BACKGROUND

- California's accountability system (CA Dashboard) based upon 8 State Priorities
- To measure the State's 8 priorities there are State Indicators and Local Indicators
- Local Indicators are measures for some of the State Priorities that are not collected/reported by the State

Eight State Priorities	Six State Indicators	Five Local Indicators
Priority #1 **Basic Services**		• **Teacher Assignments** • **Instructional Materials** • **Condition of Facilities**
Priority #2 **State Standards**		• **Implementation of State Standards**
Priority #3 **Parent Involvement**		• **Parent Engagement**
Priority #4 **Academic Achievement**	• **Academic Indicators - ELA & Math** • **English Learner Progress Indicator**	
Priority #5 **Pupil Engagement**	• **Chronic Absence Indicator*** • **Graduation Rate Indicator**	
Priority #6 **School Climate**	• **Suspension Rate Indicator**	• **Local Climate Survey**
Priorities #7 and #8 **Course Access and College and Career**	• **College/Career Indicator***	• **Course Access**

Priority 1:
Basic Services

Priority 2:
Implementation of Academic Standards

Priority 3:
Parent Engagement

Priority 6:
School Climate

Priority 7:
Course Access

5 LOCAL INDICATORS

PRIORITY 1: BASIC SERVICES

Appropriately Assigned Teachers	Access to Curriculum-Aligned Materials	Clean and Functional School Facilities
Total # Teacher Mis Assignments **0**	Students with access to materials pursuant to Williams compliance **100%**	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT) **Good** **(highest rating)**
Human Resources Reports	Williams Compliance Report	Facilities Inspection Tool (FIT) Reports

PLACENTIA-YORBA LINDA PYLUSD EST 1874 UNIFIED SCHOOL DISTRICT

PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

2024-25 Self-Reflection Tool Stage 1: Research and Investigation Stage 2: Initial Implementation Stage 3: Substantial Implementation Stage 4: Full Implementation Stage 5: Full Implementation & Sustainability	
English Language Arts/ ELD	5 = Full Implementation & Sustainability
Mathematics	4 = Full Implementation
Science	4 = Full Implementation
History-Social Science	4 = Full Implementation
Career Technical Education	4 = Full Implementation
Health/PE/VAPA/World Language	4 = Full Implementation

PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

2024-25 Annual Survey	% of Respondents that "Completely Agree" or "Somewhat Agree" with the following prompts		Change from 2023-24
Teachers	*Our staff sets high academic expectations for students*	94% n=908	-1%
Parents	*Classroom instruction prepares my child for the next grade level*	89% n=6,436	0%
	Teachers at my child's school have appropriate expectations	87% n=6,436	0%
Support Staff	*Our staff sets high academic expectations for students*	91% n=475	-1%
Students	*I am learning new things in my class*	91% n=5,031	0%
	My school expects very good work from me	90% n=5,031	0%

PRIORITY 3: PARENTAL ENGAGEMENT

Area of Focus	Rating Scale 1-5 (low to high)
Building Relationships	5
Building Partnerships for Student Outcomes	4.5
Seeking Input for Decision Making	4.5
Source: 2024-2025 Annual Educational Partner Surveys	

PRIORITY 6: SCHOOL CLIMATE

2024-25 Student Survey
% of Students that "Somewhat Agree" or "Completely Agree"

I FEEL SAFE

5th Graders: 84% (+1%)
(n= 1,533)
8th Graders: 67% (-4%)
(n= 1,495)
10th Graders: 74% (+1%)
(n= 1,145)
12th Graders: 80% (+4%)
(n= 900)

I BELONG

5th Graders: 83% (+4%)
(n= 1,538)
8th Graders: 75% (+4%)
(n= 1,497)
10th Graders: 73% (+2%)
(n= 1,149)
12th Graders: 76% (+8%)
(n= 902)

ADULTS CARE

5th Graders: 87% (0%)
(n= 1,538)
8th Graders: 80% (+5%)
(n= 1,497)
10th Graders: 75% (+5%)
(n= 1,150)
12th Graders: 77% (-1%)
(n= 904)

PRIORITY 7: COURSE ACCESS - ELEMENTARY

Elementary Grade Span

- We continue to ensure students have access to all core content areas to include ELA/ELD, Math, History-Social Science, Science/Health, Physical Education, and have increased access to the Visual and Performing Arts (VAPA)

- We continue to increase our inclusion efforts with mild/moderate students receiving education in the least restrictive environment (LRE). Using a variety of service delivery options, more students are receiving the majority of their instruction in the general education setting.

PRIORITY 7: COURSE ACCESS - SECONDARY

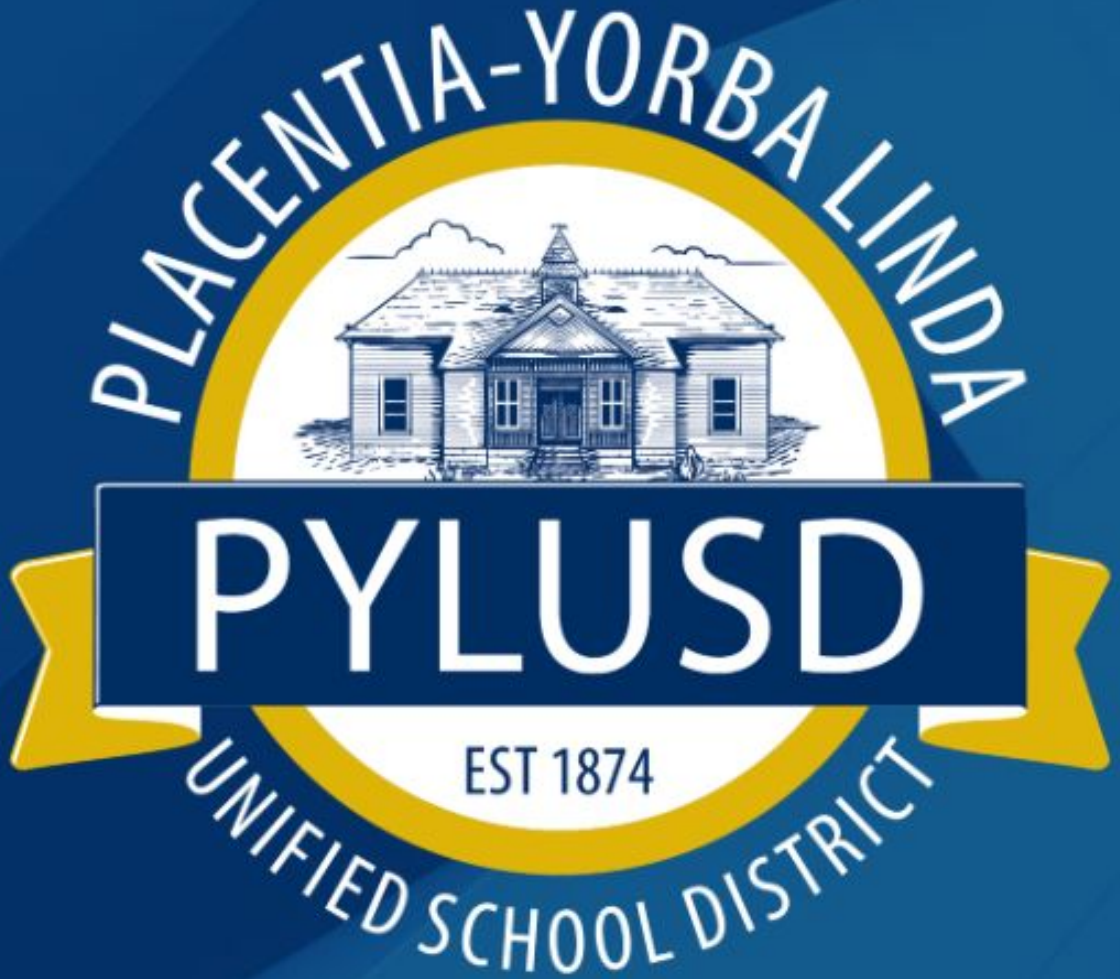
2024-25 Student Survey % of Students that "Somewhat Agree" or "Completely Agree"	
I have the opportunity to enroll in math, language arts, social studies, science, art, world languages, and/or career technical education courses = 95.7%	
% of Students Who Completed A-G Offerings at the High School Grade Span	
2023	**2024**
• All Students = 57.6% • Low-Income = 43.9% • English Learners = 16.6% • Foster Youth = N/A	• All Students = 59.3% (+1.7%) • Low-Income = 45.5% (+1.6%) • English Learners = 15.8% (-0.8%) • Foster Youth = N/A *(n<10)*

PRIORITY 7: COURSE ACCESS - SECONDARY

Identified Need	Actions for Improvement
Unduplicated Pupils (UPs) Completion of A-G Course Offerings	• Provide comprehensive EL training for teachers • Focus on EL reclassification for students prior to middle school • Expand targeted intervention • Districtwide focus on first, best instruction and differentiation • Ensure fidelity to the PLC process • Ensure school cultures of college and career readiness • Expand college and career awareness initiatives at middle schools • Focus on Algebra readiness for freshmen entering high school

1. Measure the progress
2. Report the results
3. Upload the results

THANK YOU


PLACENTIA-YORBA LINDA
PYLUSD
EST 1874
UNIFIED SCHOOL DISTRICT

2025-26 Adopted Budget

June 17, 2025

Tonight's Topics

- Focus Areas for the District's Budgets
- Federal & State Fiscal Outlooks
- 2024-25 Estimated Actuals for All Funds
- 2025-26 Proposed Budget for All Funds
- 2025-26 Orange County School of Computer Science Budget
- Next Steps

Focus for Spending District Funds

The district's budgets support all of the following focus areas:

Focus Area 1.0 — Academic Achievement

Focus Area 2.0 — Effective Instruction/Leadership

Focus Area 3.0 — Engaged Community

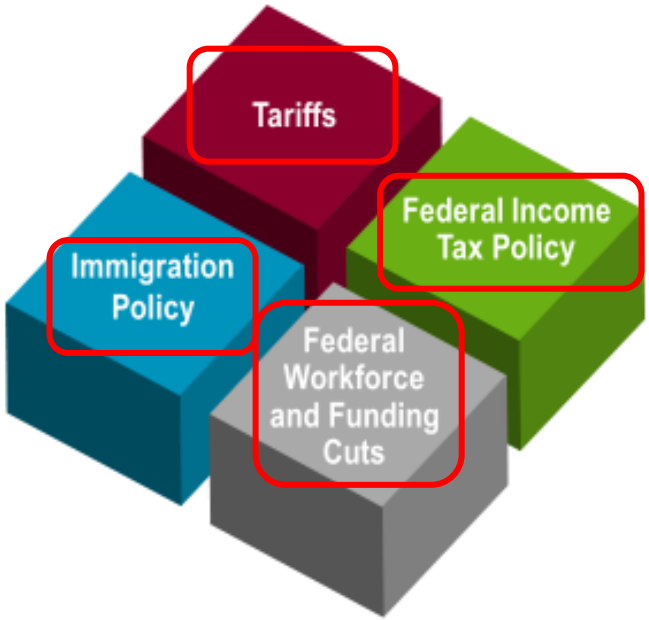
Focus Area 4.0 — Safe and Respectful Environment

Focus Area 5.0 — Optimized Resources

A critical measure of a school district's performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.

Federal & State Fiscal Outlook

Economic Impact of Federal Policies



- Consumer sentiment, a key economic growth contributor, has reached notably low levels
- Tariffs have contributed to supply chain disruptions, higher production costs, stock market volatility, and reduced demand for U.S. goods
- The Fed is exercising caution towards benchmark rate cuts, citing the need for more data to assess the impact of tariffs
- Trade deals have been reached with Britain and China
- Over 275,000 federal civil service positions have been cut, representing 12% of the federal workforce
- More cuts to federal funding and programs are projected
- The extension of the 2017 Tax Cuts and Jobs Act is anticipated
- Increases in immigration activity are expected to continue, which will likely affect labor supply, tax revenue, and GDP

The Trump Administration's policies have already had an impact on the economy, but it is still too early to know the full impact

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State of California Economy

1.

The "Big Three" sources of state revenue (i.e., personal income, corporation, and sales and use taxes) are projected to be lower by $4.8 billion over the three-year budget window when compared to January

2.

Job growth has been downgraded due to weaker labor market conditions and federal policy changes

3.

Inflation assumptions are about 1.0% higher than Governor's Budget estimates

6.

The May Revision assumes a "Growth Recession"

- To last through the first three quarters of 2025
- Below trend growth
- Rising unemployment

5.

Slow growth is expected to continue through 2028

4.

The May Revision forecasts a 27.0% average California tariff rate, significantly higher than the 2.4% tariff rate in 2024

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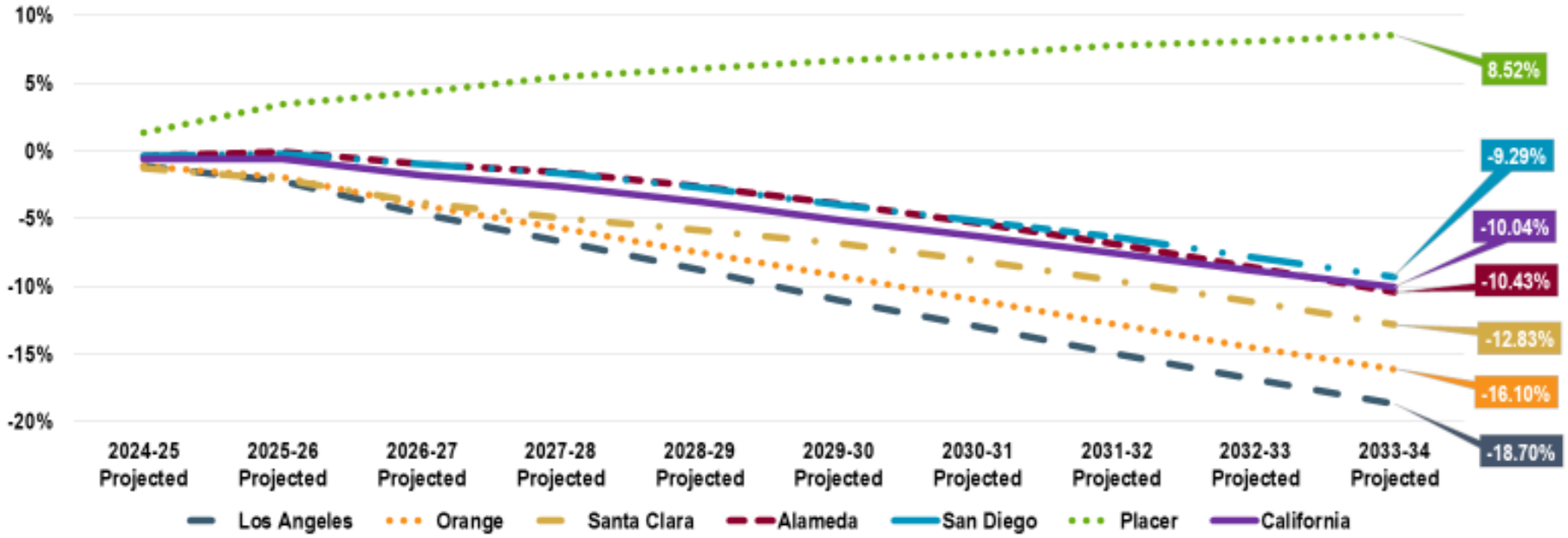
Risks to the State Budget

- Current inflation and the fears of a prolonged inflation pose the most immediate risk to the economy
- Significant shift in inflation will have a negative impact on the stock market and Capital Gain
- Top 1% California tax payers generate more than 50% of state taxes, many of which are driven by Capital Gains Taxes

District Financial Conditions—Declining Enrollment by County

- 44 (or 76%) of the 58 counties are projected to decline in enrollment through 2033-34
- The 44 declining enrollment counties are projected to be down by approximately 600,000
- The 14 (or 24%) growing enrollment counties are projected to increase by approximately 14,000



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Orange County has a 16.1% projected drop in enrollment through 2033-34

May Revision Highlights

Proposition 98 and the Rainy Day Fund

- Proposition 98 (Test 1) ensures that K-14 education receives a minimum percentage of the State's General Fund revenues.
- This test is based on the funding share provided to K-14 education in 1986-87, which was roughly 40 percent.
- When Test 1 is operative, the state must provide this minimum funding level, and the guarantee can be increased by deposits into a K-14 Rainy Day Fund.
- The 2025-26 minimum guarantee is down by $4.4 billion because the State's revenues are down.
- The Governor is proposing appropriating <u>less than</u> the 2024-25 minimum guarantee referring to it as "settle up" which means it will be owed back to the district at a later date ($214 per ADA = $4.7 million)
- Rather than making a discretionary deposit in 2025-26, the Governor will make a mandatory $540 million <u>withdrawal</u> from the Rainy Day Fund. After this the Rainy Day Fund will be depleted.

May Revision Highlights

Cash Deferrals

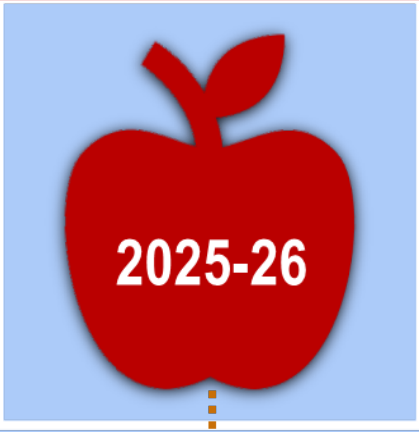
A cash deferral is money owed to the district but not paid by the State within the current year.

The May Revision continues to retire a total of $490.3 million in apportionment deferrals from the 2024-25 Enacted Budget, but proposes to institute new deferrals.

For TK-12 agencies, the May Revision proposes deferring $1.8 billion in Local Control Funding Formula (LCFF) apportionments from June 2026 to July 2026.

The district will be able to handle this deferment of cash as its cash reserves are currently healthy.

Transitional Kindergarten



Offer TK to four-year-olds whose fourth birthday occurs by September 1; inclusive

Universal Transitional Kindergarten (UTK)

The May Revision continues to provide ongoing funding for full implementation of UTK in 2025-26. However, this funding is reduced to $2.1 billion because of revised ADA estimates and the lower COLA.

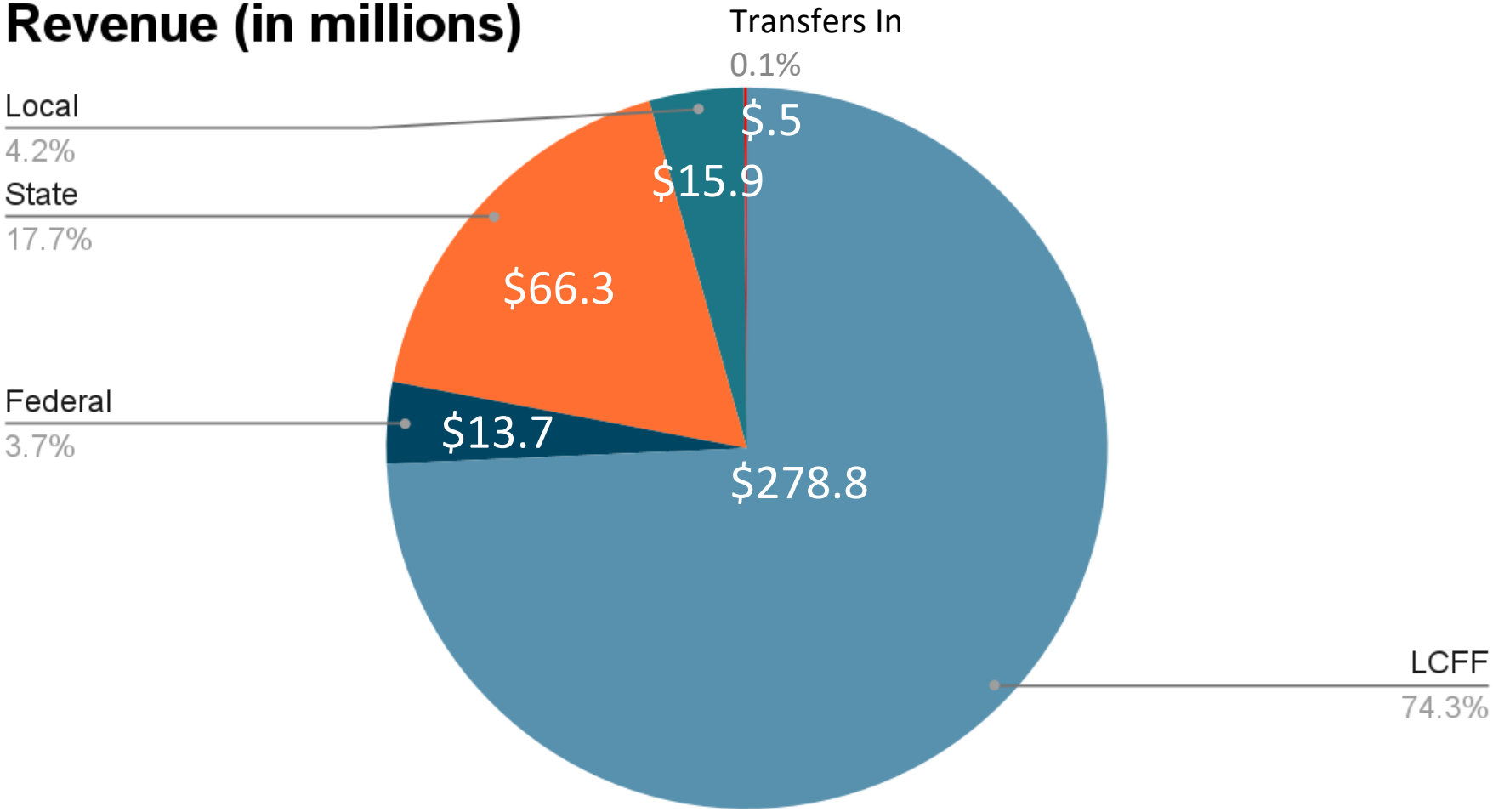
TK Ratio LCFF Add-on

- **The total ongoing amount for the TK add-on is revised to $1.2 billion**
- **The per-pupil amount is reduced from $6,404 in January to $5,545**
- **If the Governor fully funds TK the district will receive an additional $1.8 million of revenue to the Unrestricted General Fund. This will help offset some of the additional expenses for this program.**

2025 School Services of California Inc.

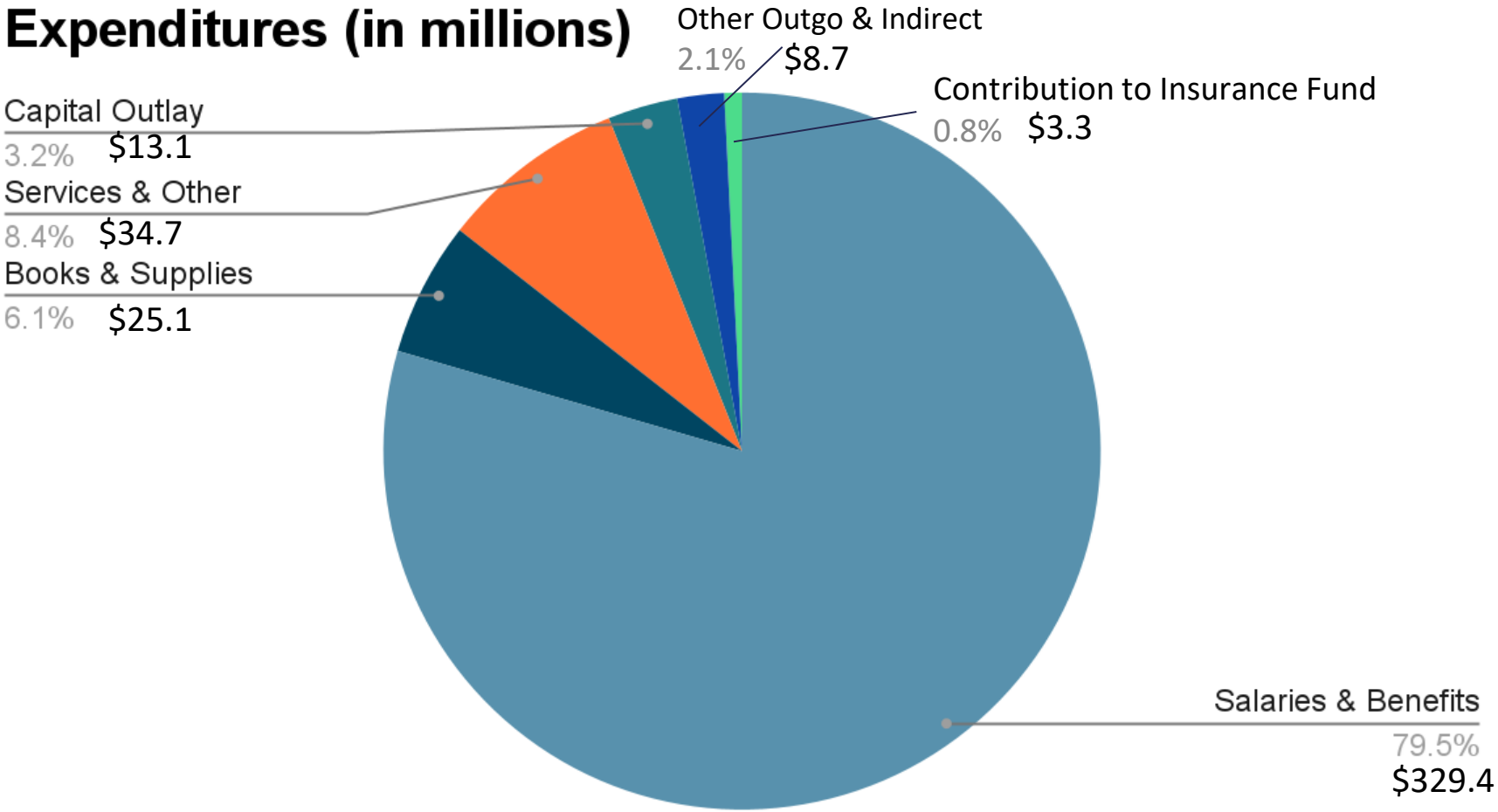
2024-25 Estimated Actuals

2024-25 Estimated Actuals Combined General Fund - Revenue (in millions)



Total Revenues $375,201,424

2024-25 Estimated Actuals Combined General Fund - Expenditures (in millions)



Total Expenditures $414,291,290

2024-25 General Fund Estimated Actuals

Description	Unrestricted	Restricted	Total
Revenue:			
LCFF	$278,831,912	$0	$278,831,912
Other Federal Revenue	0	13,700,508	13,700,508
Other State Revenue	10,136,548	56,101,344	66,237,892
Local Revenue	12,056,478	3,874,634	15,931,112
Total Revenue	**301,024,938**	**73,676,486**	**374,701,424**
Expenditures:			
Certificated Salaries	122,666,973	37,937,360	160,604,333
Classified Salaries	36,574,046	25,861,932	62,435,978
Employee Benefits	68,384,675	38,032,129	106,416,804
Books & Supplies	5,964,779	19,082,494	25,047,273
Services & Other	19,005,187	15,654,632	34,659,819
Capital Outlay	2,025,465	11,063,342	13,088,807
Operating Expenditures	7,003,207	1,735,069	8,738,276
Total Expenditures	**261,624,332**	**149,366,958**	**410,991,290**
Other Financing Sources:			
Transfers Out *(to Fd 67)*	3,300,000	0	3,300,000
Transfers In *(from Fd 12)*	(500,000)	0	(500,000)
Contributions	46,809,257	(46,809,257)	0
Total	**49,609,257**	**(46,809,257)**	**2,800,000**
Surplus/(Deficit)	**$(10,208,651)**	**$(28,881,215)**	**$(39,089,866)**

2024-25 General Fund Estimated Actuals

Description	Unrestricted	Restricted	Total
Surplus/(Deficit)	**$(10,208,651)**	**$(28,881,215)**	**$(39,089,866)**
Beginning Balance	**72,922,012**	**71,252,846**	**144,174,858**
Ending Balance	**$62,713,361**	**$42,371,631**	**$105,084,992**
Ending Reserve %			*15.1%*
Components of Ending Fund Balance:			
Nonspendable:			
Revolving Cash	**$169,000**	**$0**	**$169,000**
Stores	**103,658**	**0**	**103,658**
Prepaid Items	**2,814**	**0**	**2,814**
Restricted	**0**	**42,371,631**	**42,371,631**
Committed:			
Department & Site Carryover	**1,385,509**	**0**	**1,385,509**
Textbooks	**5,000,000**	**0**	**5,000,000**
Declining Enrollment	**10,000,000**	**0**	**10,000,000**
Mitigation	**4,623,250**	**0**	**4,623,250**
Assigned - Contingency (5%)	**20,714,565**	**0**	**20,714,565**
nassigned - Reserve for Economic ncertainties (5%)	**20,714,565**	**0**	**20,714,565**
nding Balance	**$62,713,361**	**$42,371,631**	**$105,084,992**

2024-25 Estimated Actuals - Other District Funds

	Beginning Fund Balance	Projected Revenues	Projected Expenditures	Ending Fund Balance
ASB (08)*	---	---	---	---
Special Ed. Pass (10)	$(2,411)	6,604,850	6,604,850	$(2,411)
Child Devel. (12)	$4,037,925	13,356,254	12,040,115	$5,354,064
Cafeteria (13)	$15,880,736	15,695,844	15,595,918	$15,980,662
Deferred Maint. (14)	$3,392,131	1,580,533	2,472,664	$2,500,000
Capital Facilities (25) (Developer Fees & Redevelopment Agency)	$12,897,477	5,212,652	8,542,055	$9,568,074
County Schools (35)	$686,537	7,861	694,398	$0
Capital Outlay (40) (City of Yorba Linda Settlement)	$15,698,046	8,814,952	9,508,770	$15,004,228
Bond I & R (51)	$23,326,983	15,724,196	16,014,486	$23,036,693
Self Insurance (67)	$17,903,625	53,441,000	56,035,609	$15,309,016

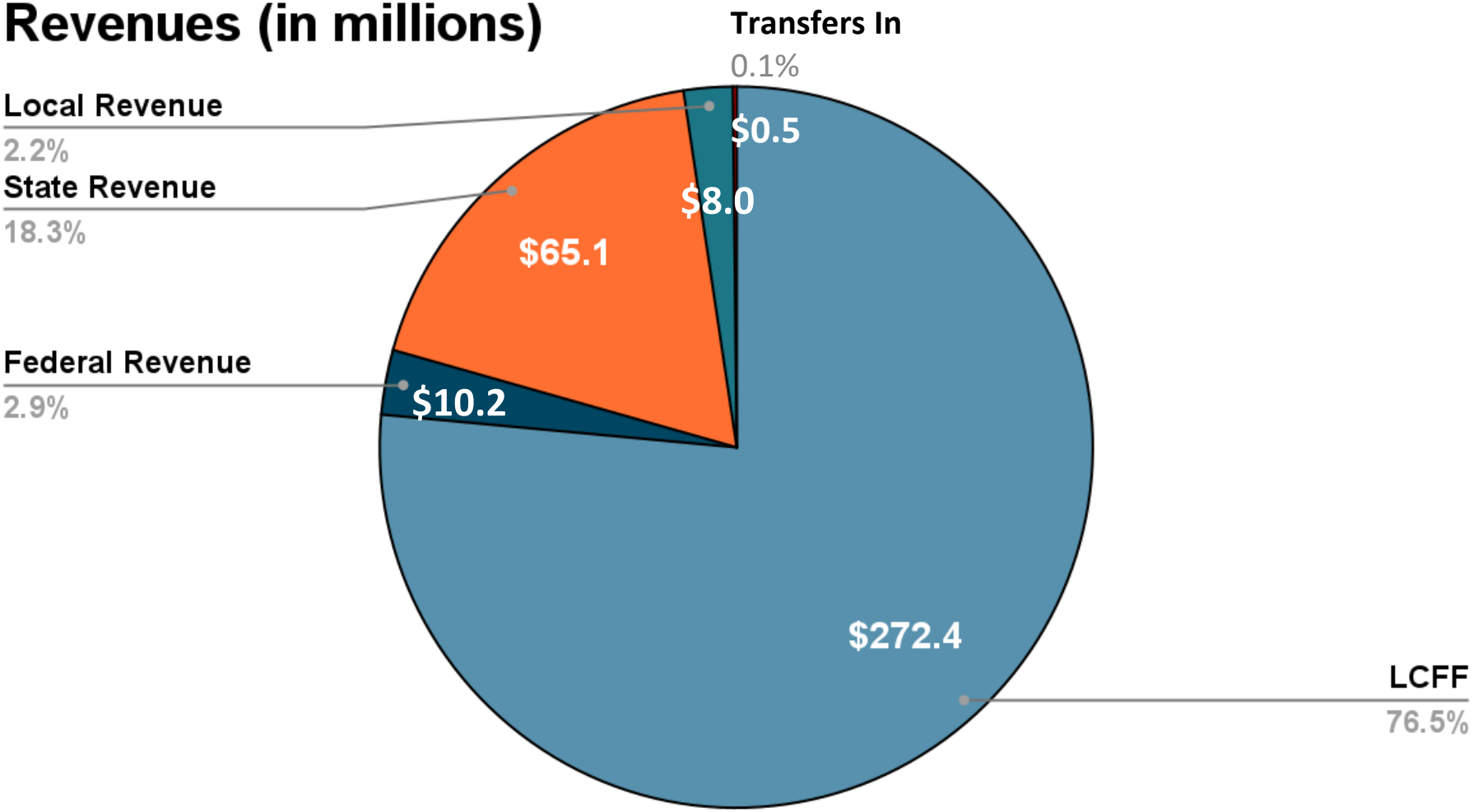
* Funds used for reporting purposes only. Activity is reported at the end of each fiscal year.

2025-26 Adopted Budget

Multi-Year Projection (MYP) Assumptions

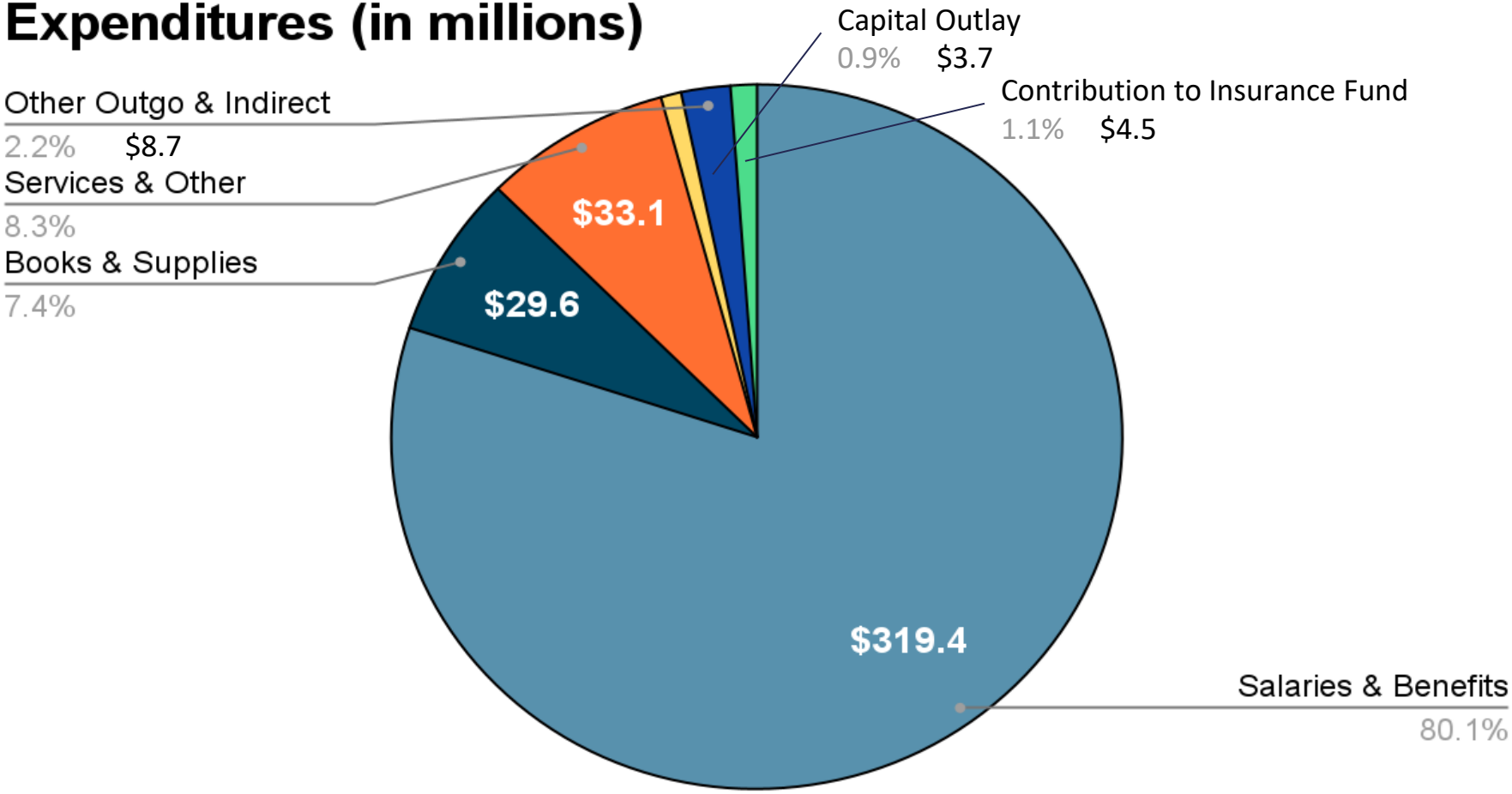
	2025-26	2026-27	2027-28
Statutory COLA	2.30%	3.02%	3.42%
Enrollment - PYLUSD - OCSCS	21,777 (drop of 175) 747	21,608 741	21,438 736
Attendance Rate	94.5%		
Salaries, Health & Welfare, Class Sizes etc.	Pending Negotiations		
Health & Welfare	7.1% *(5.2% in 2024-25)*	6%	6%
Workers Compensation	$1.40 per $100 of payroll *($1.38 per $100 of payroll in 2024-25)*	Stays at 2025-26 rate until out year rates are known	
Property & Liability	13.78% *(7% in 2024-25)*		
Consumer Price Index	3.42%	2.98%	2.77%

2025-26 Adopted Budget Combined General Fund - Revenues (in millions)



Total Revenues $356,204,496

2025-26 Adopted Budget Combined General Fund - Expenditures (in millions)



Total Expenditures $398,933,800

2025-26 Adopted Budget

Description	Unrestricted	Restricted	Total
Revenue:			
LCFF	$272,423,442	$0	$272,423,442
Other Federal Revenue	0	10,180,031	10,180,031
Other State Revenue	9,811,908	55,260,766	65,072,674
Local Revenue	6,806,614	1,221,735	8,028,349
Total Revenue	**289,041,964**	**66,662,532**	**355,704,496**
Expenditures:			
Certificated Salaries	115,346,137	37,876,812	153,222,949
Classified Salaries	35,270,533	23,893,045	59,163,578
Employee Benefits	67,671,577	39,299,386	106,970,963
Books & Supplies	5,738,250	23,809,491	29,547,741
Services & Other	19,557,371	13,511,140	33,068,511
Capital Outlay	3,108,997	635,722	3,744,719
Operating Expenditures	6,924,858	1,741,836	8,666,694
Total Expenditures	**253,617,723**	**140,767,432**	**394,385,155**
Other Financing Sources:			
Transfers Out *($3.7m to Fd 67, $0.85m to Fd 9)*	4,548,645	0	4,548,645
Transfers In *(from Fd12)*	(500,000)	0	(500,000)
Contributions	46,995,998	(46,995,998)	0
Total	**51,044,643**	**(46,995,998)**	**4,048,645**
Surplus/(Deficit)	**($15,620,402)**	**($27,108,902)**	**($42,729,304)**

2025-26 Adopted Budget

Description	Unrestricted	Restricted	Total
Surplus/(Deficit)	**($15,620,402)**	**($27,108,902)**	**($42,729,304)**
Beginning Balance	**62,713,361**	**42,371,631**	**105,084,992**
Ending Balance	**$47,092,959**	**$15,262,729**	**$62,355,688**
Components of Ending Fund Balance:			
Nonspendable:			
Revolving Cash	**$169,000**	**$0**	**$169,000**
Stores	**103,658**	**0**	**103,658**
Prepaid Items	**2,814**	**0**	**2,814**
Restricted	**0**	**15,262,729**	**15,262,729**
Committed:			
Textbooks	**5,000,000**	**0**	**5,000,000**
Declining Enrollment	**1,924,107**	**0**	**1,924,107**
Total			
Assigned - Contingency (5%)	**19,946,690**	**0**	**19,946,690**
Assigned - Reserve for Economic Uncertainties (5%)	**19,946,690**	**0**	**19,946,690**
Ending Balance	**$47,092,959**	**$15,262,729**	**$62,355,688**

Reconciliation of 2025-26 Unrestricted Deficit at Second Interim to the Adopted Budget *(in millions)*

2025-26 Deficit at 2024-25 Second Interim	($14.5)
Budget Stabilization Plan Cuts *($8.5 million reductions less $3.6 million for retirees already reduced in budget)*	4.9
Increase in Transfer to OCSCS	(.8)
Classified Job Reclassifications	(.1)
Increase in Deferred Maintenance Costs	(.5)
Carryover Budgets	(1.4)
Additional Drop in ADA *(drop of 70 to drop of 175)*	(.5)
H&W and WC Increases	(1.1)
In Lieu CRLA (ADA increased)	(.2)
Increase in SPED Contribution	(.2)
ncrease in RRMA *(minimum 3%)*	(.2)
-year Master Facilities Plan Cost	(1.0)
025-26 Adopted Budget Deficit	($15.6)

Combined Multi-Year General Fund Projections

Description	2025-26	2026-27	2027-28
Revenue:			
LCFF	$272,423,442	$279,650,431	$287,417,373
Other Federal Revenue	10,180,031	10,180,031	10,180,031
Other State Revenue	65,072,674	65,312,770	65,569,030
Local Revenue	8,028,349	8,019,329	8,019,329
Total Revenue	**355,704,496**	**363,162,561**	**371,185,763**
Expenditures:			
Certificated Salaries	153,222,949	153,856,819	156,044,465
Classified Salaries	59,163,578	59,237,360	59,681,730
Employee Benefits	106,970,963	108,966,788	111,749,256
Books & Supplies	29,547,741	14,685,854	11,660,555
Services & Other	33,068,511	30,937,672	31,467,162
Capital Outlay	3,744,719	2,479,949	2,457,137
Operating Expenditures	8,666,694	8,985,339	9,325,508
Total Expenditures	**394,385,155**	**379,149,781**	**382,385,813**
Other Financing Sources:			
Transfers Out *(to Fd 67)*	4,548,645	4,748,645	4,948,645
Transfers In *(from Fd 12)*	(500,000)	(500,000)	(500,000)
Total	**4,048,645**	**4,248,645**	**4,448,645**
Surplus/(Deficit)	**($42,729,304)**	**($20,235,865)**	**($15,648,695)**

Combined Multi-Year General Fund Projections

Description	2025-26	2026-27	2027-28
Surplus/(Deficit)	**($42,729,304)**	**($20,235,865)**	**($15,648,695)**
Beginning Fund Balance	**105,084,992**	**62,355,688**	**42,119,823**
Ending Fund Balance	**$62,355,688**	**$42,119,823**	**$26,471,128**
Ending Reserve %	***11.8%***	***8.9%***	***5.7%***
Components of Ending Fund Balance:			
Nonspendable:			
Revolving Cash	**$169,000**	**$169,000**	**$169,000**
Stores	**103,658**	**103,658**	**103,658**
Prepaid Items	**2,814**	**2,814**	**2,814**
Restricted	**15,262,729**	**8,037,804**	**4,261,819**
Committed:			
Textbooks	**5,000,000**	**0**	**0**
Declining Enrollment	**1,924,107**	**0**	**0**
Total	**6,924,107**	**0**	**0**
Assigned - Contingency (5%, 3.8%, 0.7%)	**19,946,690**	**14,611,626**	**2,567,114**
nassigned - Reserve for Economic ncertainties (5%)	**19,946,690**	**19,194,921**	**19,366,723**
nding Fund Balance	**$62,355,688**	**$42,119,823**	**$26,471,128**

Fiscal Solvency Statement

- In preparing the 2025-26 Adopted Budget, the board acknowledges its fiduciary responsibility to maintain fiscal solvency for the current year and two subsequent fiscal years.

- District staff will be preparing a budget stabilization plan for board review prior to the adoption of the 2026-27 school year budget.

- This plan will include established timelines for ongoing budget planning and actions. Reductions presented may include tighter staffing at school sites, position reductions, and non-personnel cost reductions.

- Under these assumptions, the board projects the need for $15.6 million in budget reductions in 2026-27 in order to maintain fiscal solvency.

2025-26 Adopted Budget - Other District Funds

	Beginning Fund Balance	Projected Revenues	Projected Expenditures	Ending Fund Balance
ASB (08)*	---	---	---	---
Charter Schools (9)	$0	9,250,804	9,250,804	$0
Special Ed. Pass (10)	$(2,411)	6,604,850	6,604,850	$(2,411)
Child Devel. (12)	$5,354,064	8,838,432	13,090,804	$1,101,692
Cafeteria (13)	$15,980,662	15,695,844	16,672,460	$15,004,046
Deferred Maint. (14)	$2,500,000	1,500,000	4,000,000	$0
Capital Facilities (25) (Developer Fees & Redevelopment Agency)	$9,568,074	4,736,645	5,686,645	$8,618,074
Capital Outlay (40) (City of Yorba Linda Settlement)	$15,004,228	8,750,968	7,940,525	$15,814,671
Bond I & R (51)	$23,036,693	19,848,162	24,596,080	$18,288,775
Self Insurance (67)	$15,309,016	55,910,000	57,066,050	$14,152,966

* Funds used for reporting purposes only. Activity is reported at the end of each fiscal year.

2025-26 Orange County School of Computer Science Budget

2025-26 Budget for Orange County School of Computer Science (Fund 09)

Description	Amount
Revenue:	
LCFF *(708 ADA from 2024-25)*	$8,265,700
Other State Revenue (SPED, Mental Health)	985,104
Total Revenue	**9,250,804**
Expenditures:	
Certificated Salaries	4,007,506
Classified Salaries	632,068
Employee Benefits	2,031,558
Books & Supplies: for school support	404,576
for support from district paid costs *(see next slide)*	2,996,439
Services & Other Operating Expenditures	27,302
Total Expenditures	**10,099,449**
Surplus/(Deficit)	**(848,645)**
Transfers Out from General Fund to Charter School	**848,645**
et Increase/(Decrease) in Fund Balance	**0**
eginning Balance	**0**
nding Balance	**$0**

2025-26 Budget for Orange County School of Computer Science (Fund 9)
(Breakdown of Transfers Out to General Fund for District Supported Services)

Description	Amount
Business Services Office Salary Costs	$247,111
Educational, Student, HR Services Salary Costs	149,834
Use of Facilities	451,015
Liability Insurance	120,034
Transportation	152,100
Utilities	300,000
Textbook Adoptions	259,017
Contribution to Special Education Programs	1,317,328
RAND TOTAL	**$2,996,439**

Next Steps

Next Steps

- After the Governor finalizes the State budget, staff will bring back any material revisions within 45 days of the signing of the State's budget.
- Closely monitor the Federal and State fiscal conditions and adjust district budgets as needed.
- Present the "2024-25 Unaudited Actuals" report (September 2025) to the Board.
- Continue working on "2026-27 Budget Stabilization Plan" in order to reduce deficit spending.

THANK YOU

ADDENDUM TO ORANGE COUNTY SCHOOL OF COMPUTER SCIENCE

CHARTER PETITION

INCORPORATION INTO CHARTER

This Addendum is an addition to and is incorporated into the Orange County School of Computer Science ("OCSCS") Charter Petition as though fully set forth therein and the general provisions of the Charter shall apply and govern this Addendum unless specifically changed by the terms of this Addendum. This Addendum shall be effective and commence on the date upon which it is approved by the Placentia Yorba Linda Unified School District Governing Board. This Addendum shall be coextensive with and remain in full force and effect throughout the term of the Charter School's Charter and during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter. This Addendum is incorporated into the Charter and made a part thereof for all purposes as if set forth in full in the Charter.

Extended Teacher Collaboration Time

In order to sustain the mastery based grading model that is a signature component of the OCSCS , teachers at OCSCS will have additional release days throughout the year to continue to support the needs of all student groups they serve. The goal of this system will be to provide release days as frequently as once a week. Teachers will be provided class coverage and will be responsible for creating lessons & activities for students to complete.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

REVISE BOARD POLICY 5124 - PROMOTION/ACCELERATION/RETENTION, FIRST READING

Background

The Placentia-Yorba Linda Unified School District School Board periodically reviews, revises, and/or develops board policy to ensure compliance with state law and to establish programs and procedures that address student educational needs. Each local education agency is required to establish and maintain board policies and procedures in support of its students.

This will be the first reading of the revised board policy, which was adopted from Gamut and streamlines the current Board Policy.

Financial Impact

Not applicable

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

Students **5124 - BP**

PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. On occasion, students with exceptionally high academic achievement will be recommended for double promotion by their parents or teacher. Students may be accelerated into a higher grade level if it is determined to be appropriate by the school site student study team consisting of individuals knowledgeable of the child, including the parent, and the principal is in agreement with the team's determination. In such cases, the school team shall take into consideration the student's social and emotional growth, as well as academic achievement, when making such a determination.

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the elementary grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and additional local indicators of academic achievement.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5124 - Promotion/Acceleration/Retention.

With regards to students with disabilities, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process. See BP 6171.5- Individualized Education Program.

When any student in grades 2-8 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

State	Description
5 CCR 200-202	Admission and exclusion of students
Ed. Code 37252-37254.1	Supplemental instruction
Ed. Code 41505-41508	Pupil Retention Block Grant
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48010	Admittance to first-grade
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48070-48070.5	Promotion and retention
Ed. Code 56345	Elements of Individualized Education Plan
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress

Management Resources	Description
California Department of Education Publication	FAQs Promotion, Retention, and Grading (students with disabilities)
California Department of Education Publication	FAQs Pupil Promotion and Retention
California Department of Education Publication	Kindergarten Continuance Form
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
4231	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111	Admission
5111	Admission
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.5	Elementary/Middle School Graduation Requirements
6162.5	Student Assessment
6164.5	Student Success Teams
6164.5	Student Success Teams

6170.1	Transitional Kindergarten
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6179	Supplemental Instruction

~~The Governing Board believes that high academic and behavior standards are the cornerstone of successful schools. Students are expected to progress through each grade level by demonstrating attainment of grade-level standards of student achievement. To facilitate student progress, instruction should accommodate individual differences and interests and should include strategies and interventions designed for a diverse student population.~~

~~Annual promotion of a student from one grade level to the next shall be based upon teacher documented student achievement in specific subject areas at the following grade levels:~~

1. ~~Second grade to third grade in reading~~
2. ~~Third grade to fourth grade in reading~~
3. ~~Fourth grade to fifth grade in reading, English language arts, and mathematics~~
4. ~~The end of the intermediate grades to the beginning of middle school grades in reading, English language arts, and mathematics~~
5. ~~The end of middle school grades to the beginning of high school in reading, English language arts, and mathematics~~

~~Minimum levels of proficiency and/or performance on multiple measures of academic achievement shall be designated by the district in grade-level appropriate subject areas as criteria for promotion. If any of the designated measures specified in the administrative regulations identifies that a student is performing below the minimum standard for promotion, the student shall be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic success. Parents may appeal the decision to retain a student. For students identified as having a disability, the determination as to the appropriate standards for promotion or retention shall be made as part of the Individualized Educational Planning (IEP) process. Moreover, for the English Learners, decisions to promote or retain shall be based on the student's progress within the specific curriculum provided to the student.~~

~~The Governing Board also recognizes the importance of early intervention, parent involvement, and supplemental instruction in facilitating student achievement. Teachers, therefore, are responsible for the identification of students who should be retained and who are at risk of being retained as early as possible in the school year. When a student is recommended for retention or~~

~~identified as being at risk of retention, the school shall notify the student's parents as early in the school year as possible. Supplemental instruction shall be provided to students who have been retained or who are at risk of retention.~~

~~Intervention programs shall provide direct and systematic supplemental instruction in reading, language arts and/or mathematics and may include in-school and after-school tutorials, Saturday classes, supplementary materials, developmentally appropriate curriculum, and mandatory summer school.~~

~~At the high school level, grade designation for purposes of determining progress toward graduation is based on the accumulation of a minimum number of required credits. Sequential courses must be mastered prior to the student's advancement to the next level. Students deficient in credits must attend summer school to make up courses failed during the academic year. Notification to the parent/guardian of mandatory summer school attendance shall be made as soon as it is determined that a credit deficiency exists or that a student is at risk of being credit deficient.~~

~~For students not making satisfactory progress, their counselor and/or school site student study team shall meet with the student and parents before the end of each year to determine an educational plan which would include mandatory summer school attendance, supplemental classes and/or other educational alternatives.~~

~~On occasion, students with exceptionally high academic achievement will be recommended for double promotion by their parents or teacher. Students may be accelerated into a higher grade level if it is determined to be appropriate by the school site student study team consisting of individuals knowledgeable of the child, including the parent, and the principal is in agreement with the team's determination. In such cases the school team shall take into consideration the student's social and emotional growth as well as academic achievement when making such a determination.~~

~~Legal Reference:~~	~~Education Code~~	~~46300~~	~~Method of computing ADA~~
		~~48011~~	~~Admission on completing kindergarten; grade placement of pupils coming from other districts~~
		~~48070 - 48070.5~~	~~Promotion and retention~~
		~~49067~~	~~Each governing board shall prescribe regulations regarding pupil's achievement~~
		~~56345~~	~~Elements of individualized education plan~~
		~~60641 - 60648~~	~~Standardized Testing and Reporting Program~~

~~Code of Regulations, Title V~~	~~200~~	~~Admittance to First Grade From Kindergarten~~

~~Cross Reference:~~	~~Board Policy~~	~~5128~~	~~Requirements for Graduation from High School~~
		~~5128.2~~	~~Requirements for Graduation from Continuation High School~~

Policy adopted:	3/26/79
Policy Revised:	5/13/85
Policy Revised:	10/28/97
Policy Revised:	6/29/99
Policy Revised:	10/13/09
Policy Revised:	TBD

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

REVISED SCHEDULE OF 2025 BOARD OF EDUCATION MEETINGS

Background:
The Placentia-Yorba Linda Unified School District's Board Bylaw 9321, *Meetings and Notices*, specifies that the calendar of regular Board meetings shall be established and adopted at the December organizational meeting each year.

As noted on the attachment, it is recommended that an additional meeting for July 22, 2025 be added to the regularly scheduled Board meeting calendar adoption to allow for the Orange County School of Computer Science (OCSCS) material review and summer hiring. The revised 2025 calendar of regular board meetings is presented for Board approval.

Financial Impact
Not applicable

Administrator
Dr. Allan Mucerino, Acting Superintendent

Placentia-Yorba Linda Unified School District
Board of Education
1301 E. Orangethorpe Avenue
Placentia, California 92870

SCHEDULE OF 2025 BOARD OF EDUCATION MEETINGS

January 14, 2025	Seat Student Board Representative
February 11, 2025	
March 11, 2025	
April 8, 2025	
April 22, 2025 (5:00 p.m.)	LCAP Review Draft Study Session
May 6, 2025	
June 3, 2025 (5:00 p.m.) June 17, 2025	Public Hearings: LCAP/Budget
July 22, 2025	
August 5, 2025	Seat Student Board Representative
September 9, 2025	
October 21, 2025	
November 18, 2025	
December 16, 2025	Organizational Meeting

Regular Board meetings begin at 6:00 p.m.; Closed Session at 5:00 p.m. (Closed Session times may vary depending on Closed Session agenda items.)

Adopted: December 17, 2024
Revised: February 11, 2025
Revised:

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placentia Yorba Linda Unified School District

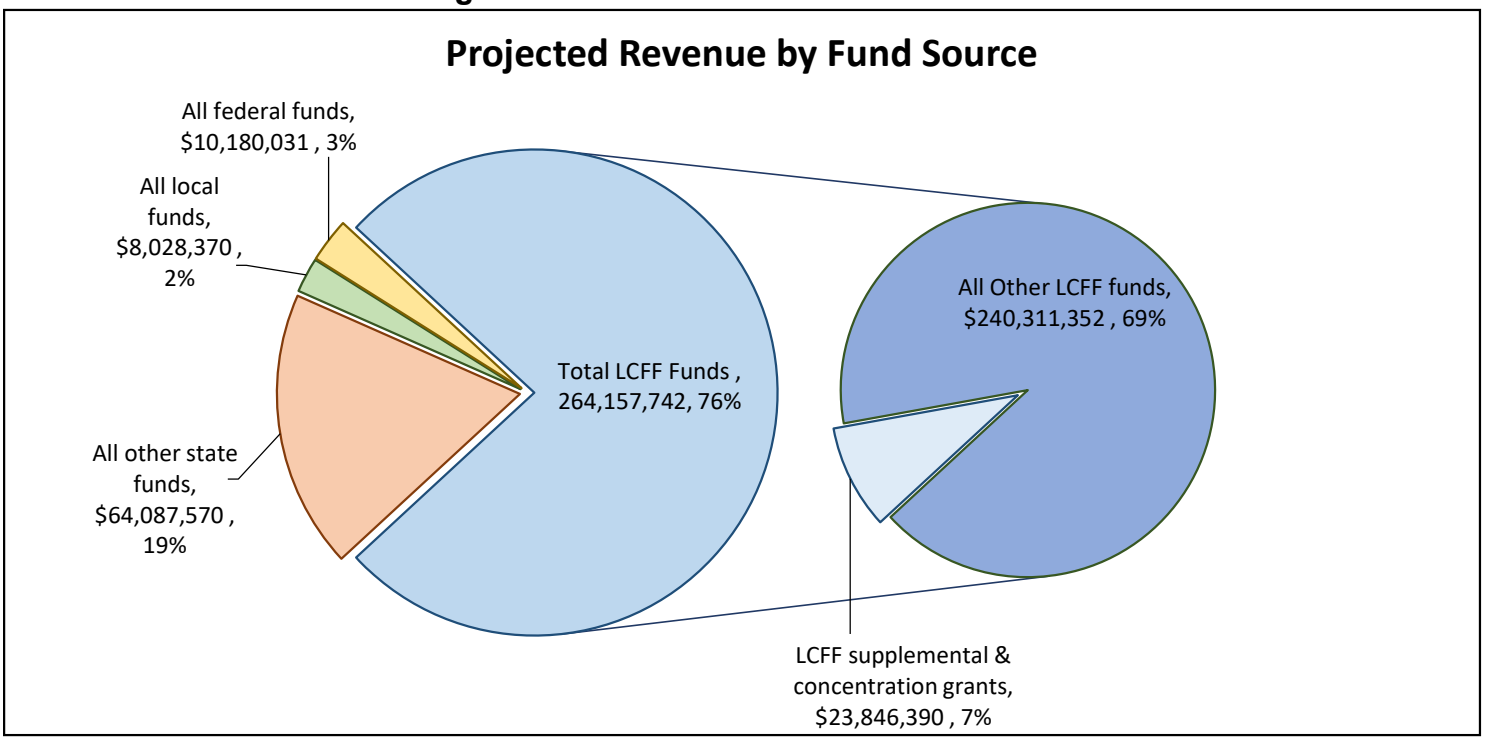
CDS Code: 30-66647-0000000

School Year: 2025-26

LEA contact information: Dr. Allan Mucerino, Superintendent, amucerino@pylusd.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 2025-26 School Year

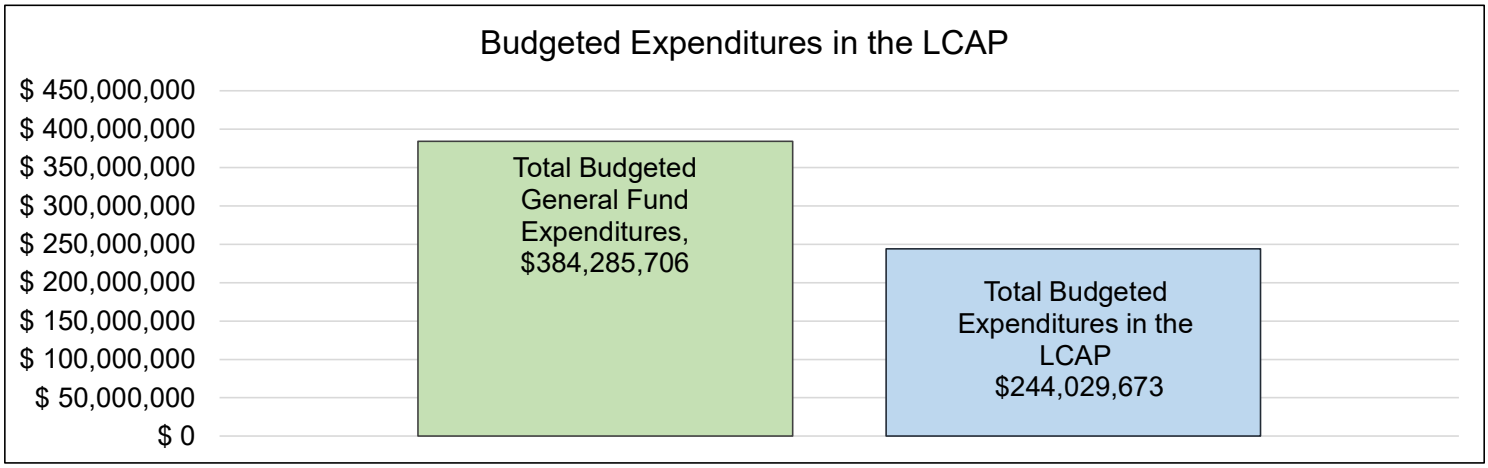


This chart shows the total general purpose revenue Placentia Yorba Linda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placentia Yorba Linda Unified School District is $346,453,713.00, of which $264,157,742.00 is Local Control Funding Formula (LCFF), $64,087,570.00 is other state funds, $8,028,370.00 is local funds, and $10,180,031.00 is federal funds. Of the $264,157,742.00 in LCFF Funds, $23,846,390.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Placentia Yorba Linda Unified School District plans to spend for 2025-26. 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: Placentia Yorba Linda Unified School District plans to spend $384,285,706.00 for the 2025-26 school year. Of that amount, $244,029,673.00 is tied to actions/services in the LCAP and $140,256,033.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

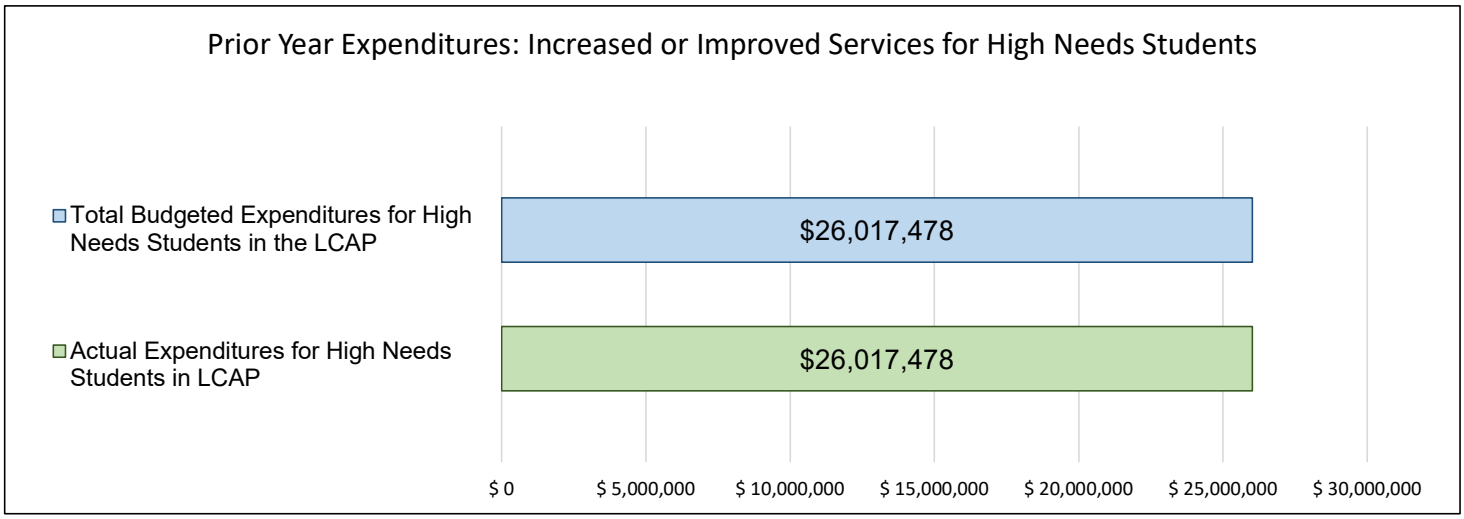
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Placentia Yorba Linda Unified School District is projecting it will receive $23,846,390.00 based on the enrollment of foster youth, English learner, and low-income students. Placentia Yorba Linda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Placentia Yorba Linda Unified School District plans to spend $26,926,984.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

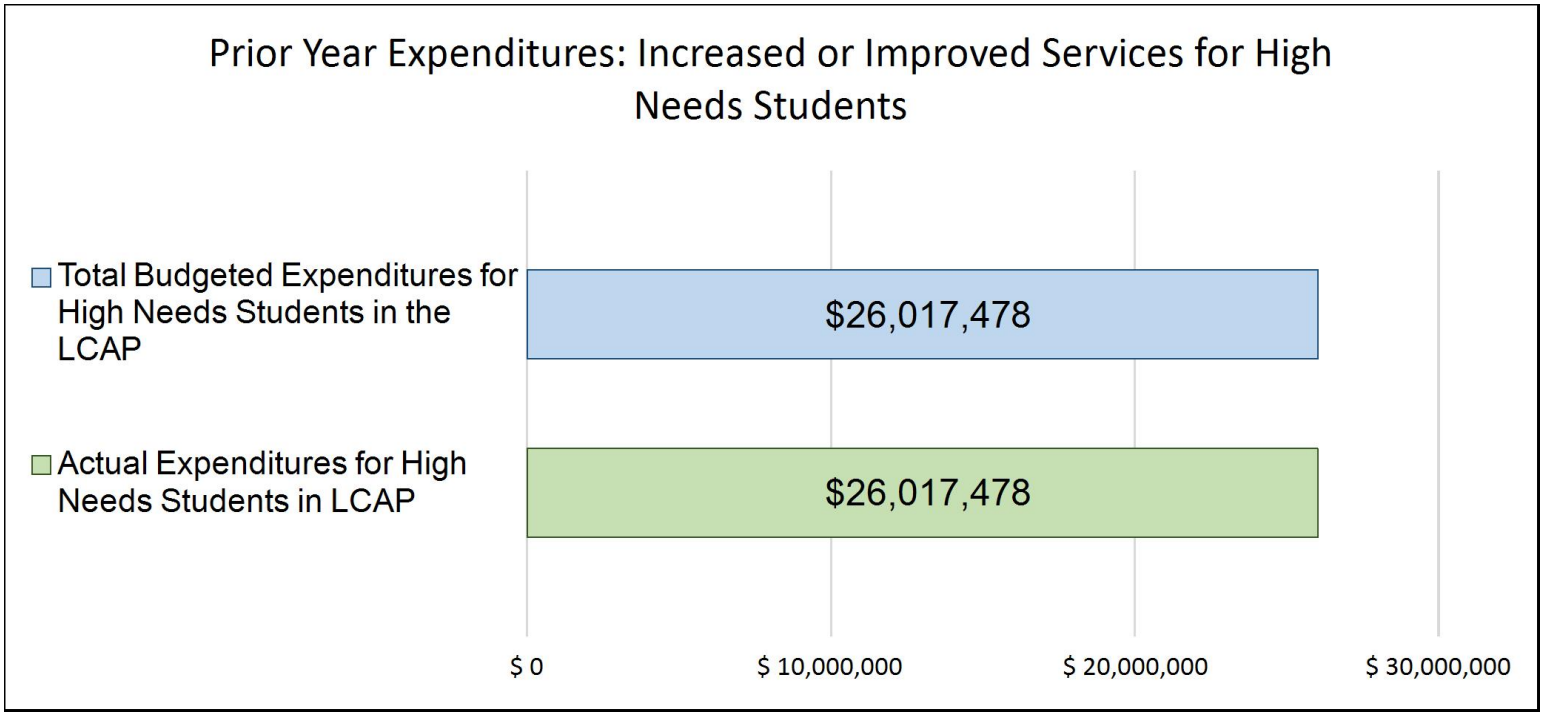
Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Placentia Yorba Linda Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Placentia Yorba Linda Unified School District 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 2024-25, Placentia Yorba Linda Unified School District's LCAP budgeted $26,017,478.00 for planned actions to increase or improve services for high needs students. Placentia Yorba Linda Unified School District actually spent $26,017,478.00 for actions to increase or improve services for high needs students in 2024-25.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Placentia-Yorba Linda Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Placentia-Yorba Linda Unified School District 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 2024-25, Placentia-Yorba Linda Unified School District's LCAP budgeted $26,017,478 for planned actions to increase or improve services for high needs students. Placentia-Yorba Linda Unified School District actually spent $26,017,478 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	Olivia Yaung, Ed.D. Assistant Superintendent, Educational Services	oyaung@pylusd.org (714) 985-8651

Plan Summary [2025-26]

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.

The Placentia-Yorba Linda Unified School District (PYLUSD) serves a diverse community across Placentia, Yorba Linda, and parts of Anaheim, Brea, and Fullerton. With approximately 22,700 students, the district includes 34 schools: 20 elementary schools, 1 TK-8 school, 5 middle schools, 4 comprehensive high schools, a continuation high school, a K-12 independent study program, a special education school, and an adult transition program. Committed to academic excellence, innovation, and student success, PYLUSD provides high-quality instruction and innovative programs to drive equitable outcomes for students.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources, including Equity Multiplier funding for El Camino Real Continuation High School, which supports targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies. PYLUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds which will support the following actions: 1.1, 2.2, 3.5, 3.6, 3.10, 3.11, 6.2, 7.2, 7.20, 7.22, 7.26, 7.28, 7.29, 7.30, 8.1, 8.17.

YLUSD enhances learning through intervention programs before, during, and after school, along with comprehensive math and writing tiatives. Early childhood education is expanding through an inclusive preschool model, and educator training emphasizes instructional best actices as part of the district's Signature Practices initiative. Recognizing persistent achievement gaps, PYLUSD prioritizes English learner pport through designated and integrated instruction, bilingual resources, and family engagement programs.

College and career readiness remains a focus, with robust Career Technical Education (CTE) pathways, dual enrollment programs, and dedicated post-secondary guidance. Student wellness is prioritized through mental health specialists, intervention programs, and suicide prevention initiatives. The district also ensures equitable resource distribution by directing support to high-need schools and strengthening attendance monitoring systems to assist at-risk students. These strategic actions foster academic excellence, career readiness, and student well-being across the district.

PYLUSD thrives on the dedicated involvement of parents, guardians, and community partners, including PTAs, the REACH Foundation, and other local community partners who provide invaluable support and opportunities for students. With a rich history dating back to 1874, the district celebrates 150 years of educational excellence while continuing to evolve. Driven by its mission to provide rigorous and relevant learning experiences, PYLUSD empowers students to become responsible, ethical, and engaged citizens prepared for future success.

Reflections: Annual Performance

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

Academic Achievement in English Language Arts: Progress and Ongoing Efforts:

Districtwide, the percentage of students meeting or exceeding ELA standards increased slightly from 64.75% in 2023 to 65.32% in 2024, maintaining a Green performance level. Early literacy indicators also showed improvement, with 62% of K-5 students performing at or above grade level on the Winter 2023-24 iReady Diagnostic, up from 58% the previous year.

Writing assessment scores varied by grade level:

Grades 1-5: Performance decreased from 81% in 2022-23 to 67% in 2023-24 (scoring 3 or 4 out of 4).
Grades 6-12: Performance improved from 76% in 2022-23 to 81% in 2023-24 (scoring 3, 4, or 5 out of 5).

To support writing across all content areas, professional development was provided in Writer's Workshop, Step Up to Writing, Expository Reading and Writing, and DBQ strategies. Additional training in literacy and social-emotional learning was also offered. Task forces were established for K-2 Reading Difficulties Risk Screener adoption, a 6-8 ELA curriculum pilot, and a 9-12 pacing guide development. Family Literacy Nights with parent training and support have been implemented to strengthen community engagement.

Performance Gaps:
ıe following schools and student groups scored at the lowest levels on the California Dashboard in English Language Arts:

strictwide Foster Youth for ELA Performance: Yellow (28.1% meeting or exceeding standards)
Camino (Schoolwide ELA Performance): Red (10%)
udents with Disabilities ELA Performance (SWD):
ed: Bernardo (7.8%), Esperanza (24.2%), Melrose (0%)

Yellow: Tynes (25%)
Orange: Rio Vista (7.9%), Ruby Drive (16.1%), Van Buren (19.24%)
English Learners ELA Performance (EL):
Red: Valadez (3.9%)
Yellow: Tuffree (10%)
Hispanic Students at El Camino ELA Performance: Red (3.2%)
Socioeconomically Disadvantaged Students at El Camino ELA Performance: Red (10.8%)

Despite these challenges, district initiatives remain on track, with a continued focus on targeted interventions, GLAD training for teachers, and continued emphasis on small group instruction to ensure students meet or exceed grade-level expectations.

Academic Achievement in Mathematics: Progress and Ongoing Efforts:

Districtwide, the percentage of students meeting or exceeding standards in math increased from 53.48% in 2023 to 55.95% in 2024, maintaining a Green performance level. Targeted interventions and digital resources have supported this growth, with 6,760 students (Grades 1-6) engaging with Reflex Math, increasing their fluency average from 46.8% to 64.4%. Additionally, 2,724 students (Grades 2-6) used Frax, completing an average of 5.8 missions, which helped improve fact fluency and conceptual understanding of fractions—key contributors to success on assessments like i-Ready and SBAC.

Professional development focused on the updated math framework, Cognitively Guided Instruction (CGI), and targeted strategies such as:

K-5 Trainings: Math Expressions Bridge Units, Understanding Fractions, Addition & Subtraction Problem Solving, Math Labs
6-12 Trainings: Building Thinking Classrooms, MS Math Lab training (IXL), Course Collaboration for Algebra 1A, C-STEM Algebra 1, and Geometry
New Teacher Support: Overview of textbook resources, PYL Signature Practices, ELD Strategies
Leadership & Research: Secondary instructional coach participation in the California Mathematics Council Conference and OCDE's Vision Driven Math series, Leadership Team meetings for middle and high school math, and the launch of a Math Fellows program (6-12) to support instructional strategies

A Financial Literacy Task Force will be established in the 2025-26 school year based on state guidance. Additionally, math support expanded with UCI Bridge Units (K-5) and new OCDE-aligned bridge units, reinforcing CGI practices and the newly adopted 2023 math framework.

Performance Gaps:

The following schools and student groups scored at the lowest levels on the California Dashboard in math:

choolwide Math Performance:
ed: Buena Vista (35.4% meeting or exceeding standards), El Camino (2%), Valadez (13.2%)
udents with Disabilities Math Performance:
ed: Tuffree (18.3%), Esperanza (18.8%), Valencia (7.5%)

Orange: El Dorado (7.7%)
Socioeconomically Disadvantaged Students Math Performance:
Red: Buena Vista (25%), El Camino (2.13%), Valadez (12.9%)
Hispanic Students Math Performance:
Orange: Buena Vista (23.8%), Valadez (12.1%)
English Learners Math Performance (EL):
Yellow: Tuffree (9.8%)
Orange: Valadez (1.2%)
Homeless Students Math Performance:
Orange: Valadez (11.3%)

The district remains committed to enhancing instructional support, refining intervention strategies, and expanding professional learning to ensure all students meet or exceed grade-level expectations in mathematics.

Chronic Absenteeism: Progress and Ongoing Efforts:

Districtwide, chronic absenteeism has improved, decreasing from 17.8% in 2023 (Orange) to 12.2% in 2024 (Yellow). This reduction reflects ongoing district efforts to support student attendance through wellness initiatives, early intervention strategies, and enhanced attendance monitoring.

Key initiatives implemented to combat chronic absenteeism include:

- Engaging classroom instruction and welcoming school environments for all students.
- Wellness Specialists at Title I middle schools and all high school sites, providing mental health support and resources for students, with additional assistance for unduplicated pupils (UPs).
- A robust attendance tracking system, featuring regular check-ins and trend monitoring, to identify early signs of absenteeism and provide timely interventions.
- District support for systematic attendance review processes, including School Attendance Review Team (SART), District Attendance Review Team (DART), and Student Attendance Review Board (SARB) meetings, with a focus on supporting foster youth families.

Performance Gaps

The following schools and student groups continue to experience higher rates of chronic absenteeism:

:hoolwide (Yellow Indicator):
ıffree (17.8%), Tynes (24.9%), Lakeview (14.6%), Rio Vista (30.3%), Rose Drive (11%), Sierra Vista (15.1%), Topaz (22.4%), Valadez 5.7%)
udents with Disabilities:
ange: Tuffree (22.1%), Rio Vista (31.3%), Topaz (32.3%), Valadez (26%)

Yellow: Fairmont (13.9%), Golden (14.9%), Lakeview (12.5%), Linda Vista (17.5%), Sierra Vista (12.5%)
White Students:
Green: Brookhaven (6.7%), Golden (5.2%)
Orange: Rio Vista (34.9%)
Hispanic Students:
Orange: Buena Vista (23.7%), Mabel Paine (24%), Rio Vista (29.8%)
Yellow: Tuffree (15.3%), Tynes (24.6%), Linda Vista (6.8%), Rose Drive (11.5%), Ruby Drive (18.1%), Sierra Vista (14.6%), Topaz (20.5%), Valadez (24.3%)
English Learners (EL):
Red: Wagner (25.6%), Tuffree (32.5%), Tynes (28.8%), Rio Vista (34.1%), Ruby Drive (30.6%), Sierra Vista (22.4%), Topaz (26.3%), Valadez (30.3%), Van Buren (34.1%)
Homeless Students:
Red: Tuffree (24.5%)
Yellow: Tynes (27.2%), Kraemer (22.8%), Rio Vista (32.7%), Ruby Drive (22.9%), Topaz (16.5%), Valadez (22.9%)

The district remains committed to reducing chronic absenteeism further by enhancing early identification systems, increasing outreach efforts, and expanding mental health and attendance support services to ensure every student has the resources needed to attend school consistently.

Suspension Rates: Progress and Ongoing Support

Suspension rates have significantly improved districtwide, decreasing from 1.4% in 2023 (Green) to 0.6% in 2024 (Blue). This reduction reflects the district's commitment to proactive behavioral support, targeted interventions, and equitable resource distribution to ensure students remain engaged in a positive learning environment.

Key initiatives implemented to support behavioral and social-emotional well-being include:

- Providing social-emotional support through outside providers for elementary students, with a focus on unduplicated pupils (UPs).
- Equitably distributing resources to schools where needs are greatest to close achievement gaps for all UPs.
- Maintaining additional support staff, nurses, and health clerks at high-impact sites to support students and families.
- Implementing a comprehensive Multi-Tiered System of Support (MTSS) to provide tiered interventions and enrichment aimed at improving academic achievement and student behavior.
- Enhancing data monitoring and analysis systems to identify, track, and support at-risk students, while providing training for teachers and site leaders to use this system effectively.
- Expanding behavioral intervention services by placing full-time Registered Behavior Technicians (RBTs) at each elementary site, with a focus on reducing chronic absenteeism, minimizing disruptive behaviors, and improving academic outcomes.
- Providing additional psychologists at sites to support students at risk, particularly socioeconomically disadvantaged (SED) and foster youth (FY) students.
- Maintaining ABA supervisors to oversee behavioral interventions, support Applied Behavior Analysis (ABA) strategies, and continue implementing Positive Behavioral Interventions and Supports (PBIS) districtwide.

Suspension Rates by Subgroup

Despite overall progress, some student subgroups continue to have higher suspension rates:
Districtwide Foster Youth (FY) Students
2023: 7.0% (Yellow) ? 2024: 6.5% (Yellow)
Students with Disabilities
Linda Vista: 5.0% (Yellow)

The district remains committed to reducing suspension rates further by maintaining behavioral interventions and proactive support systems. By strengthening PBIS implementation and refining intervention strategies, the district continues to foster a positive, inclusive, and supportive learning environment for all students.

English Learner Progress: Performance and Ongoing Efforts

Districtwide, the percentage of English Learners making progress toward English language proficiency has declined from 54.2% in 2023 (Yellow) to 50.3% in 2024 (Orange). Despite this decline, targeted initiatives continue to support language development and academic success for English Learners.

Key Initiatives to Improve English Learner Progress

- Provided professional development in Designated and Integrated English Language Development (ELD) instruction for all educators.
- Provided Guided Language Acquisition Design (GLAD) training for Title I elementary school educators.
- Provided additional ELD sections at secondary schools to ensure all English Learners receive structured language support.
- Provided bilingual instructional aides to accelerate academic language acquisition.
- Held special education training to ensure accurate identification and support for EL students with special needs.
- Enhanced ELPAC testing facilitation for improved assessment conditions and reclassification processes.
- Increased instructional materials to support Guided Language Acquisition Design (GLAD) strategies.
- Dedicated ELD Academic Support Teachers at Title I elementary schools to provide focused language instruction and split-site ELD Academic Support Teachers at non-Title I elementary schools.
- Provided translation services and bilingual liaisons to strengthen family engagement and access to resources.
- Provided EL Summer Camp at Melrose Elementary School.

Performance
nglish Language Arts Proficiency for ELs
023: 11.7% (Orange), 2024: 11.4% (Orange)
athematics Proficiency for ELs
023: 10.6% (Orange), 2024: 11.5% (Yellow)
ollege and Career Readiness for ELs

2023: 11.4% (Low), 2024: 16.8% (Green)
Percentage of English Learners Scoring Level 4 on ELPAC
Reading: 12% (2023), 10% (2024)
Writing: 19% (2023), 14% (2024)
Listening: 23% (2023), 23% (2024) (No change)
Speaking: 52% (2023), 50% (2024)
English Learner Progress CA Dashboard Indicator
Glenview: 42.9% (Red, 2023), 53.2% (Green, 2024)
Rio Vista: 43.7% (Red, 2023), 46.2% (Green, 2024)

Next Steps and Continued Efforts

To address performance gaps and accelerate English Learner achievement, the district will:

- Strengthen progress monitoring systems and intervention strategies using data-driven insights.
- Expand EL summer camp programs to three sites to prevent learning loss.
- Continue professional development in GLAD strategies for teachers.
- Enhance family and community engagement efforts to support English Learner success.
- Increase ELD instructional support in both Title I and non-Title I schools.

The district remains committed to ensuring that all English Learners receive equitable access to high-quality instruction, targeted language development, and the necessary resources to succeed academically.

Graduation Rate: Progress and Ongoing Efforts

Districtwide, the graduation rate has improved from 94.3% in 2023 (Green) to 95.4% in 2024 (Blue), reflecting the district's continued commitment to student success through targeted academic support, intervention programs, and college and career readiness initiatives.

Key initiatives that have contributed to this improvement include:

- Expanded academic intervention programs, including tutoring, credit recovery, and summer school opportunities.
- Increased support for English Learners and Special Education students, ensuring equitable access to graduation pathways.
- Career and Technical Education (CTE) expansion, providing students with multiple pathways to postsecondary success.
- Personalized counseling and academic planning, including enhanced outreach for at-risk students.
- Strengthened college and career readiness programs, including dual enrollment and career certification opportunities.

erformance

ne following subgroups have demonstrated significant progress in graduation rates:
nglish Learners

2023 Graduation Rate: 79.9% (Orange), 2024 Graduation Rate: 87.8% (Green)
Socioeconomically Disadvantaged (SED) Students
2023 Graduation Rate: 91.8% (Green), 2024 Graduation Rate: 94.4% (Green)
Students with Disabilities
2023 Graduation Rate: 74.9%, 2024 Graduation Rate: 81.8%

Next Steps and Continued Efforts

To further improve graduation rates and ensure all students have access to a diploma pathway, the district will:

- Expand early intervention strategies for at-risk students, including real-time progress monitoring and mentorship programs.
- Increase accessibility to credit recovery programs and alternative graduation pathways.
- Enhance support for English Learners, including continued focus on language development and academic counseling.
- Strengthen transition support for students with disabilities, ensuring individualized graduation planning.
- Continue outreach efforts to foster youth, homeless students, and other high-needs populations.

The district remains committed to ensuring that every student is equipped with the necessary skills, resources, and opportunities to successfully graduate and pursue postsecondary education or career pathways. PYLUSD should be receiving additional LREBG funds for 2025-2026 SY which will support these district efforts.

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In English Language Arts (ELA), the overall performance across the district remained consistent, indicated by the color green. However, there were specific student groups and sites where performance was far lower. The Foster Youth student group and El Camino Real Continuation High School, Socio-Economically Disadvantaged students and Hispanic students performed lower than the overall district performance with dashboard indicators for ELA in the red. Students with disabilities were in the red performance level at several school sites: Bernardo Yorba Middle School, Esperanza High School, Tynes Elementary, Melrose Elementary, Rio Vista Elementary, Ruby Drive Elementary, and Van Buren Elementary. English Learners were also reported in the red performance level on the dashboard at Tuffree and Valadez Middle Schools. In order to address the performance of these student groups and school sites, we will continue to focus on implementing Interim Assessment Blocks to familiarize students with the assessment platform and provide teachers with formative feedback on student progress towards meeting standards. After school reading intervention will be added to support student performance in ELA. Additionally, we are adopting Writer's Workshop and are reemphasizing Step Up to Writing and will conduct professional development sessions this summer to enhance writing instruction across the curriculum.

In Mathematics, we experienced a slight increase in performance, also represented by the color green. This upward trend indicates progress in the right direction. There were specific student groups and school sites, however, where performance was lower with dashboard indicators in the red. Buena Vista Virtual Academy, El Camino Real Continuation High School, and Valadez Middle School received indicators in the red for math. Students with disabilities were in the red performance level at several schools: Tuffree Middle School, El Dorado High School, Esperanza High School, and Valencia High School. English Learners were also reported in the red performance level on the dashboard at Tuffree and Valadez Middle Schools. Due to the performance of their English Learners in ELA and Math, Tuffree Middle School met the

criteria for Additional Targeted Support and Improvement, or ATSI. Tuffree will collaborate with their educational partners to create a school plan to improve the outcomes of the school's English Learners. District efforts continue to be directed towards providing interventions for students who have not yet met standards in math and enhancing overall student achievement through emphasis on fact fluency and conceptual understanding. We have invested significant funding towards after school math intervention this year with the goal of ensuring all students are meeting or exceeding grade level standards.

Chronic Absenteeism is denoted by the color orange, with 17.8% of our students being chronically absent last year. Although this percentage remained relatively stable compared to the previous year, efforts are ongoing in the Student Services Department to identify at-risk students and intervene effectively with their families to address attendance issues. The following schools were identified as Additional Targeted Support and Improvement, or ATSI, schools due to the chronic absenteeism rates of specific student groups: Lakeview Elementary, Rio Vista Elementary, and Sierra Vista Elementary. Additionally, Homeless students, African American students, Hispanic students, English Learners, and Socioeconomically Disadvantaged students were in the red performance level across the district. Several school sites were either in the red performance level as a whole or had student groups in the red performance level. Those sites include: Brookhaven Elementary, Buena Vista Virtual Academy, Wagner Elementary, Tuffree Middle School, Fairmont Elementary, Glenknoll Elementary, Golden Elementary, Tynes Elementary, Kraemer Middle School, Lakeview Elementary, Linda Vista Elementary, Mabel Paine Elementary, Rio Vista Elementary, Rose Drive Elementary, Ruby Drive Elementary, Sierra Vista Elementary, Topaz Elementary, Valadez Middle School, and Van Buren Elementary. To address this, centralized attendance trackers with data have been created for each school site. Consistent attendance protocols have been established and maintained to promote regular attendance and school sites are implementing site based campaigns to encourage more regular attendance.

The Suspension Rate, represented by the color green, decreased by 0.5% during the 2022-23 school year. No student groups were identified in the red or orange categories for the district as a whole. However, the suspension rate of students with disabilities at Brookhaven Elementary, Linda Vista Elementary, and Travis Ranch received a red dashboard indicator while Asian students at Travis Ranch and White students at El Camino Real Continuation High School received a red dashboard indicator. PYLUSD is committed to maintaining a positive learning environment conducive to student success. The Student Services Department will continue to assess discipline systems to ensure that decisions are student-centered.

Regarding the English Learner Progress Indicator (ELPI), represented by the color yellow, 54.2% of our English Learners demonstrated progress towards English language proficiency last year. The ELPI for Glenview and Rio Vista Elementary schools was in the red performance level indicating a continued need to docs on the implementation of our district's English Learner Master Plan to provide robust support for English Learners.

Our Graduation Rate, indicated by the color green, stood at 94.3% for the 2022-23 school year, inclusive of both fourth-year graduates from the Class of 2023 and fifth-year graduates from the Class of 2022. Moving forward, our emphasis will be on increasing the graduation rate of English Learners and Students With Disabilities, both of which were identified as areas of concern. The College and Career Indicator for El Camino Real Continuation High School was in the red performance indicator on the dashboard with the following subgroups also indicated in the red: English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students. The Equity Multiplier funds will help to insure additional support is provided to El Camino Real Continuation High School in order to improve their student outcomes. Valencia High School's CCI Indicator was also in the red performance level for English Learners. This will be addressed through various targeted actions

for our English Learner population.

Reflections: Technical Assistance

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

Not applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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
Superintendent's Secondary Parent Advisory Committee	On February 4, 2025, the Superintendent's Secondary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking questions and sharing their perspectives during the live session. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
Student Advisory Committee	During the Student Advisory Committee meeting on February 5, 2025 via zoom, students from elementary, middle, and high school provided valuable insights on ways to enhance engagement, support, and academic success across all grade levels. Elementary students emphasized the need for more interactive learning experiences, English Language Development (ELD) support, and attendance incentives, while also advocating for stronger social-emotional support and community-building initiatives. Middle school students highlighted the importance of study halls, peer mentoring, and after-school tutoring, along with increased motivation strategies and improved communication regarding academic expectations. High school

Educational Partner(s)	Process for Engagement
	students focused on teacher engagement, instructional quality, and college and career readiness, stressing the need for structured guidance, expanded academic resources, and better communication about available support services. Across all grade levels, students voiced a strong desire for inclusive learning environments, additional extracurricular opportunities, and enhanced access to wellness resources, reinforcing the need for continued collaboration to address their evolving needs.
Mid-Year LCAP Presentation to the Board of Education	At the February 11, 2025, Board of Education meeting, a mid-year progress update on LCAP goals and actions was presented. The update included a brief budget overview and a summary of the progress made on various actions throughout the school year. Board members were also given the opportunity to provide feedback on the goals and actions discussed.
Association of Placentia-Yorba Linda Educators (APLE)	On February 12, 2025, the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation covered available budgetary resources, academic performance disparities, and proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. APLE members offered feedback on the proposed goals and actions.
PYLUSD Principals	Site principals convened for a meeting on February 13, 2025 during which district staff briefed them on the background of the LCAP, the available budgetary resources, and reviewed performance data of our various student groups. Principals actively participated in a table activity where they were tasked with reviewing proposed actions and sharing actions that are implemented at their respective sites aimed at enhancing services for unduplicated students.
Superintendent’s Elementary Parent Advisory Committee	On February 18, 2025, the Superintendent’s Elementary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking

Educational Partner(s)	Process for Engagement
	questions and sharing their perspectives during the live session. Moreover, they were given an electronic survey to express individual feedback. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
California School Employee Association (CSEA) Chapter 293	On February 20, 2025, the CSEA executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. CSEA members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
Teacher Advisory Committee (TAC)	On February 20, 2025, the Teacher Advisory Council and district leadership convened to review the Dashboard indicators and proposed actions to reduce existing achievement gaps. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. TAC members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
PYLUC PTA	On March 5, 2025, the PYLUC PTA Presidents met in person at the district office. District leaders offered insights into LCFF and discussed the purpose of the LCAP, presenting performance data across state priorities and Dashboard indicators. The group addressed achievement gaps and explored proposed actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. Attendees had the chance to ask clarifying questions and offer in-person suggestions. PYLUC provided feedback on all proposed actions.
ommunity Town Hall, DELAC, and Title 1 Parent Advisory	The Community Town Hall, District English Learners Advisory Committee (DELAC), and Title I Parent Advisory convened on March 18, 2025, at the district office with Spanish translation available.

Educational Partner(s)	Process for Engagement
	District leadership presented an overview of LCFF, discussed the purpose of the LCAP, and shared performance data on state priorities and Dashboard indicators. The meeting addressed achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. After the presentation, attendees were randomly assigned to small groups by goal to encourage engagement in the feedback collection process. Community members actively participated by asking questions and providing input during the live session.
El Camino Real Continuation High School	El Camino Real Continuation High School's School Site Council met to review Dashboard performance indicators, conduct a needs assessment, and discuss how the Equity Multiplier Funds might maximize student outcomes. These School Site Council meetings took place on October 22, 2024 and December 10, 2024. During the meetings, the principal provided an overview of the school goals and funding sources. Performance data across state priorities and Dashboard indicators were reviewed, with a focus on addressing achievement gaps for students at El Camino. School Site Council members provided their input on recommended actions. A schoolwide climate survey was also administered to gather further input from educational partners.
Orange County School of Computer Science	The Orange County School of Computer Science Advisory Council met to review Dashboard performance and suggested staff actions to continue the work of the school on March 12, 2025. Informational sessions about the LCAP process were held for staff members on March 11, 2025.Surveys were sent to staff members and community members to gather their input on how the proposed actions captured the signature practices of the school and would work to support student achievement. These were sent out the week of March 10, 2025.
Board Study Session	The Board Study Session will take place on April 22, 2025. During the session, district leadership will provide an overview of the LCFF, share performance data across state priorities, and review the Dashboard indicators, with a focus on addressing achievement gaps and enhancing services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. The annual evaluation

Educational Partner(s)	Process for Engagement
	of the current year LCAP will also be discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board will engage in discussions, ask questions about each goal, and provide feedback on proposed actions.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to using the Local Control and Accountability Plan (LCAP) to guide a cycle of continuous improvement. The engagement of parents, students, teachers, staff, and other community members plays a critical role in supporting the implementation, evaluation, and future adjustments of this plan. The District called upon existing advisory groups as well as held a districtwide Community Forum to ensure all voices were heard and reflected. The following groups were actively involved in the LCAP development process described below:

- PYLUSD District Leaders: Superintendent, Assistant Superintendents, Directors, and School Site Administrators
- Superintendent's Parent Advisory Groups: Composed of parents representing each grade span level as well as parents of students in our special education program
- Student Advisory Committee: Students representing all schools, including Unduplicated Pupils, from all grade spans
- District English Language Advisory Council (DELAC): Representatives from each school's English Language Advisory Council and other parents of English learners
- Placentia-Yorba Linda Unified Council of PTAs: Representatives from each PTA across the district
- Association of Placentia-Linda Educators (APLE): Certificated bargaining unit representatives
- California School Employees Association (CSEA, Chapter 293): Classified bargaining unit representatives
- Teacher Advisory Council (TAC): Teacher representatives from each school across the district
- Community Forums: Open community forum for all community members, including staff
- Special Education Local Plan Area (SELPA): Regular meetings with Assistant Superintendent, Student Support Services, SELPA administrator, Special Education Director, Special Education Administrator in the development of the LCAP

NOTE: There are no tribes nor civil rights organizations served by the Placentia-Yorba Linda Unified School District

Separate meetings were held for each advisory group, conducted either virtually or in person to ensure accessibility. Prior to these sessions, a pre-recorded video outlining the budget overview, LCAP goals, and proposed actions was shared with participants. Student representation was prioritized through the Student Advisory Committee, which included a diverse selection of students from multiple school sites. Efforts were made to ensure that Foster Care, English Learner, Long-Term English Learner and Socio-economically Disadvantaged student populations were represented, in alignment with LCAP requirements.

During the meetings, the Acting Superintendent, Assistant Superintendent of Educational Services, and Directors from Educational Services and Student Support Services provided presentations on LCAP development procedures, fiscal considerations, outcome data, and proposed

actions to address identified needs. Advisory members were given recommendations for improvement and had the opportunity to offer feedback, with representatives from all district departments available to address questions. Parents, community members, students, and staff were encouraged to share perspectives and suggest areas for growth. Feedback was systematically collected through meeting notes, organized by action item, and analyzed to inform the LCAP writing team's decision-making process.

The following list of dates details the input and/or consultation sessions held to engage all of PYLUSD's educational partners:

February 4, 2025 - Superintendent's Secondary Parent Advisory Committee
February 5, 2025 - Student Advisory Committee (5th, 8th, and 12th grade student representatives)
February 11, 2025 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
February 12, 2025 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
February 13, 2025 - Principals' Feedback Session
February 18, 2025 - Superintendent's Elementary Parent Advisory Committee
February 20, 2025 - CSEA (Classified Employee Association) Study Session
February 20, 2025 - Teacher Advisory Committee Feedback Session
March 5, 2025 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session
March 18, 2025 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
April 22, 2025 - PYLUSD School Board Study Session
May 2025 - Share draft LCAP with OCDE
June 2025 - Share draft LCAP on district website for public review
June 2025 - Provide written responses to any LCAP concerns from PYLUC and DELAC
June 2025 - Local Indicators School Board Presentation
June 2025 - LCAP and Budget Public Hearing
June 2025 - Board approval of LCAP and Local Indicators
June 2025 - Submit approved LCAP to OCDE and post on district website in English and Spanish

The involvement of these educational partners supported improved outcomes for students, including Unduplicated Pupils. Identified needs became the driving force behind all actions in the LCAP.

As a result of the various input sessions, feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered. Listed below is a summary of the feedback and ideas gathered from educational partners for each goal.

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Chronic Absenteeism & Attendance Support

Current Trends: Absenteeism is improving post-COVID but still needs reduction.
Transportation Solutions: Promote bus pass access (OCTA) and community transit options.

Intervention Strategies:

- Encourage partial-day attendance when possible.
- Track and analyze absence data to address trends.
- Improve parental awareness of attendance impact on achievement.
- Examine attendance policies of neighboring districts (e.g., Saturday school, parent meetings).
- Increase communication with parents and ensure independent study completion counts toward attendance.
- Introduce student incentives for attendance but avoid promoting perfect attendance for sick students.
- Improve engagement through extracurriculars, mentorship, and varied lesson delivery.

Academic Interventions & Instructional Support

Math & ELA Support:

- Expand elementary and middle school math intervention.
- Continue IXL for all Algebra 1 levels.
- Improve elementary math textbooks and explore alternative programs like ST Math.
- Maintain ELD teachers and provide targeted English learner support.
- Provide structured after-school interventions aligned with school schedules.
- Increase bilingual staffing for translation and interpretation needs.

Curriculum & Assessment:

- Awareness of over-testing, especially in elementary grades.
- Improve clarity on CAASPP assessments and compliance.
- Increase media literacy instruction to enhance research and critical thinking skills.
- Address challenges with combination classes (e.g., K/1, 5/6).
- Enhance reading interventions and address writing skill gaps as a district priority.

Professional Development & Teacher Support

Training Improvements:

- Summer institute feedback indicates a need for more practical, classroom-ready training.
- Teachers request additional training for new curriculum adoptions.
- Ensure classified staff receive emergency procedure training and are compensated.

School Engagement & Student Motivation

Extracurricular & Incentive Programs:

- Expand middle school athletics and integrate VAPA opportunities.
- Provide structured extracurricular activities (e.g., student council, English-learning games, academic competitions).
- Increase opportunities for hands-on, engaging lessons to improve classroom participation.
- Partner with businesses to introduce students to career paths.

Parental & Community Engagement:

- Reintroduce the Classified Advisory Committee for broader staff input.

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Key themes from the feedback sessions include:

- Encouraging ELPAC Preparation at Home and School
- Utilize CAASPP website and interim ELPAC practice tests in class.
- Integrating test prep into instruction to familiarize students with the format.

Parental Communication and Support

- Communicate the importance of ELPAC during DELAC/ELAC meetings.
- Provide multilingual resources for parents.
- Offer workshops on email communication and expand multilingual outreach.
- Improve clarity in the Home Language Survey to prevent misclassification of students.

Additional Resources for English Learners, Especially in Math

- Provide Spanish versions of classroom materials.
- Increase EL support, particularly in middle school content areas.
- Explore grants for literacy coaches at additional Title I sites.
- Expand family engagement efforts.

Expanding Bilingual Aide and Staff Support

- Address concerns about bilingual aide exam difficulty and wages.
- Consider biliterate vs. bilingual classifications for aides.
- Increase language support for special education students.
- Assess staffing allocations for equitable support across schools.

nhancing ELD Instruction and Training

- Increase GLAD training for general education teachers.
- Provide more structured small-group interventions.
- Maintain AST/ELD support with a focus on early intervention.

- Expand the use of technology tools like Lexia and Nearpod.
- Consider adding a resident substitute teacher for ELD support.

Reclassification and Student Progress Monitoring
- Improve the process for reclassifying students, especially those with IEPs.
- Track long-term EL students (LTELs) earlier to prevent stagnation.

Summer and After-School Programs for ELs
- Expand summer ELD programs to more sites, including non-Title I schools.
- Provide more targeted intervention resources for newcomers.
- Strengthen after-school tutoring and mentorship programs.

Making English Learning Engaging
- Encourage peer mentoring and classroom buddy systems.
- Increase small group and one-on-one support.
- Offer additional test-taking strategies and study skill workshops.

Districtwide Improvements in EL Services
- Ensure equitable access to bilingual community advisors.
- Explore ParentSquare for multilingual communication.
- Explore digital translation tools for textbooks and materials.
- Address discrepancies between rising math scores and declining ELA scores.

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Key themes from the feedback sessions include:

Parent and Community Engagement:
- Increase parent involvement by implementing strategies such as milestone celebrations and accessible communication.
- Explore opportunities for parents to engage in their native language to foster a sense of belonging.
- Improve awareness of translation services and school-based resources for families.

Instructional Support and Curriculum:
- Utilize software and technology to enhance language acquisition.
- Expand access to after-school tutoring, bilingual tutors, and targeted writing support.
- Provide differentiated instruction, word banks, and writing packets to address specific learning gaps.
- Consider alternative curriculums like Read 180 to strengthen reading and writing skills.
- Ensure teachers are trained in assessing student needs across language domains, with a focus on writing and literacy.

Early Intervention and Progress Monitoring:

- Identify and support students at risk of becoming LTELs before middle school.
- Increase ELPAC test awareness and integrate assessment data into classroom strategies.
- Implement goal-setting initiatives earlier and track progress through data systems like Aeries.
- Address chronic absenteeism as a barrier to academic progress and reclassification.

Student Motivation and Engagement:

- Embed motivation strategies, such as career awareness and goal-setting, to emphasize the importance of learning English.
- Expand leadership and peer mentoring programs to provide EL students with support.
- Recognize student progress with incentives, milestone celebrations, and PBIS integration.

Professional Development for Teachers:

- Train general education teachers on ELPAC rigor and effective EL instructional strategies.
- Provide site-based coaching and instructional support tailored to LTELs.
- Increase teacher awareness of LTEL data through Aeries and other analytics tools.

Additional Support and Community Partnerships:

- Expand AVID Excel and assess its effectiveness in supporting LTELs.
- Explore alternative reclassification methods for students with IEPs.
- Enhance outreach efforts through community initiatives like PIQE and potential Community Schools grants.
- Improve access to school-based bilingual resources, student ambassadors, and mentorship programs.

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Key themes from the feedback sessions include:

Career and Technical Education (CTE) Expansion

- Increase CTE pathways at Valencia High School, focusing on hands-on, technical, and trade-related programs (robotics, autobody, mechanical, manufacturing).
- Strengthen connections with community college courses to provide real-life career skills.
- Advocate for a district-wide Trade Fair, College Fair, and Career Day.

Academic Support and Intervention

- Provide intervention programs during the school day (lunch, tutorial time) to address transportation barriers.
- Expand AVID and other career-readiness programs at elementary and middle school levels.
- Address gaps in subject-specific tutoring, such as the absence of an ELA lab.
- Improve test-taking confidence and familiarity with testing formats.
- Consider structured tutorial periods during the school day to support secondary level students.

Attendance and Student Engagement

- Increase staff outreach to families to improve attendance and address chronic absenteeism.
- Principals and teachers may actively engage families through home visits and conferences.
- Encourage elementary school leaders to promote college awareness (e.g., reading books about college).
- Expand after-school sports programs to build student connections and engagement.

Counseling and Social-Emotional Support

- Ensure the availability of counselors, especially at non-Title I schools.
- Explore the implementation of SEL lessons.
- Support additional behavioral and wellness staff at high-need schools.
- Expand RBT (Registered Behavior Technician) support for intervention and special education.

Transportation and Accessibility

- Address transportation challenges preventing students from accessing after-school programs.
- Continue expanding bus routes for greater accessibility.
- Improve outreach about available transportation options for high-impact sites.

Family and Community Engagement

- Enhance school-family connections by training front office staff on available support services.
- Offer resources such as child care, supply donations, clothing drives, and financial literacy education.
- Increase partnerships with PTAs and community businesses to provide incentives for engagement.
- Explore the Community Schools model to support whole-family needs.

College and Career Readiness

- Expand financial literacy and career preparation courses.
- Improve access to information on college majors, career pathways, and application processes.
- Strengthen AVID integration and explore ways to engage non-AVID students in similar opportunities.
- Increase real-world learning experiences through internships and mentorships.

Goal 6: PYLUSD will close the academic achievement gap for Foster Youth (FY) students.

Key themes from the feedback sessions include:

ırollment & Stability

- Research other existing support models for best practices.
- Establish policies to ensure school stability for FY despite home placement changes.
- Maintain transportation support to keep FY at the same school when possible.

Access to Resources & Support Services

- Strengthen connections with county agencies to ensure FY and families access available resources.
- Utilize FY liaison to coordinate support across schools and the district.
- Organize a Resource Fair for FY similar to special education info nights.
- Investigate/expand mental health services (CYBHI).
- Increase counselor availability at schools with FY.
- Ensure FY mentors are consistently available, even at non-Title I schools.

Academic Support & Engagement

- Enhance tutoring services with earlier referrals for struggling students.
- Improve awareness and marketing of FY tutoring services for families.
- Provide teacher training in trauma-informed practices to better support FY.
- Allow time in class for student support and homework help.
- Address challenges with transient students struggling with academic vocabulary.

School Belonging & Social-Emotional Support

- Create peer-to-peer buddy programs for school transitions.
- Develop clubs and groups where FY can share experiences and build connections.
- Offer a variety of extracurricular activities, including middle school sports and interest-based clubs.
- Build community through celebrations, school-wide activities, and SEL initiatives.
- Promote an inclusive environment with mentorship, student buddies, and staff awareness training.

Staff Training & Professional Development

- Train staff district-wide on trauma-informed practices and supporting high-need students.
- Ensure all staff working with FY (teachers, counselors, wellness specialists) know who they are and the support available.
- Improve communication about funding and support services for FY.

Additional Recommendations

- Establish a designated point person for each FY (liaison, mentor, or community liaison).
- Consider hosting or participating in a regional FY Summit for shared learning and strategy development.
- Implement absentee interventions, including monitoring, notifications, and meetings.
- Create a welcoming environment through Care Closets, service groups, and ASB/activities cards.

oal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

ey themes from the feedback sessions include:

arent & Community Engagement

- Parent involvement has decreased post-COVID, affecting student performance.
- PTA meetings help inform and engage parents, but parents want more district-led programs.
- The Superintendent's Parent/Student Advisory Committee is a valuable connection between parents and the district.
- More language support is needed to involve families in the school community.
- Parenting classes should be encouraged to help parents support students.
- Improve communication about academic programs and support services for students and families.

Attendance & Absenteeism
- Chronic absenteeism remains a concern; incentive-based attendance campaigns are effective.
- Attendance tracking and reporting should be more frequent (e.g., weekly updates to principals and clerks).
- Strengthen absenteeism interventions, including home visits and SART/SARB follow-through.
- Consider attendance credit recovery at the elementary level, including Saturday school.

Academic Support & Interventions
- Continue after-school interventions and tutoring, expanding availability and structure.
- Maintain and promote tutorial periods at the secondary level.
- Investigate effectiveness and expand math labs at middle schools.
- Provide small group instruction, structured student partnerships, and pre-assessments for targeted learning.
- Maintain interventions such as Reflex for math and ST Math as in-school support.

Student Support & School Climate
- Improve student connections through clubs, buddy systems, peer mentoring, and social-emotional learning (SEL).
- Schools should foster welcoming and inclusive environments through positive reinforcement and relationship-building.
- Encourage student leadership in clubs, service groups, and new student integration activities.
- Recognize and celebrate diverse cultures to improve student belonging and engagement.
- Structured opportunities for students to connect with peers (e.g., community-building events, field days).
- Ensure schoolwide consistency in behavioral support, including PBIS and restorative practices.

Counseling & Mental Health Support
- Increase counselor availability and lower student-to-counselor ratios for personalized support.
- Ensure students and staff are aware of mental health resources.
- Health clerks at middle schools are currently part-time; consider increasing hours and training in emotional support.
- Expand trauma-informed training for teachers and staff.
- Update the Suicide Prevention Curriculum with more engaging content.

athways, College & Career Readiness
- Consider strengthening high school pathway programs.
- Early exposure to career pathways should start in middle school.
- Dual enrollment opportunities should be more widely advertised.
- More life skills courses should be introduced.

- Improve website updates and communication regarding available programs.
- Expand access to popular programs like manufacturing, which fills up quickly.
- Ensure students are aware of academic resources, internships, and scholarships.

Teacher & Staff Support
- Provide ongoing PD for intervention strategies, reading difficulties, and AVID strategies.
- Support teachers in behavioral management.
- Encourage teachers to incorporate more student engagement activities.
- Offer structured time for teachers to identify and support struggling students.
- Consider peer support programs where student aides assist in classrooms.

Equity & Resource Allocation
- Schools with high concentrations of ELs and SED students should receive targeted resource allocations.
- Explore the possibility of increasing district leadership support through supplemental funding.
- Ensure transparency in how funding is allocated to support unduplicated pupils.

Goal 8: PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.

Key themes from the feedback sessions include:

Staffing & Support Services:
- Consider staffing ratios for counselors, SROs, and support staff.
- Ensure counselors are available to support all sites.
- Address gaps in support for students who do not actively seek help.
- Examine allocation of RBTs based on site needs and school size.

Special Education & Inclusive Practices:
- Provide ongoing teacher training in special education, including ProAct Light and PBIS.
- Improve onboarding and facilitated IEP training for education specialists.
- Expand co-teaching models in elementary schools beyond preschool and TK.

Attendance & Engagement Strategies:
- Expand attendance recovery programs and campaigns across all grade levels.
- Improve communication on the Independent Study process for parents.
- Reinforce behavioral and mental health supports, including small group interventions.

cademic Interventions & Pathways:
- Expand after-school intervention with tailored instruction in reading, writing, math, and ELD.

- Explore outside staffing for after-school tutoring and examine transportation support.
- Expand AVID, Gear Up, and career pathways, including CTE and ROP partnerships.

Equity & Resource Allocation:
- Ensure equitable distribution of resources based on student needs rather than equal allocation.
- Increase awareness and support for Foster Youth, McKinney-Vento students, and homeless students.
- Encourage school sites to allocate funds for small-group interventions during the school day.

Parental & Community Engagement:
- Facilitate increased parent engagement through district-supported opportunities.
- Improve messaging about available resources for families.

Operational Considerations:
- Review administrative workload related to behaviors and IEPs to allow for proactive interventions.
- Continue evaluating and refining virtual instruction models for BVVA students needing additional support.

Goal 9: Focused actions to improve academic achievement and staffing at El Camino Real Continuation High School.

Key themes from the El Camino Real Continuation High School feedback sessions include:

The community expressed strong support for the continuation of the proposed actions from the 2024-25 LCAP to enhance student achievement at El Camino Real High School. Key areas of focus include:

Smaller Class Sizes & Targeted Instruction (9.1, 9.7, 9.8, 9.9)
- Support for additional teaching staff to maintain lower class sizes and better serve at-risk students.
- Training for math teachers in Building Thinking Classrooms and use of formative assessments to refine instruction.
- Professional development for ELA teachers in GLAD, Step Up to Writing, and College Readiness Writing strategies.
- Expansion of targeted intervention programs in ELA and math, using AVID strategies and formative assessments.

Student Engagement & College Readiness (9.2, 9.5, 9.6, 9.10)
- Establishment of an AVID program to improve student engagement and close achievement gaps.
- Monitoring and addressing disparities in college and career program enrollment for underrepresented students.
- Implementation of College Link courses and quarterly College & Career events to increase post-secondary preparedness.
- EL Roadmap and ELD framework training for staff to improve English Learner outcomes.

Behavioral Support & Discipline Alternatives (9.3, 9.4)
- Review and enhance discipline systems with additional means of correction and support as alternatives to suspension.
- Expansion of counseling services to address the academic, social, and emotional needs of students.

Attendance Improvement & Student Retention (9.11)

- Formation of a Site Attendance Team to address chronic absenteeism through home visits, phone calls, and interventions.
- Strengthened communication with families and linkage to outside resources to improve student attendance.

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Input gathered during educational partner feedback sessions were examined to ensure the actions proposed are needs-responsive and assets-oriented. Many of the suggestions from our educational partners will assist our district as we drive instructional improvements and allocate resources effectively. The following actions within each goal were either created or revised based on feedback from our educational partners:

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Actions influenced include:

2.2 - Professional development for certificated staff
2.4 - Effective CAASPP administration
2.5 - Equitable distribution of resources
2.6 - Professional development for classified staff

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Actions influenced include:

3.4 - Professional development to assist English Learners with IEPs
3.6 - Ensuring equitable access to core and supplemental ELD curriculum
3.20 - Ensuring assets-oriented and needs-responsive schools
3.21 - Implementation of an English Learner Snapshot

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Actions influenced include:

4.1 - AVID Excel program
4.7 - Engaging with LTELs

4.8 - Early intervention for students at-risk for LTEL
4.9 - Teacher and staff awareness of LTELs
4.10 - Structured check-ins with LTELs
4.11 - Effective language teaching strategies
4.13 - Student-driven goal setting and progress monitoring
4.14 - LTEL progress monitoring

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Actions influenced include:

5.14 - Elementary Math Fellows
5.15 - Mentoring program

Metrics influenced include:

M5.10 - M5.16

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

Actions influenced include:

7.3 - Maintaining class size reduction in TK and K
7.4 - Training on tier one intervention strategies
7.32 - Secondary school intervention programs
7.33 - Maintenance of CTE pathways
7.34 - Title I Parent Advisory Committee
7.35 - Expansion and support of Dual Language Academy
7.38 - Interpretation support for materials and meetings
7.39 - Site level awareness of unduplicated pupils

Goal 8: PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.

Actions influenced include:

6 - Attendance Recovery Program including Saturday School
10 - Family and community engagement to support attendance
16 - Special Education Community Advisory Committee
17 - Additional Academic Support for Melrose

Goal 9: Focused actions to improve academic achievement and staffing at El Camino Real Continuation High School.

Actions influenced include:

9.6 - College Link courses and College and Career events
9.12 - Flexible Scheduling

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was established to sustain and enhance the district's strong academic performance while addressing key areas of growth. With high student achievement in Mathematics and English Language Arts, a 95.4% graduation rate, and a College/Career indicator exceeding state performance levels, the district remains committed to providing rigorous and relevant educational experiences. Targeted intervention programs in ELA and Math, expanded early learning opportunities, and increased pathways for students with disabilities to earn diplomas and transition to work demonstrate PYLUSD's dedication to equitable student success. Additionally, the expansion of middle school athletics, implementation of CAASPP Interim Assessment Blocks, and ongoing professional development for staff ensure that students receive comprehensive support in their academic journey.

Despite these successes, the district recognizes areas for continued growth, including the need to improve English learner progress, reduce chronic absenteeism—especially among certain student subgroups—and close persistent achievement gaps for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. To address these challenges, PYLUSD is implementing targeted interventions such as expanded foundational math and writing programs, increased access to computer science education, and a transition-to-work program for graduates. Additionally, efforts to enhance community engagement, reduce class sizes, and provide innovative academic pathways will further support student success. By prioritizing these initiatives, PYLUSD aims to empower all students to thrive academically and become responsible, ethical, and contributing citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Districtwide 2022-2023 (64.75%) = Green DFS = 35.6 above	Districtwide 2023-2024 (65.32%) = Green DFS = 35.6 above		Districtwide 2025-2026 (70.8%) = Blue DFS = 45 above	(Increase of 0.57%) No change in color DFS = no change
1.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Districtwide 2022-2023 (53.48%) = Green DFS = 6.1 above	Districtwide 2023-2024 (55.95%) = Green DFS = 11 above		Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	(Increase of 2.47%) No change in color DFS = + 4.9 points
1.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue		Districtwide 2025-2026 (<1%) = Blue	(Reduction of 0.8%)
1.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide 2022-2023 (55.8%) = High	Districtwide 2023-2024 (59.8%) = Green		Districtwide 2025-2026 (61.8%) = High	Increase of 4%
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow		Districtwide 2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	Reduction of 5.6%
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue		Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	Increase of 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23 = 58%	Winter Diagnostic 2023-24, K-5: 62%		Winter Diagnostic 2025-26 = 63%	Increase of 4%
1.8	Percentage of students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23 = 47%	Winter Diagnostic 2023-24, K-5: 50%		Winter Diagnostic 2025-26 = 52%	Increase of 3%
1.9	Passing Grades indicated on the Transcript (A,B,C) in Core Content Classes	Second Trimester 2023-2024, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 97% Social Science =95% First Semester 2023-2024, 6th-12th: ELA = 89% Math = 86% Science = 88% Social Science = 88%	Second Trimester 2024-2025, 3rd-6th: Reading = 92% Writing =93% Math = 92% Science = 97% Social Science =94% First Semester 2024-2025, 6th-12th: ELA = 90% Math = 86% Science = 88% Social Science = 90%		Second Trimester 2026-2027, 3rd-6th: Reading = 95% Writing = 96% Math = 94% Science = 100% Social Science = 98% First Semester 2026-2027, 6th-12th: ELA = 92% Math = 89% Science = 91% Social Science = 91%%	Second Trimester, 3rd-6th: Reading =0% Writing =0% Math = Increased of 1% Science =0% Social Science = Reduction of 1% First Semester, 6th-12th: ELA = Increased of 1% Math =0% Science =0% Social Science = Increased of 2%
1.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th (score of 3 or 4 out of 4): 81%	Spring 2023-2024, 1st-5th (score of 3 or 4 out of 4): 67%		Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th:	1st-5th: Reduction of 14% 6th-12th: Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2022-2023, 6th-12th (score of 3, 4, or 5 out of 5): 76%	Spring 2023-2024, 6th-12th (score of 3, 4, or 5 out of 5): 81%		81%	
1.11	AP Program Participation, Exams Administered, and Pass Rate	Spring 2022-2023: 27% student course participation 4,493 exams administered 85% pass rate	Spring 2023-2024: 28% student course participation 5,017 exams administered 88.4% pass rate		Spring 2025-2026: 33% student course participation 4,893 exams administered 88% pass rate	Increase of 1% course participation Increase of 524 exams administered Increase of 3.4% pass rate
1.12	Cambridge Program Exams Administered and Pass Rate	Spring 2022-2023: 102 exams administered 80% pass rate	Spring 2023-2024: 158 exams administered 82% pass rate		Spring 2025-2026: 150 exams administered 83% pass rate	Increase of 56 exams administered Increase of 2% pass rate
1.13	IB Program Diplomas Earned, Exams Administered, and Pass Rate	Spring 2022-2023: 63 IB Diplomas earned 420 exams administered 91% pass rate	Spring 2023-2024: 55 IB Diplomas earned 339 exams administered 96% pass rate		Spring 2025-2026: 70 IB Diplomas earned 452 exams administered 96% pass rate	Decrease of 8 IB Diplomas earned Decrease of 73 exams administered Increase of 2% pass rate

Goal Analysis [2024-25]

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.

Goal 1.0 focused on providing innovative, rigorous, and relevant educational experiences to students. Below is a summary of the implementation for each action and any substantive differences between planned actions and actual implementation.

Action 1.1: Targeted Intervention
The targeted intervention program was successfully offered during the 2024-25 school year with no substantive differences between the planned actions and their implementation.

Action 1.2: Foundational Math
Teachers participated in professional development aligned with the updated math framework and continued to utilize i-Ready personalized pathways, as well as Reflex and Frax, to support math fluency. There were no substantive differences between the planned actions and actual implementation.

Action 1.3: Foundational Writing
During the 2024-2025 school year, teachers received professional development on student writing across domains and content areas. This included training on Writer's Workshop, Step Up to Writing, and Expository Reading and Writing. The implementation proceeded as planned without substantive differences.

Action 1.4: Computer Science
The district provided elementary computer instructional specialists with computer science curriculum and pacing guides. Middle school STEM labs embedded computer science units into the curriculum, and CSTEM Algebra 1 was available at all high schools. There were no substantive differences in implementation.

Action 1.5: Middle School Athletics
The middle school athletics program was implemented as planned, offering students the opportunity to participate in Volleyball, Cross Country, Flag Football, Wrestling, and Track. There were no substantive differences between the planned and actual implementation.

Action 1.6: PLUS Program
The special education department aimed to establish a partnership with Goodwill of Orange County to develop internship programs within district departments. While this partnership did not materialize, a deeper collaboration with the North Orange County Regional Occupational Program (NOCROP) was formed. As a result, more students aged 18-22 are receiving subsidized employment opportunities both within the district and in the community.

Action 1.7: ADVANCE Program

The ADVANCE program at El Camino Real High School successfully supported two students in earning their high school diplomas. Additionally, improved monitoring of students at risk of leaving a graduation pathway helped reduce the number of students requiring the program. The district will continue these efforts to ensure all students remain on track for graduation.

Action 1.8: Preschool Program
The construction and opening of three new preschools at Glenview, Morse, and Tynes elementary schools were delayed due to manufacturer and construction setbacks. These preschools are now expected to open in spring 2025.

Action 1.9: Special Education Resources and Programs
Full-time Special Education Intervention Assistants were provided to programs serving students with the most intensive needs. Data collection and factor analysis revealed that no additional positions will be converted to full-time for the upcoming school year. However, collaboration with Human Resources has successfully increased hiring for permanent part-time positions.

Action 1.10: Engaged Community
To enhance community engagement, the Superintendent's High School Advisory Committee meetings were decentralized and held at individual high schools. These meetings facilitated school climate data analysis, root cause identification, and the development of action plans with student and site administrator input.

Action 1.11: 5th/6th Grade Combination Class Elimination
The district successfully eliminated 5th/6th grade combination classes as planned, with no substantive differences in implementation.

Action 1.12: Innovative Programs
The district continued to explore the potential for a performing arts pathway, along with additional programs and pathways across schools. There were no substantive differences between the planned and implemented actions.

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 no material differences between budgeted expenditures and estimated actual expenditures for any actions.

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

The effectiveness of the actions listed below can be assessed through key factors and evidence gathered:

ction 1.1: Targeted Intervention
/LUSD elementary schools implemented five cycles of before-school and after-school intervention groups for math and English in grades 6. Through the second cycle, 1,229 elementary students participated in small group targeted interventions, representing approximately 5% of students in these grades. Survey feedback from teachers and anecdotal feedback from parents has been positive, indicating fectiveness in supporting student learning.

Action 1.2: Foundational Math
A total of 6,760 students in grades 1-6 engaged with the Reflex math app, resulting in an increase in group fluency averages from 46.8% to 64.4%, with an average of 44 facts gained per student. Additionally, 2,724 students in grades 2-6 used the Frax math app, completing an average of 5.8 missions. Improvements in fact fluency and conceptual understanding of fractions contributed to student success in other math assessments, such as i-Ready and SBAC.

Action 1.3: Foundational Writing
In mid-October, the first elementary writing prompt was administered to 7,284 students in grades 1-5. At that point in the assessment calendar, 50% of students scored a 3, 3.5, or 4 on the district's four-point writing rubric, while an additional 37% scored a 2 or 2.5, indicating they were nearing proficiency. Two more district writing prompts will be used to continue monitoring student progress, demonstrating the district’s commitment to strengthening writing skills.

Action 1.4: Computer Science
The Computer Science Continuum continues to progress, with Computer Instructional Specialists receiving professional development to support elementary students. Middle school STEM elective teachers implemented a six-week coding unit into their pacing guides, and CSTEM Algebra 1 was offered at all comprehensive high schools. These efforts ensure sustained integration of computer science education across grade levels.

Action 1.5: Middle School Athletics
The Middle School Athletics program maintained high participation levels during the 2024-25 school year. Volleyball had 500 participants, Cross Country had 766 participants, and Wrestling and Track also remained popular, with hundreds of students involved. Additionally, the inaugural Middle School Flag Football season saw 500 students participate, reflecting the program’s success in providing athletic opportunities for middle school students.

Action 1.6: PLUS Program
Through the district’s partnership with NOCROP, efforts are underway to develop a Memorandum of Understanding (MOU) to reallocate funding toward expanding subsidized employment opportunities for students in special education programs. Progress is on track to meet this goal.

Action 1.7: ADVANCE Program
The ADVANCE program successfully supported students in earning their diplomas, with all participants graduating in January 2025. As a result, no additional program costs will be incurred for the remainder of the 2024-25 school year. The district will continue to monitor students who may require this program to support their graduation pathways.

ction 1.8: Preschool Program
ue to delays in the construction and opening of new preschools, the district did not see a significant increase in program participation during is cycle. However, participation is expected to grow in the upcoming school year as all three new preschool locations become operational.

ction 1.9: Special Education Resources and Program

The district continues to collaborate with Human Resources to fill vacant intervention assistant positions. No additional costs will be incurred for the remainder of the 2024-25 school year, as no further part-time positions will be converted to full-time. The current hiring efforts have been effective in meeting the goal of strengthening support for students with special needs.

Action 1.10: Engaged Community
The district maintained its commitment to community engagement through the continuation of the Superintendent's Monday Message, quarterly Superintendent's Community Advisory Committee meetings, and the launch of Peachjar, a digital flier distribution platform. Additionally, social media presence was expanded, with Instagram followers exceeding 8,750, reinforcing the district's efforts to connect with the community.

Action 1.11: 5th/6th Grade Combination Class Elimination
Through the use of Learning Recovery Emergency Block Grant funds, the district successfully eliminated nine 5th/6th grade combination classes, effectively reducing class sizes at the elementary level and improving instructional quality.

Action 1.12: Innovative Programs
The district successfully launched the Orange County School of Computer Sciences, a conversion-dependent charter school, enrolling over 700 students in its first year. Additionally, the Universal Sports Institute was introduced, with over 100 student-athletes participating in this specialized pathway through Parkview School. These initiatives highlight the district's dedication to expanding innovative educational opportunities for students.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. Additionally, the following actions have planned changes for the coming year:

Action 1.1: Targeted Intervention
We anticipate utilizing ELOP funding to provide ongoing targeted intervention at both the elementary and middle school levels beginning next year. At the high school level, we will utilize unexpended LREBG to continue to offer intervention and tutoring but in a less structured format to better meet students' needs and are exploring digital resources to supplement these services.

Action 1.4: Computer Science
To enhance teacher and student awareness of computer science, we will provide professional development focused on the use of Artificial Intelligence in the classroom. This initiative will be funded by a K12 Strong Workforce Program Grant.

Action 1.5: Middle School Athletics

Recognizing the positive impact of middle school sports on student well-being, connectedness, and physical health, PYLUSD remains committed to supporting the program. As part of our efforts to improve offerings, we will explore potential changes to the available sports and season lengths to maximize this opportunity for students.

Action 1.6: PLUS Program
We will continue working with NOCROP to expand job placement opportunities, subsidized employment, and counselor support for students in our programs. Our goal is to increase student participation and access to these valuable resources. To further support this effort, we are in the process of developing an MOU with NOCROP to enhance the subsidized employment opportunities available to our students.

Action 1.7: ADVANCE Program
We will maintain a focus on monitoring high school students with moderate disabilities who are at risk of not earning a diploma. District-level staff meetings will continue to assess and provide necessary supports to keep students on track for graduation. With improved tracking and intervention, we anticipate a reduced need for students to complete their diplomas through the ADVANCE program, as they will receive support earlier in their educational journey.

Action 1.8: Preschool Program
Following delays in construction this year, the three new preschool locations will officially open next year, expanding early education opportunities for students and families.

Action 1.9: Special Education Resources and Program
After assessing the staffing and fiscal impact of consolidating part-time positions into full-time positions, this action will be discontinued in the 2025-2026 school year.

Action 1.11: 5th/6th Grade Combination Class Elimination
We plan to discontinue this action in the 2025-2026 school year due to financial constraints.

Action 1.12: Innovative Programs
We will continue to explore the development of new programs and pathways for students, including STEAM programs, the International Baccalaureate Primary Years Programme, the International Baccalaureate Middle Years Programme, and Arts, Media, and Entertainment pathways. Additionally, we will apply for California Community Schools Partnership Program grant funding to support these initiatives.

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.

ctions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Intervention	The district will provide a comprehensive, targeted intervention program before, during, and after school to address the academic and engagement needs of unduplicated student groups, including English Learners (ELs), low-income students, and foster youth, supported through LREBG funds ($143,816). The 2024 California School Dashboard reveals persistent performance gaps, including a 10% decline in English Learner progress toward language proficiency, increased chronic absenteeism among ELs and socioeconomically disadvantaged students, and ongoing academic disparities in core subjects. Research demonstrates that after-school intervention programs significantly improve academic outcomes, attendance, and behavior for at-risk students when they offer structured academic support and enrichment opportunities (Beckett et al., 2009). M1.1 & M1.2 will be used to determine the effectiveness of this action.	$143,816.00	No
1.2	Foundational Math	Provide a comprehensive foundational math approach to build fact fluency, conceptual understanding, and procedural fluency through the use of supplemental math curriculum.	$0.00	No
1.3	Foundational Writing	Provide a comprehensive writing program to support the writing process for students through the use of supplemental writing programs.	$0.00	No
1.4	Computer Science	Provide a districtwide K-12 computer science pathway for students to increase their college and career readiness through the use of computer science curriculum and support staff. Provide training on the use of artificial intelligence tools to support the achievement of all unduplicated pupils.	$119,030.18	No
1.5	Middle School Athletics	Provide a robust middle school athletics program to increase students' physical wellness and exposure to athletics prior to high school.	$246,936.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	PLUS Program	Provide a transition to work program (Placentia Linda Upward Success) for graduates of Venture Academy to be employed by the district.	$30,000.00	No
1.7	ADVANCE Program	Provide a 5th year program at El Camino Real High School for students who are eligible for the Venture adult transition program who have nearly met the high school graduation requirements to allow for increased opportunities to earn a diploma.	$67,492.63	No
1.8	Preschool Program	Expand the preschool programs to provide increased access to early childhood education and development for families through an inclusion model.	$0.00	No
1.9	Engaged Community	Increase community engagement by providing access to internet and technology as well as through a variety of communication tools and platforms including, but not limited to, Superintendent's Monday Message, Superintendent's Community Advisory Committees, and a new Digital Flier Distribution Platform.	$31,230.00	No
1.10	5th/6th Grade Combination Class Elimination	Provide class size reduction and support the achievement of upper grade elementary students through the reduction of 5th and 6th grade combination classes.	$0.00	No
1.11	Innovative Programs	Provide innovative programs and pathways at our schools in order to increase enrollment and student engagement in our award winning district.	$207,068.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

PYLUSD remains committed to ensuring that all students have access to the resources, skills, and opportunities necessary to meet or exceed grade-level expectations. With a diverse student population of over 22,700, including 44% identified as socioeconomically disadvantaged, 13.5% as English learners, and 0.4% as foster youth, it is essential to provide equitable support systems that address the unique needs of every learner. While districtwide performance in key areas such as English Language Arts, Mathematics, Graduation Rate, and College/Career readiness remains strong, areas like English Learner Progress and Chronic Absenteeism require continued attention and targeted intervention. By investing in high-quality instruction, professional development, and instructional resources, PYLUSD ensures that all students receive the support necessary to achieve academic success.

To sustain and build upon this progress, Goal 2 focuses on maintaining a highly qualified teaching staff, expanding professional development opportunities, and ensuring the equitable distribution of resources across the district. Continuous improvement efforts and instructional material enhancements, will help monitor student progress and refine instructional strategies. Additionally, providing professional development for classified staff ensures that all school personnel contribute effectively to student success. By prioritizing these initiatives, PYLUSD reaffirms its dedication to fostering an inclusive and academically enriching environment where all students can thrive.

easuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Districtwide 2022-2023 (64.75%) = Green DFS = 35.6 above	Districtwide 2023-2024 (65.32%) = Green DFS = 35.6 above		Districtwide 2025-2026 (70.8%) = Blue DFS = 45 above	(Increase of 0.57%) No change in color DFS = no change
2.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Districtwide 2022-2023 (53.48%) = Green DFS = 6.1 above	Districtwide 2023-2024 (55.95%) = Green DFS = 11 above		Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	(Increase of 2.47%) No change in color DFS = + 4.9 points
2.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue		Districtwide 2025-2026 (<1%) = Blue	Reduction of 0.8%
2.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide 2022-2023 (55.8%) = High	Districtwide 2023-2024 (59.8%) = Green		Districtwide 2025-2026 (61.8%) = High	Increase of 4%
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow		2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	Reduction of 5.6%
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue		Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	Increase of 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 58%	Winter Diagnostic 2023-24, K-5: 62%		Winter Diagnostic 2025-26, K-5: 63%	Increase of 4%
2.8	Percentage of students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 47%	Winter Diagnostic 2023-24, K-5: 50%		Winter Diagnostic 2025-26, K-5: 52%	Increase of 3%
2.9	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	Second Trimester 2023-2024, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 97% Social Science =95% First Semester 2023-2024, 6th-12th: ELA = 89% Math = 86% Science = 88% Social Science = 88%	Second Trimester 2024-2025, 3rd-6th: Reading = 92% Writing =93% Math = 92% Science = 97% Social Science =94% First Semester 2024-2025, 6th-12th: ELA = 90% Math = 86% Science = 88% Social Science = 90%		Second Trimester, 2026-2027, 3rd-6th: Reading = 95% Writing = 96% Math = 94% Science = 100% Social Science = 98% First Semester, 2026-2027, 6th-12th: ELA = 92% Math = 89% Science = 91% Social Science = 91%	Second Trimester, 3rd-6th: Reading =0% Writing =0% Math = Increased of 1% Science =0% Social Science = Reduction of 1% First Semester, 6th-12th: ELA = Increased of 1% Math =0% Science =0% Social Science = Increased of 2%
2.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th: 81% Spring 2022-2023, 6th-12th: 76%	Spring 2023-2024, 1st-5th (score of 3 or 4 out of 4): 67% Spring 2023-2024, 6th-12th (score of 3, 4, or 5 out of 5):		Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	1st-5th: Decrease of 14% 6th-12th: Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			81%			
2.11	Total # Teacher Miss-assignments	2023-24 = 0	2024-25 = 2		2026-27 = 0	2
2.12	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%		2026-27 = 100%	0%
2.13	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good		2026-27 = Good	0%
2.14	Local Indicator for Implementation of State Standards	2023-24 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/World Language - 4 (Full Implementation)	2024-25 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/ World Language - 4 (Full Implementation)		2026-27 ELA/ELD - 5 (Full Implementation & Sustainability) Math - 5 (Full Implementation & Sustainability Science - 5 (Full Implementation & Sustainability) History Social Science - 5 (Full Implementation & Sustainability) Career Technical Education - 5 (Full Implementation & Sustainability)	ELA/ELD = 0% Math = 0% Science = 0% History Social Science = 0% Career Technical Education = 0% Health/PE/VAPA/ World Language = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Health/PE/VAPA/ World Language - 5 (Full Implementation & Sustainability)	

Goal Analysis [2024-25]

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.

A summary of the implementation for each action and any substantive differences is outlined below:

Action 2.1: Districtwide Staffing
We continue to employ highly qualified teachers and staff to ensure effective instruction and district operations. There were no substantive differences between planned actions and actual implementation.

Action 2.2: Professional Development, Training, and Task Forces
We continue to provide essential resources, training, and development opportunities to equip staff with the skills necessary to support all students in meeting or exceeding grade-level expectations. There were no substantive differences between planned actions and actual implementation.

English Language Arts - Trainings provided include Writer's Workshop (K-8), DBQ Introduction (3-6), Building Blocks of Literacy (K-5), Step Up to Writing, PTKLF Introduction & Overview (Mathematics/Social and Emotional/Language & Literacy Domains), Supporting Toileting Independence, Pre-K Guided Language Acquisition & Design (GLAD) Strategies. Task forces created: K-2 Reading Difficulties Risk Screener Task Force (to support RDRS adoption per state requirements), 6-8 ELA Pilot Task Force (to evaluate new language arts curriculum), 9-12 Pacing Guide Task Force (to develop district-wide pacing guides). Family Literacy Night teacher representatives were established, and training was scheduled for site implementation.

Mathematics - Trainings provided include Cognitively Guided Instruction (K-5), Math Expressions Bridge Units (K-5), Understanding actions (3-5), Addition & Subtraction Problem Solving (K-2), Math Labs (K-5), Building Thinking Classrooms (6-12), New Hire Institute verview of textbook resources, PYL Signature Practices, ELD strategies, MS Math Lab training in IXL. Our secondary instructional coach tended the California Mathematics Council Conference and is partnering with OCDE through the Vision Driven Math series. Collaboration vents: MS Math Lab/Algebra 1A, C-STEM Algebra 1, and Geometry; middle/high school Leadership Team meetings; Math Fellows (6-12) eetings (bimonthly); Fall Common Assessment Course Task Force.

Science - Trainings provided include Scientific Writing & Cross-Cutting Concept Integration (offered three times), Chemical Hygiene Safety compliance (preservice), Data Analysis in Pear (completed during PLCs), NGSS Certification (six-month series). Science Fellows (Year 2) continued NGSS Certification. Secondary site leads and MS STEM teachers held collaboration days. Common Assessment Task Forces met for Health, Living Earth, Chemistry, and Physics. Our secondary science TOSA attended four CAST DATA Conferences.

Social Science - Trainings provided include Document-Based Questions (DBQ) and Writing in Social Studies. Pear Assessment training delivered at 9-12 Coordinated PLCs and 6-12 Site Department meetings. State Seal of Civic Engagement coordinators met once; department leaders attended one gradespan leadership meeting. Task forces: 6-12 Grade Level Common Assessment Task Force and Honors Civics Course Development Task Force (met six times).

AVID - Comprehensive AVID training opportunities were provided covering TK-12 implementation, leadership, literacy, ELD, STEM, and site-based professional development. Training formats included AVID Summer Institutes (Anaheim & San Diego), AVID Ignite (Virtual), regional workshops, and school-year path trainings.

Action 2.3: Instructional Materials, Supplies, and Services
We continue to provide instructional materials, supplies, and services to support student success. There were no substantive differences between planned actions and actual implementation.

English Language Arts: Materials purchased include 6-12 Step Up to Writing teacher manuals, Pear Assessment software licenses (6-12), Momentum in Teaching contract for 6-8 Writer's Workshop training, IXL ELA licenses for requesting 6th-grade teachers.

Mathematics: Materials purchased include Building Thinking Classrooms approach resources (BTC books, erasable whiteboard materials, dry-erase pens).

Science: Materials purchased include consumable supplies for grades 6-8 and courses in Living Earth, Chemistry, and Anatomy & Physiology. Renewed licenses for science and STEM programs. Equipment repairs/replacements: glassware, scales, hydroponic systems, scientific calculators, microscopes. New equipment and curriculum supplements: Health manipulatives, AP Environmental Science case studies.

Social Science: Materials purchased include new textbooks for Psychology, AP Psychology, Sociology, AP Human Geography, and AP US History.

AVID: Materials purchased include AVID site licenses (new and existing sites), AVID Excel site licenses (new and existing sites), digital resources, print materials, and student supplies for AVID programs at all grade levels.

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 following actions experienced material differences between budgeted and estimated actual expenditures:

Action 2.2: Professional Development, Training, and Task Forces

English Language Arts: A significant expenditure occurred in Spring 2025 due to a state directive requiring the selection of a Reading Difficulties Screener. Additional funds allocated for K-2 teacher training on screening procedures. An ELA pilot task force was funded to evaluate curricula that support intervention for students flagged by the screener. Additional hours provided for DLA teachers transitioning from i-Station to i-Ready Spanish diagnostic. District TOSAs trained as Step Up to Writing trainers for K-5 instruction. Momentum in Teaching expanded training to further support narrative, informational, and opinion writing across all grades.

Mathematics: Expanded teacher support to align with the 2023 math framework. Additional funds were allocated for UCI bridge unit training (K-5) and a Math Task Force developing OCDE-aligned bridge units. Launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

Science: Increased support for Science Fellows professional development. Elementary Science Fellows completed NGSS certification to reinforce early-grade science instruction.

Action 2.3: Instructional Materials, Supplies, and Services

English Language Arts: Pear Assessment expanded to grades 3-5 to support CAASPP interim assessments. Additional IXL licenses purchased for 6th-grade teachers to facilitate diagnostics and individualized learning pathways. Funding planned for 2025-2026 to renew subscriptions for Step Up to Writing (K-12) and Studysync (9-12).

Transitional Kindergarten (TK): An increase from 15 to 21 pilot teachers required additional funding for hours and substitute coverage to support TK assessments during 2024-2025.

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

The effectiveness of the actions listed below can be assessed through the following key factors and pieces of evidence:

Action 2.1: Districtwide Staffing
All classrooms were fully staffed with appropriately credentialed teachers.

Action 2.2: Professional Development, Training, and Task Forces

English Language Arts (ELA): District writing prompts were aligned with SBAC to increase rigor. Writer's Workshop training improved teachers' ability to support individual writing needs. K-5 foundational reading instruction training positively impacted i-Ready reading comprehension.

Mathematics: Professional development emphasized conceptual understanding (CGI) and targeted support for English Learners. SED students showed significant gains. Reflex and Frax apps strengthened foundational skills. Math fellows provided coaching and model classrooms, improving best instructional practices. Bridge units aligned with the math framework enhanced the curriculum.

Science: Science Fellows led quarterly workshops and individualized teacher support. Focus on inquiry-based learning and hands-on teaching improved instruction and student performance on the CAST assessment. Teachers reported increased confidence in integrating scientific practices.

History/Social Science: Expanded DBQ curriculum to grade 3 to strengthen elementary writing skills. Professional development and coaching for teachers improved student performance on district writing prompts and SBAC.

Early Childhood Education: Training provided on new PTKLF standards, GLAD strategies, and toileting independence. Preparations for welcoming four-year-olds to TK in 2025-2026. TK teachers regularly collaborate and will be introduced to the DRDP assessment tool.

Action 2.3: Instructional Materials, Supplies, and Services
In all content areas, relevant curriculum and trained teachers increased student engagement and understanding of core concepts. All sites were provided with budgets to provide instructional materials and supplies to teachers. Additionally, all curriculum materials were provided to sites.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. Additionally, the following actions have planned changes for the coming year:

Action 2.2: Professional Development, Training, and Task Forces
In English Language Arts, K-2 teachers will be trained on the reading difficulties screener selected by the district in June 2025 in preparation of screening all K-2 students for reading difficulties. Teachers who are participating in the 2025-2026 ELA pilot will be provided with professional development to implement the piloted materials.

Math, a secondary textbook adoption committee will pilot new materials anticipating an adoption for the 26-27 school year. Additionally, the ancial literacy task force will work in the 25-26 school year to develop a semester-long course for high school in response to state iidance with the course launching in the 26-27 school year. We will utilize unexpended LREBG funds to continue to provide a secondary ath task force.

Action 2.3: Instructional Materials, Supplies, and Services
In English Language Arts, we will purchase a reading difficulties screener license and/or materials for use by all K-2 classrooms.

2.4: State Testing
We have added this action in order to allocate funds toward the administration of all CAASPP assessments in accordance with CDE expectations (ELA, Math & Science).

2.5: Resource Distribution
We have added this action based on community feedback to examine district programs and services to ensure a more equitable distribution of resources.

2.6: Training for Classified Staff
We have added this action based on community feedback to ensure all classified staff are provided training and professional development on job related responsibilities.

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
2.1	Districtwide Staffing	Provide highly qualified teachers and staff to provide effective instruction and maintain the operations of the district.	$203,791,159.74	No
2.2	Professional Development, Training, and Task Forces	The district will continue to provide training, professional development, and collaborative task force opportunities for teaching staff across all content areas and district initiatives—including CGI Math, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, and Learning Walks—supported in part through LREBG funds ($180,034.53). While the 2024 CA Dashboard shows overall stability in English Language Arts and Math, along with positive trends in graduation rates, chronic absenteeism, and suspension rates, student groups such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Foster Youth continue to perform below district averages. Research consistently shows that high-quality professional learning builds staff capacity to meet the needs of unduplicated pupils and leads to improved student outcomes (Hattie, 2009; Kanold, 2017; Erkens &	$1,188,624.69	Yes

Action #	Title	Description	Total Funds	Contributing
		Twadell, 2012), making this a strategic investment to close achievement gaps and support educational equity. The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14)		
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas.	$753,393.13	Yes
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELA, Math & Science).	$70,000.00	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources.	$0.00	No
2.6	Training for Classified Staff	Ensure all classified staff are provided training and professional development on job related responsibilities.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PYLUSD will close the academic achievement gap for English Learner (EL) students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A persistent achievement gap persists between the performance of English Learners (ELs) and that of all students across various metrics districtwide. This goal is aimed at addressing this performance disparity by increasing and improving services for English Learners. Across the district, English Learner (EL) students have demonstrated the lowest performance level in Chronic Absenteeism. The actions outlined within this broad goal align with the objectives outlined in the PYLUSD EL Master Plan. Key components include staff professional development, additional support for Emerging ELs, provision of bilingual support staff, and fostering increased student and family engagement.

The key actions proposed to support ELs, such as the ELD Summer Program, progress monitoring, and English Language Proficiency Assessments for California (ELPAC) support, are essential to address the unique needs of this student group. We will be providing extensive professional development to teachers through Guided Language Acquisition and Design (GLAD) strategies, the ELD framework and roadmap, and student talk protocols. Additionally, translation services ensure that families of our ELs have access to resources and assistance in their native language, facilitating support and collaboration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress CA Dashboard Indicator and Percentage of English	Districtwide 2022-2023 (54.2%) = Yellow	Districtwide 2023-2024 (50.3%) = Orange		Districtwide 2025-2026 (65%) = Blue	Decrease of 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners Making Progress Towards English Language Proficiency					
3.2	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	Districtwide EL Subgroup 2022-2023 (11.7%) = Orange DFS = 41 below	Districtwide EL Subgroup 2023-2024 (11.4%) = Orange DFS = 44.4 below		Districtwide EL Subgroup 2025-2026 (22%) = Green DFS = 5 below	(Decrease of 0.3%) No change in color DFS = - 3.4 points
3.3	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	Districtwide EL Subgroup 2022-2023 (10.6%) = Orange DFS = 68.7 below	Districtwide EL Subgroup 2023-2024 (11.5%) = Yellow DFS = 64.9 below		Districtwide EL Subgroup 2025-2026 (21%) = Green DFS = 25 below	(Increase of 0.9%) Color: moved up 1 color DFS = + 3.8 points
3.4	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide EL Subgroup 2022-2023 (2.1%) = Green	Districtwide EL Subgroup 2023-2024 (1.4%) = Green		Districtwide EL Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 0.7%
3.5	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide EL Subgroup 2022-2023 (11.4%) = Low	Districtwide EL Subgroup 2023-2024 (16.8%) = Green		Districtwide EL Subgroup 2025-2026 (21%) = Green	Increase of 5.4%
3.6	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide EL Subgroup 2022-2023 (25.9%) = Red	Districtwide EL Subgroup 2023-2024 (19.4%) = Yellow		50% Reduction in Chronic Absenteeism Rate Districtwide EL Subgroup 2025-2026 (12.95%) = Yellow	Reduction of 6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide EL Subgroup 2022-2023 (79.9%) = Orange	Districtwide EL Subgroup 2023-2024 (87.8%) = Green		Districtwide EL Subgroup 2025-2026 (89.9%) = Green	Increase of 7.9%
3.8	Percentage of English Learners early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 20%	Winter Diagnostic 2023-24, K-5: 22%		Winter Diagnostic 2025-26, K-5: 30%	Increase of 2%
3.9	Percentage of English Learners early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 12%	Winter Diagnostic 2023-24, K-5: 15%		Winter Diagnostic 2025-26, K-5: 22%	Increase of 3%
3.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th (score of 3 or 4 out of 5): 53% Spring 2022-2023, 6th-12th (score of 3, 4, or 5 out of 5) 57%	Spring 2023-2024. 1st-5th (score of 3 or 4 out of 5): 31% Spring 2023-2024, 6th-12th (score of 3, 4, or 5 out of 5): 39%		Spring 2025-2026, 1st-5th 63% Spring 2025-2026, 6th-12th 67%	1st-5th: Decrease of 22% 6th-12th: Decrease of 18%
3.11	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	Second Trimester 2023-2024, 3rd-6th: Reading = 73% Writing = 78% Math = 75% Science = 90% Social Science = 87% First Semester 2023-2024, 6th-12th:	Second Trimester 2024-2025, 3rd-6th: Reading = 70% Writing = 73% Math = 77% Science = 89% Social Science = 85%		Second Trimester 2026-2027, 3rd-6th: Reading = 78% Writing = 83% Math = 80% Science = 95% Social Science = 93%	Second Trimester, 3rd-6th: Reading= Decrease of 3% Writing =Decrease of 5% Math =Increase of 2% Science =Decrease of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA = 73% Math = 62% Science = 64% Social Science = 64%	First Semester 2024-2025, 6th-12th: ELA = 73% Math = 66% Science =69% Social Science = 70%		First Semester 2026-2027, 6th-12th: ELA = 78% Math = 67% Science = 69% Social Science = 69%	Social Science =Decrease of 2% First Semester, 6th-12th: ELA =0% Math =Increase of 4% Science = Increase of 5% Social Science = Increase of 6%
3.12	Reclassification Rate	Fall 2023: 14%	Fall 2024: 26%		Fall 2026: 29%	Increase of 12%
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 12%	Fall 2024: 10%		Fall 2026: 17%	Decreased 2%
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 19%	Fall 2024: 14%		Fall 2026: 24%	Decreased 5%
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 23%	Fall 2024: 23%		Fall 2026: 28%	0%
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 50%		Fall 2026: 57%	Decreased 2%

Goal Analysis [2024-25]

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

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

his goal surrounds how the district will close the academic achievement gap for English Learners (EL) students. A summary of the plementation for each action is included below:

Action 3.1: English Language Development (ELD) Professional Development
We continue to provide the necessary resources, skills, and training opportunities to staff so all students meet or exceed grade-level expectations. Guided Language Acquisition GLAD®) PD was offered during Summer Institute for Secondary Teachers. All school sites (K-12) received training on our DWI (District-Wide Initiative). These trainings centered on assets-based pedagogy and the English Learner (EL) Roadmap. Benchmark Integrated and Designated ELD PD was offered. These sessions were attended by K-5 teachers. The sessions focused on comparing and contrasting Integrated and Designated ELD using the Benchmark curriculum. Title 1 K-3 teacher cohorts are currently being trained in the Guided Language Acquisition GLAD®) model. Sixty-five teachers participated in a 12-hour seminar (spanning two-hour days). In addition, teachers will participate in three-day classroom demonstrations this year. Newcomer PD for using LEXIA and Oxford Picture Dictionary Curriculum was offered to teachers. Designated ELD teachers attended a two-day session on the Academic Vocabulary Toolkit and Benchmark ELD training. There were no substantive differences in planned actions and the actual implementation of these actions.

Action 3.2: Additional EL Sections at Secondary Schools
We continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. We provided middle schools and high schools with staffing/classes to support Emerging ELs. There were no substantive differences in planned actions and the actual implementation of these actions.

Action 3.3: Bilingual Aides
We continue to provide bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs. There were no substantive differences in planned actions and the actual implementation of these actions.

Action 3.4: Special Education Training
As planned we provided training for Special Education staff from 11 targeted schools with high numbers of dually identified EL and SWD. The training will cover appropriate assessments for ELs, writing linguistically appropriate IEP goals, and creating stronger multi-disciplinary assessment reports. This training, provided through Muse (Improving Outcomes for Multilingual Students with Exceptional Needs), offered valuable resources. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.5: English Language Proficiency Assessments for California (ELPAC)
ELPAC strategies training was offered. The training focused on the best instructional to use with students to address the four language domains of listening, speaking, reading, and writing. This four part series helped prepare our English Learners for the ELPAC by learning about effective strategies that address reading, writing, speaking, and listening. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.6: Additional Instructional Materials for EL Support
l sites received the EL Roadmap Toolkit along with Scaffolding Tool Kits as a resource to help plan and deliver instruction for second nguage learners. In addition, all teachers attending the Designated and Integrated ELD PD will receive an English Language Development onnections instructional tool to use as a resource with their students. There were no substantive differences in planned actions and actual plementation of these actions.

Action 3.7: ELD Instruction and Support
Seven ELD/ASTs were hired to support ELD instruction at all Title 1 sites. Seven additional ELD/ASTs were hired to provide support for the remaining elementary sites. The seven ELD teachers each provide ELD support at non-TItle1 sites. The ELD secondary lead teacher meeting was held and during this collaboration meeting, teachers discussed and shared best practices and needs of the diverse group of students they serve. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.8: ELD Teacher Support
ELD District TOSA provided ongoing coaching support as needed and requested by teachers. The ELD District TOSA and State and Federal Programs Assistant Director provided training to every school in the first semester of the year. ELD District TOSA met with new ELD teachers to provide curriculum instruction and support. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.9: Translation Services
We continue to provide district translation services to support English learners and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.10: English Language Assessment Center
We continue to provide centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.11: District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups
We continue to coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and procedures. Meeting coordination, instructional materials, supplies, translation services, parenting classes, child care. We explored hosting DELAC at high impact school sites in addition to the district office. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.12: Bilingual School/Student Community Advisors
We continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.13: Administrative Support
We continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines. There were no substantive differences in planned actions and actual implementation of these actions.

ction 3.14: Melrose Literacy Coach
e continue to provide a literacy coach at Melrose Elementary School to provide intervention and small group instruction in literacy. There ere no substantive differences in planned actions and actual implementation of these actions.

Action 3.15: EL Progress Monitoring and Intervention
EL Students continue to be monitored bi-annually to determine the progress our English Learners are making. If students are not making appropriate progress, teachers provide additional support to enable our English Learners to reach English proficiency and gain grade-level content knowledge. Intervention is provided by classroom teachers to address the learning deficits as needed. A task force will be formed to review and provide feedback on the implementation of the OPTEL for language reclassification. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.16: ELD Coordination
We continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.17: ELD Summer Program
ELD Summer Camp was held at Melrose Elementary. The focus of the camp was to help develop language proficiency in the areas of listening, speaking, reading, and writing. 250 students in kindergarten through 4th grade were invited to participate. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.18: Guided Language Acquisition and Design (GLAD)
Guided Language Acquisition GLAD®) PD was offered during Summer Institute for Secondary Teachers. Interest for additional training for secondary teachers has been shared. Additional secondary GLAD training is scheduled for this spring. District secondary content TOSAs will be invited to attend training days. Title 1 K-3 teachers are currently being trained in the Guided Language Acquisition GLAD®) model. Sixty-five teachers participated in a 12-hour seminar (spanning two- 6 hour days). In addition, teachers participated in three-day classroom demonstrations this year. There were no substantive differences in planned actions and actual implementation of these actions.

Action 3.19: English Learner Master Plan
We continue to implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners. There were no substantive differences in planned actions and actual implementation of these actions.

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.

Action 3.1: English Language Development (ELD) Professional Development
We continue to provide instructional materials, supplies, and services for all students to meet or exceed grade level and language proficiency expectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

ction 3.2: Additional EL Sections at Secondary Schools
e continue to provide instructional materials, supplies, and services for all students to meet or exceed grade level and language proficiency pectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

ction 3.3: Bilingual Aides

We Continue to provide bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs. There was an increase in instructional aides to support ELD and Class size reduction. The increase in planned services is reflected in the addition of 7 0.495 FTE.

Action 3.4: Special Education Training
In order for staff to attend these trainings we allocated 23 substitute teachers for 2 days. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.5: English Language Proficiency Assessments for California (ELPAC)
We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide and transition from a centralized district testing model to site-based administration of the EPLAC exam. This year, we have 6 teachers who will administer the ELPAC to their students. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.6: Additional Instructional Materials for EL Support
We continue to provide instructional materials, supplies, and services for all students to meet or exceed grade level and language proficiency expectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.7: ELD Instruction and Support
We continue to provide ELD instruction and support for all students to meet or exceed grade level and language proficiency expectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.8: ELD Teacher Support
We continue to provide ELD teacher support so teachers can help students to meet or exceed grade level and language proficiency expectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.9: Translation Services
We continue to provide District translation services to support English learners and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites. In January, one of our district translators retired which resulted in material differences between budgeted expenditures and estimated actual expenditures.

Action 3.10: English Language Assessment Center
We continue to provide for centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services. There were no material differences between budgeted expenditures and estimated actual expenditures.

ction 3.11: District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups
e continue to coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and ocedures. Meeting coordination, instructional materials, supplies, translation services, parenting classes, and child care. There were no aterial differences between budgeted expenditures and estimated actual expenditures.

Action 3.12: Bilingual Community Liaisons
We continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.13: Administrative Support
We continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.14: Melrose Literacy Coach
We continue to provide a literacy coach at Melrose Elementary School to provide intervention and small group instruction in literacy. This grant includes an after school Literacy program, Instructional materials and family literacy nights. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.15: EL Progress Monitoring and Intervention
We continue to provide EL Progress monitoring and intervention support for all students to meet or exceed grade level and language proficiency expectations. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.16: ELD Coordination
Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met. This is 2 sections at Valencia High school. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.17: ELD Summer Program
During the summer of 2024,we provided an ELD summer program for elementary English Learners to provide enrichment and language acquisition support using GLAD strategies. This program was held at Melrose elementary school. Although there were no substantive differences in planned actions and actual implementation of these actions, this program will expand to 3 school sites in the summer of 2025.

Action 3.18: Guided Language Acquisition and Design (GLAD)
During the 2024-2025 school year, we have Partnered with OC GLAD to train in cultural proficiency principles which include: modeling of lesson design for both integrated and designated English Language Development and utilizing language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills. There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 3.19: English Learner Master Plan
During the 2024-2025 school year, we will Implement the EL Master Plan with fidelity in order to close the achievement gap for our English Learners. There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The effectiveness of the actions listed below can be assessed through the following key factors and pieces of evidence:

Action 3.1: English Language Development (ELD) Professional Development
Our District wide initiative training was well received and there was additional interest providing services for our English language learners. More designated and integrated PD was planned for this year.

Action 3.2: Additional EL Sections at Secondary Schools
We continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. We continue to provide middle schools and high schools with staffing/classes to support Emerging ELs. This action is essential thus effective to ensure our English learners make academic progress.

Action 3.3: Bilingual Aides
We continue to provide bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs. This action is effective in providing the necessary support for academic growth for our English Learners.

Action 3.4: Special Education Training
The training was well received by staff and noted interest with additional training for the upcoming school year. This training is an effective action as we are building capacity, connecting, and facilitating multidisciplinary team decisions through a tiered approach.

Action 3.5: English Language Proficiency Assessments for California (ELPAC)
We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide and transition from a centralized district testing model to site-based administration of the EPLAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and create optimal testing conditions

Action 3.6: Additional Instructional Materials for EL Support
This year, with the implementation of GLAD, we have focused this action on supporting the necessary materials for a successful implementation of GLAD. Each school site has been supported with the necessary materials to support the implementation.

Action 3.7: ELD Instruction and Support
Due to the change in our hourly part time teachers, we provided ELD Academic Support Teachers at the elementary school level to provide ELD support and direct services throughout the year. This action was effective at the Title 1 sites but less effective at the non-Title I sites. The ineffectiveness of this action is due to 7 FTEs being split between 14 schools. Additionally, the ELD ASTs spent a majority of the time supporting Kindergarten class size reduction. This Kindergarten support has reduced the time they can support ELD.

Action 3.8: ELD Teacher Support
We continue to provide a District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites. This action has been effective in the implementation of GLAD, ELD support for all grade spans, DWI training, and ELPAC training.

Action 3.9: Translation Services
We continue to provide District translation services to support English learners and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites. This action is effective to provide support to our families in making progress toward the goal during the three-year LCAP cycle.

3.10: English Language Assessment Center
This initiative is effective in meeting our three-year goal because it ensures a centralized and streamlined approach to identifying and assessing English Learners (ELs). By housing language assessment services within the Family Resource Center, we enhance accessibility for families, improve coordination of support services, and ensure consistency in evaluating student needs. This structure allows for more efficient resource allocation, timely interventions, and better alignment with district-wide language development goals.

3.11: DELAC & ELAC Groups
This initiative effectively advances our three-year goal by strengthening family engagement and fostering meaningful collaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents with valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their children's academic success.

3.12: Bilingual Community Liaisons
This initiative directly supports our three-year goal by ensuring that students and families in high-ELL-population schools receive timely responsive support. Bilingual School/Community Student Advisors play a crucial role in bridging communication between families and schools, fostering stronger relationships, and increasing engagement in the educational process.

3.13: Administrative Support
This action is essential to achieving our three-year goal by ensuring strong administrative leadership and compliance with state and federal guidelines for the EL program. By maintaining dedicated administrative support at the district office, we can effectively oversee program implementation, provide communication to school sites, and ensure alignment and coherence of services.

3.14: Melrose Literacy Coach
This initiative supports our three-year goal by enhancing literacy instruction and providing targeted interventions for students who need additional support at Melrose Elementary. The Literacy coach and specialist plays a critical role in strengthening instructional practices, supporting teachers, and improving student outcomes. This investment ensures that students, particularly those struggling with literacy, receive the necessary resources and support to develop strong reading skills, ultimately leading to greater academic success and long-term educational equity.

3.15: EL Progress Monitoring
This initiative directly advances our three-year goal by leveraging technology to ensure real-time monitoring and support for English Learners (ELs). By utilizing and providing ongoing training for the online data system, we can effectively track EL progress, identify students with D or F grades in core classes, and implement timely interventions. Ellevation training and support enhance our ability to target instruction using consolidated data, streamline EL and RFEP monitoring, and manage the reclassification process efficiently.

3.16: ELD Coordination
This action supports our three-year goal by ensuring the effective implementation and oversight of the EL program at the site level. By providing dedicated support for EL program coordination, we maintain program fidelity, ensure compliance with best practices, and address the specific needs of English Learners.

3.17: ELD Summer Program
This initiative supports our three-year goal by offering a structured ELD summer program designed to enhance language acquisition and academic enrichment for elementary English Learners. By incorporating GLAD (Guided Language Acquisition Design) strategies, the program provides research-based, interactive instruction that strengthens language development in an engaging and supportive environment. This targeted summer intervention helped prevent learning loss, accelerated English proficiency, and built students' confidence in using academic language.

3.18: Guided Language Acquisition Design (GLAD)
This initiative supports our three-year goal by strengthening instructional practices through professional development in cultural proficiency and language acquisition strategies. Partnering with OC GLAD ensures that educators receive high-quality training on lesson design for both integrated and designated English Language Development (ELD), using language development standards to guide instruction effectively.

3.19: English Learner Master Plan
By adhering to the plan with fidelity, we are able to provide structured, research-based instruction, equitable access to rigorous grade-level content, and targeted language development support. This approach strengthens teacher capacity, enhances intervention strategies, and ensures compliance with state and federal requirements.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the target for the three year outcome of any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Additionally, the following actions have planned changes for the coming year:

Action 3.1: English Language Development (ELD) Professional Development
We will continue to add to our ELD professional development offerings, including a four-part series focused on ELPAC strategies and additional GLAD training for secondary teachers focusing on engagement, writing and small group learning.

Action 3.2: Additional EL Sections at Secondary Schools
We will continue to provide EL sections at secondary schools however we will more equitably allocate sections for the coming year. The current strategies remain aligned with our objectives and continue to support the needs of English Learners effectively. We will maintain our focus on program fidelity, targeted interventions, and continuous monitoring to ensure student success.

Action 3.5: English Language Proficiency Assessments for California (ELPAC)

We will continue to facilitate ELPAC testing of ELs using employee testers and testing materials to support the reclassification of EL students district-wide. Additionally, we will proceed with the transition from a centralized district testing model to a site-based administration of the ELPAC exam, ensuring greater efficiency, accessibility, and alignment with school-site needs. The site based administration is based on school interest. For the coming school year, Melrose and Ruby Drive have expressed an interest in expanding this model to other grades. We will utilize unexpended LREBG funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, by offering learning recovery programs and materials designed to accelerate English language proficiency.

Action 3.6: Additional Instructional Materials for EL Support
We will continue to accelerate the academic language acquisition of English Learners to provide equitable access to content, now focusing on GLAD (Guided Language Acquisition Design) materials rather than the Academic Vocabulary Toolkit (AVT) for Grades 3-7. This shift reflects a commitment to research-based strategies that enhance language development, comprehension, and engagement within the core English Language Arts curriculum. We will also begin the curriculum adoption process for our secondary ELD classes. We will utilize unexpended LREBG funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, by offering learning recovery programs and materials designed to accelerate English language proficiency.

Action 3.7: ELD Instruction and Support
We will continue to provide ELD Academic Support Teachers at each elementary school to ensure ELD support and direct services are available throughout the year. However, we will no longer require them to provide class size reduction to Kindergarten. This service will instead be provided by classified positions, allowing our ELD ASTs to maximize the instruction and intervention provided to EL students.

Action 3.10: English Language Assessment Center
We will continue to provide for centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services as provided in part through unexpended LREBG funds.

Action 3.11: District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups
We will continue to coordinate advisory groups for parents of English Learners (ELs) to provide opportunities for families to learn about educational programs and advise staff on program goals and procedures. Through the use of unexpended LREBG funds, support will include meeting coordination, instructional materials, supplies, translation services, parenting classes, child care, and food to promote accessibility and engagement. Additionally, we will explore hosting DELAC meetings at high-impact school sites in addition to the district office and continue to support and expand the Title I Parent Advisory Group. To further increase participation and outreach, meetings will be held five times a year at different school sites.

Action 3.13: Administrative Support
Based on reflections on prior practice, changes have been made to the planned goal, metrics, or desired outcomes for the coming year. With e elimination of our Title I TOSA position, the role of administrative support and leadership at the district office in implementing the EL ogram in accordance with state and federal guidelines becomes even more critical. We will shift these responsibilities to existing personnel order to maintain fidelity to the program.

ction 3.15: EL Progress Monitoring and Intervention

We will add additional training for teachers and administrators to strengthen the use of the online data system for monitoring the progress of all English Learners (ELs). This training will enhance educators' ability to analyze student data, identify ELs in need of intervention - particularly those with D or F grades in core classes—and implement targeted support strategies. Expanding training opportunities will ensure greater consistency, data-driven decision-making, and improved academic outcomes for EL students.

Action 3.17: ELD Summer Program
Due to the demand and priority of our English learners and their families requests, we will expand our ELD summer program for elementary English Learners to include three school sites. This program will focus on enrichment and language acquisition support using GLAD (Guided Language Acquisition Design) strategies, ensuring that EL students receive high-quality, research-based instruction to strengthen their language skills, prevent summer learning loss, and enhance their academic readiness for the upcoming school year.

Action 3.18: Guided Language Acquisition and Design (GLAD)
We will continue to partner with OC GLAD to provide training in cultural proficiency principles, including modeling lesson design for both integrated and designated English Language Development (ELD) and utilizing language development standards to enhance instruction. This initiative will increase language proficiency, support reclassification, and improve access to grade-level content and comprehension while fostering social skills. Training will be implemented across four cohorts, with a total of 60 teachers from grades 4-6 and secondary levels, ensuring a broad impact on instructional practices for English Learners.

Action 3.20: Needs Responsive Schools
We have added this action based on community feedback in order to foster more asset-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities.

Action 3.21: English Learner Snapshot
We have added this action in order to increase an understanding amongst students and parents about where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps.

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
3.1	English Language Development (ELD) Professional Development	Provide professional development for all teachers focused on the English Language Development (ELD) standards, ELD Framework, and ELD strategies during the summer with ongoing offerings throughout the year in order to support the implementation of the district's English Learner	$53,326.60	No

Action #	Title	Description	Total Funds	Contributing
		program and enhance the ability of teachers, principals, and other school staff to meet the needs of English Learners.		
3.2	Additional EL Sections at Secondary Schools	Continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. Provide middle schools and high schools with staffing/classes to support Emerging ELs.	$175,223.25	Yes
3.3	Bilingual Aides	Provide additional bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs.	$384,363.12	Yes
3.4	Special Education Staff Training	Conduct training for Special Education staff from 11 targeted schools with high numbers of dually identified EL and SWD. The training will cover appropriate assessments for ELs, writing linguistically appropriate IEP goals, and creating stronger multi-disciplinary assessment reports.	$13,449.92	No
3.5	English Language Proficiency Assessments for California (ELPAC)	To support the accurate identification and timely reclassification of English Learners (ELs), the district will continue to facilitate ELPAC testing through trained employee testers and the provision of necessary testing materials. Additionally, professional development will be provided to educators on the administration of the ELPAC exam to ensure consistent and valid assessment practices across all school sites, funded in part through LREBG funds ($140,000). Recent ELPAC results indicate a decline in the percentage of ELs achieving Level 4 in key literacy domains. Research from the Institute of Education Sciences (IES) highlights that standardized testing practices and targeted training for educators are essential in supporting fair and accurate reclassification decisions, which directly impact ELs' access to rigorous academic instruction and long-term success (IES, 2019). M3.13-M3.16 will be used to determine the effectiveness of this action.	$285,096.16	No
3.6	Additional Instructional	Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of	$72,141.20	No

Action #	Title	Description	Total Funds	Contributing
	Materials for EL Support	core English Language Arts curriculum as well as supplemental ELD curriculum as provided in part through LREBG funds ($72,141.20). On the 2024 CA Dashboard, English Learners (ELs) in the district performed at the Orange level in English Language Arts (ELA) and Yellow in Math, in contrast to the districtwide Green performance in both areas. Additionally, the English Learner Progress Indicator declined to Orange. Research from the What Works Clearinghouse emphasizes that integrating both content and language instruction, along with the use of high-quality, scaffolded curriculum, is essential to improving ELs' academic achievement (Baker et al., 2014). M3.1-M3.3 will be used to determine the effectiveness of this action.		
3.7	ELD Instruction and Support	Provide ELD Academic Support Teachers at elementary schools to provide ELD support and direct services throughout the year.	$1,228,191.08	Yes
3.8	ELD Teacher Support	Provide increased District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites.	$449,670.79	Yes
3.9	Translation Services	Continue to provide District translation services to support ELs and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites.	$84,343.95	Yes
3.10	English Language Assessment Center	Continue to provide for centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services as provided in part through LREBG funds ($80,634.58). Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. Centralized assessment services have been shown to improve the validity and effectiveness of language assessments, helping ensure that English Learners receive timely, accurate identification and appropriately tailored supports to meet their academic and linguistic needs	$344,494.15	Yes

Action #	Title	Description	Total Funds	Contributing
		(Centre for Canadian Language Benchmarks, 2015). M3.12-M3.16 will be used to determine the effectiveness of this action.		
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	The district will continue to coordinate advisory groups for parents of English Learners (ELs) to increase awareness of educational programs and provide meaningful opportunities to advise staff on program goals and procedures. This includes organizing meetings with translation services, instructional materials, supplies, parenting classes, child care, and food. The district will also explore hosting District English Learner Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement, supported through LREBG funds ($20,000). According to the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math—both below the districtwide performance level of Green in each subject. Research shows that family involvement significantly improves academic achievement, socioemotional development, and school behavior for ELs, particularly when parents maintain high educational expectations and encourage their children's aspirations (Garcia, Slate, & Delgado, 2022). M3.1-M3.3 will be used to determine the effectiveness of this action.	$20,000.00	No
3.12	Bilingual Community Liaisons	Continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families.	$336,402.94	Yes
3.13	Administrative Support	Continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines.	$199,176.17	Yes
3.14	Melrose Literacy Coach	Continue to provide a literacy coach at Melrose Elementary School to provide intervention and small group instruction in literacy.	$139,749.99	No

Action #	Title	Description	Total Funds	Contributing
3.15	EL Progress Monitoring and Intervention	Continue to utilize and train on an online data system in order to monitor the progress of all English Learners and provide intervention for any EL with a D or F at each grading period in their core classes.	$30,000.00	No
3.16	ELD Coordination	Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met.	$69,000.00	Yes
3.17	ELD Summer Program	Provide an ELD summer program for elementary English Learner students that provides enrichment and is focused on language acquisition and GLAD strategies.	$325,605.24	No
3.18	Guided Language Acquisition and Design (GLAD)	Partner with OCDE to provide Guided Language Acquisition Design (GLAD) training in order to build academic language and literacy for all students, especially English Learner/emergent bilingual students.	$185,000.00	Yes
3.19	English Learner Master Plan	Implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners.	$240,351.00	No
3.20	Needs-Responsive Schools	Foster more assets-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities.	$0.00	No
3.21	English Learner Snapshot	Utilize the English Learner Snapshot to increase the understanding in students and parents of where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PYLUSD will close the academic achievement gap for Long-Term English Learner (LTEL) students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of this goal is driven by the need to improve academic achievement and language proficiency for Long-Term English Learners (LTELs), as indicated by multiple data points. CAASPP scores reveal that fewer than 40% of LTELs meet or exceed standards in English Language Arts (ELA), and less than 15% meet standards in Math, highlighting a persistent achievement gap. Additionally, reclassification rates remain low, with only 20% of LTELs reclassified in May 2024, underscoring the need for enhanced English language development (ELD) support.

Further analysis of district writing prompt performance shows a decline from 61% to 46% in students meeting expectations, reinforcing the necessity for stronger writing interventions. Similarly, passing grades in core subjects have dropped, particularly in Math and Science, where math passing rates fell from 72% to 62% between 2022-2023 and 2023-2024.

In terms of language proficiency, ELPAC Level 4 scores in Reading, Writing, and Listening have declined significantly from the previous year, with only 7.3% of LTELs scoring Level 4 in Reading and Writing in 2023-2024, compared to 14% and 18% in 2022-2023. While Speaking scores remain stronger (75%), the overall trend suggests that LTELs require more structured language development to improve reclassification outcomes and academic success.

This goal is developed to address these gaps by enhancing structured EL support, expanding designated ELD instruction, and increasing professional development for teachers. By implementing targeted interventions, the district aims to increase LTEL reclassification rates, improve CAASPP performance, and support overall academic success.

easuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Academic Achievement of Long-term English Learners in English Language Arts (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 (32.5%) = N/A DFS = N/A	2023-2024 (30.5%) = Red DFS = 100.2 below		2025-2026 (37.5%) Yellow DFS = 70 below	Decrease of 2% Color = N/A DFS = N/A
4.2	Academic Achievement of Long-term English Learners in Math (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 (9.92%) = N/A DFS = N/A	2023-2024 (11.1%) = Red DFS = 158.3 below		2025-2026 (14.9%) Yellow DFS = 95 below	Increase of 1.2% Color = N/A DFS = N/A
4.3	Reclassification Rate of Long-term English Learners	May 2024: 20% Revised May 2024: 33% All ELs (6th-12th) = 1,298 LTEL (6th-12th) = 995 LTEL Reclassified (6th-12th) = 324 Reclassification Rate: 33%	May 2025: 8% (as of May 13, 2025) All ELs (6th-12th) = 1166 LTEL (6th-12th) = 754 LTEL Reclassified (6th-12th) = 58 Reclassification Rate:8% (as of May 13, 2025)		May 2026: 25%	Decrease of 12%
4.4	Spring District Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	Spring 2022-2023, 1st-5th: N/A 6th-12th (3,4, or 5 out of 5): 61%	Spring 2023-2024, 1st-5th: N/A 6th-12th (3, 4, or 5 out of 5): 46%		Spring 2025-2026, 6th-12th (3, 4, or 5 out of 5): 71%	Decrease of 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of Long-term English Learners	1st Semester 2023-2024, Grades 6th-12th: ELA = 77% Math = 72% Science = 80% Social Science = 80%	1st Semester 2024-2025, Grades 6th-12th: ELA =66% Math =63% Science =59% Social Science =67%		1st Semester 2026-2027, Grades 6th-12th: ELA = 82% Math = 77% Science = 85% Social Science = 85%	1st Semester, 6th-12th: ELA = Decrease of 11% Math = Decrease of 9% Science = Decrease of 21% Social Science = Decrease of 13%
4.6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 14%	2023-2024 7.3%		2025-2026 19%	Decrease of 6.7%
4.7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 18%	2023-2024 7.3%		2025-2026 23%	Decrease of 10.7%
4.8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 18%	2023-2024 9.7%		2025-2026 23%	Decrease of 8.3%
4.9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 84%	2023-2024 75%		2025-2026 89%	Decrease of 9%

Goal Analysis [2024-25]

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, d any relevant challenges and successes experienced with implementation.

ne district has made several strategic adjustments and enhancements to planned actions to support LTELs, ensuring that programs and sources are more equitably distributed and effectively implemented. Below is a summary of the implementation progress for each action, ghlighting any substantive differences, challenges, and successes.

4.1: AVID Excel Summer Bridge Program for LTELs
A key difference in implementation will be the expansion of the AVID Excel Summer Bridge program to include Tuffree Middle School, a newly designated Title I school. This expansion increases access to structured summer learning experiences that focus on academic vocabulary, literacy, and college readiness. The success of this program is evident in its ability to provide additional support to English Learners, but a challenge remains in ensuring adequate staffing and resources as participation grows.

4.2: EL Sections at Secondary Schools
The equitable distribution of Bridging and Expanding ELD sections across middle and high schools has been a major success, ensuring that LTELs receive both designated and integrated ELD instruction. This approach supports language development and reclassification goals while maintaining consistency across sites. A challenge has been adjusting master schedules at each site to accommodate these sections without disrupting other course offerings.

4.3: ELD Curriculum
The district has expanded its curriculum evaluation efforts, supplementing English 3D with additional core instructional materials such as INSIDE Fundamentals and INSIDE the USA. This ensures LTELs receive comprehensive, research-based instruction tailored to their diverse language development needs. The primary challenge has been the professional development required to train teachers on the new materials while maintaining continuity in instruction.

4.4: EL Progress Monitoring
Implementation remains aligned with the original plan, with no substantive changes. Systematic progress monitoring continues, with a focus on timely interventions for students receiving Ds or Fs in core subjects. A success has been the increased collaboration among classroom teachers and instructional coaches, leading to more targeted support. However, the challenge persists in ensuring consistent follow-through on intervention plans across all schools.

4.5: OCDE LTEL Network
Participation in the OCDE LTEL Network continues as planned, with no major deviations. This ongoing collaboration has been instrumental in staying informed on best practices and interventions for LTELs. A challenge has been translating network discussions into actionable steps at the site level, requiring increased coordination and accountability.

4.6: ELAC and DELAC
A notable change in implementation is the addition of LTEL needs and performance data as a standing agenda item in all ELAC and DELAC meetings. This ensures ongoing analysis and informed decision-making regarding LTEL supports. A success has been the increased engagement of parents and stakeholders in these discussions. However, a challenge remains in maintaining consistent participation across school sites, necessitating ongoing outreach and communication efforts.

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.

4.1: AVID Excel Summer Bridge Program for LTELs
A key difference was the addition of Tuffree Middle School to the AVID Excel Summer Bridge program, which increased overall program costs. The expansion required additional resources, including staffing, instructional materials, and facilities, to accommodate a greater number of EL students. While this resulted in higher expenditures than initially budgeted, the increased investment significantly expanded access to structured summer learning, improving academic vocabulary, literacy skills, and college readiness for EL students. Consequently, this adjustment also impacted the Planned and Estimated Actual Percentages of Improved Services, reflecting an increased effect on EL student achievement.

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

Each action listed below has played a critical role in closing the academic achievement gap for Long-Term English Learners (LTELs) over the three-year LCAP cycle.

4.1: AVID Excel Summer Bridge Program for LTELs
The AVID Excel Summer Bridge program has proven highly effective in supporting ELs by reinforcing academic language skills, improving engagement, and increasing preparedness for secondary coursework. The program has contributed to higher reclassification rates and greater access to college and career pathways. Moving forward, further tracking of student progress throughout the academic year will help refine instructional approaches and maximize impact.

4.2: EL Sections at Secondary Schools
The equitable distribution of Bridging and Expanding ELD sections across secondary schools has effectively provided LTELs with both designated and integrated ELD instruction. This targeted support has improved language proficiency and reclassification rates while helping students access core academic content. Future focus areas include continued progress monitoring, professional development for educators, and ensuring consistent access to ELD sections at all school sites.

4.3: ELD Curriculum
The implementation of multiple research-based curricula—English 3D, INSIDE Fundamentals, and INSIDE the USA—has significantly enhanced language acquisition and academic success for LTELs. This comprehensive instructional approach has improved student engagement and accessibility to grade-level content. Ongoing data analysis and teacher feedback will be crucial in determining which curriculum resources are most effective in supporting EL students, particularly as new materials are adopted.

4.4: EL Progress Monitoring
The establishment of a systematic progress monitoring process has been a crucial factor in identifying students in need of additional academic support. The twice-yearly tracking of LTEL and RFEP students has enabled educators to implement timely interventions, improving both language development and content mastery. Future enhancements will focus on strengthening teacher professional development in data-driven instruction, increasing intervention opportunities, and fostering greater family involvement in student progress.

4.5: OCDE LTEL Network
Participation in the OCDE LTEL Network has been highly effective in facilitating collaboration with other districts, sharing best practices, and implementing research-based strategies for supporting LTEL students. This ongoing engagement has improved parent involvement strategies and helped refine instructional approaches. Moving forward, increasing principal participation in LTEL initiatives and further integrating parent engagement strategies will strengthen the impact of these efforts.

4.6: ELAC and DELAC
The inclusion of LTEL performance data as a recurring agenda item in ELAC and DELAC meetings has enhanced accountability, stakeholder engagement, and decision-making related to LTEL support services. Parents and educators have had greater opportunities to analyze data, identify challenges, and propose targeted interventions. Future improvements will focus on making LTEL data more accessible, increasing discussions at school sites, and using insights from these meetings to inform instructional and programmatic decisions.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. As a whole, we see that our LTELs remain our student group with the greatest needs who continue to make the least amount of progress. We find the need to add new actions to better address the reading and writing development of our LTELs in order to assist them in the reclassification process. Additionally, the following actions have planned changes or will be introduced for the coming year:

4.1 AVID Excel
As a newly designated Title I school beginning in 2025-2026, Tuffree Middle School will provide its EL students with additional targeted resources and instruction designed to accelerate language proficiency and prepare them for success in secondary education by offering AVID Excel as a yearlong course as well as the AVID Excel Summer Bridge program.

The following new goals were added this year:
4.7 LTEL Engagement
We will engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.

4.8 At-risk for LTEL
We will identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.

9 LTEL Identification
e will enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.

10: Regular Check-Ins

We have added this action in order to implement regular, structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.

4.11: Professional Development
We have added this action in order to train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.

4.12: Goal Setting
We have added this action to implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.

4.13: Progress Monitoring
We have added this action to implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.

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
4.1	AVID Excel program for LTELs	Continue to provide AVID Excel Summer Bridge and AVID Excel year-long program to support students in language development and furthering their academic achievement.	$217,206.70	Yes
4.2	English Learner Sections at Secondary Schools	Continue to provide Bridging and Expanding ELD sections across the middle and high schools to ensure all LTELs receive both designated and integrated ELD instruction based on sound educational theory in order to support academic success.	$511,848.53	Yes
4.3	English Language Development Curriculum	Continue to provide and utilize supplemental educational curriculum, English 3D, to support the acquisition of English for LTELs.	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas.	$0.00	No
4.5	OCDE LTEL Network	Continue to participate in the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs.	$0.00	No
4.6	ELAC and DELAC	Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting.	$0.00	No
4.7	LTEL Engagement	Engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.	$58,581.00	No
4.8	At-risk for LTEL	Identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.	$0.00	No
4.9	LTEL Identification	Enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.	$0.00	No
4.10	Academic Progress Check-ins	Implement structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.	$0.00	No
4.11	Professional Development	Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.12	Goal-Setting	Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.	$0.00	No
4.13	Progress Monitoring	Implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is developed to address achievement gaps and improve outcomes for socioeconomically disadvantaged (SED) students based on multiple indicators. While English Language Arts (ELA) and Mathematics performance have improved, with ELA increasing from 48.9% (Orange) in 2023 to 52.16% (Orange) in 2024 and Math rising from 33.6% (Yellow) to 40% (Yellow), these scores still indicate a need for targeted academic support to move these students to Green and Blue performance levels. Similarly, early literacy and math proficiency on iReady diagnostics (K-5) remain low, with only 44% of SED students on grade level in ELA and 31% in Math, underscoring the need for stronger foundational instruction.

While the graduation rate (94.4%) and college/career readiness (47.8%) are improving, there is a need to increase preparedness for post-secondary success by expanding academic and career-related opportunities. Additionally, chronic absenteeism, though improving from 26.6% (Red) to 18.6% (Yellow), remains a concern, requiring sustained efforts to improve attendance and engagement.

With core subject passing rates showing progress, particularly in ELA and Science, maintaining high-quality instruction, tutoring support, and intervention programs will be essential to ensure continued growth. The reduction in suspension rates (now Blue) indicates positive behavioral supports, which should be reinforced to maintain a safe and supportive learning environment.

This goal focuses on strengthening academic interventions, expanding access to high-impact instructional strategies, increasing attendance initiatives, and enhancing career and college readiness programs to ensure socioeconomically disadvantaged students continue to close achievement gaps and reach higher performance levels.

easuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide SED Subgroup 2022-2023 (48.9%) = Orange DFS = 5.4 below	Districtwide SED Subgroup 2023-2024 (52.16%) = Orange DFS = 5.7 below		Districtwide SED Subgroup 2025-2026 (59%) = Green DFS = 3.3 above	(Increase of 3.26%) No change in color DFS = -0.3 points
5.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide SED Subgroup 2022-2023 (33.6%) = Yellow DFS = 44.3 below	Districtwide SED Subgroup 2023-2024 (40%) = Yellow DFS= 38.5 below		Districtwide SED Subgroup 2025-2026 (44%) = Blue DFS = 25 below	(Increase of 6.4%) No change in color DFS = +5.8 points
5.3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide SED Subgroup 2022-2023 (1.9%) = Green	Districtwide SED Subgroup 2023-2024 (1%) = Blue		Districtwide SED Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 0.9%
5.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide SED Subgroup 2022-2023 (43.3%) = Medium	Districtwide SED Subgroup 2023-2024 (47.8%) = Green		Districtwide SED Subgroup 2025-2026 (53%) = Green	Increase of 4.5%
5.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide SED Subgroup 2022-2023 (26.6%) = Red	Districtwide SED Subgroup 2023-2024 (18.6%) = Yellow		Districtwide SED Subgroup 2025-2026 (16.6%) = Yellow	Reduction of 8%
5.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide SED Subgroup 2022-2023 (91.8%) = Green	Districtwide SED Subgroup 2023-2024 (94.4%) = Green		Districtwide SED Subgroup 2025-2026 (94.8%) = Blue	(Increase of 2.6%) No change in color
5.7	Percentage of SED students early on grade level or above as	Winter Diagnostic 2022-23, K-5: 42%	Winter Diagnostic 2023-24, K-5: 46%		Winter Diagnostic 2025-26, K-5: 52%	Increase of 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicated on the iReady ELA Diagnostic (K-5)					
5.8	Percentage of SED students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 27%	Winter Diagnostic 2023-24, K-5: 31%		Winter Diagnostic 2025-26, K-5: 37%	Increase of 4%
5.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of SED students	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 85% Science = 94% Social Science = 91% 1st Semester 2023-2024, Grades 6th-12th: ELA = 83% Math = 78% Science = 80% Social Science = 81%	2nd Trimester 2024-2025, Grades 3rd-6th: Reading =85% Writing = 87% Math =85% Science =94% Social Science = 91% 1st Semester 2024-2025, Grades 6th-12th: ELA = 84% Math = 81% Science = 81% Social Science = 84%		2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 91% Writing = 93% Math = 90% Science = 99% Social Science = 96% 1st Semester 2026-2027, Grades 6th-12th: ELA = 88% Math = 83% Science = 85% Social Science = 86%	2nd Trimester, 3rd-6th: Reading =Decrease of 1% Writing =Decrease of 1% Math =0% Science =0% Social Science =0% 1st Semester, Grades 6th-12th: ELA = Increase of 1% Math = Increase of 3% Science = Increase of 1% Social Science = Increase of 3%
5.10	Homeless Student Population	Spring 2022-2023 3,425	Spring 2023-2024 3,475		Spring 2025-2026 N/A	N/A
5.11	Homeless English Language Arts CA Dashboard Indicator,	2022-2023 Yellow N/A %	2023-2024 Orange (34.61 %)		2025-2026 Green 37.7%	(N/A%) Color: moved down 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	-37.6 DFS	-44.5 DFS			DFS = -6.9 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -79.7 DFS	2023-2024 Orange (20.92%) -79.2 DFS		2025-2026 Green 23.2%	(N/A%) Color: moved down 1 color DFS = -0.5 points
5.13	Homeless Suspension CA Dashboard Indicator and Suspension Rate	2022-2023 Green 2.4% suspended at least one day Declined 1.8%	2023-2024 Green 1.6 % suspended at least one day Declined 0.8%		2025-2026 Blue 1.7%	Reduction of 0.8%
5.14	Homeless College/ Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	2022-2023 Low 29.5% Prepared	2023-2024 Orange 29.9% Prepared Maintained		2025-2026 Green 32.7%	Increase of 0.4%
5.15	Homeless Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	2022-2023 Red 31.6% Chronically Absent Increased 2.8%	2023-2024 Yellow 22.6% Chronically Absent Declined 8.9%		2025-2026 Yellow 23.8%	Reduction of 8.9%
5.16	Homeless Graduation Rate CA Dashboard Indicator and Graduation Rate	2022-2023 Green 88.8% Increase of 3.3%	2023-2024 Green 92.5% Increase of 3.8%		2025-2026 Blue 90.6%	Increase of 3.8%

Goal Analysis [2024-25]

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 substantive differences between the intended implementation and actual execution for all actions in Goal 5.

5.1: McKinney Vento Support Staff
The support staff assigned to the Family Resource Centers have continued to provide resources to families in need.

5.2: McKinney Vento Tutoring
Tutoring services for McKinney Vento students were provided however they were delayed in the beginning.

5.3: McKinney Vento Classified Support
The classified support staff assigned to the Family Resource Centers have continued to provide resources to families in need.

5.4: McKinney Vento Program Support
This year we have had a TOSA and COSA assigned to supporting the Family Resource Centers.

5.5: Family Literacy and Math Nights
Various elementary schools participated in hosting Family Literacy and Math Nights this year. This continues to be a successful family engagement effort.

5.6: Elementary School Counselors at High Impact Sites
Full-time counselors have continued to be provided at our Title I elementary schools.

5.7: Additional Transportation Support
The additional transportation routes to our high impact neighborhoods have continued to be vital to the success of students.

5.8: Additional Administrative Support at High Impact Sites
The additional administrative support continues to be integral to our high impact sites.

5.9: Advancement Via Individual Determination (AVID) Program
The AVID program continues to be a vital part of our college and career readiness system within the district. Additional elementary schools have adopted the program this year as the AVID program spreads further across the district.

10: Community Engagement Initiative
his was our first year in the Community Engagement Initiative and we are proud to partner with the principals at Melrose Elementary School d Valadez Middle School to meaningfully engage our communities in support of student achievement.

5.11: Title I Parent Advisory
The formation of the Title I Parent Advisory group was successfully implemented this year with family representation from all Title I sites.

5.12: Project GLAD CLEAR - Title I Instructional Coaches
Title I instructional coaches completed Project GLAD training, equipping them with strategies to support English Learners.

5.13: Melrose Family Resource Center/Health Clinics
The Melrose Family Resource Center opened this year and we hosted a Family Wellness Summit in the spring.

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 no substantial material differences between budgeted expenditures and estimated actual expenditures for the planned actions, as resources continued to be allocated as expected to support socioeconomically disadvantaged (SED) students.

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

Several actions have demonstrated varying degrees of effectiveness in making progress toward the goal of closing the academic achievement gap for socioeconomically disadvantaged (SED) students.

5.1: McKinney Vento Support Staff
The support staff assigned to Family Resource Centers have effectively linked families to both district and community resources. Their continued efforts have ensured that socioeconomically disadvantaged and foster youth receive the necessary services to support their academic and personal well-being.

5.2: McKinney Vento Tutoring
Tutoring services for McKinney Vento students were implemented in the second semester. While it is too early to fully assess the impact, initial efforts indicate that providing targeted academic support may help address gaps in learning for students experiencing homelessness.

5.3: McKinney Vento Classified Support
Staff dedicated to supporting McKinney Vento families have successfully facilitated school enrollment and connections to essential resources. This has contributed to improved access to educational stability for students facing housing insecurity.

5.4: McKinney Vento Program Support
ıe program has been effective in assessing family needs and providing referrals to school-based and community-based counseling ervices. These efforts have enhanced the emotional and social support available to students experiencing homelessness.

5: Family Literacy and Math Nights
ıe implementation of these events across school sites resulted in strong family participation. These initiatives have successfully fostered mily engagement and contributed to students' academic success through collaborative learning experiences.

5.6: Elementary School Counselors at High Impact Sites
Full-time counselors at Title I elementary schools have provided a comprehensive multi-tiered system of support. Their work in attendance monitoring, academic achievement, and social-emotional development has positively impacted student success.

5.7: Additional Transportation Support
The availability of transportation routes throughout the year ensured that students could reliably attend school. This action has been effective in reducing transportation barriers and supporting consistent school attendance.

5.8: Additional Administrative Support at High Impact Sites
The presence of additional administrative staff at high-impact sites has strengthened parent engagement and support systems within the school community. Increased administrative resources have contributed to improved communication and school-family collaboration.

5.9: Advancement Via Individual Determination (AVID) Program
The AVID program continues to demonstrate its effectiveness in preparing students for postsecondary success. Participation in AVID strategies and professional development opportunities has supported student achievement and college readiness. The success of the program can be measured by its expansion across our district as well as the AVID senior data.

5.10: Community Engagement Initiative
The district actively participated in all scheduled Peer Leading and Learning Network sessions, both virtually and in-person. This ongoing engagement has strengthened the district's ability to implement equitable and culturally responsive community engagement practices.

5.11: Title I Parent Advisory
The formation of the Title I Parent Advisory group has successfully provided a platform for parent involvement and input. Participation from all Title I sites has ensured that the voices of socioeconomically disadvantaged families are represented in decision-making, including feedback for the LCAP.

5.12: Project GLAD CLEAR - Title I Instructional Coaches
Title I instructional coaches completed Project GLAD training, equipping them with strategies to support English Learners.

5.13: Melrose Family Resource Center/Health Clinics
The Melrose Family Resource Center is fully operational, with staff providing families access to critical resources, including food distribution in partnership with Second Harvest. This initiative has proven effective in addressing basic needs and supporting family well-being.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for ELA and Math CAASPP. We have adjusted any targets for three-year outcome metrics if we were able to successfully meet the previously established metric in our first year. Additionally, the following actions have planned changes for the coming year:

5.9: Advancement Via Individual Determination (AVID) Program
A significant expansion of the AVID program is planned for the coming year. Based on reflections on prior practice, we will be adding four more elementary schools to the AVID program, bringing the total to 29 schools in the district. This expansion reflects the effectiveness of AVID in preparing students for postsecondary success and will continue to build momentum through additional training at the Summer 2025 Summer Institute.

5.12: Project GLAD CLEAR - Title I Instructional Coaches
A change planned for the coming year is the discontinuation of Title I Instructional Coaches' participation in the Project GLAD Leadership Ensemble, as this initiative was a one-time action. While valuable, it was not intended to be an ongoing program. Future professional development efforts will focus on alternative strategies and training opportunities to continue supporting English Learners at Title I sites.

5.13: Melrose Family Resource Center/Health Clinics
We plan to continue building out the Melrose Family Resource Center in the coming year, expanding the range of services and resources available to families in need. We also plan to offer more continuous health clinics, with our first Family Wellness Summit held in the spring.

5.14 Elementary Math Fellows & Title I Teaching Collaboration
We have added this action through the use of unexpended LREBG funds in order to allow for Elementary Math Fellows to utilize a coaching model in partnership with Title I teachers (Teachers Teaching Teachers). Math Fellows will facilitate classroom lesson demonstrations, engage in one-on-one lesson planning with Title I teachers, debrief the lesson afterward, and collaboratively plan the next lesson. This action aims to address the ongoing academic needs of socioeconomically disadvantaged (SED) students, who, despite gains—from 27% to 31% on the iReady Math Diagnostic and from 33.6% to 40% on the CA Dashboard—remain an average of 38.5 points below standard.

5.15 Mentoring Program
We have added this action to speak to our district-level mentoring program (Support One Student) which was implemented this year and we will explore expanding it in the coming year.

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.

ctions

Action #	Title	Description	Total Funds	Contributing
5.1	McKinney Vento Support Staff	Continue to provide equitable services for socio-economically disadvantaged students, English learners, and Foster Youth through Family Resource Centers (FRC) and by providing a McKinney Vento TOSA and support staff to coordinate community linkage services and support parents.	$442,865.55	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	$20,000.00	No
5.3	McKinney Vento Classified Support	Assist with enrollment, coordinating services and partnering with other community organizations for homeless students by providing additional hours for Classified staff to provide support for Homeless programs.	$0.00	No
5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	$179,214.10	Yes
5.5	Family Literacy and Math Nights	Facilitate family literacy and math nights to provide phonics training, reading strategy training, and foundational math and conceptual skills training for families focused on school sites with higher populations of SED students.	$12,604.40	Yes
5.6	Elementary School Counselors at High Impact Sites	Provide full-time elementary school counselors at Title I elementary sites with higher populations of SED students in order to support attendance, academic success and emotional well-being as well as reduce the chronic absenteeism rate.	$1,109,116.47	Yes
5.7	Additional Transportation Support	Provide additional transportation routes at high impact sites to ensure SED students are able to access school in order to reduce their chronic absenteeism rate.	$292,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	Additional Administrative Support at High Impact Sites	Continue to provide assistant principals to high impact Title I school sites in order to support student achievement, reduce chronic absenteeism, and improve student safety.	$966,971.11	Yes
5.9	Advancement Via Individual Determination (AVID) Program	Continue to provide Advancement Via Individual Determination (AVID) program focused on increasing academic achievement and college/career readiness for first generation college-bound students across the district.	$933,017.40	Yes
5.10	Community Engagement Initiative	Take part in the Community Engagement Initiative Cohort V in order to increase our ability and capacity to implement effective, equitable and culturally responsive community engagement practices.	$0.00	No
5.11	Title I Parent Advisory	Create a Title I Parent Advisory Committee in order to ensure the voices of SED families are heard and families are engaged in the process of increasing student achievement.	$4,000.00	No
5.12	Project GLAD - Title I Instructional Coaches	Title I Instructional Coaches participation in Project GLAD Leadership Ensemble to support English Learners at sites.	$0.00	No
5.13	Melrose Family Resource Center / Health Clinics	Work collaboratively with our community health partners to improve the lifelong health, well being, and overall educational performance outcomes of our students by providing student and family wellness support through a variety of methods to increase our families access to health care including, but not limited to, pop-up health clinics, mobile clinics, etc. at Melrose Elementary School.	$0.00	No
5.14	Elementary Math Fellows & Title I Teaching Collaboration	Elementary Math Fellows will implement a collaborative coaching model in partnership with Title I teachers, supporting instructional improvement through the "Teachers Teaching Teachers" approach. Using LREBG funds ($20,057), Math Fellows will facilitate classroom lesson demonstrations, engage in one-on-one planning, conduct reflective debriefs, and co-	$20,057.28	No

Action #	Title	Description	Total Funds	Contributing
		develop subsequent lessons. This action aims to address the ongoing academic needs of socioeconomically disadvantaged (SED) students, who, despite gains—from 27% to 31% on the iReady Math Diagnostic and from 33.6% to 40% on the CA Dashboard—remain an average of 38.5 points below standard. Research from the Regional Educational Laboratory Southeast confirms that instructional math coaching can significantly enhance both student achievement and teacher self-efficacy (Bostic & Matney, 2017). M5.2 & M5.8 will be used to monitor the effectiveness of this action.		
5.15	Mentoring Program	Implement and expand the mentoring program across the district.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	PYLUSD will close the academic achievement gap for Foster Youth (FY) students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is developed to address the academic disparities and barriers faced by Foster Youth (FY), as evidenced by district performance data. While there has been notable improvement in English Language Arts (ELA), rising from 20% meeting/exceeding standards (Red) in 2023 to 28% (Yellow) in 2024, there is still a significant gap compared to districtwide performance, necessitating continued support in literacy development. In contrast, Mathematics achievement remains critically low, with a slight increase from 14.3% (Orange) to 15.6% (Red), highlighting an urgent need for targeted math interventions.

The year-over-year comparison of iReady diagnostic data shows a significant decline in the percentage of foster youth (FY) students performing early on grade level or above. In ELA, performance dropped from 60% (K-2) in Winter 2023–24 to just 31% (K-5) in Winter 2024–25, while Math scores declined from 49% to 26% over the same period. This sharp decrease highlights an urgent need for targeted academic support and intervention to address the learning gaps and ensure foster youth have equitable opportunities to succeed. It is important to note that the iReady diagnostic metric changed from assessing only K–2 students in Winter 2023–24 to including all K–5 students in Winter 2024–25. While this broader inclusion may account for some of the decline in performance percentages, the data still indicate a critical need for increased academic support for foster youth to address persistent achievement gaps.

Despite a decline in chronic absenteeism from 31.5% to 27.8% (Orange), absenteeism remains a significant barrier to achievement, requiring expanded mentorship, attendance incentives, and family engagement strategies. Similarly, suspension rates have remained stagnant at 6.5% (Yellow), reinforcing the need for continued implementation of restorative practices and behavioral supports to ensure a stable and supportive learning environment.

his goal focuses on strengthening intervention programs, increasing individualized academic and social-emotional support, expanding toring and mentorship opportunities, and improving school stability efforts to close achievement gaps and foster long-term success for oster Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (20%) = Red DFS = 71.1 below	Districtwide FY Subgroup 2023-2024 (28%) = Yellow DFS = 65.8 below		Districtwide FY Subgroup 2025-2026 (30%) = Yellow DFS = 56.8 below	(Increase of 8%) Moved up 2 colors DFS = + 5.3 points
6.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (14.3%) = Orange DFS = 108.8 below	Districtwide FY Subgroup 2023-2024 (15.6%) = Red DFS =114.4 below		Districtwide FY Subgroup 2025-2026 (24%) = Green DFS = 25 below	(Increase of 1.3%) Down 1 color DFS = - 5.6 points
6.3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide FY Subgroup 2022-2023 (7%) = Yellow	Districtwide FY Subgroup 2023-2024 (6.5%) = Yellow		Districtwide FY Subgroup 2025-2026 (<5%) = Blue	Reduction of 0.5%
6.4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide FY Subgroup 2022-2023 (31.5%) = Orange	Districtwide FY Subgroup 2023-2024 (27.8%) = Yellow		25% Reduction in Chronic Absenteeism Rate Districtwide FY Subgroup 2025-2026 (23.6%) = Green	Reduction of 3.7%
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2023-24, K-2: 60%	Revised Grade Levels Winter Diagnostic 2024-25, K-5: 31%		Winter Diagnostic 2026-27, K-5: 70%	Decrease of 29%
6.6	Percentage of FY students early on grade level or above as	Winter Diagnostic 2023-24, K-2: 49%	Revised Grade Levels		Winter Diagnostic 2026-27, K-5: 59%	Decrease of 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicated on the iReady Math Diagnostic (K-5)		Winter Diagnostic 2024-25, K-5: 26%			
6.7	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of FY students	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82% Writing = 73% Math = 82% Science = 100% Social Science = 82% 1st Semester 2023-2024, Grades 6th-12th: ELA = 70% Math = 69% Science = 73% Social Science = 70%	2nd Trimester 2024-2025, Grades 3rd-6th: Reading = 79% Writing = 84% Math =83% Science = 88% Social Science =83% 1st Semester 2024-2025, Grades 6th-12th: ELA = 75% Math = 79% Science = 75% Social Science =74%		2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 87% Writing = 78% Math = 87% Science = 100% Social Science = 87% 1st Semester 2026-2027, Grades 6th-12th: ELA = 75% Math = 74% Science = 78% Social Science = 75%	2nd Trimester, 3rd-6th: Reading =Decrease of 3% Writing =Increase of 11% Math =Increase of 1% Science =Decrease of 12% Social Science = Increase of 1% 1st Semester, 6th-12th: ELA =Increase of 5% Math =Increase of 10% Science =Increase of 2% Social Science =Increase of 4%
6.8	Suspension Rate for FY Students	2022-2023 6.9%	2023-2024 6.5%		2025-2026 < 2%	-0.5%

Goal Analysis [2024-25]

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 aimed at closing the academic achievement gap for foster youth (FY) has progressed as planned, with no substantive differences in the actions taken and those initially outlined. However, there were some ongoing challenges and successes associated with the implementation of each action:

6.1: Tutoring Services for FY
Tutoring services for foster youth continued as planned through our partnership with an outside agency. The ongoing partnership allowed for consistent support and academic progress for foster youth. No substantive differences were noted in the implementation, and tutoring sessions were effectively delivered.

6.2: Mentoring Services for FY
Mentoring services for foster youth remained consistent with the original plan. PYLUSD staff, including both certificated and classified members, have been instrumental in serving as mentors for foster youth. These mentoring relationships continue to provide critical emotional and academic support, and no deviations from the original plan were observed.

6.3: Trauma-Informed Practices
The district started to integrate trauma-informed practices into the student support system. A key activity was the presentation on fostering student resiliency and supporting students' emotional safety and sense of belonging for each school staff. This initiative proved effective in raising awareness about the impact of adversity on student well-being and promoting a supportive learning environment.

6.4: Collaboration with Child Welfare Agencies
Collaboration with county child welfare agencies remained unchanged, with continued partnership with both the county office of education personnel and social services agencies. These partnerships allowed for more streamlined support services and ensured foster youth received the resources and assistance they needed.

6.5: Family and Caregiver Engagement
The district has made notable strides in fostering strong, trusting relationships with caregivers of foster youth. Intentional efforts to include caregivers in school activities and decision-making processes were implemented successfully. However, ongoing challenges related to engaging all caregivers were noted, particularly around ensuring consistent attendance and participation in school activities.

6.6: Professional Development for Staff
Professional development for staff regarding the unique challenges faced by foster youth continued as planned. Administrators and staff have benefited from training, with several attending the 2025 California Foster Youth Summit. This development will help enhance their ability to support foster youth effectively.

6.7: Foster Youth Enrollment

Enrollment for foster youth was managed without any significant delays. The foster youth liaison worked diligently to maintain communication with group homes and facilitated smooth transitions for foster youth entering schools. Despite challenges related to the complexities of foster youth enrollment, these processes were successfully executed, ensuring timely enrollment and a smooth transition for all foster youth.

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 following actions experienced material differences between budgeted expenditures and estimated actual expenditures:

6.6 Professional Development & Foster Youth Summit
Since expenditures were lower than anticipated, we will focus on expanding professional learning opportunities for all staff. This includes supporting our foster youth mentors in attending the 2025 Foster Youth Education Summit, where they will participate in sessions addressing challenges, sharing best practices, and enhancing support for foster youth. Additionally, the summit provides valuable networking opportunities for educators, social workers, caregivers, and advocates to collaborate and exchange ideas to improve educational outcomes for foster youth.

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

6.1: Tutoring Services for FY
The flexibility in offering tutoring services—either at school or in the foster youth group home—has been highly effective in providing academic support tailored to the unique needs of foster youth. Regular monitoring by the foster youth liaison ensured that students, particularly seniors, received timely support with their academic progress and post-graduation plans, such as completing the FAFSA. This level of personalized support has had a positive impact on fostering academic success and preparing foster youth for life after high school.

6.2: Mentoring Services for FY
Mentoring services have been a crucial component in supporting foster youth by providing them with consistent, adult guidance. The positive relationships built between mentors and foster youth have been an important factor in ensuring that students feel supported and understood. Regular communication between the foster youth liaison, mentors, and students has been instrumental in maintaining effective mentoring relationships. This program has been successful in helping foster youth build confidence and stay engaged in their academic and personal development.

6.3: Trauma-Informed Practices
The district's focus on trauma-informed practices through staff presentations has proven effective in creating a safe and supportive learning environment for foster youth. By emphasizing the importance of understanding and addressing students' past experiences, educators were better equipped to foster positive relationships and respond to the unique needs of foster youth.

6.4: Collaboration with Child Welfare Agencies

The coordination between the foster youth liaison, county agencies, and the county office of education has significantly improved the transition process for foster youth into the school community. This collaboration has allowed school teams to better understand the individual needs of each foster youth, ensuring they receive the appropriate support and resources.

6.5: Family and Caregiver Engagement
The efforts made by the foster youth liaison to engage with caregivers, school administrators, and mental health professionals have strengthened the support system for foster youth. By maintaining regular communication, school teams are better equipped to identify the unique needs of each foster youth and provide tailored interventions.

6.6: Professional Development for Staff
Professional development efforts, including attending the Foster Youth Education Summit and coordinating legal updates, have equipped staff with the knowledge and skills necessary to effectively support foster youth. This continuous professional growth has helped create a more informed and empathetic school environment, where administrators, counselors, and teachers are better prepared to meet the unique needs of foster youth.

6.7: Foster Youth Enrollment
The coordination of enrollment services by the foster youth liaison, in partnership with group homes, caregivers, and child welfare agencies, has been highly effective in ensuring that foster youth experience no delays in enrollment. By adhering to legal rights and ensuring timely access to necessary resources, foster youth were able to seamlessly transition into school, ensuring that their academic journey was not disrupted.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. Additionally, the following actions have planned changes for the coming year:

6.2: Mentoring Services for FY
Through the use of unexpended LREBG funds, a new initiative for the coming year is the coordination of an orientation meeting for all foster youth mentors. This meeting will provide information and best practices for supporting foster youth, ensuring that mentors are better equipped to build strong, supportive relationships. Additionally, we will survey mentors at the end of the 2024-2025 school year to assess their needs for further support or knowledge, helping to refine our mentoring program for increased effectiveness.

6.3: Trauma-Informed Practices
or the upcoming year, we will expand our professional learning opportunities for school staff and mental health professionals to include lditional evidence-based practices for supporting foster youth through adversity. We will also work on monitoring attendance and behavioral ıta more closely to identify and address any emerging needs, ensuring that we continue to support foster youth with tailored strategies for ıilding positive relationships and resilience.

6.5: Family and Caregiver Engagement
We will continue our focus on family and caregiver engagement by maintaining open communication and providing professional learning opportunities on topics relevant to the needs of foster youth. Additionally, we will place continued emphasis on reviewing attendance data to identify trends and address any challenges in collaboration with families and caregivers, ensuring that foster youth have the support needed for academic success.

6.6: Professional Development for Staff
In response to prior reflections, we will expand professional development opportunities for additional school staff, including secretaries, office staff, and community liaisons. This will increase awareness and understanding of the unique needs of foster youth across all levels of the school community, ensuring that all staff members are equipped to support foster youth effectively.

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
6.1	Tutoring Services for FY	Continue to provide in district and out of district tutoring services for FY students at the elementary and secondary levels.	$54,988.64	Yes
6.2	Mentoring Services for FY	Continue to provide an adult FY mentor at all school sites to direct interventions, address reengagement, support learning recovery, provide educational case management and advocacy, and promote the social and emotional needs of pupils in foster care as provided through LREBG funds ($167,725). Foster Youth (FY) in PYLUSD continue to demonstrate persistent academic and engagement challenges, as evidenced by their 2023–2024 CA Dashboard results. Although there was a slight improvement in English Language Arts (ELA), with scores increasing from 20% to 28% meeting or exceeding standards, FY students remain 65.8 points below standard. In Mathematics, the percentage of FY students meeting standards remains critically low at 15.6%, with an increasing Distance from Standard (DFS) of 114.4 points below, indicating deep academic needs. Additionally, while chronic absenteeism declined from 31.5% to 27.8%, it remains significantly higher than district averages, and suspension rates are persistently elevated at 6.5%. Research supports that stable, supportive adult relationships significantly improve school engagement and academic outcomes for foster youth (National Working	$167,725.00	No

Action #	Title	Description	Total Funds	Contributing
		Group on Foster Care and Education, 2018). M6.1-M6.8 will be used to monitor the effectiveness of this action.		
6.3	Trauma-Informed Practices	Implement trauma-informed practices through a comprehensive district plan which involves utilizing research-based strategies to foster a supportive and understanding environment for foster youth. This approach includes training educators and staff to recognize signs of trauma, understanding its potential impact on students' attendance and academic performance, and developing tailored interventions to address these challenges.	$0.00	No
6.4	Collaboration with Child Welfare Agencies	Continue to foster collaboration between the school district and child welfare agencies by establishing clear communication channels in order to share relevant information and coordinate efforts to support FY.	$0.00	No
6.5	Family and Caregiver Engagement	Engage with families and caregivers of FY to understand their specific challenges through needs assessments and work collaboratively to address attendance issues by providing individualized and targeted resources and leveraging outside community resources.	$0.00	No
6.6	Professional Development for Staff	Provide professional development for staff to increase awareness and understanding of the unique needs of FY to provide for a more supportive and inclusive school environment.	$33,782.56	Yes
6.7	Foster Youth Enrollment	Continue to streamline enrollment processes for FY living in group homes to ensure accurate and timely placement in schools.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	PYLUSD will close the academic achievement gap for all Unduplicated Pupils (UPs) through districtwide and schoolwide actions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The data highlights persistent achievement gaps among English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) despite overall district progress. While districtwide English Language Arts (ELA) and Mathematics scores remain in the Green performance level, significant disparities exist. English Learners continue to struggle, with ELA proficiency at only 11.35% (Orange) and math proficiency showing a slight improvement from 10.62% (Orange) to 11.54% (Yellow). Socioeconomically Disadvantaged students have made some gains, with ELA proficiency increasing from 48.87% to 52.16% (Orange) and math improving from 33.57% to 40% (Yellow), yet they still lag behind district averages. Foster Youth, while making progress in ELA from 20% (Red) to 28.13% (Yellow), still face significant challenges in math, where proficiency remains critically low at 15.63% (Red).

In addition to academic performance, chronic absenteeism remains a major barrier to success for these student groups. EL students have a chronic absenteeism rate of 19.4% (Yellow), SED students 18.6% (Yellow), and Foster Youth 27.8% (Orange), all of which impact their academic growth and access to necessary resources. College and career readiness indicators further reveal disparities, with only 16.8% of EL students categorized as prepared (Low) and 47.8% of SED students meeting the threshold (Medium), highlighting the need for stronger support systems to ensure long-term success.

Despite these challenges, early literacy and math data for K-5 students indicate positive trends. The percentage of SED and EL students performing at early or grade-level proficiency in ELA has risen from 42% to 60%, and math proficiency has improved from 28% to 49% on the iReady diagnostic. These gains demonstrate the effectiveness of targeted interventions and support the need for expanding such programs strictwide.

o address these inequities, this goal emphasizes schoolwide and districtwide strategies aimed at closing the achievement gap. Key actions clude expanding intervention programs in math and ELA, enhancing designated English Learner (ELD) instruction and bilingual support, creasing access to tutoring, mentoring, and academic support services, strengthening attendance initiatives to reduce chronic absenteeism, nd implementing culturally responsive teaching strategies to improve student engagement and performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	Districtwide 2022-2023 = (64.75%) Green DFS = 35.6 above Student Groups: English Learners (11.7%) = Orange DFS= 41 below SED (48.9%) = Orange DFS=5.4 below Foster Youth (20%) = Red DFS= 71.1 below	Districtwide 2023-2024 =(65.32%) Green DFS = 35.6 above Student Groups: EL (11.4%) = Orange DFS=44.4 below SED (52.16%) = Orange DFS=5.7 below FY (28.13%) = Yellow DFS=65.8 below		Districtwide 2025-2026 (70.8%) = Blue DFS = 45 above Student Groups: English Learners (22%) = Green DFS= 5 below SED (59%) =Green DFS=3.3 above Foster Youth (30%) = Yellow DFS= 56.8 below	Districtwide: (+0.57%) No change in color DFS = No change Student Groups: EL: (-0.3%) No change in color DFS= -3.4 points SED: (+3.26%) No change in color DFS = -0.3 points FY: (+8.13%) Moved up 2 color DFS= +5.3 points
7.2	Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	Districtwide 2022-2023 = (53.48%) Green DFS = 6.1 above Student Groups: EL (10.6%) Orange DFS = 68.7 below SED (33.6%) Yellow DFS= 44.3 below Foster Youth (14.29%)	Districtwide 2023-2024 = (55.95%) Green DFS =11 above Student Groups: EL (11.5%) Yellow DFS = 64.9 below SED (40%) Yellow DFS = 38.5 below FY		Districtwide 2025-2026 = (63.48%) Blue DFS= 35 above Student Groups: EL (21%) Green DFS = 25 below SED (44%) Blue DFS = 25 below Foster Youth	Districtwide: (+2.47%) No change in colors DFS = +4.9 points EL: (+0.92%) Color: moved up one color DFS = + 3.8 points SED: (+6.43%) No change in color DFS = +5.8 points FY:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange DFS = 108.8 below	(15.63%) Red DFS= 114.4 below		(24%) Green DFS = 25 below	(+1.34%) Moved down 1 color DFS = - 5.6 points
7.3	Suspension CA Dashboard Indicator	Districtwide 2022-2023 = 1.4% (Green) Student Groups: EL = Green SED = Green Foster Youth = 7% suspended at least one day, or Yellow	Districtwide 2023-2024 = 0.6% (Blue) Student Groups: EL = 1.4% (Green) SED = 1% (Blue) FY = 6.5% (Yellow)		Districtwide 2025-2026 = <0.5% Student Groups: EL = Blue SED = Blue Foster Youth = <5%, or Blue	Districtwide: -0.8% (moved up 1 color) EL: -0.7% (no color change) SED: -0.9% (moved up 1 color) FY = -0.5% (no color change)
7.4	Chronic Absenteeism CA Dashboard Indicator	Districtwide 2022-2023 = 17.8% Student Groups: English Learners = 25.9% (Red) SED = 26.6% (Red) Foster Youth = 31.5% (Orange)	Districtwide 2023-2024 = 12.2% (Yellow) Student Groups: EL = 19.4% (Yellow) SED = 18.6% (Yellow) FY = 27.8% (Orange)		Districtwide 2025-2026 = 8.9% Student Groups: English Learners = 15.9% (Yellow) SED = 13.6% (Yellow) Foster Youth = 23.6% (Green)	Districtwide: -5.6% (moved up 1 color) EL: -6.5% (moved up 2 colors) SED: -8.0% (moved up 2 colors) FY: -3.7% (no color change)
7.5	College/Career CA Dashboard Indicator	Districtwide 2022-2023 = 55.8% Prepared Student Groups: EL = 11.4% (Low) SED = 43.3% (Medium) FY = N/A	Districtwide 2023-2024 = 59.8% (Green) Student Groups: EL = 16.8% (Yellow) SED = 47.8% (Green) FY = N/A		Districtwide 2025-2026 = 66% Prepared Student Groups: EL = 21% (Green) SED = 53% (Blue) FY = N/A	Districtwide: +4% (no color change) EL: +5.4% (moved up 1 color) SED: +4.5% (moved up 1 color) FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6	English Learner Progress CA Dashboard Indicator	Districtwide 2022-2023 = 54.2% making progress (Yellow)	Districtwide 2023-2024 = 50.3% (Orange)		Districtwide 2025-2026= 59% making progress (Blue)	-3.9% (moved down 1 color)
7.7	Percentage of SED and EL students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2023-2024, K-2: 60%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: 46% SED: 47% EL: 22%		Winter Diagnostic 2026-2027, K-5: 70%	Decreased by 14%
7.8	Percentage of SED and EL students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2023-2024, K-2: 49%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: 35% SED: 35% EL: 17%		Winter Diagnostic 2026-2027,, K-5: 59%	Decreased by 14%
7.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82% Writing = 85% Math = 82% Science = 93% Social Science = 90% 1st Semester 2023-2024, Grades 6th-12th: ELA = 80% Math = 74% Science = 77% Social Science = 78	2nd Trimester 2024-2025, Grades 3rd-6th: Reading = 85% Writing = 87% Math = 86% Science =94% Social Science = 91% 1st Semester 2024-2025, Grades 6th-12th: ELA = 84% Math = 81% Science =81%		2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 87% Writing = 90% Math = 87% Science = 98% Social Science = 95% 1st Semester 2026-2027, Grades 6th-12th: ELA = 85% Math = 79% Science = 82%	2nd Trimester, 3rd-6th: Reading =Increase of 3% Writing = Increase of 2% Math = Increase of 4% Science = Increase of 1% Social Science = Increase of 1% 1st Semester, 6th-12th: ELA =Increase of 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Science = 84%		Social Science = 83%	Math =Increase of 7% Science = Increase of 4% Social Science = Increase of 6%

Goal Analysis [2024-25]

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.

Throughout the three-year LCAP cycle, a comprehensive and concerted effort has been made to close the academic achievement gap for socioeconomically disadvantaged (SED) students in PYLUSD. While the district largely adhered to its planned actions and goals, there were a few substantive differences in the implementation, most notably the postponement of certain initiatives and adjustments based on emerging needs or external factors. Below is an analysis of the implementation, highlighting both successes and challenges:

7.1: Teacher Collaboration and Intervention Design
There were no substantive differences in planned actions and actual implementation. The district successfully maintained a focus on collaboration among teachers and designed interventions targeted at closing academic gaps for SED students.

7.2: Professional Learning Communities PD
There were no substantive differences in the planned actions and actual implementation of this action. Three trainings were held throughout the year which included school principals and lead teachers / department chairs from every site.

7.3: Reduction of Class Sizes at High Impact Sites
There were no substantive differences in planned actions and actual implementation. The reduction in class sizes at high-impact sites helped ensure that students, particularly those from disadvantaged backgrounds, received more personalized attention and support, contributing positively to their academic outcomes.

7.4: Academic Support Teachers (ASTs)
o substantive differences were observed in the implementation of Academic Support Teachers (ASTs). The district successfully employed STs at all elementary school sites, offering targeted interventions in ELA and math.

5: Additional Intervention Support at Valencia High School

No substantive differences were reported in the implementation of additional intervention support at Valencia High School. These interventions helped address the specific academic needs of SED students and were aligned with the district's overall goal of reducing achievement gaps.

7.6: Math Intervention Support for UPs
There were no substantive differences in planned actions and actual implementation. Math intervention services for unduplicated pupils (UPs) were provided as intended, with no notable shifts in strategy or service delivery.

7.7: Professional Development focused on Needs of EL, SED, and FY
There were no substantive differences in planned actions and actual implementation. Professional development was held throughout the year.

7.8: PYLUSD Induction Program
A substantive change was made to the New Hire Institute, which reduced the number of attendees to focus solely on new teachers participating in the Induction program. This change was intended to streamline the program and ensure that the professional development offered was more focused on the needs of new hires.

7.9 - 7.13: Mental Health Support, Support Staff, and Additional Resources
No substantive differences were reported in the implementation of mental health support and additional resources at both secondary and elementary sites, as well as the addition of support staff and health resources at high-impact sites.

7.14: Instructional Aides for Physical Education
Instructional aides continued to support physical education by helping maintain students' physical health and wellness. There were no substantive differences in planned actions and the actual implementation of this action.

7.15: Library Media Assistants
There were no substantive differences between planned actions and actual implementation. All high schools continue to receive library media assistants to support academic achievement of students through critical thinking, communication, collaboration, and creativity.

7.16: District Teachers on Special Assignment (TOSA)
There were no substantive differences between planned actions and actual implementation. District TOSAs successfully supported schools in their implementation of new curriculum and instructional design.

7.17: District Leadership
There were no substantive differences between planned actions and actual implementation. District leadership was maintained in order to meet the needs of UPs and students who are at-risk.

7.18: Administrative Support
There were no substantive differences between planned actions and actual implementation. Administrative support was maintained at the district office to support Visual and Performing Arts programs.

7.19: College and Career Technicians
There were no substantive differences between planned actions and actual implementation. College and Career Technicians were maintained at each high school to support student access to information, guidance, and resources regarding post-secondary options.

7.20: Multi-Tiered System of Support (MTSS)
There were no substantive differences between planned actions and actual implementation. A cohort of district and site administrators participated in MTSS training at the county in order to support students with tiered interventions and enrichment to improve academic achievement.

7.21: Data Dashboard and Analysis System
There were no substantive differences between planned actions and actual implementation. Aeries Analytics was utilized to identify, monitor, and provide interventions to at-risk students in order to support their academic success. Site leaders were trained in the use of the system.

7.22: Collaborative Task Forces
A substantive difference that occurred involves the ethnic studies task force as the collaboration efforts for this initiative were postponed until the 2025-2026 school year to align with anticipated legislative requirements.

7.23 - 7.30: Attendance, Support Services, and Recovery Programs
There were no substantive differences in the implementation of attendance tracking, school attendance review teams, or recovery programs. All actions were carried out with fidelity.

7.31: ELD Counselor
There were no substantive differences between planned actions and actual implementation. An ELD Counselor was provided at Valencia High School and Counselor at El Camino High School to ensure the needs of English learners, low income, and foster youth are monitored and supported.

7.32: Intervention Programs
There were no substantive differences between planned actions and actual implementation. We maintained our school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPPs by providing academic, behavioral, and social emotional support in the intervention classrooms.

7.33: Career Technical Education (CTE)
There were no substantive differences between planned actions and actual implementation. CTE programs continue to show positive trends in student engagement and outcomes. These programs offer a pathway for students to succeed in both college and career fields, providing essential opportunities for SED students.

7.34: Parent Engagement
There were no substantive differences between planned actions and actual implementation. Parent engagement efforts were made to all schools throughout the district.

7.35: Dual Language Academy (DLA)
The district continued to expand its Dual Language Academy, with changes to the instructional model. Based on community feedback and research from conferences, the DLA model shifted from a 50/50 to a 90/10 model starting with TK and K classes. This shift reflects a commitment to bilingualism, biliteracy, and cross-cultural competence, with the goal of providing a strong foundation for students.

7.36: Dual Enrollment
There were no substantive differences between planned actions and actual implementation. We continued to partner with the North Orange County Community College District / Fullerton College to offer dual enrollment courses to students through the existing CollegeLink and possible future Early College programs.

7.37: School Plan for Student Achievement (SPSA)
There were no substantive differences between planned actions and actual implementation. Each school developed a SPSA to communicate the cycle of continuous improvement and resource allocation for student achievement.

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 are no substantive differences between the budgeted expenditures and estimated actual expenditures for this goal.

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

7.1: Teacher Collaboration and Intervention Design
PLC time has been effective in fostering a continuous cycle of teaching, learning, and assessment, where teachers are analyzing student data to generate positive outcomes. The collaboration supports the identification of academic gaps, which is essential for closing achievement gaps.

7.2: Professional Learning Communities PD
The professional development (PD) sessions were well received, with positive feedback from principals and lead teachers. These PDs help build teacher capacity, ensuring they are better equipped to meet the needs of SED students.

7.3: Reduction of Class Sizes at High Impact Sites
Though the action is ongoing, the reduction of class sizes has created a more focused learning environment, providing more individualized attention for SED students. Further analysis will be needed to quantify its full impact.

4: Academic Support Teachers (ASTs)
ıe academic interventions provided by ASTs have been effective, especially in foundational skills for ELA and Math. The use of diagnostic ɔls like i-Ready allows for continuous monitoring and targeted intervention, helping close learning gaps for 933 students. The support ovided also helps maintain optimal class sizes in some TK classrooms.

7.5: Additional Intervention Support at Valencia High School
The additional intervention support at Valencia High School has been instrumental in supporting unduplicated pupils, especially English Language Learners (ELL) and at-risk students. This additional support helps to provide targeted academic and emotional assistance.

7.6: Math Intervention Support for UPs
The math intervention support through the Math Lab sections at middle schools has received positive feedback from teachers, students, and parents. The use of structured tools like IXL Math supports the academic progress of identified students, improving foundational skills.

7.7: Professional Development focused on needs of EL, SED, and FY
PD focusing on literacy and math has been effective in enhancing teacher practices. Teachers are implementing first-best instructional strategies, benefiting students who are EL, SED, and FY by providing targeted support.

7.8: PYLUSD Induction Program
New Hire Institute participants rated their onboarding experience positively (4 out of 5), which indicates that the induction program is successfully preparing new teachers. Continued professional development focused on differentiation and supporting diverse learners has contributed to improving instructional practices.

7.9 & 7.10: Mental Health Support and Resources for Students and Families at Secondary and Elementary Sites
The mental health resources at both secondary and elementary sites have provided essential support to students and families, creating a foundation for academic success by addressing emotional and psychological well-being.

7.11: Site Discretionary Funding for UPs
The allocation of discretionary funding to site principals aligned with student needs, allowing for flexible use of resources to support SED students effectively.

7.12: Additional Support Staff at High Impact Sites
The addition of clerical and health support at high-impact sites has ensured smooth school operations and enabled staff to focus on student needs, directly benefiting SED students.

7.13: Additional Health Support at High Impact Sites
Providing additional health support at high-impact sites has helped ensure that students' physical health is prioritized, enabling better engagement in learning activities.

7.14: Instructional Aides for Physical Education
Instructional aides in physical education have been effective in maintaining safety standards and supporting PE curriculum, ensuring that students have equitable access to physical activity.

7.15: Library Support at High Schools

Library support for high schools has been beneficial in managing resources like newly adopted textbooks, contributing to an environment conducive to learning.

7.16: District Teachers on Special Assignment (TOSA)
District TOSAs have been effective at delivering high quality professional development for teachers, assisting with curriculum development, and providing instructional leadership.

7.17: District Leadership
District leadership has provided effective oversight and support, ensuring the successful implementation of initiatives that target unduplicated pupils and at-risk students. Strategic guidance has been instrumental in sustaining the impact of LCAP goals.

7.18: Administrative Support
Administrative support has played a key role in ensuring the success of MTSS and AVID programs, which are critical in supporting the academic success of SED students.

7.19: College and Career Technicians
College and Career Technicians have been effective in facilitating post-secondary opportunities for students, including dual enrollment. Their efforts in organizing career fairs and supporting students' career exploration have helped to broaden opportunities for SED students.

7.20: Multi-Tiered Systems of Support (MTSS)
The training for MTSS at the district level is laying the groundwork for supporting students at all levels. While more training is planned for the coming year, it sets the foundation for the future success of all students.

7.21: Data Dashboard and Analysis System
The Aeries analytics system has been successful in identifying students in need of academic, behavioral, or social-emotional support. By focusing on attendance, behavior, and course performance, it helps in early intervention, which is crucial for closing achievement gaps.

7.22: Collaborative Task Forces
Task forces have been effective in involving teachers in important decisions, such as the selection of reading assessment tools and the adoption of new English Language Arts materials. Their input ensures that selected interventions and materials are aligned with the needs of students.

7.23: Attendance Tracking and Early Intervention
Attendance tracking systems have been effective in identifying students with attendance issues early, leading to timely intervention to address barriers to learning.

7.24: School and District Attendance Review Teams
SART and SARB meetings have supported efforts to reduce chronic absenteeism, which is critical to academic success. These meetings have allowed for timely interventions with families to address attendance concerns.

7.25: Professional Development for Core Content Curriculum and Instruction
Ongoing PD in core content areas has equipped teachers to implement effective instructional strategies, improving student outcomes and addressing the learning needs of SED students.

7.26: Student Study Team and 504 Plan Coordination
The streamlined SST process has been effective in identifying the needs of students early, allowing for tailored interventions and supports for students at-risk of falling behind.

7.27: GEAR UP Program
The GEAR UP program has positively impacted middle and high school students by supporting academic, behavioral, and social-emotional development, and is leading to improved student outcomes.

7.28: High School Credit Recovery Programs
Credit recovery programs have helped students stay on track for graduation, mitigating the academic risks associated with credit deficiencies, which is crucial for at-risk students.

7.29: With Hope Program
The With Hope Program has been effective in raising awareness and providing tools for suicide prevention.

7.30: Learning Recovery Programs
Learning recovery programs have supported differentiated instruction, helping students who need additional support in foundational skills. These programs are essential for bridging gaps in students' academic progress.

7.31: Counselors at High Impact High Schools
Additional counselors at high schools have helped improve students' academic, social, and emotional well-being, supporting their overall success.

7.32: Secondary Intervention Classrooms
Secondary intervention classrooms have helped provide restorative interventions, keeping students in school and preventing disruptions in their academic progress.

7.33: Career Technical Education (CTE)
The district saw positive results in the area of Career Technical Education, with more than 24% of the class of 2024 graduating having completed a CTE pathway. Additionally, 39% of high school students enrolled in a CTE course in the 2023-2024 school year, reflecting continued growth in student enrollment and success in CTE programs.

7.34: Parent Engagement
The increase in parent engagement through workshops and trainings has been effective in fostering school-home partnerships. It has led to more families supporting their children's academic success.

7.35: Dual Language Academy
The expansion of the Dual Language Academy (DLA) program has been effective, with positive community feedback. The 90/10 model will provide students with strong language foundations, promoting bilingualism and academic achievement.

7.36: Dual Enrollment
The dual enrollment program has been successful in providing students with opportunities for college credit, and the growing partnership with Fullerton College has expanded offerings, benefiting all students.

7.37: SPSA Development
The training and support for School Site Plans (SPSAs) has been effective in aligning school site goals with district objectives, helping ensure that actions and resources are directed toward the needs of SED students.

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.

Based on reflections on prior practice, additional Distance from Standard (DFS) metrics have been added for all ELA and Math CAASPP data. We have adjusted the target for three-year outcome metrics for any that we were able to successfully meet in the first year. Additionally, the following changes to actions or new actions are planned for the coming year:

7.2: Professional Learning Communities PD
We will continue to offer professional development to principals and site leads through the use of unexpended LREBG funds.

7.3: Reduction of Class Sizes at High Impact Sites
This action will be reduced in the coming year, with sites staffed more appropriately and closer to the maximum permitted.

7.4: Academic Support Teachers (ASTs)
This action will be changed from dedicated ASTs at each elementary site to training provided to classroom teachers on Tier I intervention strategies that help students meet academic and behavioral goals within their classrooms.

7.8: PYLUSD Induction Program
Changes will be made to include training on the new CSTPs, charging non-employees, and reducing participants for New Hire Institute.

7.11: Site Discretionary Funding for UPs
All site and district budgets will be reduced by 4% in an effort to stabilize our budget.

16: District Teachers on Special Assignment (TOSA)
ıe Educational Services department plans to reduce their support by two TOSAs.

22: Multi-Tiered Systems of Support (MTSS)

We will continue to refine our MTSS to support students with tiered interventions and enrichment to improve academic achievement as provided through unexpended LREBG funds as well as grant funding.

7.26: Student Study Team and 504
We will continue to provide site level Student Study Team and 504 Plan coordination to support students who are at risk as provided through unexpended LREBG funds.

7.28: Summer Credit Recovery Programs
We will continue to provide a high school credit recovery summer school and night school program at El Camino Real High School as provided through unexpended LREBG funds.

7.29: Mental Health Support
We will continue to provide a suicide prevention program at middle and high schools to improve student wellness and social-emotional health as provided through unexpended LREBG funds.

7.30: Learning Recovery Programs
After analyzing usage data and performing a cost-benefit analysis of all learning recovery software programs, we have determined that we will no longer be utilizing the Nearpod and Canvas platforms. However we will continue to offer robust learning recovery programs through the use of unexpended LREBG funds.

7.34: Title 1 Parent Engagement
We plan to expand outreach to increase parent participation, particularly among historically underserved families. Leverage Community School funding to extend workshops, training, and culturally relevant events to non-Title I school sites. Diversify workshop offerings based on parent feedback and improve accessibility with virtual and hybrid engagement opportunities. The Title I Parent Advisory Committee, Love and Logic, Disciplina Positiva, and the Parent Institute for Quality Education will remain key components.

7.35: Dual Language Academy
We plan to expand the 90/10 Spanish to English model to all remaining grades, transitioning from 90/10 in TK and Kindergarten to 80/20 in 1st, 70/30 in 2nd, and 60/40 in 3rd grades. We will be transitioning the middle school program from OCSCS to Tuffree, beginning with the incoming 7th grade class. Finally, we will be beginning the high school DLA program at Esperanza High School.

7.36: Dual Enrollment
There are no major changes to the planned goal, metrics, or desired outcomes for this action but the PYLUSD-Fullerton College partnership will expand course offerings and enrollment capacity as part of the College Link program.

38 Translation
e have added this action in order to offer interpretation assistance for materials and support families attending conferences, meetings, ining, or committee sessions.

39: ??Site-level Awareness

We have added this action in order to enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support. order to enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support.

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
7.1	Teacher Collaboration and Intervention Design	Continue to provide all teachers with dedicated weekly release time to participate in Professional Learning Communities (PLCs) which focus on individual student achievement and how to close achievement gaps for all UPs.	$3,010,186.41	Yes
7.2	Professional Learning Communities PD	Continue to provide professional development to site leadership teams in the PLC process to support student achievement through data analysis and targeted interventions, as funded by LREBG ($24,867.60). While the district has made gains in English Language Arts and Mathematics overall, substantial achievement gaps remain for English Learners, Socioeconomically Disadvantaged students, and Foster Youth, who continue to perform below standard in both subjects. Research by Vescio, Ross, and Adams (2008) demonstrates that well-implemented PLCs lead to improved teaching practices and increased student learning, highlighting the importance of ongoing collaborative professional development. M7.1 & M7.2 will be used to monitor the effectiveness of this action.	$24,867.60	No
7.3	Reduction of Class Sizes in TK/K	Maintain class size reduction through classified support personnel in Transitional Kindergarten and Kindergarten classes.	$1,360,931.16	Yes
7.4	Tier I Intervention	Provide training on Tier I intervention strategies that help students meet academic and behavioral goals.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
7.5	Additional Intervention Support at Valencia High School	Continue to provide intervention support teachers at Valencia High School to ensure the needs of all UPs are monitored and supported.	$406,453.45	Yes
7.6	Math Intervention Support for UPs	Provide math intervention teachers at each middle school in order to close the achievement gap for all UPs in mathematics.	$499,534.98	Yes
7.7	Professional Development focused on needs of EL, SED, and FY	Provide professional development activities at elementary sites throughout the year to support interventions focused on UPs in order to narrow the achievement gaps, to include differentiated instruction, early reading phonics, literacy, and math.	$189,946.08	Yes
7.8	PYLUSD Induction Program	Ensure that all newly hired teachers are prepared through mentorship and culturally responsive professional development on the use of PYLUSD tools, coaching, and strategies in order to address the needs of all UPs.	$427,514.56	Yes
7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Maintain Wellness Specialists at Title I middle schools sites and all high school sites in order to provide for mental health support and resources for students, and specifically providing additional support to EL, SED, and FY students.	$2,992,791.83	Yes
7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Provide social/emotional support through external providers for elementary schools to support EL, SED, and FY students.	$204,000.00	Yes
7.11	Site Discretionary Funding for UPs	Distribute and target resources equitably to schools where needs are greatest in order to close achievement gaps of all UPs.	$636,238.08	Yes

Action #	Title	Description	Total Funds	Contributing
7.12	Additional Support Staff at High Impact Sites	Maintain additional support staff at high impact sites to support students and families of SED, EL, and FY students.	$285,675.48	Yes
7.13	Additional Health Support at High Impact Sites	Maintain nurses and health clerks at high impact sites to support students and families of SED, EL, and FY students.	$720,639.35	Yes
7.14	Instructional Aides for Physical Education	Maintain physical education instructional aides at high impact sites to support the physical education, health, and wellness of students.	$240,616.71	Yes
7.15	Library Support at High Schools	Maintain Library Media Assistants at high schools to support academic achievement of students through critical thinking, communication, collaboration, and creativity.	$157,122.12	Yes
7.16	District Teachers on Special Assignment (TOSA)	Maintain district TOSAs to provide relevant professional development for teachers at all sites to support achievement of UPs and other underperforming student groups.	$1,248,917.50	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	$2,469,624.25	Yes
7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	$114,954.00	Yes
7.19	College and Career Technicians	Maintain College and Career Technicians at each high school to support student access to information, guidance, and resources regarding post-secondary options.	$478,133.73	Yes

Action #	Title	Description	Total Funds	Contributing
7.20	Multi-Tiered Systems of Support	The district will provide a comprehensive Multi-Tiered System of Support (MTSS) to deliver tiered academic interventions and enrichment opportunities designed to improve student achievement, funded in part through LREBG funds ($19,032). While recent data shows an increase in the percentage of unduplicated students earning passing grades in core subjects from the 2023–2024 to the 2024–2025 school year, persistent academic gaps remain—particularly in secondary mathematics. Research from the Institute of Education Sciences (IES) supports the effectiveness of fully implemented MTSS frameworks, finding that they significantly reduce disruptive behaviors and improve academic outcomes among at-risk students (IES, 2019). M7.9 will be used to monitor the effectiveness of this action.	$19,032.00	No
7.21	Data Dashboard and Analysis System	Provide a robust data dashboard and analysis system to identify, monitor, and provide interventions to at-risk students in order to support their academic success. Train teachers and site leaders in the use of the system.	$0.00	No
7.22	Collaborative Task Forces	Convene collaborative task forces to address the curricular, instructional, and other emergent student needs in order to support the academic success of students (e.g., report card and grading practices task force, multicultural studies task force) as provided in part through LREBG funds ($80,544). The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Establishing collaborative task forces to address curricular, instructional, and emergent student needs is supported by evidence from the What Works Clearinghouse (WWC). The WWC's practice guide on using student achievement data to support instructional decision-making emphasizes the importance of collaborative data analysis among educators. M7.1-M7.6 will be used to monitor the effectiveness of this action.	$120,816.00	No

Action #	Title	Description	Total Funds	Contributing
7.23	Attendance Tracking and Early Intervention	Implement a robust attendance tracking system (regular check-ins, monitoring attendance trends, etc.) to identify patterns and provide early intervention.	$0.00	No
7.24	School and District Attendance Review Teams	Provide district support to oversee systematic School Attendance Review Team Meetings and District Attendance Review Team Meetings to provide attendance support to families.	$183,000.00	Yes
7.25	Professional Development for Core Content Curriculum and Instruction	Enhance instruction for TK-12 English Language Arts, Mathematics, Science, and Social Studies through the integration of professional development regarding instructional strategies to promote increased student achievement among English learners, low income students, and foster youth.	$175,483.20	No
7.26	Student Study Team and 504 Plan Coordination	Provide site level Student Study Team and 504 Plan coordination to support students who are at risk as provided through LREBG funds ($174,473.40). There were 183 SST meetings documented for the 23-24 school year and 212 SST meetings documented for the 24-25 school year through the end of May. According to CAHELP, SSTs are essential for creating collaborative intervention plans, while the California Teachers Association underscores the importance of 504 Plans in ensuring equal educational access for students with disabilities (CAHELP, CTA). M7.9 will be used to monitor the effectiveness of this action.	$174,473.40	No
7.27	GEAR UP Program	Maintain social-emotional and academic intervention (GEAR UP) classes at the secondary level for at-risk students as provided in part through LREBG funds ($225,570). In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). Research shows that targeted academic interventions and social-emotional supports, such as those provided by GEAR UP programs, significantly improve	$486,718.11	Yes

Action #	Title	Description	Total Funds	Contributing
		college readiness, academic performance, and long-term outcomes for underserved students (U.S. Department of Education, 2021;What Works Clearinghouse). M7.1-M7.4 will be used to monitor the effectiveness of this action.		
7.28	High School Credit Recovery Programs	Continue to provide a high school credit recovery summer school and night school program at El Camino Real High School as provided through LREBG funds ($219,233.14). In 2023-2024, only 59.3% of all students met A-G requirements, with significantly lower rates for Socioeconomically Disadvantaged (SED) students at 45.5% and English Learners (ELs) at just 15.8%, a notable decline from 24.3% in the prior year. According to the American Institutes for Research (AIR), credit recovery programs can help students who have fallen behind to stay on track for graduation, especially when paired with strong instruction and academic support (AIR, 2016). M7.5 & M7.9 will be used to monitor the effectiveness of this action.	$219,233.14	No
7.29	Suicide Prevention	The district will provide a suicide prevention program at middle and high schools to support student wellness and social-emotional health, funded in part through LREBG funds ($16,974). This action aligns with California Education Code Section 215, which requires local educational agencies serving students in grades 7–12 to adopt and implement evidence-based suicide prevention policies and procedures. According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among individuals aged 10–24 in the United States, and research shows that school-based prevention programs significantly reduce suicide attempts and ideation among adolescents (CDC, 2023). M7.1-M7.9 will be used to monitor the effectiveness of this action.	$16,974.40	No
7.30	Learning Recovery Programs	Continue to provide learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both as provided through LREBG funds ($808,683). While 64.75% of students districtwide met or exceeded standards in English Language Arts, only 11.74% of English Learners, 48.87% of SED students, and 20% of Foster Youth did so—placing these groups in the Orange and Red performance levels. Similarly, in Mathematics, 53.48% of students met or	$808,683.26	No

Action #	Title	Description	Total Funds	Contributing
		exceeded standards overall, compared to just 10.62% of English Learners, 33.57% of SED students, and 14.29% of Foster Youth. According to a study by the RAND Corporation (2021), personalized and adaptive learning platforms—such as i-Ready, iXL, and Nearpod—have demonstrated positive effects on student engagement and academic achievement, particularly when used as part of a comprehensive instructional support strategy. M7.1 & M7.2 will be used to monitor the effectiveness of this action.		
7.31	Counselors at High Impact High Schools	Continue to provide an ELD Counselor at Valencia High School and Counselor at El Camino High School to ensure the needs of all UPs are monitored and supported.	$276,096.57	Yes
7.32	Secondary Intervention Classrooms	Continue to maintain school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPs by providing academic, behavioral, and social emotional support in the intervention classrooms.	$408,010.00	Yes
7.33	Career Technical Education (CTE)	Maintain robust and relevant Career Technical Education (CTE) pathways and course offerings at the secondary level, establish pre-apprenticeship partnerships, and increase marketing efforts towards UPs beginning at the elementary level and in multiple languages.	$3,103,504.11	No
7.34	Parent Engagement	Increase parent engagement efforts by maintaining a Title I Parent Advisory Committee and hosting workshops, training, and culturally relevant events at Title I school sites as well as the district office, including Love and Logic, Disciplina Positiva, and the Parent Institute for Quality Education. Additionally, make intentional efforts to promote participation in workshops and advisory committees for parents of students with disabilities.	$129,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.35	Dual Language Academy	Expand and support a Dual Language Academy (DLA) to promote bilingualism, biliteracy, grade level academic achievement, and cross cultural competence in students by converting to a 90/10 model beginning in TK and K, providing Spanish intervention both after school and in the summer, and providing a high school DLA program at Esperanza High School.	$7,000.00	Yes
7.36	Dual Enrollment	Continue partnership with the North Orange County Community College District / Fullerton College to offer dual enrollment courses to students through the existing CollegeLink and possible future Early College programs.	$100,000.00	No
7.37	SPSA Development	Develop a Single Plan for Student Achievement (SPSA) for each school to communicate the cycle of continuous improvement for student achievement.	$77,365.27	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.	$4,000.00	Yes
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated Services by utilizing Aeries rostering for improved identification and support.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to address the needs of student groups and school sites with the lowest performance levels, as identified by the California Schools Dashboard, in alignment with Section 52064(e)(6) of the Education Code. This Broad Goal and its associated actions are intended to support districtwide, schoolwide, and specific student groups that have not been adequately addressed in prior planning cycles.

Districtwide, chronic absenteeism remains a significant challenge, particularly among Homeless students, English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Other critical performance gaps include academic proficiency in English Language Arts (ELA) and Math, with noticeable disparities among student groups such as Long-Term English Learners, Hispanic, and Foster Youth.

Specific schools and student groups with the lowest performance levels in various indicators include:

Academic Performance in English Language Arts (ELA):
Long-Term English Learners across multiple sites
Students with Disabilities across multiple sites
English Learners across multiple sites
Homeless students at Bernardo Yorba (now the Orange County School of Computer Science)
Hispanic students at El Camino
Socioeconomically Disadvantaged students at BVVA and El Camino

Academic Performance in Math:
Foster Youth and Long-Term English Learners at BVVA and El Camino
Students with Disabilities at Melrose, Esperanza, Valencia, Tuffree, Rio Vista
Socioeconomically Disadvantaged students at BVVA and El Camino

Hispanic students at BVVA
English Learners at Valencia
Homeless students at Bernardo Yorba (Orange County School of Computer Science)

English Learner Progress:
Schoolwide performance gaps at Tynes, Ruby Drive, Sierra Vista, Topaz, El Camino, El Dorado, and Woodsboro

Chronic Absenteeism:
Socioeconomically Disadvantaged students at Mabel Paine
Students with Disabilities at Yorba Linda Middle
English Learners at Bernardo Yorba (Orange County School of Computer Science)
Homeless students at Tuffree, Bernardo Yorba (Orange County School of Computer Science), and Woodsboro

Suspension Rates:
English Learners at Topaz
Homeless students at Topaz
Socioeconomically Disadvantaged students at Topaz
Hispanic students at Topaz

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts CA Dashboard Red Indicator and Smarter Balanced Assessment Scores (percentage meeting or exceeding) and Distance from Standard (DFS)	Districtwide 2022-2023: FY (20%) = Red DFS = 71.1 below Schoolwide 2023: El Camino (15.8%) = Red DFS = 179.8 below SWD (Red): Bernardo = 19.2% DFS= 102.4 below Esperanza = 18.8% DFS = 80.4 below Melrose = 6.9%	Districtwide 2023-2024: FY (28%) = Yellow DFS = 65.8 below Schoolwide 2024: El Camino (10%) = Red DFS = 212.9 below SWD: Bernardo (7.8%) = Red		Districtwide 2025-2026: FY (30%) = Yellow DFS = 56.8 below Schoolwide 2026: El Camino (26%) = Yellow DFS = 45 below SWD (Yellow): Bernardo = 29% DFS = 70 below Esperanza = 29% DFS = 45 below Melrose = 17%	Districtwide FY (+8%) Color: moved up 2 colors DFS = +5.3 points Schoolwide El Camino= -5.8% No change in color DFS = -33.1 points SWD: Bernardo (-11.4%) No change in color DFS = -7.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DFS=104.2 below Tynes = 18.2% DFS =85.3 below Rio Vista = 9.6% DFS=130.1 below Ruby Drive = 6.8% DFS =106.4 below Van Buren = 22.5% DFS = -82 below ELs (Red): Tuffree = 3.4% DFS= 72 below Valadez = 6.6% DFS = 72.1 below Hispanic Students (Red): El Camino = 14.8% DFS = 165.9 below SED Students (Red): El Camino = 13.7% DFS = 182.1 below	DFS = 109.5 below Esperanza (24.2%) = Red DFS = 95.3 below Melrose (0%) = Red DFS=115.9 below Tynes (25%) = Yellow DFS = 60.4 below Rio Vista (7.9%) = Orange DFS= 123.5 below Ruby Drive (16.1%) = Orange DFS=85.4 below Van Buren (19.24%) =Orange DFS=68.4 below EL: Tuffree (10%)= Yellow DFS = 47.3 below Valadez (3.9%) = Red DFS = 82.4 below Hispanic Students: El Camino (3.2%) = Red DFS = 226.8 below		DFS = 70 below Tynes = 28% DFS = 60.4 below Rio Vista = 20% DFS = 70 below Ruby Drive = 17% DFS = 70 below Van Buren = 32% DFS = -68.4 Below ELs (Yellow): Tuffree = 13% DFS = 41.3 below Valadez = 17% DFS =70 below Hispanic Students (Yellow): El Camino = 25% DFS = 45 below SED Students (Yellow): El Camino = 24% DFS = 45 below	Esperanza (+5.4%) No change in color DFS= -14.9 points Melrose (-6.9%) No change in color DFS = - 11.7 points Tynes (+6.8%) Color= moved up two color DFS= +24.9 points Rio Vista (-1.7%) Color: moved up 1 color DFS = +6.6 points Ruby Drive (+9.3%) Color: moved up 1 color DFS = +21 points Van Buren (-3.26%) Color: moved up 2 colors DFS = +13.6 points EL: Tuffree (+6.6%) Color:moved up 2 colors DFS = +24.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED El Camino (10.8%) = Red DFS = 214.8 below			Valadez (2.7%) No change in color DFS = -10.2 points Hispanic Students: El Camino: (-11.6%) = Red No change in color DSF = -60.9 points SED: El Camino (-2.9%) = Red No change in color DFS = -32.7 points
8.2	Mathematics CA Dashboard Red Indicator and Smarter Balanced Assessment Scores (percentage meeting or exceeding) and Distance from Standard (DFS)	2022-2023 Schoolwide (Red): Buena Vista = 24.2% DFS= 96 below El Camino = 1.6% DFS = 230.8 below Valadez = 11% DFS=108.9 below SWD (Red): Tuffree = 23.7% DFS =103.1 below El Dorado = 10.3% DFS = 182.3 below Esperanza = 6.26% DFS = 147.5 below Valencia = 0% DFS =175.1 below	2023-2024 Schoolwide: Buena Vista (35.4%) = Red DFS = 124 below El Camino (2%) = Red DFS= 233.9 below Valadez (13.2%)=Orange DFS = 99.8 below SWD: Tuffree (18.3%) = Red DFS=118.7 below El Dorado (7.7%) = Orange		2025-2026 Schoolwide (Yellow): Buena Vista = 39.2% DFS = 95 below El Camino = 11% DFS = 115 below Valadez = 21% DFS = 93.8 below SWD (Yellow): Tuffree = 34% DFS = 95 below El Dorado = 20% DFS =115 below Esperanza = 21% DFS=115 below Valencia = 10%	Schoolwide: Buena Vista (-11.2%) No change in color DFS = -28 points El Camino (+0.4%) No change in color DFS = -3 points Valadez (+2.2%) Moved up 1 color DFS = +9.2 points SWD: Tuffree (- 5.4%) No change in color DFS= -15.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED (Red): Buena Vista = 24.5% DFS =106.1 below El Camino = 0% DFS =227.6 below Valadez = 10.8% DFS = 111.1 below Hispanic (Red): Buena Vista = 15.6% DFS = 115.5 below El Camino = 0% DFS =233.6 below Valadez = 9.9% DFS =113.6 below ELs (Red): Tuffree = 8.3% DFS =72 below Valadez = 0.5% DFS = 146.8 below Homeless (Red): Valadez = not reported DFS= 115.8 below	DFS = 175.3 below Esperanza (17%) = Red DFS =168.8 below Valencia (7.5%) = Red DFS =177.7 below SED Students: Buena Vista (25%) = Red DSF = 157.1 below El Camino (2.13%) = Red DFS = 232.3 below Valadez (12.9%) =Orange DFS = 101.3 below Hispanic Students Buena Vista (23.8%) = Red DFS = 129.3 below El Camino (2.5%) = No color DFS = 249.6 below Valadez (12.1%) = Orange DFS = 102.9 below		DFS=115 below SED (Yellow) : Buena Vista = 35% DFS = 95 below El Camino = 10% DFS = 115 below Valadez = 21% DFS = 95 below Hispanic (Yellow): Buena Vista = 26% DFS = 95 below El Camino = 10% DFS = 115 below Valadez = 20% DFS =95 below ELs (Yellow): Tuffree = 18% DFS=81.8 below Valadez = 11% DFS=95 below Homeless (Yellow): Valadez = N/A DFS=95 below	El Dorado (-2.6%) Color: moved up one color DFS = +7 points Esperanza (+10.74%) No changes in color DFS = -21.3 points Valencia (+7.5%) No change in color DFS = maintained -2.5 points SED Students: Buena Vista (+0.5%) No change in color DFS = -51 points El Camino (+2.13%) No change in color DFS = -4.6 points Valadez (+2.1%) Color: moved up 1 color DFS= +9.8 points Hispanic Students: Buena Vista (+8.2%) No change in color DFS = -13.8 points El Camino (+2.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: Tuffree (9.8%) =Yellow DFS = 87.8 below Valadez (1.2%) = Orange DFS = 137 below Homeless Students: Valadez (11.3%) = Orange DFS = 106.5 below			Color = N/A DFS= -16 points Valadez (+11.6 %) Color: moved up 1 color DFS = +10.7 points EL: Tuffree (+1.5%) Color: moved up 2 colors DFS = +25.6 points Valadez (+0.7%) Color: moved up 1 color DFS = +9.9 points Homeless Students: Valadez (11.3%) Color: moved up 1 color DFS = +9.2 points
8.3	Suspension Rate and CA Dashboard Indicator	2022-2023 Students with Disabilities at Brookhaven (6.1%), Linda Vista (7.1%), Travis Ranch (5.1%) = Red	2023-2024 SWD: Brookhaven = 1.1% Linda Vista = 5% Travis Ranch = 0%		2025-2026 SWD: Brookhaven = <1% Linda Vista = <2% Travis Ranch = <0.5%	SWD: Brookhaven = -5% Linda Vista = -2.1% Travis Ranch = -5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian Students at Travis Ranch (3.2%) = Red White Students at El Camino (12.2%) = Red	Asian Students: Travis Ranch = 0% White Students: El Camino = 0%		Asian Students: Travis Ranch = <0.5% White Students: El Camino = <0.5%	Asian Students: Travis Ranch = -3.2% White Students: El Camino = -12.2%
8.4	College/Career CA Dashboard Indicator and Percentage Indicated as Prepared	2022-2023 English Learners at El Camino (2%), Valencia (7.8%) = Red Hispanic Students at El Camino (3.5%) = Red Homeless Students at El Camino (6.5%) = Red Socioeconomically Disadvantaged Students at El Camino (2.8%) = Red	2023-2024 ELs: El Camino = 2.6% Valencia = 15.2% Hispanic Students: El Camino =11.1% Homeless Students: El Camino = 10.7% SED Students: El Camino = 9.4%		2025-2026 English Learners at El Camino (12%), Valencia (18%) = Yellow Hispanic Students at El Camino (14%) = Yellow Homeless Students at El Camino (17%) = Yellow Socioeconomically Disadvantaged Students at El Camino (13%) = Yellow	ELs: El Camino = +0.6% Valencia = +7.4% Hispanic Students: El Camino =+7.6% Homeless Students: El Camino =+4.2% SED Students: El Camino = +6.6%
8.5	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	2022-2023 Schoolwide at Glenview (42.9%), Rio Vista (43.7%) = Red	2023-2024 Schoolwide: Glenview = 53.2% Rio Vista = 46.2%		2025-2026 Schoolwide: Glenview = 58% Rio Vista = 54%	Schoolwide: Glenview = +10.3% Rio Vista = +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.6	Chronic Absenteeism Rate and CA Dashboard Indicator	2022-2023 Districtwide African American = 27.3% English Learners = 25.9% Hispanic = 25.4% Homeless = 31.6% SED = 26.6% Schoolwide at Brookhaven (12.5%), Buena Vista (45.2%), Lakeview (11.4%), Linda Vista (13.7%), Rio Vista (38.5%), Sierra Vista (16.6%), Topaz (29%), Tynes (25.6%), Tuffree (14%), Valadez (29.7%) = Red Socioeconomically Disadvantaged Students at Brookhaven (25.7%), Buena Vista (55.1%), Tuffree (23.9%), Glenknoll (23.4%), Tynes (31.8%), Lakeview (22.5%), Rio Vista (38.7%), Rose Drive (24.8%), Sierra Vista (28.5%), Topaz (29.4%), Valadez (30.2%) = Red Students with Disabilities at	2023-2024 Districtwide: African American =11% English Learners =19.4% Hispanic = 17.8% Homeless = 22.6% SED =18.6 % Schoolwide: Brookhaven = 5.1% Buena Vista= 26.2% Lakeview = 6.4% Linda Vista =10.8% Rio Vista = 30.1% Sierra Vista= 7.6% Topaz = 22% Tynes =19% Tuffree = 12.2% Valadez = 25.7% SED Students: Brookhaven = 9% Buena Vista =28.9% Tuffree = 17.8% Glenknoll =6.6% Tynes = 24.9% Lakeview = 14.6% Rio Vista = 30.3% Rose Drive = 11% Sierra Vista =15.1%		2025-2026 Districtwide African American = 20.5% English Learners = 12.95% Hispanic = 15% Homeless = 15.8% SED = 16.6% Schoolwide: Brookhaven = <5% Buena Vista = 22.6% Lakeview = 5.7% Linda Vista = 10.3% Rio Vista = 29% Sierra Vista = 8.3% Topaz = 21.8% Tynes = 12.8% Tuffree = 10.5% Valadez = 22.3% SED Students: Brookhaven=5.7% Buena Vista=27.55% Tuffree = 11.95% Glenknoll = <5% Tynes = 23.8% Lakeview = 11.25% Rio Vista = 29% Rose Drive = <10%	Districtwide: African American = -16.3% English Learners = -6.5% Hispanic = -7.6% Homeless = -9% SED = -8 % Schoolwide: Brookhaven = -7.4% Buena Vista= -19% Lakeview = -5% Linda Vista = -2.9% Rio Vista = -8.4% Sierra Vista= -9% Topaz = -7% Tynes = -6.6% Tuffree = -1.8% Valadez = -4% SED Students: Brookhaven = -16.7% Buena Vista = -26.2% Tuffree = -6.1% Glenknoll = -16.8% Tynes = -6.9% Lakeview = -7.9% Rio Vista = -8.4% Rose Drive = -13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tuffree (24.2%), Fairmont (28.3%), Golden (23.3%), Lakeview (23.3%), Linda Vista (28.6%), Rio Vista (41.8%), Sierra Vista (28.6%), Topaz (35.8%), Valadez (33.3%) = Red White Students at Brookhaven (17.9%), Golden (14.1%), Linda Vista (11.4%), Rio Vista (36.4%) = Red Hispanic Students Red at Buena Vista (50.7%), Tuffree (18.4%), Fairmont (20.3%), Tynes (32.8%), Linda Vista (22.3%), Mabel Paine (28.9%), Rio Vista (38%), Rose Drive (27%), Ruby Drive (29.2%), Sierra Vista (26.9%), Topaz (29.6%), Valadez (29.3%) = Red English Learners at Wagner (25.6%), Tuffree (32.5%), Tynes (28.8%), Rio Vista (34.1%), Ruby Drive (30.6%), Sierra Vista (22.4%), Topaz	Topaz = 22.4% Valadez = 25.7% SWD: Tuffree = 22.1% Fairmont = 13.9% Golden = 14.9% Lakeview = 12.5% Linda Vista =17.5% Rio Vista = 31.3% Sierra Vista =12.5% Topaz = 32.3% Valadez =26% White Students: Brookhaven = 6.7% Golden = 5.2% Linda Vista =11.4% Rio Vista =34.9% Hispanic Students: Buena Vista =23.7% Tuffree = 15.3% Fairmont =9.9% Tynes =24.6% Linda Vista =6.8% Mabel Paine = 24% Rio Vista = 29.8% Rose Drive = 11.5%		Sierra Vista= 14.25% Topaz = 22% Valadez = 22.7% SWD: Tuffree = 18% Fairmont = <10% Golden = 11.65% Lakeview = 11.65% Linda Vista= 14.3% Rio Vista = 20.9% Sierra Vista= <10% Topaz = 26.8% Valadez = 25% White Students: Brookhaven=<5% Golden = 4.1% Linda Vista= 8.5% Rio Vista = 27.4% Hispanic Students: Buena Vista=<20% Tuffree = 13.8% Fairmont = 6.8% Tynes = 16.4% Linda Vista= <5% Mabel Paine=21.7% Rio Vista = 28.5% Rose Drive = 9%	Sierra Vista = -13.4% Topaz = -7% Valadez = -4.5% SWD: Tuffree = -2.1% Fairmont = -14.4% Golden = -8.4% Lakeview = -10.8% Linda Vista = -11.1% Rio Vista = -10.5% Sierra Vista = -16.1% Topaz = -3.5% Valadez = -7.3% White Students: Brookhaven = -11.2% Golden = -8.9% Linda Vista = 0% Rio Vista = -1.5% Hispanic Students: Buena Vista = -27% Tuffree = -3.1% Fairmont = -10.4% Tynes = -8.2% Linda Vista = -15.5% Mabel Paine = -4.9% Rio Vista = -8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(26.3%), Valadez (30.3%), Van Buren (34.1%) = Red Homeless Students at Tuffree (24.8%), Tynes (35.1%), Kraemer (34.9%), Rio Vista (41.4%), Ruby Drive (34.8%), Topaz (24.4%), Valadez (29.2%) = Red	Ruby Drive = 18.1% Sierra Vista = 14.6% Topaz = 20.5% Valadez = 24.3% ELs: Wagner = 25% Tuffree = 24.1% Tynes = 23.1% Rio Vista = 34.1% Ruby Drive = 22.5% Sierra Vista = 15.9% Topaz = 12% Valadez = 24.2% Van Buren = 17.6% Homeless Students: Tuffree =24.5% Tynes = 27.2% Kraemer = 22.8% Rio Vista = 32.7% Ruby Drive = 22.9% Topaz = 16.5% Valadez =22.9%		Ruby Drive = 14.6% Sierra Vista = 13.4% Topaz = 14.8% Valadez = 22% ELs: Wagner = 19.2% Tuffree = 16.25% Tynes = 21.6% Rio Vista = 25.6% Ruby Drive = 15.3% Sierra Vista= 11.2% Topaz = <10% Valadez = 22.7% Van Buren = 17% Homeless Students: Tuffree = 18.6% Tynes = 26.3% Kraemer = 17.5% Rio Vista = 31% Ruby Drive= 17.4% Topaz = 12.2% Valadez = 21.9%	Rose Drive = -15.5% Ruby Drive = -11.1% Sierra Vista = -12.3% Topaz = -9.1% Valadez = -5% ELs: Wagner = -0.6% Tuffree = -8.4% Tynes = -5.7% Rio Vista = 0% Ruby Drive = -8.1% Sierra Vista = -6.5% Topaz = -14.3% Valadez = -6.1% Van Buren = -16.5% Homeless Students: Tuffree = -0.3% Tynes = -7.9% Kraemer = -12.1% Rio Vista = -8.7% Ruby Drive = -11.9% Topaz = -7.9% Valadez = -6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.7	Attendance Rate	2022-2023 District wide Grade Span Attendance Rate: Elementary School = 93.8% Middle School = 94.1% High School = 90.1% 22-23 School wide Attendance Rates: Brookhaven = 95% Buena Vista = 88% Lakeview = 95% Linda Vista = 94% Rio Vista = 91% Sierra Vista = 94% Topaz = 92% Tynes = 92% Tuffree = 95% Valadez = 92%	2023-2024 District wide Grade Span Attendance Rate: Elementary School = 95.3% Middle School = 94.8% High School =90.5% 23-24 School wide Attendance Rates: Brookhaven = 96% Buena Vista = 90% Lakeview = 95% Linda Vista =96% Rio Vista = 92% Sierra Vista = 96% Topaz = 93% Tynes = 93% Tuffree = 95% Valadez = 93%		2025-2026 District wide Grade Span Attendance Rate: Elementary School = 96.8% Middle School = 97.1% High School = 93.1% 25-26 School wide Attendance Rates: Brookhaven = 98% Buena Vista = 91% Lakeview = 98% Linda Vista = 97% Rio Vista = 94% Sierra Vista = 97% Topaz = 95% Tynes = 95% Tuffree = 98% Valadez = 95%	District wide Grade Span Attendance Rate: Elementary School = +1.5% Middle School = +0.7% High School = +0.4% School wide Attendance Rates: Brookhaven = +1% Buena Vista = +2% Lakeview = +0% Linda Vista =+2% Rio Vista = +1% Sierra Vista = +2% Topaz = +1% Tynes = +1% Tuffree = +0% Valadez = +2%
8.8	Suspension Rate for Asian Students	2022-2023 Suspension Rate for Asian Students at Travis Ranch School = 3.2%	2023-2024 Suspension Rate for Asian Students: Travis Ranch School = 0%		2025-2026 Suspension Rate of Asian Students at Travis Ranch School = <0.5%	Suspension Rate for Asian Students: Travis Ranch School = -3.2%
8.9	Suspension Rate for Students with Disabilities	2022-2023 Suspension Rate for Students with Disabilities at Travis Ranch School = 5.1%	2023-2024 Suspension Rate for Students with Disabilities: Travis		2025-2026 Suspension Rate for Students with Disabilities at	Suspension Rate for Students with Disabilities: Travis

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Ranch School = 0%		Travis Ranch School = <0.5%	Ranch School = -5.1%
8.10	District Least Restrictive Environment (LRE) Rate	2022-2023 Districtwide Rate = 53.96%	2023-2024 Districtwide Rate = 54.15%		2025-2026 Districtwide Rate = 73%	Increase of 0.19%
8.11	Graduation Rate for Students with Disabilities	2022-2023 74.9%	2023-2024 81.8%		2025-2026 84.9%	Increase of 6.9%
8.12	A-G Completion Rate	2022-2023 All Students = 59.5% Socioeconomically Disadvantaged = 42.9% English Learners = 24.3% Foster Youth = 44.4%	2023-2024 All Students = 59.3% SED = 45.5% EL = 15.8% FY = N/A		2025-26 All Students = 69.5% SED = 52.9% English Learners = 34.3% Foster Youth = 54.4%	All Students = -0.2% SED = +2.6% EL = -8.5% FY = N/A
8.13	Career Technical Education (CTE) Pathway Completion	2022-2023 All Students =20.2% Socioeconomically Disadvantaged= 17.8% English Learners = 7.1% Foster Youth = N/A	2023-2024 All Students =23.4% SED = 19.7% EL = 7.3% FY = N/A		2025-2026 All Students = 30.2% Socioeconomically Disadvantaged= 27.8% English Learners = 17.1% Foster Youth = N/A	All Students =+3.2% SED = +1.9% EL = +0.2% FY = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.14	Early Assessment Program (EAP)	2022-2023 ELA All Students = 74.4% Socioeconomically Disadvantaged= 64.7% English Learners = 10.7% Foster Youth = N/A MATH All Students = 48.4% Socioeconomically Disadvantaged= 31.2% English Learners = 6.5% Foster Youth = N/A	2023-2024 ELA All Students = 68.9% SED= 58.1% EL = 9.7% FY = N/A MATH All Students =48.6% SED = 32.2% EL =5.5% FY = N/A		2025-2026 ELA All Students = 77.4% Socioeconomically Disadvantaged= 70.4% English Learners = 16.7% Foster Youth = N/A MATH All Students = 51.4% Socioeconomically Disadvantaged= 37.2% English Learners = 12.5% Foster Youth = N/A	ELA All Students = -4.5% SED= -6.6% EL = -1.0% FY = N/A MATH All Students =+0.2% SED = +1.0% EL = -1.0% FY = N/A
8.15	High School Dropout Rate	2022-2023 All Students = 2.3% Socioeconomically Disadvantaged= 3.4%	2023-2024 All Students =1.7% SED = 2.9% EL = 11% FY = N/A		2025-2026 All Students = <1.3%	All Students = -0.6% SED = -0.5% EL = + 0.1% FY = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners = 10.9% Foster Youth = N/A			Socioeconomically Disadvantaged= <1.4% English Learners = <8.9% Foster Youth = N/A	
8.16	Middle School Dropout Rate	2022-23 All Students = 0.08% Socioeconomically Disadvantaged = 0.17% English Learners = 0.22% Foster Youth = N/A	2023-2024 All Students = 0% SED = 0% EL = 0% FY = N/A		2025-2026 All Students <0.03% Socioeconomically Disadvantaged = < 0.07% English Learners= < 0.12% Foster Youth = N/A	All Students = -0.08% SED = 0% EL = 0% FY = N/A
8.17	Expulsion Rate and Count	2022-2023 = 11 students expelled, 0%	2023-2024 Districtwide = 0%		2025-2026 = <5 students expelled, 0%	Districtwide = 0%
8.18	District Climate Survey Results	2023-2024 74% of students completely or somewhat agree to the prompt, “I feel like I belong at this school”.	2024-2025 77% of students completely or somewhat agree to the prompt, “I feel like I belong at this school”.		2026-2027 84% of students will completely or somewhat agree to the prompt, “I feel like I belong at this school”.	+3% of students completely or somewhat agree to the prompt, “I feel like I belong at this school”.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% of students completely or somewhat agree to the prompt, “I feel safe at my school”.	78% of students completely or somewhat agree to the prompt, “I feel safe at my school”.		85% of students will completely or somewhat agree to the prompt, “I feel safe at my school”.	+3% of students completely or somewhat agree to the prompt, “I feel safe at my school”.

Goal Analysis [2024-25]

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.

The district’s goal to close the academic achievement gap for the lowest-performing groups and sites has been implemented with a few notable differences in the planned actions and actual outcomes. Below is a summary of the implementation process and any substantive differences, challenges, and successes encountered:

8.1: Behavioral Intervention and Support at Elementary Sites
There were no substantive differences between planned actions and actual implementation. The district continued to implement behavioral support programs effectively across elementary sites, which helped improve student engagement and behavior.

8.2: Mental Health Support
This action is ongoing, and although the overall goals were met, there were some challenges in scaling the support across all sites. However, mental health services have been an essential support mechanism for addressing student needs.

8.3: Behavioral Support and Supervision
No substantive differences between planned actions and actual implementation were observed. Behavioral support and supervision remained consistent and effective across school sites.

8.4: Attendance and Student Services Support
There were no substantive differences between planned actions and actual implementation. Continued consultation and collaboration with school sites supported the effective handling of attendance concerns.

5: Attendance Monitoring and Analysis
his action was carried out as planned, with no significant differences in implementation. The district continued to monitor chronic senteeism districtwide and collaborated with families to address concerns effectively.

6: Attendance Recovery Program

The Saturday School Program continued to expand as planned. There were no significant differences in implementation, and efforts to enhance the attendance recovery program for K-12 students were successful.

8.7: School Attendance Review Teams (SART) and District Attendance Review Teams (DART)
No substantive differences between planned actions and actual implementation were noted. The district successfully supported schools in monitoring attendance and identifying students needing additional support through SART meetings.

8.8: Districtwide Positive Behavior Interventions and Supports (PBIS)
The district remained committed to ensuring the implementation of a school-wide PBIS framework across all schools, with no substantive differences in planned actions and actual implementation.

8.9: Implement Attendance Strategies in IEPs
Attendance strategies for students with IEPs were effectively integrated into individual plans, with no substantive differences in the planned versus actual implementation. Collaboration with administration and student services was vital in monitoring student progress.

8.10: Community Engagement via Parent Education
The Family Resource Centers continued providing valuable resources to families facing barriers contributing to chronic absenteeism. Partnerships with the Boys and Girls Club of Garden Grove and the OC District Attorney's Office further strengthened the district's attendance initiatives.

8.11: Flexible Scheduling and Accommodations
Flexible scheduling and service delivery models were successfully implemented as planned. A key success was the detailed training on the development and implementation of Individual Transition Plans (ITP), which supported secondary school students in achieving their post-secondary outcomes.

8.12: Professional Development for Educators
There were no substantive differences between the planned actions and actual implementation. The professional development for educators remained aligned with district goals and successfully supported instructional practices.

8.13: High School Co-taught Algebra 1A and 1B Courses
This initiative was implemented as planned, with no substantive differences. The co-taught Algebra courses continued to support the achievement of students, particularly those in need of additional academic support.

8.14: ATSI Collaboration
There were substantive differences here, as no schools in the district were designated for Additional Targeted Support and Improvement (ATSI) during the implementation period. This impacted the execution of certain actions that were planned specifically for ATSI-designated schools.

8.15: College and Career Readiness

No substantive differences in the planned actions and actual implementation were noted. The district's initiatives aimed at preparing students for college and career readiness continued as planned and were largely successful.

8.16: Engagement of Parents of Students with Disabilities
While planned actions to engage parents of students with disabilities were carried out, challenges in fully reaching some families remained. However, the district made significant strides in fostering increased communication and support for parents through specialized workshops and meetings.

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 no material differences between the budgeted expenditures and estimated actual expenditures for any actions with the exception of:

8.11: Flexible Scheduling and Accommodations
The implementation of flexible scheduling and accommodations was achieved with minimal costs, as the district utilized existing staff to support this initiative.

8.12: Professional Development for Educators
The budget for professional development was utilized effectively, as planned, with no material differences between the budgeted and actual expenditures. Additionally, ProAct Training for both special education and general education staff was conducted, and three additional ProAct Trainers were trained as part of the professional development effort.

8.14: ATSI Collaboration
A material difference occurred as no schools in the district were designated as Additional Targeted Support and Improvement (ATSI) schools during the implementation period. This led to a reallocation of resources and a reduction in the expenditure for actions specifically related to ATSI collaboration, as there were no schools to support in this regard.

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

8.1: Behavioral Intervention and Support at Elementary Sites
The action has been highly effective. All elementary schools now have an assigned full-time Registered Behavior Technician (RBT) who provides targeted behavioral interventions. This has supported positive student outcomes, contributing to the overall goal of closing the achievement gap, particularly for students with behavioral challenges.

2: Mental Health Support
he action is still in the early stages of implementation. Progress will be monitored closely in the coming periods to determine the fectiveness of the support provided, as the specific details of this action are still being developed.

8.3: Behavioral Support and Supervision
This action has proven effective in supporting students' behavioral and socio-emotional needs. The presence of two ABA supervisors providing consultation and collaboration has been a critical component in addressing these needs, ensuring ongoing support for students who require it.

8.4: Attendance and Student Services Support
The action has been effective in providing support through training and school-team meetings to review attendance data. The collaboration with schools to improve attendance has helped maintain focus on this critical issue. Continued efforts to monitor and support attendance goals are proving to be impactful.

8.5: Attendance Monitoring and Analysis
This action has been effective, with the creation of monthly attendance trackers for each school and the district-wide monitoring of attendance trends. This has allowed the district to identify patterns and respond to attendance concerns in a timely manner, contributing to improved attendance tracking.

8.6: Attendance Recovery Program
The Saturday School Program has been successful in providing Attendance Recovery for both elementary and secondary schools, particularly targeting foster youth and McKinney-Vento students. The program continues to expand and support attendance recovery efforts, contributing to a reduction in chronic absenteeism.

8.7: School Attendance Review Teams (SART) and District Attendance Review Teams (DART)
This action has been effective. The district has integrated a structured process to identify students needing a SART meeting, with continued district-level support for school teams in collaborating with families. This systematic approach to addressing attendance concerns has helped improve student attendance rates.

8.8: Districtwide Positive Behavior Interventions and Supports (PBIS)
The district has made good progress in supporting PBIS implementation across school sites. Communication and coordination with school-site teams have been effective. The next step is to ensure the completion of the Tiered Fidelity Index, which will allow for ongoing assessment and refinement of PBIS efforts.

8.9: Implement Attendance Strategies in IEPs
Progress on this action is still being evaluated. As attendance strategies are incorporated into IEPs, it is important to monitor their implementation to ensure they effectively support students with disabilities. Further details on specific strategies will be assessed as the plan unfolds.

10:Community Engagement via Parent Education
ne initiative has been successful in engaging families and providing resources for addressing chronic absenteeism. The district's efforts to mmunicate and assist school sites in developing a multi-tiered system of support for attendance have contributed to greater family volvement in attendance-related matters.

8.11: Flexible Scheduling and Accommodations
Progress in this area has been partially successful. The implementation of flexible scheduling and accommodations has met some goals, and the first and second phases of Individual Transition Planning (ITP) training have been effective. Continued monitoring and adjustments will ensure that this model fully meets students' needs.

8.12: Professional Development for Educators
Professional development activities have been effective in equipping educators with the tools needed to support students. The implementation of ProAct training has been successful in enhancing both special education and general education staff capabilities, contributing to the goal of improving overall student support.

8.13: High School Co-taught Algebra 1A and 1B Courses
This action has been effective, with successful implementation of co-taught Algebra 1A and 1B courses. The goal to provide equitable access to high-quality math instruction for all students, particularly those in underperforming groups, has been met.

8.14: ATSI Collaboration
This action was not needed this year with zero schools identified for targeted improvement.

8.15: College and Career Readiness
The action has been effective in providing high school counselors with the necessary tools to support students' college and career readiness. Counselors have been trained to intervene when students are struggling and to encourage eligible students to apply for postsecondary opportunities, positively impacting the college and career readiness of students.

8.16: Engagement of Parents of Students with Disabilities
The effectiveness of this action will be assessed as implementation continues. Efforts to engage parents of students with disabilities are underway, but further data and feedback will be required to evaluate its success in fully meeting the goal.

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 a result of reflections on prior practice, additional Distance from Standard metrics were added pertaining to the ELA and Math CAASPP scores. Metrics for targeted three-year outcomes were adjusted if they were successfully met in the first year. Additionally, the following actions have planned changes or will be introduced for the coming year:

8.1: Behavioral Intervention and Support at Elementary Sites and Secondary Sites
e will explore additional training opportunities for Registered Behavior Technicians (RBTs) to enhance their ability to implement multi-tiered stems of support (MTSS). This training will focus on preventive and intervention strategies to further address school-site behavioral and cio-emotional needs through the use of unexpended LREBG funds. The addition of intervention and attendance support has been added part of this action.

8.3: Behavioral Support and Supervision
We plan to utilize ABA supervisors more effectively to provide behavioral training and support for school teams. This approach will be preventative and aimed at establishing universal practices to enhance overall student behavior and socio-emotional development.

8.4: Attendance and Student Services Support
We will continue providing collaboration, consultation, and intervention services to address students' attendance concerns. There are no major changes, but we will focus on strengthening these efforts through targeted collaboration with schools.

8.5: Attendance Monitoring and Analysis
We will continue monitoring attendance and addressing chronic absenteeism, with a focus on collaborating more closely with school sites. Additionally, we are exploring new attendance monitoring platforms that integrate with existing school systems, enabling automated notifications and data-driven decision-making to improve attendance rates.

8.6: Attendance Recovery Program
The attendance recovery program will be enhanced by forging new partnerships with community agencies to provide enriching activities that promote student connectedness. We will also work on expanding these opportunities to elementary-level students to support their engagement.

8.7: School Attendance Review Teams (SART) and District Attendance Review Teams (DART)
We plan to further emphasize the importance of timely SART meetings and continue providing district-level support to schools and families. Our focus will remain on identifying barriers to school attendance and working collaboratively with all stakeholders to address them.

8.8: Districtwide Positive Behavior Interventions and Supports (PBIS)
In response to feedback from school-site Tiered Fidelity Index (TFI) scores, we will provide professional learning opportunities tailored to meet the needs identified through these scores. We will partner with OCDE and other community organizations to offer training on identified topics, strengthening PBIS implementation.

8.10: Community Engagement via Parent Education
We plan to develop professional learning opportunities for parents, offering workshops and resources that support school-home communication and foster positive school attendance. These initiatives will aim to empower parents to play an active role in improving student attendance.

8.11: Flexible Scheduling and Accommodations
Based on data and progress monitoring, we have identified the need for adjustments in flexible service delivery models to better meet individual student needs. We will refine these models for the 2025-2026 school year. Additionally, the next phase of Individual Transition Plan (ITP) training will involve creating a task force to further develop ITPs, align them with new mandates, and better support post-secondary outcomes for students.

13: High School Co-taught Algebra 1A and 1B Courses

We will continue to offer co-taught Algebra 1A and 1B courses, with a focus on expanding the collaborative model to include more students in less restrictive settings. We will work with each high school site to explore opportunities to increase the number of co-taught classes, further promoting inclusive education.

8.16: Engagement of Parents of Students with Disabilities
We have added this action in order to provide a special education community advisory committee in collaboration with Brea Olinda Unified School District as a part of the Northeast Orange County SELPA as well as the Superintendent's Special Education Advisory Committee.

8.17: Additional Academic Support for Melrose
This new action will expand the additional support provided to Melrose Elementary School to run small group instruction and targeted intervention through the use of unexpended LREBG funds. Melrose Elementary School demonstrates a significant need for increased academic support, particularly in English Language Arts (ELA) and Math. Schoolwide ELA scores are in the Orange performance level at 58.4 points below standard, with English Learners in the Red at 71.9 points below standard. Math performance is similarly concerning, with schoolwide scores 59.5 points below standard in the Orange band, and Students with Disabilities in the Red. While challenges persist, a notable bright spot is that 71% of English Learners are making progress toward English language proficiency.

Metrics 8.17 and 8.18 were added to enhance the district's ability to monitor school climate more effectively.

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
8.1	Behavioral Intervention and Support	Provide full time Registered Behavior Technicians (RBTs) at each elementary and Intervention/Attendance support at secondary schools in order to provide behavioral intervention focused on creating a supportive and nurturing environment for UPs, with the goal of reducing chronic absenteeism, minimizing disruptive behaviors, reducing suspensions, and improving academic outcomes as provided in part through LREBG funds ($170,000). Unduplicated Pupils have higher chronic absenteeism rates (EL = 25.9%, SED = 26.6%, and FY = 31.5%) and lower academic performance in ELA and Math (ELA: EL = 11.74% meeting or exceeding standards, SED ELA = 48.9%, and FY = 20%; Math: EL = 10.6%, SED = 33.6%, and FY = 14.3%). Research from the Journal of Positive Behavior Interventions found that schools implementing trained behavioral support staff saw a 20–60% reduction in problem behaviors and improved teacher	$3,274,497.78	Yes

Action #	Title	Description	Total Funds	Contributing
		capacity to manage classrooms effectively (Simonsen et al., 2014). M8.3 & M8.6 will be used to monitor the effectiveness of this action.		
8.2	Mental Health Support	Provide additional psychologists at sites for support to meet the unique needs of students who are at risk, focused on the needs of SED and FY students.	$750,511.84	Yes
8.3	Behavioral Support and Supervision	Maintain two ABA supervisors to provide consultation, collaboration, interventions, and transitional support to address students' behavioral and social-emotional needs as well as supervision of RBTs.	$297,644.16	Yes
8.4	Attendance and Student Services Support	Provide consultation, collaboration, interventions, and transitional support to address students' attendance concerns.	$0.00	No
8.5	Attendance Monitoring and Analysis	Systematically monitor the attendance of chronically absent students and work collaboratively with school sites and families to support increased attendance. Identify patterns and implement targeted interventions based on the data.	$0.00	No
8.6	Attendance Recovery Program	Expand and diversify the Attendance Recovery Program across the district to include a range of courses and activities that cater to a broader spectrum of student interests and learning styles. Include partnerships with parents,local community organizations, businesses, and /or universities to provide additional resources and expertise to support the breadth of our ARP Saturday School offerings district-wide.	$0.00	No
8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	Systematically hold School Attendance Review Team Meetings and District Attendance Review Team Meetings to provide attendance support to chronically absent students and families.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
8.8	Districtwide Positive Behavior Interventions and Supports	Ensure all school sites implement a schoolwide PBIS framework to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.	$10,000.00	No
8.9	Implement Attendance Strategies in IEPs	Ensure that each student with a disability has a well-developed IEP that addresses their strengths and unique needs, including any accommodations or modifications necessary to improve attendance, participation in the school environment, and post school planning and outcomes.	$0.00	No
8.10	Community Engagement via Parent Education	Collaborate with families and community resources to develop and implement strategies that address barriers to attendance, chronic absenteeism, and support student resiliency, behavior, and mental health and wellness. Provide parent education focused on the importance of attendance.	$0.00	No
8.11	Flexible Scheduling and Accommodations	Provide flexible scheduling options and accommodations to meet the diverse needs of students with disabilities e.g. adjusting class schedules, offering online learning options, or providing assistive technology.	$13,424.00	No
8.12	Professional Development for Educators	Offer ongoing professional development for staff to enhance their understanding of disabilities and effective strategies for supporting students with diverse needs, including attendance and behavior challenges.	$30,000.00	No
8.13	High School Co-taught Algebra 1A and 1B Courses	Continue to offer co-taught Algebra 1A and Algebra 1B courses at the high schools to increase the least restrictive environment and math student achievement for students with disabilities.	$280,000.00	No
8.14	ATSI Collaboration	Provide support and collaboration time for sites identified as ATSI in order to address critical areas of concern, as needed.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
8.15	College and Career Readiness	High school counselors will monitor college and career indicators for each student group to ensure all students are prepared for College and Career and work to address any disproportionality that may exist in program enrollment and completion.	$0.00	No
8.16	Engagement of Parents of Students with Disabilities	Provide a special education community advisory committee in collaboration with Brea Olinda Unified School District as a part of the Northeast Orange County SELPA as well as the Superintendent's Special Education Advisory Committee.	$0.00	No
8.17	Additional Academic Support for Melrose Elementary	Provide additional academic support to Melrose Elementary School to run small group instruction and targeted intervention as provided through LREBG funds ($150,000). Melrose Elementary School demonstrates a significant need for increased academic support, particularly in English Language Arts (ELA) and Math. Schoolwide ELA scores are in the Orange performance level at 58.4 points below standard, with English Learners in the Red at 71.9 points below standard. Math performance is similarly concerning, with schoolwide scores 59.5 points below standard in the Orange band, and Students with Disabilities in the Red. While challenges persist, a notable bright spot is that 71% of English Learners are making progress toward English language proficiency. Research shows that targeted small group instruction significantly improves academic outcomes for students performing below grade level, particularly when implemented with fidelity and trained staff (Slavin, Lake, & Davis, 2011). M8.1-M8.3 & M8.5-M8.7 will be used to monitor the effectiveness of this action.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Implement focused actions during the 2025–26 school year to improve academic achievement for Hispanic, Socioeconomically Disadvantaged, English Learner, and Long-Term English Learner student groups, with targeted support for El Camino Real Continuation High School. These efforts will be measured by improvements in CA Dashboard indicators and will include enhanced staffing and evidence-based strategies to address the unique needs of these student populations, with the overarching goal of accelerating academic growth and closing performance gaps.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of a Focus Goal for El Camino Real Continuation High School is driven by both statutory requirements and data-informed need. In accordance with Education Code Section 52064(e)(7), any school receiving LCFF Equity Multiplier Funds must establish a Focus Goal to target equity and student success. El Camino Real has been identified by the California Department of Education to receive Equity Multiplier Funds, providing additional state resources to support schools serving high concentrations of students from underserved backgrounds. This funding underscores the importance of implementing focused, data-driven actions to address academic disparities and improve student outcomes.

Further justifying this goal are El Camino Real's 2024 California Schools Dashboard results, which highlight multiple areas of urgent need. Schoolwide performance on the CAASPP shows students in the Red performance level for both English Language Arts (ELA) and Mathematics. Specifically, Hispanic and Socioeconomically Disadvantaged (SED) student groups scored in the Red for ELA, and SED students were also in the Red for Math. Additionally, the English Learner Progress Indicator is in the Red, reflecting significant barriers to language acquisition and academic achievement. The College and Career Readiness Indicator is also in the Red for English Learners and Long-Term English Learners, signaling a lack of preparedness for postsecondary success among these key subgroups.

Despite these challenges, a notable bright spot is El Camino's Graduation Rate, which is in the Green performance level. This strength provides a foundation upon which to build more comprehensive supports to address academic gaps and improve long-term outcomes.

The actions tied to this goal were developed collaboratively with district leadership, the school's administrative team, and the El Camino School Site Council. They also meet the criteria outlined in Education Code Section 52064(e)(6), which requires LEAs to create Focus Goals for schools or student groups demonstrating the lowest performance levels on the Dashboard. Through this Focus Goal—and with the

support of targeted Equity Multiplier Funds from the state—the district is committed to strategically investing in interventions, resources, and supports that address both equity and performance, ensuring that all students at El Camino Real Continuation High School are given meaningful opportunities to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	English Language Arts CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023: Schoolwide (15.8%) = Red DFS =179.8 below Hispanic Students (14.8%) = Red DFS = 165.9 below SED Students (13.7%) = Red DFS = 182.1 below	2023-2024: Schoolwide (10%) = Red DFS = 212.9 below Hispanic Students (3.2%) = Red DFS = 226.8 below SED Students (10.8%) = Red DFS = 214.8 below		2025-2026: Schoolwide (26%) = Yellow DFS = 45 below Hispanic Students (25%) = Yellow DFS = 45 below SED Students (24%) = Yellow DFS = 45 below	Schoolwide (-5.8%) No change in color. DFS = 33.1 points Hispanic Students (-11.6%) No change in color DFS = -60.9 points SED Students (-2.9%) No change in color DFS = -32.7 points
9.2	Mathematics CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023: Schoolwide (1.6%) = Red DFS = 230.8 below Hispanic Students (0%) = Red DFS = 233.6 below SED Students (0%) = Red DFS = 227.6 below	2023-2024: Schoolwide (2%) = Red DFS = 233.9 below Hispanic Students (2.5%) = No color DFS = 249.6 below SED Students (2.1%) = Red DFS = 232.3 below		2025-2026: School (11%) = Yellow DFS = 115 below Hispanic (10%) = Yellow DFS = 115 below SED Students (10%) = Yellow DFS=115 below	(Schoolwide (+0.4%) No change in color DFS = -3 points Hispanic Students (+2.5%) Color= N/A DFS= -16 points SED Students (+2.1%) No change in color DFS = -4.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.3	Suspension Rate and CA Dashboard Indicator	2022-2023: White Students (12.2%) = Red	2023-2024: White Students (0%) No color		2025-2026: White Students (<0.5%) = Yellow	White Students Improved by 12.2%
9.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	2022-2023: All Students (5.1%) = Very Low English Learners (2%) = Very Low/ Red Hispanic Students (3.5%) = Very Low/ Red Homeless Students (6.5%) = Very Low/ Red Socioeconomically Disadvantaged Students (2.8%) = Very Low/ Red	2023-2024: All Students (9.5%) Very Low EL: (2.6%) Very Low/ Red Hispanic Students: (11.1%) Medium Homeless Students: (10.7%) Medium SED Students: (9.4%) Low		2025-2026: All Students (10.1%) English Learners (12%) = Yellow Hispanic Students (13.5%) = Yellow Homeless Students (16.5%) = Yellow Socioeconomically Disadvantaged Students (12.8%) = Yellow	All Students: +4.4% EL: +0.6% Hispanic Students: +7.6% Homeless Students: +4.2% SED Students: +6.6%
9.5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) for El Camino Students	First Semester 2023-2024: ELA = 42% Math = 42% Science = 49% Social Science= 42%	First Semester 2024-2025: ELA = 45% Math =57% Science =43% Social Science=46%		First Semester 2026-2027: ELA = 52% Math = 52% Science = 59% Social Science= 52%	First Semester ELA = Increase of 3% Math = Increase of 15% Science = Decrease of 6% Social Science = Increase of 4%
9.6	El Camino Attendance Rate	2022-2023: 70.05%	2023-2024: 75.18%		2025-2026: 80.05%	Improved by 5.13%
9.7	Graduation Rate for El Camino Students	2022-2023: 73.8%	2023-2024: 83.8%		2025-2026: 84%	Improved by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.8	Suspension Rate for El Camino Students	2022-2023: 6.5%	2023-2024: 0.9%		2025-2026: < 2%	Improved by 5.6%
9.9	Expulsion Rate for El Camino Students	2022-2023: 0.4%	2023-2024: 0%		2025-2026: < 0.4%	Improved by 0.4%
9.10	Enrollment by Demographics in Career Technical Education Courses	2022-2023 EL = CTE enrollment is 10% less than student enrollment (23% as compared to 33%)	2023-2024 EL = CTE enrollment is 6% less than student enrollment (25% as compared to 31%)		2025-2026 EL = CTE enrollment will be within 2% of student enrollment	Improved by 4%
9.11	English Learner Progress	2022-2023 36.9% Orange	2023-2024 26.2% Red		2025 - 2026 42% Green	Decrease 10.7%

Goal Analysis [2024-25]

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.

The actions within this goal were implemented with fidelity with the exception of the quarterly college fairs. Quarterly college events were held but they were not restricted to fairs.

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 no material differences between budgeted expenditures and estimated actual expenditures.

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

ne actions were effective in making progress toward the suspension rate, attendance rate, graduation rate, and college/career indicator; owever a continued focus needs to be provided to the academic achievement of students. There were declines in the proficiency of

students in English Language Arts and Mathematics as measured by the CAASPP as well as the core content grades of students. There is a need for increased focus on instruction and student proficiency of math and ELA.

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 a result of reflections on prior practice, additional Distance from Standard metrics were added pertaining to the ELA and Math CAASPP scores. Targeted three year outcomes were adjusted for any metrics in which the school was able to successfully reach in the first year.

Action 9.2: AVID Program
The school will also continue to focus on core instructional practices and finish training their teachers on AVID strategies.

Action 9.4: EDGE Class
Additionally they will be moving their EDGE period to the end of the day to allow for the core content classes to be taught in the morning block when students have the highest attendance and focus.

Action 9.12: Flexible Scheduling
A new action has been added to provide flexible scheduling for students. The school intends to adjust their bell schedule to better meet students' needs, such as adding in zero and seventh period options which provide for more opportunities to earn credits.

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
9.1	Class Size Reduction	Provide additional teaching staff to maintain lower class sizes in order to better serve the academic needs of students.	$882,447.61	Yes
9.2	AVID Program	Establish an AVID program at El Camino Real High School to close achievement gaps, improve core instructional practices, and increase student engagement.	$7,960.00	No
9.3	Student Discipline Systems and Practices	Examine student discipline systems and provide additional means of correction and support to students as an alternative to suspension and reduce suspension rates of students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
9.4	Counseling Support and Academic Guidance	Provide additional counseling support to foster the social, emotional, and academic needs of students and utilize Find Your Grind curriculum to support career exploration of students.	$184,836.48	No
9.5	College and Career	Monitor college and career indicators for each student group to ensure all students are prepared for College and Career and work to address any disproportionality that may exist in program enrollment and completion through targeted recruitment and enrollment of UPs in CTE classes.	$0.00	No
9.6	College Link	Provide College Link courses and quarterly College and Career Events in order to increase College and Career Readiness.	$0.00	No
9.7	Math Achievement	Provide Building Thinking Classrooms training to math teachers to improve instructional math practices and align with the new math framework. Utilize formative assessments to inform and adjust instruction. Ensure that math teachers participate in district wide trainings and collaboration opportunities.	$0.00	No
9.8	ELA Achievement	Provide GLAD training, Step Up to Writing training, and College Readiness Writing training to all ELA teachers to support the literacy and writing skills in students. Ensure that ELA teachers participate in district wide trainings and collaboration opportunities.	$0.00	No
9.9	Targeted Intervention	Provide a targeted intervention program during and outside of school hours to support the English Language Arts and Mathematics achievement of Hispanic students and Socioeconomically Disadvantaged students in courses and on standardized assessments. Utilize formative assessments to inform and adjust instruction. Provide training to teachers to incorporate AVID strategies to improve instructional practices to support these student groups.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
9.10	Training to Support English Learners	Provide training on the EL Roadmap and ELD framework to principal and teachers and regular participation of the principal in Title I/Title III Principal meetings to learn best practices to support EL achievement.	$0.00	No
9.11	Attendance Monitoring	Create and regularly convene a Site Attendance Team comprised of the Principal, Dean, and support staff to monitor & address chronic absenteeism and provide target intervention to specific students through regular home visits, phone calls, SART meetings, and linkage to outside resources to improve the attendance rate of students.	$0.00	No
9.12	Flexible Scheduling	Adjust the bell schedule to better meet students' needs as well as examine the master schedule to maximize opportunities for students to earn credits.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.8						

Goal Analysis [2024-25]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$23,846,390	$0.00

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
9.581%	0.000%	$0.00	9.581%

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 #	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
2.2	**Action:** Professional Development, Training, and Task Forces **Need:** The CA Dashboard performance indicators for 2024 show stable results in English Language Arts and Math, along with a slight increase in graduation rates, a decrease in chronic absenteeism, and a reduction in suspension rates. However, English Learners, Long-Term	This action will support the needs of all Unduplicated Pupils (UPs), with a specific focus on English Learners and Long-Term English Learners, by providing ongoing professional development and training for teachers to close achievement gaps. Since all PYLUSD sites serve unduplicated pupils, implementing this action districtwide ensures a more effective and consistent approach. Research indicates that professional learning significantly enhances staff capacity to support unduplicated pupils, making	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, & M2.14)

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	English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the overall student population. **Scope:** LEA-wide	this the most strategic use of funds to address their needs (Kanold, 2017; Hattie, 2009; Erkens & Twadall, 2012).	
2.3	**Action:** Instructional Materials, Supplies, and Services **Need:** Unduplicated student groups, specifically English learners (ELs), low-income students, and foster youth, demonstrated performance gaps on the 2024 California School Dashboard. English learners showed a 10% decrease in progress toward English language proficiency and a rise in chronic absenteeism. Socioeconomically disadvantaged students also demonstrated elevated chronic absenteeism and achievement gaps in core academic areas. **Scope:** LEA-wide	This action aims to support all Unduplicated Pupils (UPs) by providing appropriate instructional materials, supplies, and services to enhance student engagement. According to John Hattie's Visible Learning research, providing supplemental instructional materials can significantly enhance student achievement, particularly when aligned with clear learning goals and feedback (Hattie, 2009).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.12)
7.1	**Action:** Teacher Collaboration and Intervention Design **Need:** The CA Dashboard performance indicators for 2024 show stable results in English Language Arts and Math, along with a slight increase in graduation rates, a decrease in chronic	Continuing to provide all teachers with dedicated weekly release time for Professional Learning Communities (PLCs) is essential for improving individual student achievement and closing achievement gaps for all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research shows that PLCs enhance	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-

Goal and Action #	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
	absenteeism, and a reduction in suspension rates. However, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the overall student population. **Scope:** LEA-wide	teacher collaboration, data-driven decision-making, and the implementation of effective instructional strategies tailored to student needs (DuFour et al., 2016).	Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1 & M7.2)
7.3	**Action:** Reduction of Class Sizes in TK/K **Need:** In Placentia-Yorba Linda USD, Unduplicated Pupils, particularly low-income students, English learners, and foster youth often enter school with fewer opportunities for early academic and language development. These groups have lower readiness indicators on PYLUSD local assessments (iReady) and higher rates of chronic absenteeism in the early grades. **Scope:** LEA-wide	Maintaining class size reduction through classified support personnel in Transitional Kindergarten (TK) and Kindergarten classes is crucial for enhancing early childhood education outcomes. Research consistently shows that smaller class sizes in the early grades lead to more individualized attention, increased student engagement, and improved academic performance, particularly for young learners who are building foundational skills (Finn & Achilles, 1999).	The effectiveness of this action will be assessed using local indicators such as the iReady diagnostic in reading and math. (M7.7 & M7.8)
7.5	**Action:** Additional Intervention Support at Valencia High School **Need:** The 2024 California School Dashboard performance indicators for Valencia High School reveal that English Learners, Long-	Continuing to provide intervention support teachers at Valencia High School is crucial for ensuring that the needs of all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth, are consistently monitored and supported. Research shows that targeted intervention support is effective in addressing the	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-

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	Term English Learners, and Students with Disabilities scored in the Red for English Language Arts. Homeless and Hispanic student groups were in the Orange, while Socioeconomically Disadvantaged students performed in the Yellow—each performing below the overall student population, which scored in the Green. In Mathematics, these same student groups were in the Red, with Hispanic, Homeless, and Socioeconomically Disadvantaged students scoring in the Orange, compared to the overall school performance in the Yellow. **Scope:** Schoolwide	achievement gaps faced by these student groups, as it provides personalized instruction and targeted strategies to help students succeed academically (Gersten et al., 2009).	Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9)
7.6	**Action:** Math Intervention Support for UPs **Need:** Although districtwide math performance improved over the past two years—from 53.48% (DFS +6.1) in 2022–2023 to 55.95% (DFS +11) in 2023–2024, both in the Green performance level—significant achievement gaps persist for unduplicated student groups. English Learners (ELs) have remained far below standard, improving only slightly from a DFS of -68.7 to -64.9 and moving from Orange to Yellow. Socioeconomically Disadvantaged (SED) students improved from a DFS of -44.3 to -38.5 but remain in the Yellow band. Foster Youth (FY), however, experienced a further decline, dropping from a DFS of -108.8 (Orange) to -114.4 (Red). These persistent	Math intervention teachers play a critical role in addressing the persistent achievement gaps experienced by unduplicated pupils—including English Learners, socioeconomically disadvantaged students, and foster youth—by providing targeted, small-group instruction designed to close foundational skill gaps and build conceptual understanding. These specialists use data-driven strategies and research-based interventions to offer personalized support that aligns with each student's learning needs, helping to accelerate progress toward grade-level proficiency. Implementing this support on a schoolwide or LEA-wide basis ensures equitable access to high-quality instruction, especially at sites with the highest concentrations of underserved students. Research shows that targeted math intervention, when integrated with core instruction, significantly improves student	CA Dashboard Indicator for Math will be used to measure the effectiveness of this action. (M7.2)

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	and widening gaps underscore the urgent need for targeted math interventions and support systems for these student populations. **Scope:** LEA-wide	outcomes in both computation and problem-solving (Gersten et al., 2009, IES Practice Guide: Assisting Students Struggling with Mathematics).	
7.7	**Action:** Professional Development focused on needs of EL, SED, and FY **Need:** Winter 2023-2024 iReady diagnostic data show that only 60% of SED and EL students in grades K-2 were early or on grade level in English Language Arts, and just 49% were at similar levels in Math. These figures underscore the need for targeted professional development that equips teachers with evidence-based strategies to better support these student groups in foundational skill areas. **Scope:** LEA-wide	The Elementary PD Supplemental action is grounded in research emphasizing the critical role of teacher quality and professional learning in improving student outcomes. According to John Hattie's Visible Learning research, teacher professional development has an effect size of 0.62, indicating a substantial impact on student achievement when teachers engage in ongoing, targeted training. Furthermore, the National Institute of Child Health and Human Development underscores the importance of early literacy instruction and intervention in reducing reading difficulties, particularly when educators are equipped with knowledge of the science of reading and strategies for supporting diverse learners.	The effectiveness of this action will be assessed using local measures such as the iReady Diagnostic for Reading and Math (M7.7 & M7.8)
7.8	**Action:** PYLUSD Induction Program **Need:** The CA Dashboard performance indicators for 2024 show stable results in English Language Arts and Math, along with a slight increase in graduation rates, a decrease in chronic absenteeism, and a reduction in suspension	Ensuring that all newly hired teachers are prepared through mentorship and culturally responsive professional development is crucial for effectively addressing the needs of all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research consistently shows that mentorship and targeted professional development, particularly in culturally responsive	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners,

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	rates. However, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the overall student population. **Scope:** LEA-wide	teaching practices, significantly improve teacher effectiveness and student outcomes (Villegas & Lucas, 2007). Culturally responsive teaching helps educators understand and respect the cultural backgrounds of their students, allowing them to tailor instruction in ways that are meaningful and engaging for diverse learners (Gay, 2010).	Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9)
7.9	**Action:** Mental Health Support and Resources for Students and Families at Secondary Sites **Need:** In PYLUSD, the 2024 California Dashboard shows chronic absenteeism rates for Foster Youth in the Orange performance level, while English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students are in the Yellow. These elevated rates indicate a continued need for targeted counseling and support services to address the underlying barriers to consistent school attendance for these student groups. **Scope:** LEA-wide	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students and improve school attendance, particularly English Learners (EL), socio-economically disadvantaged (SED) students, and Foster Youth (FY), who often face additional stressors and barriers to academic success. Research indicates that mental health support plays a key role in improving student well-being, engagement, and academic outcomes (Zins et al., 2004). For UPs, who are at greater risk for experiencing trauma, family instability, and other socio-economic challenges, access to mental health resources is essential for ensuring they can fully participate in their education (Cohen & Sandy, 2007).	The effectiveness of this action will be assessed using CA Dashboard Indicators to track the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6 & M7.9)
7.10	**Action:** Mental Health Support and Resources for Students and Families at Elementary Sites **Need:**	Providing social and emotional support through external providers for elementary schools is essential to improving student attendance and supporting the well-being and academic success of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY)	The effectiveness of this action will be assessed using CA Dashboard Indicators for Math, ELA, and Chronic Absenteeism. (M7.1, M7.2, & M7.4)

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	n PYLUSD, chronic absenteeism rates at the elementary level vary across schools. Several elementary schools, including Glenview, John O. Tynes, Melrose, Morse, Ruby Drive, and Woodsboro, fall within the district's overall very high chronic absenteeism category, with rates of 20.1% or greater. In contrast, schools like Linda Vista, Mabel M. Paine, Van Buren, Rio Vista, and Topaz report rates in the Yellow range, indicating moderate levels of chronic absenteeism. These data highlight a significant attendance challenge in some elementary schools that requires focused interventions to improve student engagement and reduce absenteeism. **Scope:** LEA-wide	students. These student groups often face unique challenges, such as trauma, family instability, and cultural adjustment, which can significantly impact their ability to succeed in school (Cohen & Sandy, 2007). Research shows that access to social and emotional learning (SEL) and mental health services improves students' ability to manage stress, build positive relationships, and enhance academic performance (Zins et al., 2004).	
7.11	**Action:** Site Discretionary Funding for UPs **Need:** The CA Dashboard performance indicators for 2024 show stable results in English Language Arts and Math, along with a slight increase in graduation rates, a decrease in chronic absenteeism, and a reduction in suspension rates. However, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the overall student population. **Scope:**	Distributing and targeting resources equitably to schools where needs are greatest is a critical strategy for closing achievement gaps among Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research has shown that equitable resource allocation, which takes into account the specific needs of schools and students, significantly contributes to improved academic outcomes and helps level the playing field for underserved groups (Gordon et al., 2006). By directing resources such as funding, instructional materials, and support services to schools with the greatest challenges, districts can provide targeted interventions that address the specific academic, behavioral, and social-	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal and Action #	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
	LEA-wide	emotional needs of UPs (Darling-Hammond, 2010).	
7.12	**Action:** Additional Support Staff at High Impact Sites **Need:** After analyzing CA Dashboard and other performance data across sites, it is clear that some schools require additional support to effectively monitor attendance, bolster student achievement, and maintain consistent communication with families. Currently, 12.2% of students in PYLUSD are chronically absent, highlighting the urgent need for targeted interventions and enhanced family engagement strategies. **Scope:** Schoolwide	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
7.13	**Action:** Additional Health Support at High Impact Sites **Need:** The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Specifically, these groups show lower achievement in English Language Arts and Math. Additionally, some of these groups have lower graduation rates compared to the general student body. They also experience	Maintaining nurses and health clerks at high-impact sites is crucial for supporting the well-being and academic success of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These students often face significant health-related challenges, such as inadequate access to healthcare, higher rates of chronic illness, and mental health issues, which can negatively affect their ability to focus on learning and achieve academically (Baker et al., 2001). Having dedicated healthcare staff at school sites ensures that students receive timely medical attention, health screenings, and support for managing chronic conditions, which is essential for	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic Absenteeism indicator. (M7.4)

Goal and Action #	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
	higher rates of chronic absenteeism and suspensions, highlighting ongoing disparities that impact their academic success and overall school engagement. **Scope:** Schoolwide	reducing absenteeism and promoting consistent academic engagement (Brener et al., 2004).	
7.14	**Action:** Instructional Aides for Physical Education **Need:** The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Specifically, these groups show lower achievement in English Language Arts and Math. Additionally, some of these groups have lower graduation rates compared to the general student body. They also experience higher rates of chronic absenteeism and suspensions, highlighting ongoing disparities that impact their academic success and overall school engagement. **Scope:** LEA-wide	Maintaining physical education instructional aides at high-impact sites is essential for promoting the physical, mental, and emotional well-being of students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds. Research shows that physical activity is a critical factor in supporting academic performance, improving mental health, and reducing behavioral problems (Donnelly & Lambourne, 2011). For students who may face challenges related to health, social-emotional issues, or a lack of access to extracurricular activities, physical education aides provide essential support by assisting with individualized instruction, facilitating participation, and ensuring that students engage in physical activity that promotes fitness and wellness (Singh et al., 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators and local performance measures. (M7.1-M7.4, M7.6-M7.9)
7.15	**Action:** Library Support at High Schools **Need:**	Maintaining Library Media Assistants at high schools is essential for supporting the academic achievement of students by fostering critical thinking, communication, collaboration, and	The effectiveness of this action will be assessed using CA Dashboard Indicators for English

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	The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide	creativity—skills that are crucial for success in both academic and real-world settings. Research shows that well-supported school libraries, with staff who are trained in media literacy and information management, contribute to higher student achievement and engagement (Todd & Kuhlthau, 2005).	Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
7.16	**Action:** District Teachers on Special Assignment (TOSA) **Need:** The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points	Maintaining district Teacher on Special Assignment (TOSAs) is essential for providing relevant professional development to teachers at all sites, particularly to support the achievement of Unduplicated Pupils (UPs) and other underperforming student groups. Research consistently shows that targeted professional development for educators is one of the most effective ways to improve student outcomes, especially for students who face academic challenges such as socio-economic disadvantage, language barriers, or foster care status (Guskey, 2002; Darling-Hammond et al., 2017).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal and Action #	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
	below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide		
7.17	**Action:** District Leadership **Need:** The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). **Scope:**	Maintaining district leadership to meet the needs of Unduplicated Pupils (UPs) and students who are at-risk is critical for ensuring that these students receive the support and resources necessary to succeed academically. District leadership plays a pivotal role in setting the direction for educational equity, creating policies, and ensuring that resources are allocated to address the specific challenges faced by UPs, including socio-economic disadvantage, language barriers, and foster care status (Lyon et al., 2001). Effective leadership is essential in coordinating support systems, overseeing targeted interventions, and providing professional development for staff to implement strategies that meet the diverse needs of at-risk students (Leithwood et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

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	LEA-wide		
7.18	**Action:** Administrative Support **Need:** The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide	Maintaining administrative support at the district office to support Multi-Tiered System of Supports (MTSS) and Advancement Via Individual Determination (AVID) programs is essential for ensuring the effective implementation and sustainability of these programs, which are critical for supporting student success, especially for Unduplicated Pupils (UPs) and underperforming students. MTSS provides a framework for addressing the academic, behavioral, and social-emotional needs of all students through tiered interventions, and administrative support is crucial in overseeing the coordination, fidelity, and continuous improvement of these interventions (Sugai & Simonsen, 2012). Similarly, the AVID program is designed to prepare students for college readiness and success, focusing on students who are underrepresented in higher education. Administrative oversight ensures that AVID strategies, such as rigorous academic support and college preparation, are implemented consistently across schools (Dougherty, 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
7.19	**Action:** College and Career Technicians **Need:** The College/Career Indicator data from the 2022–2023 and 2023–2024 school years shows improvement districtwide, rising from 55.8% to 59.8% of students prepared, moving	Maintaining College and Career Technicians at each high school is essential for ensuring that students have the necessary guidance and resources to successfully navigate post-secondary options, which are crucial for their future academic and career success. College and Career Technicians provide vital support in areas such as college admissions, financial aid applications,	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and College and Career. (M7.1, M7.2, & M7.5)

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	the district into the Green performance level. However, significant disparities remain for key student groups. English Learners increased from 11.4% prepared (Low) to 16.8% (Yellow), and Socioeconomically Disadvantaged students rose from 43.3% (Medium) to 47.8% (Green). **Scope:** LEA-wide	career exploration, internships, and job readiness programs, particularly for students who may lack the resources or support at home to navigate these complex processes (Gandara & Bial, 2001). Research shows that students with access to college and career guidance are more likely to apply to post-secondary institutions, persist in their education, and achieve successful outcomes (Bettinger et al., 2012).	
7.24	**Action:** School and District Attendance Review Teams **Need:** Chronic absenteeism remains a significant concern in the district, particularly for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. While the districtwide rate improved from 17.8% in 2022–2023 to 12.2% in 2023–2024, student groups most in need continue to experience higher rates of absenteeism. Although EL and SED students improved from Red to Yellow, and Foster Youth remained in the Orange, these rates indicate the ongoing need for targeted interventions and support to improve attendance and engagement among these student groups. **Scope:** LEA-wide	Providing district support to oversee systematic School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings is critical for addressing chronic absenteeism and ensuring that all students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds, receive the support they need to attend school regularly. Chronic absenteeism is a significant barrier to academic success, as research shows that students who miss school frequently are more likely to struggle academically, fall behind in coursework, and eventually disengage from education altogether (Balfanz & Byrnes, 2012). The SART and DART meetings provide a structured approach to identifying the underlying causes of absenteeism and implementing targeted interventions to address them, such as providing support for families facing transportation or health challenges, connecting students with mental health resources, and ensuring that families are aware of the academic consequences of poor attendance (Chang & Romero, 2008).	The effectiveness of this action will be assessed using CA Dashboard Indicator for Chronic Absenteeism. (M7.4)

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7.27	**Action:** GEAR UP Program **Need:** The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below (Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide	Maintaining social-emotional and academic intervention (GEAR UP) classes at the secondary level provides critical support for unduplicated pupils—including foster youth, English Learners, and socioeconomically disadvantaged students—by offering a structured elective course that integrates SEL (social-emotional learning) lessons with academic skill-building. These classes help students develop resilience, self-management, and a sense of belonging, all of which are key predictors of academic engagement and long-term success. Research shows that SEL programs in schools significantly improve students' social-emotional skills, attitudes, behavior, and academic performance, with effects lasting well beyond the intervention period (Durlak et al., 2011, Child Development).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and course grades, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.4, & M7.9)
7.31	**Action:** Counselors at High Impact High Schools **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in	Continuing to provide an English Language Development (ELD) Counselor at Valencia High School and a Counselor at El Camino High School is essential for ensuring that the academic, social, and emotional needs of Unduplicated Pupils (UPs)—including English Learners (ELs), socio-economically disadvantaged (SED) students, and Foster Youth (FY)—are adequately monitored and supported. Research consistently shows that targeted counseling services are crucial for the success of these student groups, who often face	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, M7.9)

Goal and Action #	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
	English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Schoolwide	additional barriers such as language challenges, cultural adjustments, and socio-economic stressors that can impact their academic and emotional well-being (Wang et al., 2014). Having dedicated counselors who specialize in ELD services allows schools to provide personalized academic guidance, ensure proper course placements, and offer socio-emotional support that helps ELs and other UPs navigate school successfully (Brock, 2010).	
7.32	**Action:** Secondary Intervention Classrooms **Need:** Despite overall improvements in suspension and chronic absenteeism rates districtwide, middle and high school student groups—particularly Foster Youth, English Learners (ELs), and Socioeconomically Disadvantaged (SED) students—continue to exhibit elevated levels of need, signaling the necessity for additional behavioral intervention supports. In 2023–2024, the district's suspension rate declined to 0.6% (Blue), yet Foster Youth remained in the Yellow performance band with 6.5% suspended at least once. Chronic absenteeism also decreased districtwide from 17.8% to 12.2% (Yellow); however, rates for Foster Youth (27.8%), ELs (19.4%), and SED	Continuing to maintain school-based intervention programs at secondary schools is essential for addressing the academic, behavioral, and social-emotional needs of Unduplicated Pupils (UPs), including socio-economically disadvantaged (SED), English Learners (ELs), and Foster Youth (FY). These programs play a critical role in closing achievement gaps and reducing suspension rates, which are often disproportionately high for UPPs. Research has consistently shown that targeted intervention programs, which provide personalized support in academic, behavioral, and social-emotional areas, significantly improve student outcomes by addressing the specific challenges these students face (Baker et al., 2006; Sugai & Simonsen, 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, Chronic Absenteeism, and Suspensions. (M7.1-M7.4)

Goal and Action #	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
	students (18.6%) remain significantly higher than average. **Scope:** LEA-wide		
7.35	**Action:** Dual Language Academy **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Schoolwide	Expanding and supporting a Dual Language Academy (DLA) through a 90/10 model starting in Transitional Kindergarten (TK) and Kindergarten, providing Spanish intervention after school and in the summer, and establishing a high school DLA program at Esperanza High School is a strategic approach to promoting bilingualism, biliteracy, grade-level academic achievement, and cross-cultural competence. Research has consistently shown that dual language immersion programs not only support the development of proficiency in two languages but also enhance academic outcomes for students, particularly English Learners (ELs) and socio-economically disadvantaged (SED) students (Thomas & Collier, 2002). The 90/10 model, where the majority of instruction is delivered in the target language (Spanish in this case) in the early grades, has been shown to accelerate language acquisition while maintaining high academic standards in both languages (Genesse, 2008).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics as well as student course performance. (M7.1, M7.2, & M7.9)

Goal and Action #	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
7.38	**Action:** Interpretation Services **Need:** Achievement data from the 2023–2024 CA Dashboard reveals persistent academic performance gaps for English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) in both English Language Arts and Mathematics. While districtwide performance remains strong—Green in ELA with 65.32% meeting or exceeding standards and 35.6 points above standard, and Green in Math at 55.95% and 11 points above standard—ELs scored 44.4 points below standard in ELA and 64.9 points below in Math, placing them in the Orange and Yellow performance bands, respectively. These gaps highlight the critical need for increased family engagement, particularly among linguistically diverse families. **Scope:** LEA-wide	Offering interpretation assistance for materials and support for families attending conferences, meetings, trainings, or committee sessions is crucial for ensuring equitable access to educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
8.1	**Action:** Behavioral Intervention and Support **Need:** Students across the district—particularly student groups such as Students with Disabilities (SWD), English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students—continue to demonstrate significant academic and behavioral needs. English Language Arts and	Providing full-time Registered Behavior Technicians (RBTs) at each elementary school and intervention and attendance support at the secondary schools is a strategic required action to address the unique behavioral and academic challenges faced by Unduplicated Pupils (UPs) and Students with Disabilities. Research has shown that early behavioral intervention is critical for students who exhibit disruptive behaviors or experience difficulties in social-emotional regulation, both of which are common among UPs	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts and Mathematics for Students with Disabilities, Socioeconomically Disadvantaged, Hispanic Students, and English Learners. (M8.1 & M8.2)

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	Mathematics performance on the CA Dashboard remains in the Red indicator for these groups, with especially alarming Distance from Standard (DFS) scores. Progress remains particularly low for SWD and ELs across multiple sites, with several schools reporting 0–10% of students meeting or exceeding standards. Additionally, chronic absenteeism rates remain high among these subgroups, further impacting academic outcomes. These persistent academic and attendance disparities signal an urgent need for comprehensive, targeted behavioral interventions and support systems to improve engagement, access, and achievement. **Scope:** LEA-wide	(Sugai & Simonsen, 2012). RBTs are highly trained professionals who can implement evidence-based behavioral interventions to help students develop positive behaviors, improve social skills, and engage in classroom activities more effectively (Ferguson et al., 2015).	
8.2	**Action:** Mental Health Support **Need:** Students across the district—particularly student groups such as Students with Disabilities (SWD), English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students—continue to demonstrate significant academic and behavioral needs. English Language Arts and Mathematics performance on the CA Dashboard remains in the Red indicator for these groups, with especially alarming Distance from Standard (DFS) scores. Progress remains particularly low for SWD and ELs across multiple sites, with several schools	Providing additional psychologists at school sites to support the unique needs of students who are at risk, particularly socio-economically disadvantaged (SED) and foster youth (FY) students, is a critical required action for promoting their mental health and well-being. Research consistently shows that students from these groups are more likely to experience mental health challenges, such as anxiety, depression, and trauma, which can hinder their academic success and overall school engagement (Perry et al., 2013). Having additional psychologists available allows for timely identification of emotional and behavioral concerns and ensures that students receive targeted, evidence-based interventions to support their mental health (Weist et al., 2003).	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts and Mathematics for Long-Term English Learners and Foster Youth and Chronic Absenteeism for groups that are currently Red at sites. (M8.1, M8.2, & M8.6)

Goal and Action #	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
	reporting 0–10% of students meeting or exceeding standards. Additionally, chronic absenteeism rates remain high among these subgroups, further impacting academic outcomes. These persistent academic and attendance disparities signal an urgent need for comprehensive, targeted behavioral interventions and support systems to improve engagement, access, and achievement. **Scope:** LEA-wide		
8.3	**Action:** Behavioral Support and Supervision **Need:** Students across the district—particularly student groups such as Students with Disabilities (SWD), English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students—continue to demonstrate significant academic and behavioral needs. English Language Arts and Mathematics performance on the CA Dashboard remains in the Red indicator for these groups, with especially alarming Distance from Standard (DFS) scores. Progress remains particularly low for SWD and ELs across multiple sites, with several schools reporting 0–10% of students meeting or exceeding standards. Additionally, chronic absenteeism rates remain high among these subgroups, further impacting academic outcomes. These persistent academic and attendance disparities signal an urgent need	Maintaining two ABA (Applied Behavior Analysis) supervisors to provide consultation, collaboration, interventions, and transitional support is essential for addressing students' behavioral and social-emotional needs, particularly for those with disabilities or at risk. ABA supervisors play a critical role in overseeing the implementation of behavior intervention plans, ensuring they are evidence-based and tailored to meet individual student needs (Horner et al., 2014). Their expertise ensures that Registered Behavior Technicians (RBTs) are effectively supervised and supported in their work, allowing for consistent, high-quality behavioral interventions that improve student outcomes (LeBlanc et al., 2005). This support is particularly beneficial for students who experience behavioral challenges, as these interventions can reduce disruptive behaviors, improve social interactions, and increase engagement in the classroom (Cook et al., 2015).	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts and Mathematics for Students with Disabilities, Socioeconomically Disadvantaged Students, Hispanic Students, and English Learners. (M8.1 & M8.2)

Goal and Action #	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
	for comprehensive, targeted behavioral interventions and support systems to improve engagement, access, and achievement. **Scope:** LEA-wide		
9.1	**Action:** Class Size Reduction **Need:** El Camino Real Continuation High School was identified as receiving the lowest performance levels on the CA Dashboard. Schoolwide indicators in the Red include: English Language Arts, Math, English Learner Progress, and College and Career Readiness. **Scope:** Schoolwide	Providing additional teaching staff at El Camino Real Continuation High School to maintain lower class sizes is essential for better serving the academic needs of students, particularly those who may face greater challenges in traditional educational settings. Research consistently shows that smaller class sizes allow for more individualized attention, which is crucial for students who are at-risk, including those at continuation high schools (Krueger, 2003). With reduced student-to-teacher ratios, teachers can more effectively tailor instruction to meet the diverse academic needs of students, provide timely feedback, and foster a supportive learning environment. For continuation high school students, who may face significant barriers to academic success, such as past school disengagement or personal hardships, the opportunity to receive more personalized instruction can greatly improve their engagement, academic outcomes, and overall school experience (Balfanz et al., 2007).	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts, Math, English Learner Progress and College and Career Readiness at El Camino. (M9.1, M9.2, M9.4, M9.10)

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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Additional EL Sections at Secondary Schools **Need:** In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap. **Scope:** Limited to Unduplicated Student Group(s)	This action strengthens the district's English Language Development (ELD) program by ensuring that all English Learners receive both designated and integrated English instruction, fostering language acquisition and improving academic achievement across all subject areas. Research supports the effectiveness of integrated and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)
3.3	**Action:** Bilingual Aides **Need:** In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in	Providing bilingual instructional aides at high-impact schools is a proven strategy for supporting English learners (ELs) by enhancing comprehension, engagement, and academic performance through language support. Research by Slavin & Cheung (2005) found that bilingual education programs, including the use of bilingual	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism,

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	Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap. **Scope:** Limited to Unduplicated Student Group(s)	aides, lead to significantly better outcomes for ELs compared to English-only instruction. Additionally, the National Academies of Sciences, Engineering, and Medicine (2017) emphasize that integrating students' home language into instruction promotes cognitive development and long-term academic success.	College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)
3.7	**Action:** ELD Instruction and Support **Need:** Elementary English Learner (EL) students continue to face significant academic challenges in both English Language Arts and Mathematics. Based on iReady Diagnostic data, only 22% of EL students were early on grade level or above in ELA and 15% in Math by Winter 2023-24—reflecting only modest gains from the prior year. Similarly, the CA Dashboard shows that less than 12% of EL students met or exceeded standards in both ELA and Math, with Distance from Standard (DFS) scores remaining substantially below grade level (-44.4 in ELA and -64.9 in Math). **Scope:**	Providing English Language Development (ELD) Academic Support Teachers at elementary schools is essential to ensuring that English learners (ELs) receive targeted language instruction and academic support throughout the year. Research indicates that dedicated ELD instruction significantly improves ELs' English proficiency and academic achievement, particularly when integrated into daily learning (Saunders, Goldenberg, & Marcelletti, 2013). The National Academies of Sciences, Engineering, and Medicine (2017) also emphasize that ELs benefit most when they receive structured, research-based ELD support alongside core content instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts and Math and local assessments such as the iReady Diagnostic for Reading and Math. (M3.2, M3.3, M3.8, & M3.9)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.8	**Action:** ELD Teacher Support **Need:** In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap. **Scope:** Limited to Unduplicated Student Group(s)	Providing increased District English Language Development (ELD) Teacher on Special Assignment (TOSA) support at all school sites is vital for enhancing the quality and consistency of ELD instruction and services across the district. Research shows that effective ELD instruction, when delivered by experienced teachers with specialized knowledge, significantly improves English learners' language proficiency and academic outcomes (Goldenberg, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress and Graduation Rate. (M3.1-M3.3 and M3.5-M3.7)
3.9	**Action:** Translation Services **Need:** In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to	Continuing to provide district translation services is crucial for supporting English learners (ELs) and their families, ensuring effective communication and fostering greater parental engagement and participation. Research shows that when parents of ELs have access to translated materials and support, they are more likely to be actively involved in their child's education, which positively impacts academic outcomes (Mapp & Kuttner, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.16).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap. **Scope:** Limited to Unduplicated Student Group(s)		
3.10	**Action:** English Language Assessment Center **Need:** Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. From Fall 2023 to Fall 2024, the percentage of ELs scoring Level 4 in Reading dropped from 12% to 10%, and in Writing from 19% to 14%. While Listening scores remained flat at 23%, and Speaking saw a slight decline from 52% to 50%. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide centralized language assessment services within the Family Resource Center is essential for the accurate identification and assessment of English learners (ELs), as well as for the coordination of appropriate services. Research highlights that early and accurate identification of ELs is critical for ensuring they receive the right support to succeed academically (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
3.12	**Action:** Bilingual Community Liaisons **Need:**	Continuing to provide Bilingual School/Community Student Advisors at sites with high populations of English learners (ELs) is critical for supporting both students and their families in navigating educational systems and resources. Research	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English

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	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	highlights that bilingual advisors can bridge cultural and linguistic gaps, helping ELs and their families better access academic support, services, and community resources (Garcia & Kleifgen, 2010). By having advisors who speak the home language of the families, schools can foster stronger relationships and ensure families feel more included in the educational process, leading to increased student engagement and academic success.	Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress and Graduation Rate. (M3.1-M3.3 and M3.5-M3.7)
3.13	**Action:** Administrative Support **Need:** Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency	Continuing to provide administrative support and leadership at the district office is essential for effectively implementing the English learner (EL) program in accordance with state and federal guidelines. Research demonstrates that strong administrative leadership is crucial for ensuring compliance with regulations and the successful implementation of EL programs (Menken & Korth, 2008). By overseeing program development, monitoring progress, and ensuring adherence to legal requirements, district leadership can help	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.16).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district. **Scope:** Limited to Unduplicated Student Group(s)	ensure that ELs receive appropriate services, resources, and support.	
3.16	**Action:** ELD Coordination **Need:** Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable	Continuing to provide support at the site level for the coordination of the English learner (EL) program is essential for ensuring fidelity to the program's goals and effectively meeting the needs of EL students. Research underscores that site-level coordination plays a critical role in maintaining program consistency and aligning instructional practices with the specific needs of ELs (August & Shanahan, 2006). By having dedicated support at the school site, districts can monitor the implementation of EL strategies, provide targeted professional development, and ensure that teachers have the resources necessary to deliver high-quality instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.7 & M3.10-M3.16).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	outcomes for English Learners across the district. **Scope:** Limited to Unduplicated Student Group(s)		
3.18	**Action:** Guided Language Acquisition and Design (GLAD) **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	Providing OCDE Guided Language Acquisition Design (GLAD) training is crucial for building academic language and literacy for all students, particularly English learners (ELs) and emergent bilingual students. Research indicates that GLAD strategies are effective in enhancing language acquisition by integrating academic content with language development in a systematic and engaging way (Echevarria, Vogt, & Short, 2017). GLAD's focus on visual, interactive, and collaborative learning helps ELs develop both academic language and critical thinking skills, leading to improved comprehension and performance in core subjects (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	The effectiveness of this action will be measured through the percentage of English Learners scoring Level 4 on the ELPAC in reading, writing, listening, and speaking. (M3.12-M3.16)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** AVID Excel program for LTELs **Need:** A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide the AVID Excel Summer Bridge and year-long program is essential for supporting English learners (ELs) in their language development and academic achievement. Research has shown that programs like AVID Excel, which focus on both language development and college-readiness skills, are highly effective in closing achievement gaps for ELs (Cordova-Cobo & Garcia, 2019).	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. (M4.1 & M4.2)
4.2	**Action:** English Learner Sections at Secondary Schools **Need:** A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide Bridging and Expanding ELD sections across middle and high schools is critical for ensuring that Long-Term English Learners (LTELs) receive both designated and integrated ELD instruction, which is essential for their academic success. Research shows that targeted ELD instruction, which combines explicit language development with content-area learning, significantly supports LTELs in acquiring academic language and achieving success across subjects (Echevarria, Vogt, & Short, 2017).	The effectiveness of this action will be measured by the percentage of LTELs scoring a Level 4 on ELPAC in reading, writing, listening, and speaking. (M4.6-M4.9)
5.1	**Action:** McKinney Vento Support Staff **Need:**	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento TOSA and support staff, is essential for addressing the systemic barriers	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically

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	The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years. **Scope:** Limited to Unduplicated Student Group(s)	these students face. The 2024 CA Dashboard data highlights persistent achievement gaps. Research confirms that wraparound support services, including community linkages and parental engagement, significantly improve student outcomes by addressing non-academic barriers such as housing instability, food insecurity, and lack of access to educational resources (Moore et al., 2014). Additionally, the McKinney-Vento Act mandates support for homeless and highly mobile students, ensuring they receive consistent educational opportunities (NCHE, 2020).	Disadvantaged Students, specifically Homeless students. (M5.10-M5.15)
5.4	**Action:** McKinney Vento Program Support **Need:** The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and	Continuing to bolster the academic achievement of homeless students through after-school tutoring is essential in addressing the educational challenges faced by this vulnerable population. Research indicates that students experiencing homelessness are at a significantly higher risk of academic struggles due to frequent school disruptions, lack of access to resources, and increased stress (Masten et al., 2015). Targeted tutoring programs provide consistent academic support, helping to mitigate learning loss and improve student performance, particularly in core subjects such as reading and math (Hernandez, 2011).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students, specifically Homeless students. (M5.10-M5.15)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years. **Scope:** Limited to Unduplicated Student Group(s)		
5.5	**Action:** Family Literacy and Math Nights **Need:** In 2024, the academic performance of Socio-Economically Disadvantaged (SED) students remained in the Orange performance level on the CA Dashboard for English Language Arts (ELA) and Yellow for Math, while the districtwide performance was Green for both subjects. Additionally, the College/Career Indicator for SED students remained at the Orange level, compared to the districtwide Green level. However, chronic absenteeism among SED students decreased, bringing their attendance rates in line with the overall district. **Scope:** Limited to Unduplicated Student Group(s)	Facilitating family literacy and math nights is a crucial strategy for supporting the academic success of socio-economically disadvantaged (SED) students by equipping families with the tools to reinforce learning at home. Research shows that parental involvement in literacy and math development significantly improves student achievement, particularly for low-income families (Van Voorhis et al., 2013). Providing phonics training, reading strategy instruction, and foundational math skills workshops empowers parents to support their children's learning, leading to stronger academic outcomes and increased confidence in both reading and math (Sénéchal & Young, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts and Math. (M5.1 & M5.2)
5.6	**Action:** Elementary School Counselors at High Impact Sites **Need:**	Full-time counselors at these sites will focus on improving attendance, supporting academic achievement, and promoting emotional well-being. This targeted support is intended to reduce chronic absenteeism rates, close opportunity gaps, and ensure equitable access to student success	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Chronic absenteeism rates at these targeted schools remain high or very high compared to the rest of the district. These schools serve large populations of students who qualify for free or reduced-price lunch and are disproportionately impacted by barriers to consistent attendance. The CA Dashboard Chronic Absenteeism indicator remains in the Orange and Yellow for these schools. **Scope:** Limited to Unduplicated Student Group(s)	resources. Research from the American School Counselor Association (ASCA) and other studies has shown that schools with lower student-to-counselor ratios see improved attendance rates, stronger academic outcomes, and enhanced social-emotional support, particularly in schools serving high-needs populations (Lapan, Gysbers, & Petroski, 2001; ASCA, 2019).	(M5.1, M5.2, M5.5, M5.7, & M5.8)
5.7	**Action:** Additional Transportation Support **Need:** In 2023-2024, the district identified 3,475 homeless students—an increase from the prior year—many of whom lack consistent means to access school. While the chronic absenteeism rate for homeless students improved from 31.6% to 22.6%, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA (DFS -44.5) and Math (DFS -79.2). Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.6% in 2023-2024 (Yellow). However, nearly 1 in 5 SED students are still chronically absent—often due to transportation challenges. These attendance issues contribute directly to lower academic performance and diminished long-	Providing additional transportation routes at high-impact sites is essential for ensuring that socio-economically disadvantaged (SED) students can access school consistently, thereby reducing chronic absenteeism. Research highlights transportation barriers as a significant contributor to absenteeism among low-income students, directly impacting their academic achievement and long-term success (Gottfried, 2017). Studies show that students who face transportation challenges are more likely to miss school, leading to lower test scores, decreased engagement, and higher dropout rates (Balfanz & Byrnes, 2012). By expanding transportation services, districts can remove a critical barrier to attendance, ensuring that SED students have equitable access to education and the support needed for academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in Chronic Absenteeism. (M5.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	term outcomes, especially for students already facing systemic inequities. **Scope:** Limited to Unduplicated Student Group(s)		
5.8	**Action:** Additional Administrative Support at High Impact Sites **Need:** Glenview, Rio Vista, Tynes, Kraemer, and Valadez serve student populations with complex needs. These campuses face persistent challenges related to high numbers of socioeconomically disadvantaged and English Learner students, chronic absenteeism, and the need for tiered interventions. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide assistant principals at high-impact Title I school sites is essential for supporting student achievement, reducing chronic absenteeism, and improving student safety. Research shows that strong school leadership is a key factor in fostering academic success, particularly in schools serving low-income students (Leithwood et al., 2020). Assistant principals play a critical role in implementing data-driven interventions, supporting teachers, and ensuring students receive necessary academic and behavioral support (Grissom et al., 2021). Additionally, their presence helps address chronic absenteeism by strengthening attendance monitoring systems, engaging families, and removing barriers to consistent school attendance (Balfanz & Byrnes, 2012).	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for Socio-economically Disadvantaged Students. (M5.1 - M5.9)
5.9	**Action:** Advancement Via Individual Determination (AVID) Program **Need:** On the California School Dashboard, the College and Career Readiness Indicator (CCRI) is currently rated orange for key student groups in PYLUSD, including homeless students, English Learners, and students with disabilities. This designation highlights significant opportunity gaps and the urgent need for targeted interventions to	The AVID (Advancement Via Individual Determination) program supports unduplicated pupils such as low-income students, long-term English learners, foster youth, and homeless students by building academic skills, college awareness, and a strong support system that prepares them for postsecondary success. AVID promotes equity through strategies like focused note-taking, academic tutorials, and college readiness activities that directly address barriers faced by these student groups. Implementing AVID ensures consistent access and helps create a college-going culture across schools. Research	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	improve postsecondary preparedness for these student populations. **Scope:** Limited to Unduplicated Student Group(s)	shows AVID students are more likely to complete college entrance requirements and enroll in college compared to their peers (AVID Center, 2022).	
6.1	**Action:** Tutoring Services for FY **Need:** In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide both in-district and out-of-district tutoring services for Foster Youth (FY) is essential to addressing their unique academic challenges and closing achievement gaps. The 2024 CA Dashboard highlights persistent disparities. Research shows that Foster Youth face frequent school disruptions, leading to gaps in learning, lower academic performance, and higher dropout rates (Pecora et al., 2012). Targeted tutoring interventions have been shown to improve educational outcomes for at-risk students by providing individualized academic support, strengthening foundational skills, and increasing engagement (Zetlin et al., 2010).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts and Math. (M6.1 & M6.1)
6.6	**Action:** Professional Development for Staff **Need:** In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The	Providing professional development for staff to increase awareness and understanding of the unique needs of Foster Youth (FY) is essential for creating a supportive and inclusive school environment that fosters academic success and emotional well-being. Research indicates that FY students face significant educational barriers, including frequent school changes, trauma, and lack of stable academic support, which contribute to lower achievement levels and higher dropout	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism. (M6.1-M6.4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level. **Scope:** Limited to Unduplicated Student Group(s)	rates (Pecora et al., 2012). Educator training on trauma-informed practices, social-emotional learning, and the specific challenges FY students encounter has been shown to improve student-teacher relationships, enhance classroom engagement, and increase academic resilience (Clemens et al., 2017).	

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.

Not Applicable

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.

PYLUSD does not receive concentration grant funding. N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
aff-to-student ratio of assified staff providing ect services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	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)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$248,880,904	$23,846,390	9.581%	0.000%	9.581%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$233,542,469.57	$8,063,765.21	$189,920.86	$2,233,517.65	$244,029,673.29	$236,439,545.77	$7,590,127.52

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Targeted Intervention	All	No			All Schools	25-26 School Year	$143,816.00	$0.00	$0.00	$143,816.00	$0.00	$0.00	$143,816.00	
1	1.2	Foundational Math	All	No			All Schools	25-26 School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Foundational Writing	All	No			All Schools	25-26 School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Computer Science	All	No			All Schools		$119,030.18	$0.00	$0.00	$75,000.00	$0.00	$44,030.18	$119,030.18	
1	1.5	Middle School Athletics	All	No			All Schools Middle School		$113,436.00	$133,500.00	$0.00	$246,936.00	$0.00	$0.00	$246,936.00	
1	1.6	PLUS Program	Students with Disabilities	No			Specific Schools: Venture Academy		$0.00	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	
1	1.7	ADVANCE Program	Students with Disabilities	No			Specific Schools: El Camino Real Continuation High School and Venture Academy		$67,492.63	$0.00	$0.00	$67,492.63	$0.00	$0.00	$67,492.63	
1	1.8	Preschool Program	All	No			All Schools Preschool students		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Engaged Community	All	No			All Schools		$0.00	$31,230.00	$31,230.00	$0.00	$0.00	$0.00	$31,230.00	
1	1.10	5th/6th Grade Combination Class Elimination	All	No			All Schools 5th and 6th Grade		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.11	Innovative Programs	All	No			All Schools		$75,000.00	$132,068.00	$0.00	$207,068.00	$0.00	$0.00	$207,068.00	
2	2.1	Districtwide Staffing	All	No			All Schools		$203,791,159.74	$0.00	$203,791,159.74	$0.00	$0.00	$0.00	$203,791,159.74	
2	2.2	Professional Development, Training, and Task Forces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,011,369.74	$177,254.95	$581,611.90	$555,028.33	$0.00	$51,984.46	$1,188,624.69	
2	2.3	Instructional Materials, Supplies, and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,700.00	$751,693.13	$21,700.00	$731,693.13	$0.00	$0.00	$753,393.13	
2	2.4	State Testing	All	No			All Schools		$70,000.00	$0.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	
2	2.5	Resource Distribution	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Training for Classified Staff	All	No			All Schools		$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
3	3.1	English Language Development (ELD) Professional Development	English Learners	No			All Schools		$48,326.60	$5,000.00	$0.00	$53,326.60	$0.00	$0.00	$53,326.60	
3	3.2	Additional EL Sections at Secondary Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School		$175,223.25	$0.00	$175,223.25	$0.00	$0.00	$0.00	$175,223.25	
3	3.3	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview		$384,363.12	$0.00	$384,363.12	$0.00	$0.00	$0.00	$384,363.12	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Special Education Staff Training	Students with Disabilities	No			Specific Schools: Melrose Ruby Topaz Rio Vista Glenview Valadez Kraemer Tuffree Valencia El Dorado Esperanza		$13,449.92	$0.00	$0.00	$0.00	$13,449.92	$0.00	$13,449.92	
3	3.5	English Language Proficiency Assessments for California (ELPAC)	English Learners	No			All Schools		$285,096.16	$0.00	$145,096.16	$140,000.00	$0.00	$0.00	$285,096.16	
3	3.6	Additional Instructional Materials for EL Support	English Learners	No			All Schools		$0.00	$72,141.20	$0.00	$72,141.20	$0.00	$0.00	$72,141.20	
3	3.7	ELD Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary		$1,228,191.08	$0.00	$1,228,191.08	$0.00	$0.00	$0.00	$1,228,191.08	
3	3.8	ELD Teacher Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$445,670.79	$4,000.00	$115,167.32	$0.00	$82,549.80	$251,953.67	$449,670.79	
3	3.9	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$84,343.95	$0.00	$84,343.95	$0.00	$0.00	$0.00	$84,343.95	
3	3.10	English Language Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$325,994.15	$18,500.00	$263,554.03	$80,940.12	$0.00	$0.00	$344,494.15	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	All English Learners	No			All Schools		$4,842.40	$15,157.60	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
3	3.12	Bilingual Community Liaisons	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Melrose, Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer		$336,402.94	$0.00	$336,402.94	$0.00	$0.00	$0.00	$336,402.94	
3	3.13	Administrative Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$199,176.17	$0.00	$199,176.17	$0.00	$0.00	$0.00	$199,176.17	
3	3.14	Melrose Literacy Coach	All	No			Specific Schools: Melrose Elementary		$139,749.99	$0.00	$0.00	$139,749.99	$0.00	$0.00	$139,749.99	
3	3.15	EL Progress Monitoring and Intervention	English Learners	No			All Schools		$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	
3	3.16	ELD Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School		$69,000.00	$0.00	$69,000.00	$0.00	$0.00	$0.00	$69,000.00	
3	3.17	ELD Summer Program	English Learners	No			All Schools Elementary		$286,830.24	$38,775.00	$0.00	$325,605.24	$0.00	$0.00	$325,605.24	
3	3.18	Guided Language Acquisition and Design (GLAD)	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$35,000.00	$150,000.00	$185,000.00	$0.00	$0.00	$0.00	$185,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
3	3.19	English Learner Master Plan	English Learners	No			All Schools		$58,581.00	$181,770.00	$0.00	$0.00	$0.00	$240,351.00	$240,351.00	
3	3.20	Needs-Responsive Schools	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.21	English Learner Snapshot	English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	AVID Excel program for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School		$177,036.70	$40,170.00	$68,982.64	$0.00	$0.00	$148,224.06	$217,206.70	
4	4.2	English Learner Sections at Secondary Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School		$511,848.53	$0.00	$511,848.53	$0.00	$0.00	$0.00	$511,848.53	
4	4.3	English Language Development Curriculum	Long-Term English Learners	No			All Schools		$0.00	$57,000.00	$0.00	$57,000.00	$0.00	$0.00	$57,000.00	
4	4.4	EL Progress Monitoring	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	OCDE LTEL Network	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	ELAC and DELAC	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.7	LTEL Engagement	Long-Term English Learners	No			All Schools		$0.00	$58,581.00	$0.00	$0.00	$0.00	$58,581.00	$58,581.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	At-risk for LTEL	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.9	LTEL Identification	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.10	Academic Progress Check-ins	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.11	Professional Development	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.12	Goal-Setting	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.13	Progress Monitoring	Long-Term English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	McKinney Vento Support Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$442,865.55	$0.00	$365,076.05	$0.00	$0.00	$77,789.50	$442,865.55	
5	5.2	McKinney Vento Tutoring	Homeless Students	No			All Schools		$20,000.00	$0.00	$0.00	$0.00	$0.00	$20,000.00	$20,000.00	
5	5.3	McKinney Vento Classified Support	Homeless Students	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.4	McKinney Vento Program Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$179,214.10	$0.00	$179,214.10	$0.00	$0.00	$0.00	$179,214.10	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Family Literacy and Math Nights	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Brookhaven, Fairmont, Glenknoll, Golden, Mabel Paine, Morse, Sierra Vista, Topaz, Wagner, Woodsboro Elementary		$8,054.40	$4,550.00	$12,604.40	$0.00	$0.00	$0.00	$12,604.40	
5	5.6	Elementary School Counselors at High Impact Sites	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Glenview, Rio Vista, Melrose, Morse, Ruby Drive, Topaz, Tynes		$1,109,116.47	$0.00	$277,279.16	$554,558.15	$0.00	$277,279.16	$1,109,116.47	
5	5.7	Additional Transportation Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree		$0.00	$292,500.00	$292,500.00	$0.00	$0.00	$0.00	$292,500.00	
5	5.8	Additional Administrative Support at High Impact Sites	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Glenview, Rio Vista, Tynes, Kraemer, and Valadez		$966,971.11	$0.00	$966,971.11	$0.00	$0.00	$0.00	$966,971.11	
5	5.9	Advancement Via Individual Determination (AVID) Program		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Fairmont, Glenview, Golden, Lakeview, Mabel Paine,		$764,452.72	$168,564.68	$933,017.40	$0.00	$0.00	$0.00	$933,017.40	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Melrose, Morse, Rio Vista, Ruby Drive, Topaz, Tynes, Van Buren, Wagner, Woodsboro, Bernardo Yorba, Kraemer, Travis Ranch, Tuffree, Valadez, Yorba Linda MS, El Camino, El Dorado, Esperanza, Valencia, and Yorba Linda High School.										
5	5.10	Community Engagement Initiative	All	No			Specific Schools: Melrose Elementary, Valadez Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.11	Title I Parent Advisory	SED Students	No			All Schools		$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	
5	5.12	Project GLAD - Title I Instructional Coaches	SED Students	No			Specific Schools: Title I Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.13	Melrose Family Resource Center / Health Clinics	All	No			Specific Schools: Melrose Elementa		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration	All	No			Specific Schools: Title I Schools		$20,057.28	$0.00	$0.00	$20,057.28	$0.00	$0.00	$20,057.28	
5	5.15	Mentoring Program	SED Students	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.1	Tutoring Services for FY	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$8,188.64	$46,800.00	$54,988.64	$0.00	$0.00	$0.00	$54,988.64	
6	6.2	Mentoring Services for FY	Foster Youth	No			All Schools		$167,725.00	$0.00	$0.00	$167,725.00	$0.00	$0.00	$167,725.00	
6	6.3	Trauma-Informed Practices	Foster Youth	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.4	Collaboration with Child Welfare Agencies	Foster Youth	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.5	Family and Caregiver Engagement	Foster Youth	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.6	Professional Development for Staff	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$8,782.56	$25,000.00	$33,782.56	$0.00	$0.00	$0.00	$33,782.56	
6	6.7	Foster Youth Enrollment	Foster Youth	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	7.1	Teacher Collaboration and Intervention Design	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,010,186.41	$0.00	$3,010,186.41	$0.00	$0.00	$0.00	$3,010,186.41	
7	7.2	Professional Learning Communities PD	All	No			All Schools		$0.00	$24,867.60	$0.00	$24,867.60	$0.00	$0.00	$24,867.60	
7	7.3	Reduction of Class Sizes in TK/K	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		$1,360,931.16	$0.00	$1,360,931.16	$0.00	$0.00	$0.00	$1,360,931.16	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.4	Tier I Intervention	All	No			All Schools Elementary		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	7.5	Additional Intervention Support at Valencia High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School		$406,453.45	$0.00	$406,453.45	$0.00	$0.00	$0.00	$406,453.45	
7	7.6	Math Intervention Support for UPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$499,534.98	$0.00	$499,534.98	$0.00	$0.00	$0.00	$499,534.98	
7	7.7	Professional Development focused on needs of EL, SED, and FY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools		$149,946.08	$40,000.00	$189,946.08	$0.00	$0.00	$0.00	$189,946.08	
7	7.8	PYLUSD Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$388,964.56	$38,550.00	$3,750.00	$423,764.56	$0.00	$0.00	$427,514.56	
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		$2,992,791.83	$0.00	$2,570,549.99	$0.00	$0.00	$422,241.84	$2,992,791.83	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		$0.00	$204,000.00	$204,000.00	$0.00	$0.00	$0.00	$204,000.00	
7	7.11	Site Discretionary Funding for UPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$636,238.08	$636,238.08	$0.00	$0.00	$0.00	$636,238.08	
7	7.12	Additional Support Staff at High Impact Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine,		$285,675.48	$0.00	$285,675.48	$0.00	$0.00	$0.00	$285,675.48	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Melrose, Lakeview									
7	7.13	Additional Health Support at High Impact Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$720,639.35	$0.00	$720,639.35	$0.00	$0.00	$0.00	$720,639.35	
7	7.14	Instructional Aides for Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools		$240,616.71	$0.00	$240,616.71	$0.00	$0.00	$0.00	$240,616.71	
7	7.15	Library Support at High Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools		$157,122.12	$0.00	$157,122.12	$0.00	$0.00	$0.00	$157,122.12	
7	7.16	District Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,248,917.50	$0.00	$967,124.46	$102,570.60	$93,921.14	$85,301.30	$1,248,917.50	
7	7.17	District Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,469,624.25	$0.00	$1,775,669.12	$562,946.31	$0.00	$131,008.82	$2,469,624.25	
7	7.18	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$114,954.00	$0.00	$57,477.00	$57,477.00	$0.00	$0.00	$114,954.00	
7	7.19	College and Career Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools		$478,133.73	$0.00	$448,011.32	$30,122.41	$0.00	$0.00	$478,133.73	
7	7.20	Multi-Tiered Systems of Support	All	No			All Schools		$19,032.00	$0.00	$0.00	$19,032.00	$0.00	$0.00	$19,032.00	
7	7.21	Data Dashboard and Analysis System	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	7.22	Collaborative Task Forces	All	No			All Schools		$120,816.00	$0.00	$0.00	$120,816.00	$0.00	$0.00	$120,816.00	
7	7.23	Attendance Tracking and Early Intervention	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	7.24	School and District Attendance Review Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$183,000.00	$0.00	$183,000.00	$0.00	$0.00	$0.00	$183,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
7	7.25	Professional Development for Core Content Curriculum and Instruction	All	No			All Schools		$175,483.20	$0.00	$0.00	$175,483.20	$0.00	$0.00	$175,483.20	
7	7.26	Student Study Team and 504 Plan Coordination	All	No			All Schools		$174,473.40	$0.00	$0.00	$174,473.40	$0.00	$0.00	$174,473.40	
7	7.27	GEAR UP Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$486,718.11	$0.00	$261,148.11	$225,570.00	$0.00	$0.00	$486,718.11	
7	7.28	High School Credit Recovery Programs	All	No			Specific Schools: El Camino Real Continuation High School		$218,733.14	$500.00	$0.00	$219,233.14	$0.00	$0.00	$219,233.14	
7	7.29	Suicide Prevention	All	No			All Schools Middle and High School		$0.00	$16,974.40	$0.00	$16,974.40	$0.00	$0.00	$16,974.40	
7	7.30	Learning Recovery Programs	All	No			All Schools		$0.00	$808,683.26	$0.00	$808,683.26	$0.00	$0.00	$808,683.26	
7	7.31	Counselors at High Impact High Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School and El Camino Real Continuation High School		$276,096.57	$0.00	$276,096.57	$0.00	$0.00	$0.00	$276,096.57	
7	7.32	Secondary Intervention Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		$337,910.00	$70,100.00	$408,010.00	$0.00	$0.00	$0.00	$408,010.00	
7	7.33	Career Technical Education (CTE)	All	No			All Schools High School		$383,929.49	$2,719,574.62	$2,206,633.93	$722,393.18	$0.00	$174,477.00	$3,103,504.11	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.34	Parent Engagement	All	No			All Schools Specific Schools: Title I Schools		$0.00	$129,000.00	$0.00	$0.00	$0.00	$129,000.00	$129,000.00	
7	7.35	Dual Language Academy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and Esperanza HS		$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
7	7.36	Dual Enrollment	All	No			All Schools High School		$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	
7	7.37	SPSA Development	All	No			All Schools		$77,365.27	$0.00	$77,365.27	$0.00	$0.00	$0.00	$77,365.27	
7	7.38	Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	
7	7.39	Site-level Awareness	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.1	Behavioral Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		$3,104,497.78	$170,000.00	$3,104,497.78	$170,000.00	$0.00	$0.00	$3,274,497.78	
8	8.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$750,511.84	$0.00	$750,511.84	$0.00	$0.00	$0.00	$750,511.84	
8	8.3	Behavioral Support and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$297,644.16	$0.00	$176,348.50	$0.00	$0.00	$121,295.66	$297,644.16	
8	8.4	Attendance and Student Services Support	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.5	Attendance Monitoring and Analysis	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	8.6	Attendance Recovery Program	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.8	Districtwide Positive Behavior Interventions and Supports	All	No			All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
8	8.9	Implement Attendance Strategies in IEPs	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.10	Community Engagement via Parent Education	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.11	Flexible Scheduling and Accommodations	Students with Disabilities	No			All Schools		$0.00	$13,424.00	$0.00	$13,424.00	$0.00	$0.00	$13,424.00	
8	8.12	Professional Development for Educators	Students with Disabilities	No			All Schools		$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	
8	8.13	High School Co-taught Algebra 1A and 1B Courses	All	No			All Schools High School		$280,000.00	$0.00	$280,000.00	$0.00	$0.00	$0.00	$280,000.00	
8	8.14	ATSI Collaboration	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.15	College and Career Readiness	All	No			All Schools High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.16	Engagement of Parents of Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.17	Additional Academic Support for Melrose Elementary	All	No			Specific Schools: Melrose Elementary School		$0.00	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
9	9.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School		$882,447.61	$0.00	$882,447.61	$0.00	$0.00	$0.00	$882,447.61	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
9	**9.2**	AVID Program	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$7,960.00	$0.00	$7,960.00	$0.00	$0.00	$7,960.00	
9	**9.3**	Student Discipline Systems and Practices	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.4**	Counseling Support and Academic Guidance	All	No			Specific Schools: El Camino Real Continuation High School		$184,836.48	$0.00	$0.00	$184,836.48	$0.00	$0.00	$184,836.48	
9	**9.5**	College and Career	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.6**	College Link	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.7**	Math Achievement	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.8**	ELA Achievement	All	No			Specific Schools: El		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Camino Real Continuation High School									
9	**9.9**	Targeted Intervention	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.10**	Training to Support English Learners	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.11**	Attendance Monitoring	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.12**	Flexible Scheduling	All	No			Specific Schools: El Camino Real Continuation High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 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
$248,880,904	$23,846,390	9.581%	0.000%	9.581%	$26,926,984.47	0.000%	10.819 %	**Total:**	$26,926,984.47
								LEA-wide Total:	$17,611,985.56
								Limited Total:	$6,736,686.45
								Schoolwide Total:	$2,578,312.46

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 (%)
2	**2.2**	Professional Development, Training, and Task Forces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$581,611.90	
2	**2.3**	Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,700.00	
3	**3.2**	Additional EL Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School	$175,223.25	
3	**3.3**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview	$384,363.12	
3	**3.7**	ELD Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary	$1,228,191.08	
3	**3.8**	ELD Teacher Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,167.32	

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 (%)
3	3.9	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$84,343.95	
3	3.10	English Language Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$263,554.03	
3	3.12	Bilingual Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Melrose, Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer	$336,402.94	
3	3.13	Administrative Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$199,176.17	
3	3.16	ELD Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	$69,000.00	
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$185,000.00	
4	4.1	AVID Excel program for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School	$68,982.64	
4	4.2	English Learner Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School	$511,848.53	
5	5.1	McKinney Vento Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$365,076.05	
5	5.4	McKinney Vento Program Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$179,214.10	
5	5.5	Family Literacy and Math Nights	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Brookhaven, Fairmont, Glenknoll, Golden, Mabel Paine, Morse, Sierra Vista, Topaz,	$12,604.40	

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 (%)
						Wagner, Woodsboro Elementary		
5	5.6	Elementary School Counselors at High Impact Sites	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Glenview, Rio Vista, Melrose, Morse, Ruby Drive, Topaz, Tynes	$277,279.16	
5	5.7	Additional Transportation Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	$292,500.00	
5	5.8	Additional Administrative Support at High Impact Sites	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Glenview, Rio Vista, Tynes, Kraemer, and Valadez	$966,971.11	
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Fairmont, Glenview, Golden, Lakeview, Mabel Paine, Melrose, Morse, Rio Vista, Ruby Drive, Topaz, Tynes, Van Buren, Wagner, Woodsboro, Bernardo Yorba, Kraemer, Travis Ranch, Tuffree, Valadez, Yorba Linda MS, El Camino, El Dorado, Esperanza, Valencia, and Yorba Linda High School.	$933,017.40	
6	6.1	Tutoring Services for FY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$54,988.64	

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 (%)
6	6.6	Professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$33,782.56	
7	7.1	Teacher Collaboration and Intervention Design	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,010,186.41	
7	7.3	Reduction of Class Sizes in TK/K	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$1,360,931.16	
7	7.5	Additional Intervention Support at Valencia High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School	$406,453.45	
7	7.6	Math Intervention Support for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income		$499,534.98	
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools	$189,946.08	
7	7.8	PYLUSD Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,750.00	
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	$2,570,549.99	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$204,000.00	
7	7.11	Site Discretionary Funding for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$636,238.08	
7	7.12	Additional Support Staff at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview	$285,675.48	

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 (%)
7	7.13	Additional Health Support at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$720,639.35	
7	7.14	Instructional Aides for Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools	$240,616.71	
7	7.15	Library Support at High Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	$157,122.12	
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$967,124.46	
7	7.17	District Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,775,669.12	
7	7.18	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,477.00	
7	7.19	College and Career Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	$448,011.32	
7	7.24	School and District Attendance Review Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,000.00	
7	7.27	GEAR UP Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$261,148.11	
7	7.31	Counselors at High Impact High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School and El Camino Real Continuation High School	$276,096.57	
7	7.32	Secondary Intervention Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	$408,010.00	
7	7.35	Dual Language Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and	$7,000.00	

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 (%)
						Esperanza HS		
7	**7.38**	Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,000.00	
8	**8.1**	Behavioral Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$3,104,497.78	
8	**8.2**	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,511.84	
8	**8.3**	Behavioral Support and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,348.50	
9	**9.1**	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School	$882,447.61	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$247,369,903.26	$244,533,502.10

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	**1.1**	Targeted Intervention	No	$250,000.00	$249,450.00
1	**1.2**	Foundational Math	No	$0.00	$0.00
1	**1.3**	Foundational Writing	No	$0.00	$0.00
1	**1.4**	Computer Science	No	$151,718.40	$128,669.12
1	**1.5**	Middle School Athletics	No	$264,436.00	$283,445.50
1	**1.6**	PLUS Program	No	$25,000.00	$23,000.00
1	**1.7**	ADVANCE Program	No	$67,492.63	$63,649.80
1	**1.8**	Preschool Program	No	$6,500,000.00	$6,111,430.90
1	**1.9**	Special Education Resources and Program	No	$1,550,000.00	$1,245,000.00
1	**1.10**	Engaged Community	No	$12,000.00	$11,500.00
1	**1.11**	5th/6th Grade Combination Class Elimination	No	$360,000.00	$360,000.00

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	1.12	Innovative Programs	No	$1,188,800.00	$989,794.50
2	2.1	Districtwide Staffing	No	$197,039,738.44	$196,753,946.21
2	2.2	Professional Development, Training, and Task Forces	Yes	$1,310,432.08	$467,160.55
2	2.3	Instructional Materials, Supplies, and Services	Yes	$822,872.80	$1,237,803.65
3	3.1	English Language Development (ELD) Professional Development	No	$608,839.68	$536,226.95
3	3.2	Additional EL Sections at Secondary Schools	Yes	$160,000.00	$172,139.03
3	3.3	Bilingual Aides	Yes	$382,409.00	$378,316.03
3	3.4	Special Education Training	Yes	$7,500.00	$7,548.00
3	3.5	English Language Proficiency Assessments for California (ELPAC)	No	$285,096.16	$229,789.00
3	3.6	Additional Instructional Materials for EL Support	No	$88,000.00	$11,522.66
3	3.7	ELD Instruction and Support	Yes	$504,000.00	$504,000.00
3	3.8	ELD Teacher Support	Yes	$461,410.94	$461,644.12
3	3.9	Translation Services	Yes	$83,861.27	$68,216.19

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)
3	3.10	English Language Assessment Center	Yes	$329,104.23	$327,297.65
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	Yes	$10,642.40	$9,714.15
3	3.12	Bilingual Community Liaisons	Yes	$311,760.39	$291,726.84
3	3.13	Administrative Support	Yes	$190,522.85	$190,459.16
3	3.14	Melrose Literacy Coach	No	$139,749.66	$139,585.44
3	3.15	EL Progress Monitoring and Intervention	No	$36,000.00	$35,789.00
3	3.16	ELD Coordination	Yes	$46,000.00	$46,000.00
3	3.17	ELD Summer Program	No	$108,535.08	$126,363.77
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	$125,000.00	$148,274.50
3	3.19	English Learner Master Plan	No	$0.00	$0.00
4	4.1	AVID Excel Summer Bridge program for LTELs	Yes	$142,521.66	$117,386.70
4	4.2	English Learner Sections at Secondary Schools	Yes	$489,222.97	$502,715.61
4	4.3	English Language Development Curriculum	No	$57,000.00	$54,036.87
4	4.4	EL Progress Monitoring	No	$0.00	$0.00

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)
4	4.5	OCDE LTEL Network	No	$0.00	$0.00
4	4.6	ELAC and DELAC	No	$0.00	$0.00
5	5.1	McKinney Vento Support Staff	Yes	$492,464.36	$394,532.19
5	5.2	McKinney Vento Tutoring	No	$20,000.00	$16,458.00
5	5.3	McKinney Vento Classified Support	No	$10,520.00	$9,170.76
5	5.4	McKinney Vento Program Support	Yes	$169,433.06	$175,442.28
5	5.5	Family Literacy and Math Nights	Yes	$10,000.00	$10,415.42
5	5.6	Elementary School Counselors at High Impact Sites	No	$1,082,592.02	$1,090,893.32
5	5.7	Additional Transportation Support	Yes	$292,500.00	$292,500.00
5	5.8	Additional Administrative Support at High Impact Sites	Yes	$966,971.11	$917,692.66
5	5.9	Advancement Via Individual Determination (AVID) Program	No	$769,101.05	$684,629.80
5	5.10	Community Engagement Initiative	No	$0.00	$0.00
5	5.11	Title I Parent Advisory	No	$0.00	$0.00

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)
5	**5.12**	Project GLAD - Title I Instructional Coaches	No	$22,750.00	$0.00
5	**5.13**	Melrose Family Resource Center / Health Clinics	No	$0.00	$0.00
6	**6.1**	Tutoring Services for FY	Yes	$54,988.64	$32,500.00
6	**6.2**	Mentoring Services for FY	No	$167,800.00	$5,470.96
6	**6.3**	Trauma-Informed Practices	No	$0.00	$0.00
6	**6.4**	Collaboration with Child Welfare Agencies	No	$0.00	$0.00
6	**6.5**	Family and Caregiver Engagement	No	$0.00	$0.00
6	**6.6**	Professional Development for Staff	Yes	$21,282.56	$18,930.50
6	**6.7**	Foster Youth Enrollment	No	$0.00	$0.00
7	**7.1**	Teacher Collaboration and Intervention Design	Yes	$3,010,186.41	$3,010,186.41
7	**7.2**	Professional Learning Communities PD	No	$20,000.00	$19,500.00
7	**7.3**	Reduction of Class Sizes at High Impact Sites	Yes	$2,000,000.00	$2,000,000.00
7	**7.4**	Academic Support Teachers (ASTs)	Yes	$2,384,697.57	$2,531,161.13
7	**7.5**	Additional Intervention Support at Valencia High School	Yes	$446,031.49	$395,129.32

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)
7	7.6	Math Intervention Support for UPs	No	$720,000.00	$720,000.00
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	$195,316.08	$158,968.00
7	7.8	PYLUSD Induction Program	Yes	$285,830.40	$300,119.89
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	$2,479,089.21	$2,734,699.63
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	$144,000.00	$172,000.00
7	7.11	Site Discretionary Funding for UPs	Yes	$659,628.00	$659,628.00
7	7.12	Additional Support Staff at High Impact Sites	Yes	$372,504.59	$350,049.35
7	7.13	Additional Health Support at High Impact Sites	Yes	$730,729.33	$781,861.29
7	7.14	Instructional Aides for Physical Education	Yes	$180,885.77	$184,600.51
7	7.15	Library Support at High Schools	Yes	$147,983.68	$148,299.54
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	$1,771,457.22	$1,664,196.51
7	7.17	District Leadership	Yes	$2,105,145.80	$1,980,659.12
7	7.18	Administrative Support	Yes	$118,280.12	$118,015.92

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)
7	**7.19**	College and Career Technicians	Yes	$438,423.42	$350,718.35
7	**7.20**	Multi-Tiered Systems of Support	No	$25,560.00	$20,987.25
7	**7.21**	Data Dashboard and Analysis System	No	$100,000.00	$95,052.00
7	**7.22**	Collaborative Task Forces	No	$80,544.00	$48,328.83
7	**7.23**	Attendance Tracking and Early Intervention	No	$0.00	$0.00
7	**7.24**	School and District Attendance Review Teams	Yes	$183,000.00	$243,465,.64
7	**7.25**	Professional Development for Core Content Curriculum and Instruction	No	$70,163.85	$57,661.54
7	**7.26**	Student Study Team and 504 Plan Coordination	No	$174,176.40	$139,932.80
7	**7.27**	GEAR UP Program	No	$476,800.80	$397,166.62
7	**7.28**	High School Credit Recovery Programs	No	$143,908.90	$121,160.57
7	**7.29**	With Hope Program	No	$16,000.00	$14,689.97
7	**7.30**	Learning Recovery Programs	No	$984,115.20	$1,001,437.74
7	**7.31**	Counselors at High Impact High Schools	Yes	$270,131.96	$269,688.54
7	**7.32**	Secondary Intervention Classrooms	Yes	$337,910.00	$325,489.58

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)
7	7.33	Career Technical Education (CTE)	No	$3,513,377.26	$3,391,554.31
7	7.34	Parent Engagement	No	$129,000.00	$88,000.00
7	7.35	Dual Language Academy	Yes	$11,800.00	$9,718.17
7	7.36	Dual Enrollment	No	$5,000.00	$4,093.27
7	7.37	SPSA Development	No	$77,365.27	$63,578.00
8	8.1	Behavioral Intervention and Support at Elementary Sites	Yes	$1,996,224.19	$1,686,638.50
8	8.2	Mental Health Support	Yes	$748,911.00	$734,312.26
8	8.3	Behavioral Support and Supervision	Yes	$278,152.70	$287,544.03
8	8.4	Attendance and Student Services Support	No	$0.00	$0.00
8	8.5	Attendance Monitoring and Analysis	No	$0.00	$0.00
8	8.6	Saturday School Program	No	$0.00	$0.00
8	8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	No	$0.00	$0.00
8	8.8	Districtwide Positive Behavior Interventions and Supports	No	$0.00	$0.00

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)
8	**8.9**	Implement Attendance Strategies in IEPs	No	$0.00	$0.00
8	**8.10**	Attendance Parent Education	No	$0.00	$0.00
8	**8.11**	Flexible Scheduling and Accommodations	No	$35,000.00	$23,485.80
8	**8.12**	Professional Development for Educators	No	$30,000.00	$24,503.40
8	**8.13**	High School Co-taught Algebra 1A and 1B Courses	No	$207,000.00	$207,000.00
8	**8.14**	ATSI Collaboration	No	$8,782.56	$0.00
8	**8.15**	College and Career Readiness	No	$0.00	$0.00
8	**8.16**	Engagement of Parents of Students with Disabilities	No		
9	**9.1**	Class Size Reduction	Yes	$875,626.59	$874,511.01
9	**9.2**	AVID Program	No	$7,960.00	$8,546.00
9	**9.3**	Student Discipline Systems and Practices	No	$0.00	$0.00
9	**9.4**	Counseling Support and Academic Guidance	No	$183,134.05	$182,925.51
9	**9.5**	College and Career	No	$0.00	$0.00
9	**9.6**	College Link	No	$0.00	$0.00

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)
9	**9.7**	Math Achievement	No		
9	**9.8**	ELA Achievement	No		
9	**9.9**	Targeted Intervention	No		
9	**9.10**	Training to Support English Learners	No		
9	**9.11**	Attendance Monitoring	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24,337,332	$26,017,478.62	$26,017,478.00	$0.62	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
2	2.2	Professional Development, Training, and Task Forces	Yes	$582,198.89	$195,756.04	0.00	0.00
2	2.3	Instructional Materials, Supplies, and Services	Yes	$22,700.00	$15,952.07	0.00	0.00
3	3.2	Additional EL Sections at Secondary Schools	Yes	$160,000.00	$172,139.03	0.00	0.00
3	3.3	Bilingual Aides	Yes	$382,409.00	$628,316.03	0.00	0.00
3	3.4	Special Education Training	Yes	$7,500.00	$7,548.00	0.00	0.00
3	3.7	ELD Instruction and Support	Yes	$504,000.00	$504,000.00	0.00	0.00
3	3.8	ELD Teacher Support	Yes	$273,892.47	$274,399.89	0.00	0.00
3	3.9	Translation Services	Yes	$83,861.27	$68,216.19	0.00	0.00
3	3.10	English Language Assessment Center	Yes	$250,818.73	$249,689.26	0.00	0.00
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	Yes	$10,642.40	$9,714.15	0.00	0.00
3	3.12	Bilingual Community Liaisons	Yes	$311,760.39	$291,726.84	0.00	0.00
3	3.13	Administrative Support	Yes	$190,522.85	$190,459.16	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
3	3.16	ELD Coordination	Yes	$46,000.00	$46,000.00	0.00	0.00
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	$125,000.00	$62,385.00	0.00	0.00
4	4.1	AVID Excel Summer Bridge program for LTELs	Yes	$39,297.60	$39,752.63	0.00	0.00
4	4.2	English Learner Sections at Secondary Schools	Yes	$489,222.97	$502,715.61	0.00	0.00
5	5.1	McKinney Vento Support Staff	Yes	$414,855.38	$316,973.53	0.00	0.00
5	5.4	McKinney Vento Program Support	Yes	$169,433.06	$87,721.14	0.00	0.00
5	5.5	Family Literacy and Math Nights	Yes	$10,000.00	$10,415.42	0.00	0.00
5	5.7	Additional Transportation Support	Yes	$292,500.00	$292,500.00	0.00	0.00
5	5.8	Additional Administrative Support at High Impact Sites	Yes	$966,971.11	$917,692.66	0.00	0.00
6	6.1	Tutoring Services for FY	Yes	$54,988.64	$32,500.00	0.00	0.00
6	6.6	Professional Development for Staff	Yes	$21,282.56	$18,930.50	0.00	0.00
7	7.1	Teacher Collaboration and Intervention Design	Yes	$3,010,186.41	$3,578,093.37	0.00	0.00
7	7.3	Reduction of Class Sizes at High Impact Sites	Yes	$2,000,000.00	$2,000,000.00	0.00	0.00
7	7.4	Academic Support Teachers (ASTs)	Yes	$2,384,697.57	$2,531,161.13	0.00	0.00
7	7.5	Additional Intervention Support at Valencia High School	Yes	$446,031.49	$395,129.32	0.00	0.00
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	$195,316.08	$158,968.00	0.00	0.00
7	7.8	PYLUSD Induction Program	Yes	$3,750.00	$947.30	0.00	0.00
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	$2,237,785.50	$2,502,851.57	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	$144,000.00	$172,000.00	0.00	0.00
7	7.11	Site Discretionary Funding for UPs	Yes	$659,628.00	$659,628.00	0.00	0.00
7	7.12	Additional Support Staff at High Impact Sites	Yes	$372,504.59	$350,049.35	0.00	0.00
7	7.13	Additional Health Support at High Impact Sites	Yes	$730,729.33	$781,861.29	0.00	0.00
7	7.14	Instructional Aides for Physical Education	Yes	$180,885.77	$184,600.51	0.00	0.00
7	7.15	Library Support at High Schools	Yes	$147,983.68	$148,299.54	0.00	0.00
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	$1,398,930.22	$1,292,035.95	0.00	0.00
7	7.17	District Leadership	Yes	$1,644,789.04	$1,697,438.14	0.00	0.00
7	7.18	Administrative Support	Yes	$59,140.06	$0.00	0.00	0.00
7	7.19	College and Career Technicians	Yes	$410,802.78	$321,065.25	0.00	0.00
7	7.24	School and District Attendance Review Teams	Yes	$183,000.00	$243,465.64	0.00	0.00
7	7.31	Counselors at High Impact High Schools	Yes	$270,131.96	$269,688.54	0.00	0.00
7	7.32	Secondary Intervention Classrooms	Yes	$337,910.00	$325,489.58	0.00	0.00
7	7.35	Dual Language Academy	Yes	$11,800.00	$9,718.17	0.00	0.00
8	8.1	Behavioral Intervention and Support at Elementary Sites	Yes	$1,996,224.19	$1,686,638.50	0.00	0.00
8	8.2	Mental Health Support	Yes	$748,911.00	$734,312.26	0.00	0.00
8	8.3	Behavioral Support and Supervision	Yes	$156,857.04	$164,022.43	0.00	0.00
9	9.1	Class Size Reduction	Yes	$875,626.59	$874,511.01	0.00	0.00

2024-25 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)
254,758,631	24,337,332	0.00	9.553%	$26,017,478.00	0.000%	10.213%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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:

    - 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]).

    - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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.
    - 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).
                - 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.
    - 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.

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.

Requirements

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;
    - **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.

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.
    - 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,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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:
    - 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.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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.

Identify each of the state priorities that this goal is intended to address.

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.
    - 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:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - 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.
    - 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.

Complete the table as follows:

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.
    - 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).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - 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.
    - 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.
    - 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.

- 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.
    - 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.
    - 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:

Enter the LCAP Year.

U ng actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards a ieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the p mpts as instructed.

N e: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the G al 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.
    - 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.
    - 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.
    - 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.
    - 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.

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.
    - **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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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:
    - 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.
    - 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.
    - 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).

- 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.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- 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.

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).

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.

Metric(s) to Monitor Effectiveness

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

Action Tables

Complete the 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

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:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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

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%).
    - 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.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 %)**
  - 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)**
  - 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)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2025-2026

Date of Board Approval:

June 17, 2025

LEA name:

Placentia-Yorba Linda Unified School District

CDS code:

30666470000000

For which ESSA programs will your LEA apply?

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs*

The Placentia-Yorba Linda Unified School District has applied for the following programs:
-Title I, Part A
-Title II, Part A
-Title III, Part A
-Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The following Executive Summary provides information on our 2024-2027 LCAP Goals and Actions surrounding our targeted student groups: English Learners, Long-term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth students. Student Group Data, Areas of Greatest Progress and Growth, and Proposed Actions for each required student group can be found below. PYLUSD has integrated federal Title I, Title II, Title III, and Title IV funds into our LCAP. These federal funding resources are utilized to supplement and enhance District goals and priorities and are aligned with decisions on how the District's funds are spent. Decisions for the use of all Title funds are based on the District's needs assessment, with input from educational partners taken into consideration, to ensure priority spending and equitable access to bridge the achievement gap for students who are not meeting, or are most at risk of not meeting, state academic standards.The District will use federal ESSA resources to support other federal, state, and local programs to address the areas with the greatest need for improvement, performance gaps and to maintain the progress of the District.

Greatest Progress for All Students:

- PYLUSD demonstrated strong overall student performance in Mathematics and English Language Arts, with an increase of proficiency of 2.47% and 0.57%, respectively. The 95.4% graduation rate for 2023-24 and increased CTE completers led to a College/Career indicator surpassing state performance levels. The district met all local indicators on the CA Dashboard and implemented effective targeted interventions in ELA and Math. Opportunities for students with disabilities expanded, including pathways to high school diplomas, workforce transitions, and inclusive early learning through new preschools. The Middle School Athletics program was enhanced to boost student engagement, while formative assessments like CAASPP Interim Assessment Blocks were used district-wide to track progress toward state standards. Staff received robust training through the Summer Institute and throughout the year.

Areas of Growth for All Students:

- While English learner progress remains a focus, the recent decline may be understood given the all-time high reclassification rates from 2023-24. Chronic absenteeism remains the lowest-performing districtwide indicator, with particularly high rates among certain student subgroups and schools, necessitating targeted interventions. Achievement gaps persist for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged Students, highlighting the need for continued focus.

Greatest Progress for English Learners (EL):

- In 2023-24, 18.12% of students scored at the highest level on the ELPAC, and the district achieved a 25.79% EL reclassification rate, a 10.5% increase from the previous year. The English Language Proficiency Indicator was 50.3%, exceeding the state average by 4.6%, while chronic absenteeism for English Learners declined by 6.6%. PYLUSD is in the Full Implementation Stage for ELA/ELD Content Standards, supported by a comprehensive EL Master Plan, updated reclassification and monitoring processes, and dedicated ELD and Academic Support Teachers for all elementary schools. Additionally, strong ELAC and DELAC partnerships foster robust parental involvement.

Areas of Growth for English Learners (EL):

- In alignment with the state, our English Learners face significant achievement gaps, with only 11.35% meeting or exceeding ELA standards on the CAASPP, compared to 68.9% of all PYLUSD students. Similarly, only 11.54% met or exceeded math standards on the CAASPP, compared to 55.95% of all PYLUSD students. The graduation rate for ELs is 7.6% lower than the district average and only 15.8% of ELs met A-G requirements in 2023-24, significantly below the 59.3% rate for all students.

Greatest Progress for Long-Term English Learners (LTEL):

- For the 2023-24 school year, the percentage of Long-Term English Learners (LTELs) decreased to 8.8% from 9.2% in 2022-23. PYLUSD is in the Full Implementation Stage of California State Content Standards for ELA/ELD, supported by a comprehensive EL Master Plan and updated reclassification and monitoring processes. The district achieved a 25.79% EL reclassification rate, a 10.5% increase from the previous year, while professional development and the Summer Institute focused on strategies to address the unique needs of ELs and LTELs.

Areas of Growth for Long-Term English Learners (LTEL):

- In PYLUSD, 96.44% of Long-Term English Learners (LTELs) did not meet math standards on the CAASPP, showing a 2.31% improvement from last year, while 94.78% did not meet ELA standards, reflecting a 0.72% improvement.

Greatest Progress for Socioeconomically Disadvantaged Students (SED):

- Graduation rates for Socioeconomically Disadvantaged (SED) students increased by 2.6% to 94.4%, with 45.5% meeting A-G requirements, a 1.6% increase from the previous year. Suspension rates declined by 0.8%, and chronic absenteeism dropped by 8%, improving from "red" to "yellow." AVID expanded to 10 secondary and 12 elementary sites, including 3 National Demonstration Sites, with future plans for further growth. The district also opened a new Family Resource Center at Melrose to support students and families, while tutoring and mentoring programs served over 100 Foster Youth. Expanded Early Learning opportunities were provided through new preschools, and Summer Institute and professional development opportunities supported teachers and staff

Areas of Growth for Socioeconomically Disadvantaged Students (SED):

- In PYLUSD, 52.16% of Socioeconomically Disadvantaged (SED) students met or exceeded standards in English Language Arts (ELA), compared to 65.32% of all students, and 40% met or exceeded standards in Math, compared to 55.95% of all students. Additionally, 47.8% of SED students were placed in the prepared level for the College and Career Indicator, while 59.8% of all students achieved this level.

Greatest Progress of Foster Youth (FY):

- In the 2023-24 school year, 28.13% of FY met or exceeded standards in ELA, a notable increase of 8.13% from the previous year, though still lower than the 65.32% of all students. Chronic absenteeism decreased by 3.7%, and the suspension rate declined by 0.5%. FY students made significant progress in ELA, improving by 5.3 points and moving from "red" to "yellow" in overall performance levels. Student Services streamlined enrollment and services for FY, while over 100 students benefited from tutoring and mentoring programs, fostering academic support through personalized tutoring connections.

Areas of Growth for Foster Youth (FY):

- In Math, 15.63% of Foster Youth met or exceeded standards, compared to 55.95% of all students, while 27.8% of Foster Youth were chronically absent, significantly higher than the 12.2% of all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Placentia-Yorba Linda Unified School District (PYLUSD) uses federal funds to supplement and enhance local priorities. These local priorities are outlined in the district's LCAP. This critical document is aligned to California's State Priorities and serves to guide all district services funded with federal, state, and local funds. The following are the key initiatives outlined under each of the District's Local Control and Accountability Plan goals.

Goal 1: *PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.*

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to be successful and meet or exceed grade level expectations.

Actions aligned with federal use of funds to include:

2.2 - Professional development for certificated staff
2.4 - Effective CAASPP administration
2.5 - Equitable distribution of resources
2.6 - Professional development for classified staff

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Actions aligned with federal use of funds to include:

- 3.4 - Professional development to assist English Learners with IEPs
- 3.6 - Ensuring equitable access to core and supplemental ELD curriculum
- 3.20 - Ensuring assets-oriented and needs-responsive schools
- 3.21 - Implementation of an English Learner Snapshot

Goal 4: PYLUSD will close the achievement gap for Long-term English Learners.

Actions aligned with federal use of funds to include:

4.1 - AVID Excel program
4.7 - Engaging with LTELs
4.8 - Early intervention for students at-risk for LTEL
4.9 - Teacher and staff awareness of LTELs
4.10 - Structured check-ins with LTELs
4.11 - Gather qualitative insights from LTELs and families of LTELs
4.12 - Effective language teaching strategies
4.13 - Student-driven goal setting and progress monitoring
4.14 - LTEL progress monitoring

Goal 5: PYLUSD will close the academic achievement gap for Socioeconomically Disadvantaged (SED) students.

Actions aligned with federal use of funds to include:

5.4: Provide a dedicated counselor to support students experiencing homelessness with social, emotional, and wellness needs.

5.5: Facilitate family literacy and math nights to provide phonics training, reading strategy training, and foundational math and conceptual skills training for families focused on low income sites.

5.6: Provide full-time elementary school counselors at Title I elementary sites with higher populations of SED students to support attendance, academic success, and emotional well-being as well as reduce the chronic absenteeism rate.

5.7: Provide additional transportation routes at high impact sites to ensure SED students are able to access school in order to reduce their chronic absenteeism rate.

5.8: Provide assistant principals to high impact Title I school sites in order to support student achievement, reduce chronic absenteeism, and improve student safety.

5.9: Provide Advancement Via Individual Determination (AVID) program focused on increasing academic achievement and college/career readiness for first generation college-bound students across the district.

5.10: Complete year 2 of the Community Engagement Initiative in order to increase our ability and capacity to implement effective, equitable and culturally responsive community engagement practices.

5.11: Continue to support the Title I Parent Advisory Committee in order to ensure the voices of SED families are heard and families are engaged in the process of increasing student achievement.

Goal 6: PYLUSD will close the academic achievement gap for Foster Youth students.

Actions aligned with federal use of funds to include:

6.1: Continue to provide in district and out of district tutoring services for FY.

6.2: Continue to provide an adult FY mentor at all school sites to direct interventions, address reengagement, support learning recovery, provide educational case management and advocacy, and promote the social and emotional needs of pupils in foster care.

6.3: Implement trauma-informed practices to create a supportive and understanding environment for foster youth by learning how to recognize and address potential trauma that may affect attendance.
6.4: Continue to foster collaboration between the school district and child welfare agencies by establishing clear communication channels in order to share relevant information and coordinate efforts to support FY.

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through districtwide and schoolwide actions.

- Expand the partnership with OC Grip to include three elementary sites.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% Minority Enrollment
Rio Vista Elementary	641	499	77.8	593	93.7
Melrose Elementary	379	356	93.9	375	98.8
John Tynes Elementary	640	394	61.6	586	91.6

Ruby Drive Elementary	380	333	82.9	370	97.4
Topaz Elementary	417	362	86.6	395	94.5
Morse Elementary	382	264	69.1	333	87.2
Glenview Elementary	617	252	40.8	505	81.9
LEA Total	3456	2460	73.20%	3157	92.10%
Valadez Academy	557	535	96.1	545	97.4
Kraemer Middle School	915	484	52.9	816	89.1
LEA Total	1472	1,019	74.5	1,361	93.2
El Camino Real High School	150	126	84	138	90
LEA Total	150	126	84%	138	90%

School Site	Total Teachers	# of Ineffective Teachers	% Ineffective Teachers	# of Out-of-Field Teachers	% Out-of-Field Teachers	# of Inexperienced Teacher	% of Inexperienced Teacher
Rio Vista Elementary	29.00	0.00	0%	0.00	0%	0.00	0.00%
Melrose Elementary	21.00	0.00	0%	0.00	0%	0.00	0.00%
Glenview Elementary	24	0.0	0%	0.00	0%	0.00	0.00%
John Tynes Elementary	32.00	0.00	0%	0.00	0%	0.00	0.00%
Ruby Drive Elementary	17.00	0.00	0%	0.00	0%	0.00	0.00%
Topaz Elementary	19.00	0.00	0%	0.00	0%	0.00	0.00%
Morse Elementary	16.00	0.00	0%	0.00	0%	0.00	0.00%
LEA Total	**158**	**0**	**0%**	**0**	**0%**	**0**	**0%**
Valadez Middle School	29.00	0.00	0%	0.00	0%	0.00	0.00%
Kraemer Middle School	39.00	1.00	3%	0.20	1%	0.00	0.00%
LEA Total	**68**	**1**	**3%**	**0**	**1%**	**0**	**0%**

El Camino Real High School	11.00	0.00	0%	0.40	4%	0.00	0.00%
LEA Total	**11**	**0**	**0%**	**0**	**4%**	**0**	**0%**

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Placentia-Yorba Linda Unified School District (PYLUSD) performs calculations every year to demonstrate that each of their Title I schools are equivalent to Non-Title I schools regarding students being taught by effective and experienced teachers. An annual Title I Comparability Report identifies any existing disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The **Student to Instructional Staff Ratios - Form D,** of PYLUSD's Comparability Report, is equal to or less than 110% of the average ratio of non-Title I schools. In addition, the annual **Student to Staff Salary Ratios - Form E** shows that PYLUSD also meets compliance requirements.

Additionally, the Human Resources Department uses the California Department of Education's Equity Data Analysis Tools to analyze equity data and identify disparities. Annually, the Human Resources credentialing technician certifies each year the number of teachers not appropriately credentialed or misassigned.

In 2024-2025, PYLUSD certified 100% of teachers throughout the entire district as having met the Every Student Succeeds Act (ESSA) criteria. If disparities should occur in future years, Placentia-Yorba Linda Unified School District staff would conduct a root cause analysis, engage educational partners to solicit feedback in the development of actions and services in order to develop an equitable access strategy.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers**

	• **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** • **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:
The Placentia Yorba Linda Unified School District makes every "Effort to seek parent input in decision-making at the district and each school site, including how the district will promote parental participation in programs for unduplicated pupils."

Specific actions involving Family and Community Engagement actions in the 2024-2027 LCAP include:

- Strengthening the ELAC and DELAC partnerships and parental involvement opportunities at all Title Schools
- Coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and procedures. Explore hosting DELAC at high-impact school sites in addition to the district office.
- Continue to provide equitable services for SED students through a Family Resource Center

(FRC) by providing a McKinney Vento TOSA and support staff to coordinate services and support parents.

- Continue to actively participate in the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs
- Continue to support and expand the Title I Parent Advisory Committee in order to ensure the voices of SED families are heard and families are engaged in the process of increasing student achievement
- Increase parent engagement by providing translation services, hosting family workshops, and providing professional development at Title 1 school sites.
- Increase parent engagement efforts by hosting workshops, training, and events at the school site and the district office.
- Complete year 2 of the Community Engagement Initiative Cohort V to Increase the ability and capacity to implement effective, equitable, and culturally responsive community engagement practices.

The above services provide coordination of targeted parent education, professional development, and
family and community engagement to support school needs and goals. As part of this work, the Educational and Student Support Services Divisions will work directly with schools and site-level staff to engage and communicate with parents; Facilitate and support parent advisory committees; Provide professional development to school site staff and training for parents; Organize parent outreach in the community; Support community/parent volunteer activities.

These actions also include work such as producing required parent notifications, information and outreach services to parents and the community about schools and programs available in PYLUSD (by location) and events occurring within the broader Placentia-Yorba Linda Unified community. PYLUSD Title 1 schools hold annual Title I meetings and trainings for the School-Parent Compacts and School Site Council members (including ELAC members). Student progress reports are sent Each trimester and quarterly for secondary families. Parent teacher conferences are held in the fall for elementary school parents and more as needed.

The District will utilize the following activities to support parents/guardians as part of the Title 1 Parent Advisory group:

- Assisting parents with understanding the standards, assessments, and requirements of the Title I
- programs, including how to monitor and support the learning needs of their students.
- Supporting ongoing meaningful, two-way communication with families through email channels,
- Aeries parent portals, and website postings.
- Building the capacity of parents and school staff to build partnerships for student success, including
- Educating teachers and principals on the value and utility of contributions from students' families.

- Provide informed participation of parents who have limited English proficiency and parents with disabilities.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

PYLUSD was proactive in giving ample notice to parents for participation in the input-gathering process. Educational partner input meetings were held for LCAP including students, staff, and community members in this process. The Parent and Family Engagement Policy was evaluated by the School Site Council for Title PYLUSD schools and adopted for each school year. As displayed below, PYLUSD will continue the practice of a cycle of review and rewrite for 2024-2027.

- Review years - review with parent involvement groups for input (SSC, PTA, ELAC, etc.)
- Rewrite years - a team of stakeholders must come together for a rewrite. Consider members from: SSC, PTA, ELAC, etc.

The Importance of California Community Schools Grant Funding for PYLUSD

The California Community Schools Partnership Program (CCSPP) represents a transformative opportunity for the Placentia-Yorba Linda Unified School District (PYLUSD) to deepen its commitment to equity, whole-child support, and academic excellence. If awarded, this grant would provide critical resources to implement a comprehensive community schools model that addresses the academic, social-emotional, and wellness needs of our students and families.

With CCSPP funding, PYLUSD can strengthen partnerships with local organizations, expand access to health and mental health services, increase family engagement, and provide wraparound supports that remove barriers to student success. This approach aligns with our district's vision of ensuring that every student graduates prepared for college, career, and life.

The impact of this funding would be both immediate and long-lasting—enhancing school climate, improving student outcomes, and creating sustainable systems of support across our campuses. By investing in the whole child and the whole community, PYLUSD can build stronger, more resilient schools where all students thrive.

School	~~**2023-2024**~~	**2024-2025**	**2025-2026**	**2026-2027**	**2027-2028**
El Camino	~~Review~~	Rewrite	Review	Rewrite	Review
Glenview	~~NA~~	Write	Review	Rewrite	Review
Melrose	~~Review~~	Rewrite	Review	Rewrite	Review
Morse	~~Rewrite~~	Review	Rewrite	Review	Rewrite

Rio Vista	~~Review~~	Rewrite	Review	Rewrite	Review
Ruby Drive	~~Review~~	Rewrite	Review	Rewrite	Review
Topaz	~~Rewrite~~	Review	Rewrite	Rewrite	Rewrite
Tynes	~~Review~~	Rewrite	Review	Rewrite	Review
Kraemer	~~Review~~	Rewrite	Review	Rewrite	Review
Valadez Academy	~~Rewrite~~	Review	Rewrite	Review	Rewrite
Van Buren			Write	Review	Rewrite
Tuffree Middle School			Write	Review	Rewrite

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

PYLUSD helps parents better understand the state academic standards by providing access to a CCSS link on the PYLUSD Website, notifications of the State and local academic assessments prior to ELPAC and CAASPP testing, and monitoring student progress through updated Aeries log-in entries. Parents work directly with PYLUSD educators to improve the achievement of their children. Teachers provide parents with their child's schedule during the initial Back to School Night meeting and inform parents of academic requirements for promotion and graduation. Finally, parents are given access to the school's handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Staff members outline the technology expectations in the PYLUSD Student Handbook and PYLUSD Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the PYLUSD Foster/Homeless Youth Liaison located at the Family Resource Center. Parents are given information on various digital platforms used by PYLUSD students, the student information system/parent portals to view their child's grades and attendance, tips for using

technology, and parents are provided support in the use of Aeries. In addition, our PYLUSD Website offers parents a wide variety of resources related to safety and wellness.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

PYLUSD works closely with the communities ofPYLUSD to build strong partnerships. Parent workshops, quarterly SSC and ELAC meetings and parent information nights are held throughout the year. Blackboard Connect and Peachjar provide access in both English and Spanish to all community members to inform and invite parents to events such as Open House, Back to School Night and Parent/Teacher Conferences.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Teachers have ongoing communication with parents and provide numerous opportunities for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. Each Title 1 Elementary has a State Preschool program offering a robust learning experience. The highest priority for us is to meet the needs of each student. To that end, our curriculum is embedded in a learning environment rich in a variety of developmentally, linguistically, and culturally appropriate materials and meaningful activities that encourage opportunities for children to make choices, self-initiate, and construct their learning process by observing, exploring, experimenting, and engaging in activities.
As facilitators of children's learning, our teachers provide opportunities for respectful, responsive, and reciprocal interactions; a caring and nurturing environment where children feel safe, respected, and loved. Teachers guide children in developing their thought processes through encounters with materials, the real world, conversations, group discussions, and symbolic representations in multiple forms: art, music, movement, dance, drama, construction, and writing. The staff is committed to building a supportive and collaborative relationship with families with critical information on health and safety, child development, and community resources that may benefit each family.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The PYLUSD staff provides a copy of the Annual Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook. Blackboard and Peachjar is used for keeping parents informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish. Furthermore, a weekly Monday message to inform parents of updates as well as providing highlights and the “Good News” of events happening in PYLUSD.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourage input to increase support for students and families. All activities are held in English and Spanish. PYLUSD staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

PYLUSD’s annual notification is printed in English and Spanish. PYLUSD staff members are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. All PYLUSD campuses are ADA-compliant and accessible by all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are printed and translated into Spanish.

Describe how the LEA will align parent involvement required in this section with the LCAP Educational partners engagement process.

Parent involvement and educational partner engagement is an ongoing process and is incorporated into the 2024-27 LCAP. During the 2024-25 school year, PYLUSD students, staff and community were given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings included a designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. At the end of each Educational Partner meeting, a Feedback form was provided for additional input for each action related to the LCAP. In addition, parents, students and teachers were provided with the annual Educational partner survey to collect district-wide data about our focus areas.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Title I Schoolwide Programs annually conduct a comprehensive needs assessment based on an analysis of State and Local data, surveys, as well as the Resource Equity Diagnostic self-assessment tool, to understand the current state of education equity and excellence for students in our school system — including strengths and gaps across all 10 dimensions of education resource equity. The Resource Equity Diagnostic is designed to support high-level conversations and build shared understanding across teams. Then, teams analyze the data for each dimension of equity with the DIY Resource Equity Analysis. Site Leadership Team, district support team, school advisory committees and School Site Council. The Annual Review of the School Plan analyzes State and Local data to determine the effectiveness of goals, actions, and expenditures toward increasing the achievement of students. During the annual review, schools compare planned goals, actions, and expenditures with actual goal outcomes, actions, and expenditures. An analysis of these results for each goal of the three goal areas provides the next steps and needed revisions for our SPSA goals, actions, and expenditures to meet the identified needs determined from our comprehensive needs assessment. School Plan goals are aligned to PYLUSD's LCAP goals based on state and local metrics. The goals and actions in the SPSA support the academic needs and social-emotional well-being of our students, while also ensuring we empower our parents, families, and community to be active partners in the education of our students. The school plans identify and address any resource inequities through the review of District and school-level budgets, the comprehensive needs assessment, and the SPSA Annual Review. Federal and state funds allocated to the school are developed and coordinated in the School Plan. Goals and actions are monitored throughout the year with the site Leadership Team, district support team, school advisory committees, and School Site Council. SPSA activities include items such as personnel to support evidence-based academic and behavior interventions, coaches to build instructional capacity, intervention supports for students, extended learning opportunities, supplemental instructional materials, opportunities for students to have a well-rounded education, as well as professional learning to increase teacher's content and pedagogy knowledge.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PYLUSD provides homeless children and youths, support on enrollment, attendance, and success of homeless children and youths by providing a district liaison and program specialist. The liaison and program specialist provide identification, transportation, tutoring resources, monitoring, and case management of homeless students through the District's McKinney-Vento program. They also provide multi-tiered support, including transportation services to school of origin, for Foster Youth in order to maintain educational stability and continuity. The McKinney Vento Homeless Education Program provides:

- Immediate enrollment for students in their School of Origin or School of Residence.
- Advocacy for educational stability by allowing homeless students to remain in their school of origin despite multiple moves during the school year.
- Direct involvement with school site staff to support enrollment decisions based on the student's best interests.
- Attendance and Success of homeless children and youths:
- Transportation for all eligible homeless students to their school of origin.Bus passes for students and parents are also distributed.
- Distribution of backpacks, school supplies, hygiene kits, clothing, socks, shoes, and food referrals to students and families as needed.
- Provision of direct outreach services by Liaison and program specialist to residences, hotels/motel, shelters, and schools to assist students and families with educational and social support.
- Provision of published program materials pertaining to homeless education and rights in both English and Spanish.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition to Elementary School Programs: District elementary Title I schools provide a spring Transitional Kindergarten and Kindergarten orientation for parents and students prior to the start of the school year. Orientation and onboarding provide opportunities for students and parents to support the effective transition of participants into elementary school. PYLUSD will also provide outreach prior to the start of school this fall to re-engage students and re-establish communication with families, prioritizing students at risk of not attending.

Transition to Middle School Programs: District elementary students are invited to attend Jr. High/Middle School orientations in the month of April/May and then in August for the official school orientation and welcome activities.

Transition to High School Programs: Exiting 8th-grade students have the choice of attending one of four comprehensive high schools. Each high school establishes its orientation and student scheduling dates and communicates these dates with our feeder middle/junior high schools. PYLUSD schools communicate this information with families, as well as, share data and student information with the middle schools to support accurate placement of student scheduling.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

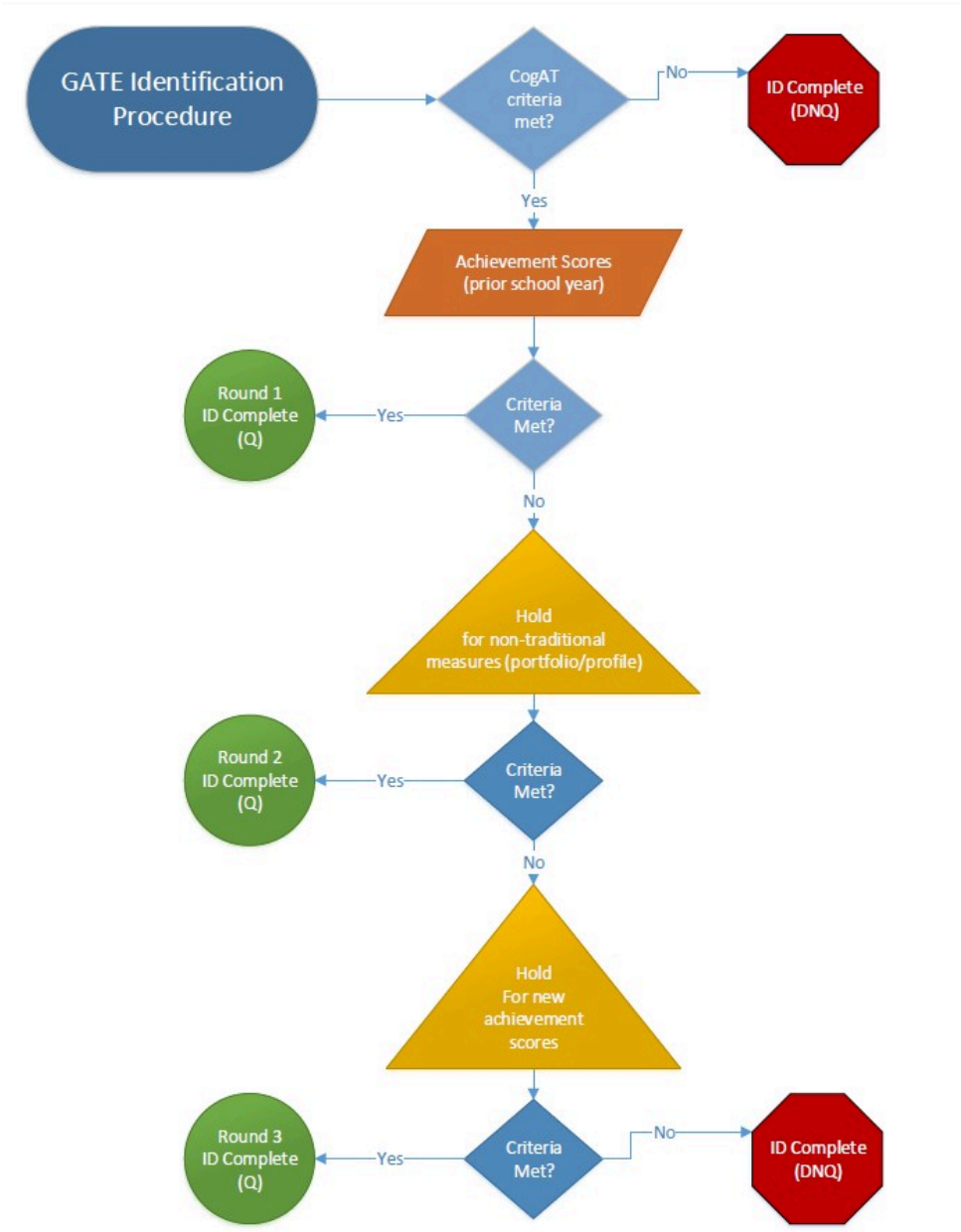
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students in third through seventh grades may qualify for the GATE program based on GATE identification criteria. These criteria include a balance between achievement testing, ability testing, and other factors. All third and fourth grade students will be screened to see if GATE services are appropriate, students in grades five through seventh may be referred for testing or evaluation by their teacher, administrator, counselor, or parent. Because the state department of education gives each district the responsibility of developing its own criteria for its GATE program, qualifications vary from district to district. Parents of students who are identified as GATE in another district should contact the PYLUSD GATE office at (714) 985-8650 prior to enrolling in the district to discuss the program options.



School Library Programs

To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement, the District will provide professional development, instruction, staff, updated library collections and library spaces, as well as updated equipment to support technology needs at all school sites.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Services Department is committed to supporting the District's mission "to inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens". This work is supported through a variety of in-district professional development opportunities for teachers and staff across all grade levels. The effective professional development offered by our department will increase the academic achievement of all students by expanding teacher capacity to support student learning. Our work is summarized by the following actions:

- Support the development of effective **Professional Learning Communities,** focused on increasing student achievement. Professional learning communities will, in turn, determine guaranteed viable curriculum, create common assessments, analyze results, and share and adjust instructional practices.
- Provide high quality and comprehensive professional development that focuses on PYLUSD Signature Practices to ensure learning occurs for all students.
- Ensure data-driven decision making for all instructional and program decisions through the use of multiple data sources.
- Increase the achievement of all English Language Learners through effective instruction using signature practices and targeted intervention.

Principals' professional development and growth are rooted in creating clarity through coherence and alignment via data-driven decision making, PLC Process, Standards-Based Instruction, Common Assessments and Targeted intervention. During the monthly TK-12 Meetings, principals engage with professional learning and using, *A Handbook for Professional Learning Communities at Work®*, by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos. Principal meetings will focus on the data-driven decision making process, refining the PLC process with professional development, coaching, and principal collaboration. Each month, grade span principals have the opportunity to engage with colleagues as the focus continues to be centered around student achievement. Each grade span meeting includes instructional walkthroughs where each school highlights their instructional focus and best practices are shared. This process has given a greater importance to building the capacity of each school site leader.

All teachers are provided the opportunity to participate in PD to strengthen capacity to deliver first, best instruction throughout the summer and school year. Specialized PD is provided throughout the year to support English Learners and to build special education teacher capacity for strengthening instructional alignment to IEPs. School PD focuses on individual site needs and PLC planning

outside the regular school day is also offered. Opportunities for teacher leadership include participation in the District Teacher Advisory Committee (TAC), District Teacher Leadership Team (Math, Science, EL Fellows), Site Leadership Team. School leaders are invited and encouraged to participate in all Professional Development opportunities offered to teachers. PYLUSD dedicates resources that are adequate, accessible, allocated appropriately toward established priorities and outcomes. Coordination of Title II, Part A activities support LCAP goals and Blueprint for Academic Success. LCAP, Title I, Part A, Title II, Part A, and Title III, are dedicated toward established priorities and outcomes. The District's Professional Learning Plan contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources

Planned professional development for the 2025-2026 school year include:

- Elementary PD - GLAD Science (TK)
- Transitional Kindergarten (TK)
    - Playful Connections: Bridging Education and Imagination
    - Professional/Consulting Services Transitional Kindergarten (TK) , GLAD Science (TK)
    - OCDE Preschool Learning Foundations & Frameworks
- Dual Language Academy (DLA)
    - iReady professional development session
    - Report Card Collaboration with partner teacher
    - CABE
    - GLAD
    - NABE (virtual only)
    - OCDE Spanish Language Development (SLD) Sessions
- GATE
    - GATE Coordinator Professional Development
- OC GLAD-25-26 GLAD Implementation- Cohorts of 15 teachers
    - Cohort 1 6th-12th
    - Cohort 2 4th Grade
    - Cohort 3 5th Grade
    - Cohort 4 6th Grade Elementary
- Teacher Collaboration and Task Forces

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The CBEDs enrollment of unduplicated pupils are analyzed annually by the Business Services and Educational Services Departments in order to equitably allocate supplemental and Title funding to schools with the highest percentage of unduplicated pupils and are implementing comprehensive support and improvement activities as well as targeted support. The District dedicates LCAP, Title I, Part A, ATSI, Title II, Part A, and Title III resources toward established priorities and outcomes accordingly.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District Departments including Educational Services, Student Support Services, Human Resources, and Expanded Learning analyze multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key actions and goals in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. This analysis occurs during weekly Director team meetings, LCAP development meetings and surveys, and district parent advisory council meetings.

Based on this analysis process, differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. Tier 1 approaches are focused on supporting the implementation of effective first instruction. Tier 2 and 3 approaches are expected to use assessment data to identify appropriate instructional interventions to support the acceleration of student learning. These tiers of support directly align to the prioritization of support for our ATSI, Focus and Priority Schools. Thus, creating a strategic approach and structure for refinement to accelerate student achievement. The District professional learning plan connects district and school priorities and needs with state and federal requirements and resources.

The District evaluates Title II, Part A professional learning activities through analysis of multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan key actions and goals during Educational Services weekly meetings. School leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs. After each professional learning session and principal meeting, participant evaluations are reviewed. Once a year, district surveys capture teacher and support staff input. The District consults with educational partners to update and improve Title II, Part A-funded activities through participant evaluations to assess levels of participation, satisfaction, usefulness, and learning, as well as changes and improvements for future activities. Qualtrics is used to survey our teachers on the quality of professional learning provided.

After each TK-12, Grade Span, and Title 1 Principal meeting, our leaders are surveyed to capture data regarding our districtwide focus on refining our PLC practices, districtwide focus on data-driven decision making (use of common assessments, analyzing data, providing targeted intervention),

Signature Teaching Practices, foundational math focus, and English Learners focus. An additional spring evaluation survey captures teacher and school support staff input. Academic, behavioral, and student climate data is captured and shared with District Parent Advisory Committees, Board of Education reports, school leadership teams, and School Site Councils. The District's Professional Learning Plan contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District is committed to providing effective high quality professional learning in order to enhance the ability of teachers, administrators, principals, and school support staff to meet the needs of students. All professional development is designed to support and improve the instruction and assessment of English Learners with a focus on increasing teaching and learning capacity in effective instructional pedagogy of curricula, formative and summative assessment practices, progress monitoring and language acquisition practices in Integrated and Designated English Language Development aligned to the ELA/ELD framework and the California ELD Standards. We take great pride in being one of the leading school districts in Orange County. We understand and value the incredible diversity that enriches our schools and communities, and we are dedicated to providing all of our students with rigorous and relevant educational experiences. Our commitment extends to the promotion of biliteracy and bilingualism, recognizing that this effort not only supports the language development of our English Language Learners but also ensures their full and meaningful engagement in learning across all subject areas.

At the heart of our district's Master Plan for English Learners lies the guiding principles of California's EL Roadmap Policy, which serve as the foundation for our approach to creating and implementing programs that go beyond the classroom. It provides clear guidance to our dedicated school and district leaders, offering a comprehensive reference to the essential services we commit to providing our English Learners. In fact, our commitment to English Learners is deeply embedded in the systems we establish, the goals we set, the relationships we cultivate with our families, and the harmonization of our practices across all school sites and grade levels. These pages symbolize our unwavering dedication to collaborating and learning together as we pursue our ongoing commitment to our rich multilingual and multicultural student population. Furthermore, the PYLUSD LCAP priorities and actions are aligned to the California English Learner Roadmap principles:

1. Assets-oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

To guide our professional development, PYLUSD uses the CA EL Roadmap's vision along with our district mission statement. In addition, the district bases professional development on the research-based social-cultural theory of learning. It approaches learning language as a social process that requires varying levels of support during interactions with peers, texts, and academic language in a variety of settings and contexts. PYLUSD believes that focusing professional development on holding high expectations and providing EL and multilingual students with the tools to utilize language as a resource for making meaning creates opportunities for ELs' ongoing success.

CA EL Roadmap Vision:

- English learners fully and meaningfully access and participate in a twenty-first-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

PYLUSD Mission:

- We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens. We are committed to being a dynamic and supportive learning community that prepares each and every student for success now and in the future.

To realize the full academic and social potential of our Multilingual learners PYLUSD will engage in the following best practices which are based on the CA EL Roadmap Principles:

- ➢ **Practice # 1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of Multilingual learners; AND
- ➢ **Practice # 2** - **Daily Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade-level academic content in order to be active contributors; AND
- ➢ **Practice # 3** - **Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade-level curriculum; AND
- ➢ **Practice # 4** - **Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

The PYLUSD priorities for Title III professional development for teachers, administrators, school and community-based organizational personnel:

1. Provide a dedicated Teacher on Special Assignment to support the needs of English Language Learners
2. The Teacher on Special Assignment will train, coach, model, and provide feedback on explicit and intentional language routines using evidence-based integrated and designated language acquisition strategies that include three key elements "Input", "Output", and "Interacting in Meaningful Ways" in all content areas.

3. The Teacher on Special Assignment will also train, coach, and model effective use of supplemental resources and materials aligned to the district's multi-tiered system of supports.
4. A variety of professional learning opportunities will be provided by grade spans during the calendar year including after contract hours as needed,monthly school cluster meetings, and summer workshops. Substitutes will be provided as needed.

PYLUSD focuses on ensuring all of our students are reading at grade level by the third grade. We currently serve about 2,424 EL students; as we meet the needs of all of our students, instructional pedagogy will help us guide our EL students to meet their academic competencies to reclassify by or before the sixth grade. Placnetia Yorba Linda Unified will continue the current ELD Master Plan 24-27. In order to increase and improve the language acquisition and language proficiency levels for all students identified as English Learners, the district will continue to provide targeted professional learning opportunities on evidence-based instructional strategies for teachers to deepen their understanding of levels of proficiency of students, different needs and capacities of each EL student, differentiation by student typology, and student language development supports needed across all content areas.

During the 2025-2026, Professional Development will include:

Implementing Principle 2 of the EL Roadmap in PYLUSD:

"Intellectually Rich and Developmentally Appropriate Learning"

In Placentia-Yorba Linda Unified School District, we are committed to ensuring that English Learners thrive academically while developing high levels of English proficiency. Guided by Principle 2 of the California EL Roadmap, our focus is to provide intellectually rich and developmentally appropriate learning experiences that honor students' identities, foster deep learning, and accelerate language development across all content areas.

For Teachers

Educators are at the forefront of this work. In every classroom, we aim to create meaningful access to grade-level content through intentional language scaffolding and culturally responsive pedagogy. Teachers across the district are engaging in professional learning focused on integrated and designated ELD, and are supported to use tools such as the **Comparative Input Chart**, **sentence frames**, and **structured academic discussion protocols** to make rigorous content comprehensible. GLAD-based strategies and content-language objectives are used to support both conceptual understanding and language growth. Lesson design now increasingly includes opportunities for students to develop academic vocabulary, engage in collaborative conversations, and express their thinking in varied ways—helping our EL students access and engage with the curriculum fully.

For Counselors

Our counselors play a vital role in supporting EL students' social-emotional and academic

development. As part of this implementation, counselors are receiving training to identify and address barriers ELs may face—whether it's related to placement, course access, or long-term reclassification status. Counselors also facilitate conversations with families, helping them understand their child's progress and available supports. Through intentional scheduling and check-ins, counselors ensure English Learners are enrolled in the appropriate courses and supported with resources tailored to their language development journey.

For Administrators

Site and district leaders ensure the conditions are in place to sustain this vision. Administrators are using data—including ELPI, reclassification rates, and student feedback—to guide instructional decisions, monitor progress, and identify professional development needs. At the site level, leadership teams foster collaborative environments where integrated ELD is expected in all content classrooms, and designated ELD is protected, intentional, and standards-aligned. Administrators are also leveraging tools like the **English Learner Snapshot** to support data-driven conversations with students, families, and staff about language development and progress toward reclassification.

Across our district, we are building a shared understanding: English Learners are capable of high-level thinking, and they deserve access to curriculum that both challenges and supports them. By implementing Principle 2 of the EL Roadmap with fidelity, we are ensuring every EL student in PYLUSD has the opportunity to succeed—academically, linguistically, and socially.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PYLUSD priorities for Title III enhanced instructional opportunities for English Learners and for immigrant children and youth by increasing Family Engagement Initiatives: Engaging parents and families in their children's education is crucial for immigrant students' academic success. PYLUSD will implement family outreach programs, workshops, and informational sessions that provide parents with the tools and resources they need to support their children's learning at home. Additionally, offering translation services, culturally sensitive communication materials, and opportunities for parents to volunteer or participate in school events can help foster a strong

partnership between the school and immigrant families, ultimately enhancing instructional opportunities for immigrant children and youth. During the 2024-2025 school year, we will join Cohort V of the Community Engagement Initiative, a Statewide System of Support through an important investment made through the Budget Act of 2018. The Community Engagement Initiative will allow us to focus on:

- Building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils.
- Identifying effective models of community engagement and metrics to evaluate those models.
- Developing effective peer-to-peer partnerships between school districts and county offices of education to deepen community engagement.
- Improve community engagement statewide and incorporate practices that prove effective toward school district and county office of education continuous improvement efforts.

PYLUSD is committed to student centered instructional programs and schools. Student academic, social-emotional and linguistic needs are a district priority and have committed state and federal funds in the LCAP to provide enhanced instructional opportunities.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PYLUSD is committed to effective programs and activities through Multi-Tiered Systems of Support to increase English Learners' academic, behavioral, social emotional, and language proficiency needs including the expansion of multilingual programs. All Professional Development is designed to support and improve the instruction and assessment of English Learners with a focus on increasing teaching and learning capacity in effective instructional pedagogy of curricula, formative and summative assessment practices, progress monitoring and language acquisition practices in Integrated and Designated English Language Development aligned to the ELA/ELD framework and the California ELD Standards. Teacher on Special Assignment will provide assistance and support for teachers on high leverage instructional strategies that enable students to attain English proficiency and increase the quality of grade-level content instruction for both Integrated and Designated ELD resulting in increased language development and progress towards grade level content mastery. Additionally, support the key look-fors of effective Designated and Integrated language development, program structure, and lesson delivery and provide professional development, coaching, modeling and feedback in best practices for language acquisition and "Family Literacy" materials and training.

Additional Title III supports include, but not limited to: NOCE(English Classes), Lexia English, Family Literacy Project, and English Learner extended learning opportunities like ASES and Summer EL Camp. The District publishes weekly news on social media and a "Good News" newsletter that includes highlights of activities that demonstrate implementation of LCAP actions.

The DELAC meetings include presentations reviewing and highlighting Title III activities, successes, and evidence -based interventions and supports. DELAC meetings also include professional development opportunities for parents on either useful technology strategies for the home or social emotional parent strategies to support their children in the home setting. The Superintendent and Assistant Superintendent address concerns during Parent Advisory groups by clarifying how the district's long term vision and mission are focused on addressing the needs of the district and share the short-term steps the district is currently taking to reach our goals.The district also responds in writing to any concerns submitted in writing.

The success of Title III actions are measured through the following metrics:

- Student and parent attendance to district sponsored activities, events, and trainings or access of district resources District formative assessment results
- Summative ELPAC results
- Reclassification rates
- DELAC Evaluations
- District created surveys
- Biannual progress monitoring of English Learners through ELLevation
- Biannual RFEP Monitoring though ELLevation
- Annual state testing

Quantitative and qualitative data collected through surveys and site visits (or learning walks) provide sufficient data to examine the effectiveness of activities.
Data is being collected and examined at various frequencies depending on the assessment to monitor performance and growth of all EL typologies to drive instruction. There are systems and structures in place to ensure sites are assessing, analyzing, and planning next steps using the assessment calendar, Professional Learning Community planning meetings, online data platforms, and the MTSS process.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PYLUSD ensures that elementary and secondary schools assist English Learners in achieving English proficiency and meeting challenging state standards through our commitment to a culture of teaching and learning and grade level mastery of content standards (language, literacy, mathematics and the sciences). English Learners' primary language is assessed as part of the

multi-tiered system of support. All schools are required to implement designated and integrated language development.

Schools are held accountable for meeting English acquisition progress for English Learners, including how educational partners are involved and what metrics will be used to determine success through the Comprehensive Needs Assessment and School Plan for Student Achievement. The metrics and actions are focused on meeting English acquisition for English Learners. EL progress monitoring includes data analysis of Fall and Spring formative and summative assessments. Student writing samples will be evaluated on a trimester basis for elementary and fall and spring for secondary. Support staff, site staff, site administration, and parents will participate in site presentations during DELAC meetings and provide feedback. SPSA has three required sections for schools: English Language Arts, English Learners and Mathematics. In the three academic achievement sections of the SPSA, integrated and designated Language supports are identified and monitored. Schools monitor EL achievement goals through SBAC, ELPAC, IReady and Lexia English. School parent advisory committees and School Site Council receive site reports aligned to SPSA goals and metrics.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1,including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2025-2026 school year, PYLUSD will partner with Disciplina Positiva, a community based organization that focuses on cultivating healthy family and community engagement campuses from the inside out. Disciplina Positiva will be our second community based organization that focuses on a model based on Adlerian Psychology. It can be used by parents, teachers, couples, business and community leaders to learn to create responsible, respectful, and resourceful relationships in their communities. Based on the best selling Positive Discipline books by Jane Nelsen, Lynn Lott, and co-authors, this model can be applied to both children and adults to become contributing members of their communities. Disciplina Positiva aims to provide Highly empowering and effective parent workshops to leverage social and emotional learning to support students and families.

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section4107;

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds will be used for activities related to supporting well-rounded education through the support of one ABA Supervisor. In addition, increasing student engagement by providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based learning to enhance the students' understanding of the STEM subjects and supporting the creation and enhancement of STEM-focused specialty schools(Lakeview & Mabel Paine). support student success through the promotion of constructive student engagement, problem solving, and conflict resolution. Title IV funds will support well-rounded educational opportunities via MTSS aligned goals by promoting Equity and Access. MTSS ensures that all students, including those from diverse backgrounds, receive the support they need to succeed academically and thrive in school. By identifying students' individual needs and providing targeted interventions, MTSS helps address achievement gaps and ensures equitable access to educational opportunities, which aligns with the goal of providing well-rounded education opportunities under Title IV. Therefore a continued investment in our PBIS Teams to facilitate supporting Whole Child Development. Title IV aims to support students' social, emotional, and physical well-being, in addition to their academic growth. MTSS addresses the holistic needs of students by providing tiered supports that target not only academic skills but also behavioral and social-emotional competencies. By promoting a positive school climate, fostering healthy relationships, and addressing students' mental health needs, MTSS contributes to creating safe and supportive learning environments, which are priorities of Title IV funding.
Supporting actions include:

- Additional TFI PD/Training for PBIS Leads
- Attending MTSS Conference
- Materials and Supplies for Registered Behavior Technicians
- Materials and Supplies Elementary STEM Lab
- Instructional Materials & Replacement of Student Materials for Middle School STEAM
- UDL Training for Teachers and Administrators

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section4108;

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds will support Safe and Healthy students through the coordinated community based services and programs in partnership with Essential Connections, Disciplina Positiva and OC Grip. The Orange County Gang Reduction and Intervention Partnership (OC GRIP) is a program involving multiple organizations, agencies, and volunteers to prevent kids from participating in gang activity and enhances the relationship between the Orange County District Attorney's office, local law enforcement, and community policing. OC GRIP has set out to provide education and recreational opportunities for students who struggle with attendance, academics, and behavior.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County School of Computer Science

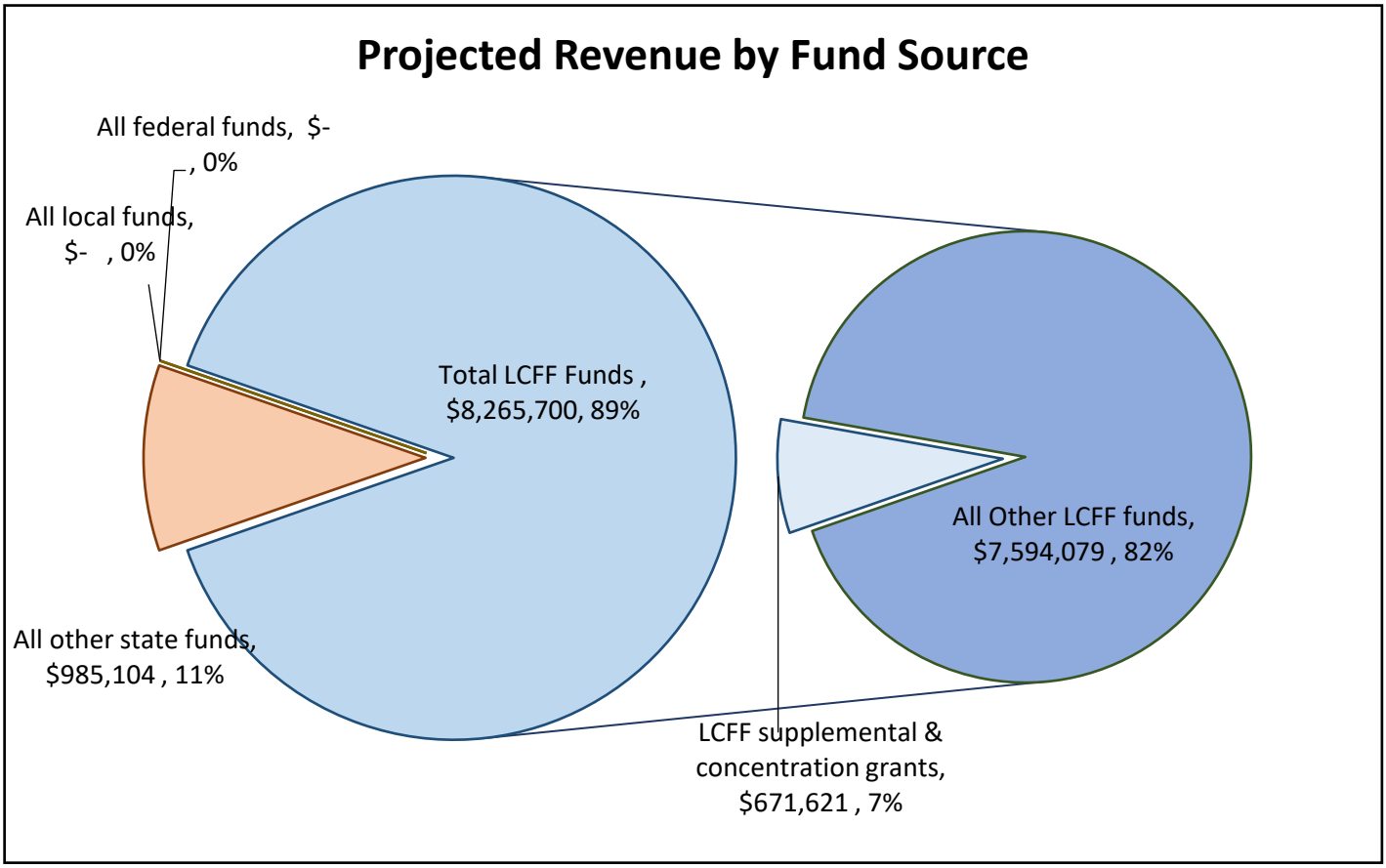
CDS Code: 30-66647-6068621

School Year: 2025-26

LEA contact information: Dr. Olivia Yaung, oyaung@pylusd.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 2025-26 School Year

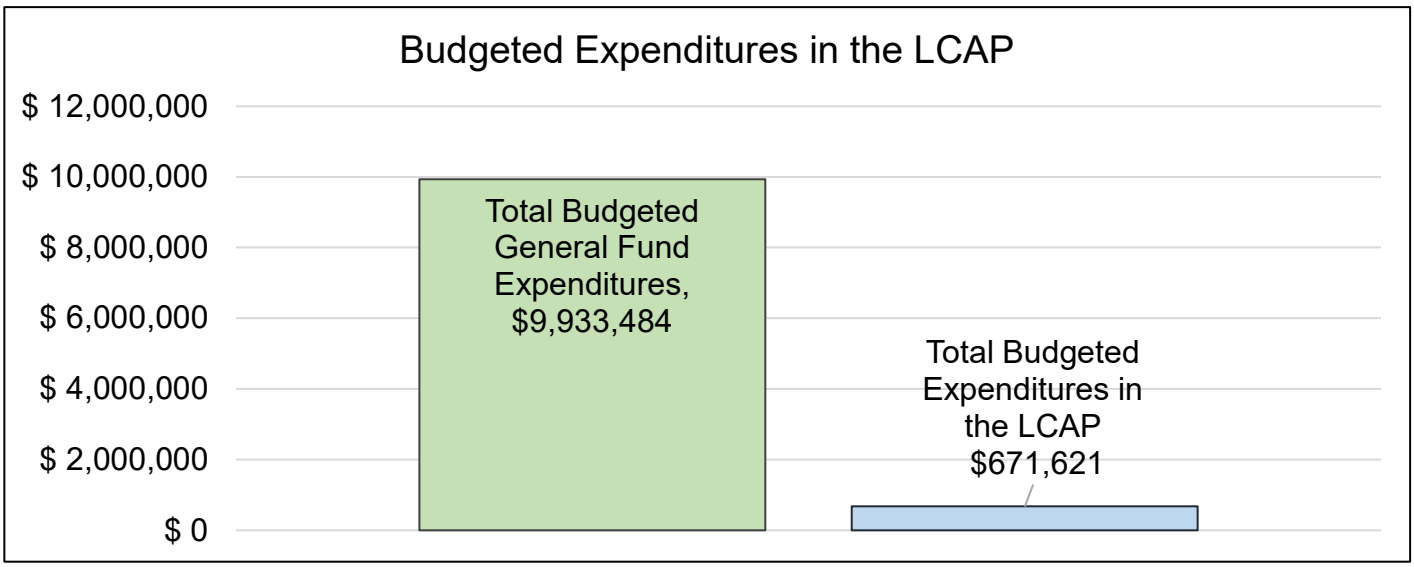


This chart shows the total general purpose revenue Orange County School of Computer Science expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County School of Computer Science is $9,250,804.00, of which $8,265,700.00 is Local Control Funding Formula (LCFF), $985,104.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $8,265,700.00 in LCFF Funds, $671,621.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Orange County School of Computer Science plans to spend for 2025-26. 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: Orange County School of Computer Science plans to spend $9,933,484.00 for the 2025-26 school year. Of that amount, $671,621.00 is tied to actions/services in the LCAP and $9,261,863.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

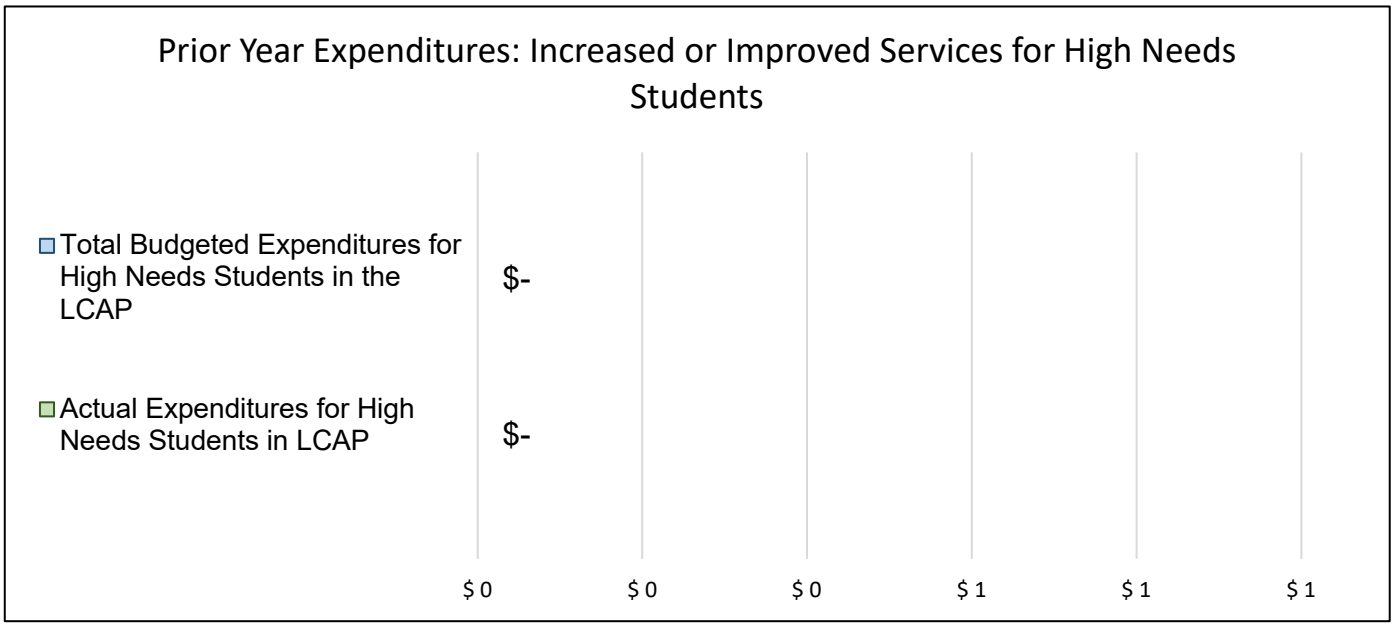
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orange County School of Computer Science is projecting it will receive $671,621.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County School of Computer Science must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County School of Computer Science plans to spend $671,621.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Orange County School of Computer Science budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County School of Computer Science 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 2024-25, Orange County School of Computer Science 's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Orange County School of Computer Science actually spent $0.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	Dr. William Gray Interim Principal, OCSCS	wgray@pylusd.org (714) 985-8756

Plan Summary 2025-26

General Information

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

The Orange County School of Computer Science (OCSCS) at Bernardo Yorba is a dependent charter school located within the Placentia-Yorba Linda Unified School District (PYLUSD that was established with a mission to provide a rigorous, inclusive, and innovative learning environment. The school's signature programs—such as the Visible Learning Framework, Mastery-Based Learning, and Innovation Lab electives—are designed to support student achievement, engagement, and equitable access to advanced coursework.

As a dependent charter school, OCSCS is still very much part of the PYLUSD family of schools and receives coordinated services from the District. 2024-25 is the first year of operation for OCSCS, and as such, the actions contained in this plan are the same as those in the PYLUSD LCAP, with a separate goal called out for additional actions that are specific to our school. During the year, we have met with our educational partners and community members in order to develop actions which are unique to the conversion charter school. These actions are outlined in Goal 9, which is specific to our school. OCSCS plans to maintain the district's actions which have been vetted through extensive educational partner feedback for the 2025-26 academic year, unless otherwise stated that they do not apply to our school. The 2025-26 LCAP, as presented, includes Metrics for Goals that reflect OCSCS, but dollar amounts are not provided, as all funding and actions are already included in the 2025-26 PYLUSD LCAP.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources to support targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies.

PYLUSD enhances learning through intervention programs before, during, and after school, along with comprehensive math and writing initiatives. Early childhood education is expanding through an inclusive preschool model, and educator training emphasizes instructional best practices as part of the district's Signature Practices initiative. Recognizing persistent achievement gaps, PYLUSD prioritizes English learner support through designated and integrated instruction, bilingual resources, and family engagement programs.

College and career readiness remains a focus, with robust Career Technical Education (CTE) pathways, dual enrollment programs, and dedicated post-secondary guidance. Student wellness is prioritized through mental health specialists, intervention programs, and suicide

prevention initiatives. The district also ensures equitable resource distribution by directing support to high-need schools and strengthening attendance monitoring systems to assist at-risk students. These strategic actions foster academic excellence, career readiness, and student well-being across the district.

PYLUSD thrives on the dedicated involvement of parents, guardians, and community partners, including PTAs, the REACH Foundation, and other local community partners who provide invaluable support and opportunities for students. With a rich history dating back to 1874, the district celebrates 150 years of educational excellence while continuing to evolve. Driven by its mission to provide rigorous and relevant learning experiences, PYLUSD empowers students to become responsible, ethical, and engaged citizens prepared for future success.

Reflections: Annual Performance

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

Of note in this data analysis is that the metrics from the CA School Dashboard are indicative of the academic performance of the school prior to its conversion to a charter school and the associated change to incorporate research-based instructional practices. Nonetheless, recent performance data highlights specific areas for improvement. While the school has achieved strong performance in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow). These trends indicate a need for targeted interventions to ensure all students, particularly English Learners and those struggling in math, receive the necessary support to succeed.

When compared to districtwide performance data, OCSCS exhibits similar trends in English Language Arts and Chronic Absenteeism but lags behind in English Learner Progress. The district as a whole maintains a Green rating in both English Language Arts and Mathematics, with an Orange rating (-1) in English Learner Progress—suggesting that language acquisition is a broader challenge requiring districtwide attention.

Reflections: Technical Assistance

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

Not applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

The Orange County School of Computer Science (OCSCS) is a dependent charter. Throughout the 2024-25 academic year, OCSCS has been part of PYLUSD and has been included in all PYLUSD educational partner feedback sessions. Additional separate feedback sessions were held with OCSCS stakeholders throughout the year as well.

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to using the Local Control and Accountability Plan (LCAP) to guide a cycle of continuous improvement. The engagement of parents, students, teachers, staff, and other community members plays a critical role in supporting the implementation, evaluation, and future adjustments of this plan. The District called upon existing advisory groups as well as held a districtwide Community Forum to ensure all voices were heard and reflected. The following groups were actively involved in the LCAP development process described below:

- OCSCS Advisory Council: The Advisory Council is composed of staff, parents, and community members to provide input on the operations of the school.
- OCSCS Staff: Staff were invited to attend the various other input sessions across the district. Input on OCSCS-specific actions was gathered via a survey and drop-in feedback sessions before & after school in March. Staff input was also gathered via the PYLUSD Stakeholder Survey.
- OCSCS Students: Student input was gathered via the PYLUSD Stakeholder Survey.
- OCSCS Parents: Parent input was gathered via the PYLUSD Stakeholder Survey as well as an explicit OCSCS-LCAP survey.
- PYLUSD District Leaders: Superintendent, Assistant Superintendents, Directors, and School Site Administrators
- Superintendent's Parent Advisory Groups: Composed of parents representing each grade span level as well as parents of students in our special education program
- Student Advisory Committee: Students representing all schools, including Unduplicated Pupils, from all grade spans
- District English Language Advisory Council (DELAC): Representatives from each school's English Language Advisory Council and other parents of English learners
- Placentia-Yorba Linda Unified Council of PTAs: Representatives from each PTA across the district
- Association of Placentia-Linda Educators (APLE): Certificated bargaining unit representatives
- California School Employees Association (CSEA, Chapter 293): Classified bargaining unit representatives
- Teacher Advisory Council (TAC): Teacher representatives from each school across the district
- Community Forums: Open community forum for all community members, including staff
- Special Education Local Plan Area (SELPA): Regular meetings with Assistant Superintendent, Student Support Services, SELPA administrator, Special Education Director, Special Education Administrator in the development of the LCAP

NOTE: There are no tribes nor civil rights organizations served by the Placentia-Yorba Linda Unified School District

parate meetings were held for each advisory group, conducted either virtually or in person to ensure accessibility. Prior to these sessions, a -recorded video outlining the budget overview, LCAP goals, and proposed actions was shared with participants. Student representation was ritized through the Student Advisory Committee, which included a diverse selection of students from multiple school sites. Efforts were

made to ensure that Foster Care, English Learner, Long-Term English Learner, and Socio-economically Disadvantaged student populations were represented, in alignment with LCAP requirements.

During the meetings, the Acting Superintendent, Assistant Superintendent of Educational Services, and Directors from Educational Services and Student Support Services provided presentations on LCAP development procedures, fiscal considerations, outcome data, and proposed actions to address identified needs. Advisory members were given recommendations for improvement and had the opportunity to offer feedback, with representatives from all district departments available to address questions. Parents, community members, students, and staff were encouraged to share perspectives and suggest areas for growth. Feedback was systematically collected through meeting notes, organized by action item, and analyzed to inform the LCAP writing team's decision-making process.

The following list of dates details the input and/or consultation sessions held to engage all of PYLUSD's educational partners:

- February 4, 2025 - Superintendent's Secondary Parent Advisory Committee
- February 5, 2025 - Student Advisory Committee (5th, 8th, and 12th grade student representatives)
- February 11, 2025 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
- February 12, 2025 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
- February 13, 2025 - Principals' Feedback Session
- February 18, 2025 - Superintendent's Elementary Parent Advisory Committee
- February 20, 2025 - CSEA (Classified Employee Association) Study Session
- February 20, 2025 - Teacher Advisory Committee Feedback Session
- March 5, 2025 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session
- March 11, 2025 - OCSCS Staff Drop-in Sessions and Electronic Survey Distribution
- March 12, 2025 - OCSCS Advisory Council Feedback Session
- March 18, 2025 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
- April 22, 2025 - PYLUSD School Board Study Session
- May 2025 - Share draft LCAP with OCDE
- June 2025 - Share draft LCAP on district website for public review
- June 2025 - Provide written responses to any LCAP concerns from PYLUC and DELAC
- June 2025 - Local Indicators School Board Presentation
- June 2025 - LCAP and Budget Public Hearing
- June 2025 - Board approval of LCAP and Local Indicators
- June 2025 - Submit approved LCAP to OCDE and post on district website in English and Spanish

The involvement of these educational partners supported improved outcomes for students, including Unduplicated Pupils. Identified needs became the driving force behind all actions in the LCAP.

Educational Partner(s)	Process for Engagement
Superintendent's Secondary Parent Advisory Committee	On February 4, 2025, the Superintendent's Secondary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking questions and sharing their perspectives during the live session. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
Student Advisory Committee	During the Student Advisory Committee meeting on February 5, 2025 via zoom, students from elementary, middle, and high school provided valuable insights on ways to enhance engagement, support, and academic success across all grade levels. Elementary students emphasized the need for more interactive learning experiences, English Language Development (ELD) support, and attendance incentives, while also advocating for stronger social-emotional support and community-building initiatives. Middle school students highlighted the importance of study halls, peer mentoring, and after-school tutoring, along with increased motivation strategies and improved communication regarding academic expectations. High school students focused on teacher engagement, instructional quality, and college and career readiness, stressing the need for structured guidance, expanded academic resources, and better communication about available support services. Across all grade levels, students voiced a strong desire for inclusive learning environments, additional extracurricular opportunities, and enhanced access to wellness resources, reinforcing the need for continued collaboration to address their evolving needs.
Mid-Year LCAP Presentation to the Board of Education	At the February 11, 2025, Board of Education meeting, a mid-year progress update on LCAP goals and actions was presented. The update included a brief budget overview and a summary of the progress made on various actions throughout the school year. Board members were also given the opportunity to provide feedback on the goals and actions discussed.
Association of Placentia-Yorba Linda Educators (APLE)	On February 12, 2025, the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation covered available budgetary resources, academic performance disparities, and proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. APLE members offered feedback on the proposed goals and actions.

PYLUSD Principals	Site principals convened for a meeting on February 13, 2025 during which district staff briefed them on the background of the LCAP, the available budgetary resources, and reviewed performance data of our various student groups. Principals actively participated in a table activity where they were tasked with reviewing proposed actions and sharing actions that are implemented at their respective sites aimed at enhancing services for unduplicated students.
Superintendent's Elementary Parent Advisory Committee	On February 18, 2025, the Superintendent's Elementary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking questions and sharing their perspectives during the live session. Moreover, they were given an electronic survey to express individual feedback. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
California School Employee Association (CSEA) Chapter 293	On February 20, 2025, the CSEA executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. CSEA members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
Teacher Advisory Committee (TAC)	On February 20, 2025, the Teacher Advisory Council and district leadership convened to review the Dashboard indicators and proposed actions to reduce existing achievement gaps. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. TAC members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
PYLUC PTA	On March 5, 2025, the PYLUC PTA Presidents met in person at the district office. District leaders offered insights into LCFF and discussed the purpose of the LCAP, presenting performance data across state priorities and Dashboard indicators. The group addressed achievement gaps and explored proposed actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. Attendees had the chance to ask clarifying questions and offer in-person suggestions. PYLUC provided feedback on all proposed actions.

OCSCS Staff Input	The OCSCS Staff was asked to provide their input on proposed actions unique to OCSCS via an electronic survey that was emailed to all staff members. On March 11, 2025 two drop-in feedback sessions were held before and after school for staff members to ask clarifying questions of the Interim Principal. Staff members were provided with clarity as needed and then were asked to fill out the form to centralize the feedback.
OCSCS Advisory Council	The OCSCS Advisory Council held a regular meeting on March 12, 2025 at the OCSCS campus, per its bylaws and practices. The Council was apprised of the draft actions unique to OCSCS and were offered the opportunity to provide their input and suggestions. Following the presentation, the Council engaged in discussions, ask questions about each goal, and provided feedback on proposed actions.
Community Town Hall, DELAC, and Title 1 Parent Advisory	The Community Town Hall and District English Learners Advisory Committee (DELAC) convened on March 18, 2025, at the district office with Spanish translation available. District leadership presented an overview of LCFF, discussed the purpose of the LCAP, and shared performance data on state priorities and Dashboard indicators. The meeting addressed achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. After the presentation, attendees were randomly assigned to small groups by goal to encourage engagement in the feedback collection process. Community members actively participated by asking questions and providing input during the live session.
Board Study Session	The Board Study Session took place on April 22, 2025. During the session, district leadership will provide an overview of the LCFF, share performance data across state priorities, and review the Dashboard indicators, with a focus on addressing achievement gaps and enhancing services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. The annual evaluation of the current year LCAP will also be discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board engaged in discussions, ask questions about each goal, and provide feedback on proposed actions.
Orange County School of Computer Science	The Orange County School of Computer Science Advisory Council met to review Dashboard performance and suggested staff actions to continue the work of the school on March 12, 2025. Informational sessions about the LCAP process were held for staff members on March 11, 2025.Surveys were sent to staff members and community members to gather their input on how the proposed actions captured the signature practices of the school and would work to support student achievement. These were sent out the week of March 10, 2025.

As a result of the various input sessions, feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered. Listed below is a summary of the feedback and ideas gathered that were specific to OCSCS.

Schoolwide actions to improve academic achievement at the Orange County School of Computer Science

Key themes from the Orange County School of Computer Science feedback sessions include:

- Educational Partners appreciated that the Innovation Labs were explicitly named as a signature practice of the school and would like resources dedicated to continuing this opportunity for students.
- The Advisory Council members were proud to see the achievement of the ELA indicator being in the Green range and the Suspension rate indicator being in the blue.
- The Advisory Council members would like to see the indicators for Math improve as that will attest to the validity of the Singapore Math curriculum and would like to see the English Learner Progress indicator improve to benefit those students.
- The Advisory Council members suggested volunteer opportunities for parents to join in supervision to help foster a positive school climate, like the WatchDogs programs at other sites.
- The Advisory Council appreciated that the Innovation Labs were explicitly named as a signature practice of the school and would like resources dedicated to continuing this opportunity for students.
- The Advisory Council shared that OCSCS does not use PBIS, but rather the Learner Mindframes from the Visible Learning professional development series that the teachers have been undergoing.

Schoolwide actions to improve academic achievement of all Unduplicated Pupils at the Orange County School of Computer Science.

Actions influenced include:

Highly qualified teachers and staff
Comprehensive instructional program which includes Computer Science principles
Mastery-based learning assessment and feedback practices
Phasing out of Dual Language Academy
Acceleration of academic language acquisition of English Learners
Conceptual mastery of mathematics
Robust attendance tracking system
Positive Behavior Interventions and Supports
Full inclusion model of Special Education
Data-based interventions
Honors level coursework and contracts

Listed below is a summary of the feedback and ideas gathered from educational partners for each relevant districtwide goal.

oal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become sponsible, ethical, and contributing citizens.

oal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade vel expectations.

Chronic Absenteeism & Attendance Support

- Current Trends: Absenteeism is improving post-COVID but still needs reduction.
- Transportation Solutions: Promote bus pass access (OCTA) and community transit options.
- Intervention Strategies:
    - Encourage partial-day attendance when possible.
    - Track and analyze absence data to address trends.
    - Improve parental awareness of attendance impact on achievement.
    - Examine attendance policies of neighboring districts (e.g., Saturday school, parent meetings).
    - Increase communication with parents and ensure independent study completion counts toward attendance.
    - Introduce student incentives for attendance but avoid promoting perfect attendance for sick students.
    - Improve engagement through extracurriculars, mentorship, and varied lesson delivery.

Academic Interventions & Instructional Support

- Math & ELA Support:
    - Expand elementary and middle school math intervention.
    - Continue IXL for all Algebra 1 levels.
    - Improve elementary math textbooks and explore alternative programs like ST Math.
    - Maintain ELD teachers and provide targeted English learner support.
    - Provide structured after-school interventions aligned with school schedules.
    - Increase bilingual staffing for translation and interpretation needs.
- Curriculum & Assessment:
    - Awareness of over-testing, especially in elementary grades.
    - Improve clarity on CAASPP assessments and compliance.
    - Increase media literacy instruction to enhance research and critical thinking skills.
    - Address challenges with combination classes (e.g., K/1, 5/6).
    - Enhance reading interventions and address writing skill gaps as a district priority.

Professional Development & Teacher Support

- Training Improvements:
    - Summer institute feedback indicates a need for more practical, classroom-ready training.
    - Teachers request additional training for new curriculum adoptions.
    - Ensure classified staff receive emergency procedure training and are compensated.

School Engagement & Student Motivation

- Extracurricular & Incentive Programs:

    - Expand middle school athletics and integrate VAPA opportunities.
    - Provide structured extracurricular activities (e.g., student council, English-learning games, academic competitions).
    - Increase opportunities for hands-on, engaging lessons to improve classroom participation.
    - Partner with businesses to introduce students to career paths.
- Parental & Community Engagement:
    - Reintroduce the Classified Advisory Committee for broader staff input.

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Key themes from the feedback sessions include:

Encouraging ELPAC Preparation at Home and School

- Utilize CAASPP website and interim ELPAC practice tests in class.
- Integrating test prep into instruction to familiarize students with the format.

Parental Communication and Support

- Communicate the importance of ELPAC during DELAC/ELAC meetings.
- Provide multilingual resources for parents.
- Offer workshops on email communication and expand multilingual outreach.
- Improve clarity in the Home Language Survey to prevent misclassification of students.

Additional Resources for English Learners, Especially in Math

- Provide Spanish versions of classroom materials.
- Increase EL support, particularly in middle school content areas.
- Explore grants for literacy coaches at additional Title I sites.
- Expand family engagement efforts.

Expanding Bilingual Aide and Staff Support

- Address concerns about bilingual aide exam difficulty and wages.
- Consider biliterate vs. bilingual classifications for aides.
- Increase language support for special education students.
- Assess staffing allocations for equitable support across schools.

Enhancing ELD Instruction and Training

- Increase GLAD training for general education teachers.

- Provide more structured small-group interventions.
- Maintain AST/ELD support with a focus on early intervention.
- Expand the use of technology tools like Lexia and Nearpod.
- Consider adding a resident substitute teacher for ELD support.

Reclassification and Student Progress Monitoring

- Improve the process for reclassifying students, especially those with IEPs.
- Track long-term EL students (LTELs) earlier to prevent stagnation.

Summer and After-School Programs for ELs

- Expand summer ELD programs to more sites, including non-Title I schools.
- Provide more targeted intervention resources for newcomers.
- Strengthen after-school tutoring and mentorship programs.

Making English Learning Engaging

- Encourage peer mentoring and classroom buddy systems.
- Increase small group and one-on-one support.
- Offer additional test-taking strategies and study skill workshops.

Districtwide Improvements in EL Services

- Ensure equitable access to bilingual community advisors.
- Explore ParentSquare for multilingual communication.
- Explore digital translation tools for textbooks and materials.
- Address discrepancies between rising math scores and declining ELA scores.

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Key themes from the feedback sessions include:

Parent and Community Engagement:

- Increase parent involvement by implementing strategies such as milestone celebrations and accessible communication.
- Explore opportunities for parents to engage in their native language to foster a sense of belonging.
- Improve awareness of translation services and school-based resources for families.

Instructional Support and Curriculum:

- Utilize software and technology to enhance language acquisition.
- Expand access to after-school tutoring, bilingual tutors, and targeted writing support.
- Provide differentiated instruction, word banks, and writing packets to address specific learning gaps.
- Consider alternative curriculums like Read 180 to strengthen reading and writing skills.
- Ensure teachers are trained in assessing student needs across language domains, with a focus on writing and literacy.

Early Intervention and Progress Monitoring:

- Identify and support students at risk of becoming LTELs before middle school.
- Increase ELPAC test awareness and integrate assessment data into classroom strategies.
- Implement goal-setting initiatives earlier and track progress through data systems like Aeries.
- Address chronic absenteeism as a barrier to academic progress and reclassification.

Student Motivation and Engagement:

- Embed motivation strategies, such as career awareness and goal-setting, to emphasize the importance of learning English.
- Expand leadership and peer mentoring programs to provide EL students with support.
- Recognize student progress with incentives, milestone celebrations, and PBIS integration.

Professional Development for Teachers:

- Train general education teachers on ELPAC rigor and effective EL instructional strategies.
- Provide site-based coaching and instructional support tailored to LTELs.
- Increase teacher awareness of LTEL data through Aeries and other analytics tools.

Additional Support and Community Partnerships:

- Expand AVID Excel and assess its effectiveness in supporting LTELs.
- Explore alternative reclassification methods for students with IEPs.
- Enhance outreach efforts through community initiatives like PIQE and potential Community Schools grants.
- Improve access to school-based bilingual resources, student ambassadors, and mentorship programs.

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Key themes from the feedback sessions include:

Career and Technical Education (CTE) Expansion

- Increase CTE pathways at Valencia High School, focusing on hands-on, technical, and trade-related programs (robotics, autobody, mechanical, manufacturing).
- Strengthen connections with community college courses to provide real-life career skills.

- Advocate for a district-wide Trade Fair, College Fair, and Career Day.

Academic Support and Intervention

- Provide intervention programs during the school day (lunch, tutorial time) to address transportation barriers.
- Expand AVID and other career-readiness programs at elementary and middle school levels.
- Address gaps in subject-specific tutoring, such as the absence of an ELA lab.
- Improve test-taking confidence and familiarity with testing formats.
- Consider structured tutorial periods during the school day to support secondary level students.

Attendance and Student Engagement

- Increase staff outreach to families to improve attendance and address chronic absenteeism.
- Principals and teachers may actively engage families through home visits and conferences.
- Encourage elementary school leaders to promote college awareness (e.g., reading books about college).
- Expand after-school sports programs to build student connections and engagement.

Counseling and Social-Emotional Support

- Ensure the availability of counselors, especially at non-Title I schools.
- Explore the implementation of SEL lessons.
- Support additional behavioral and wellness staff at high-need schools.
- Expand RBT (Registered Behavior Technician) support for intervention and special education.

Transportation and Accessibility

- Address transportation challenges preventing students from accessing after-school programs.
- Continue expanding bus routes for greater accessibility.
- Improve outreach about available transportation options for high-impact sites.

Family and Community Engagement

- Enhance school-family connections by training front office staff on available support services.
- Offer resources such as child care, supply donations, clothing drives, and financial literacy education.
- Increase partnerships with PTAs and community businesses to provide incentives for engagement.
- Explore the Community Schools model to support whole-family needs.

College and Career Readiness

- Expand financial literacy and career preparation courses.
- Improve access to information on college majors, career pathways, and application processes.
- Strengthen AVID integration and explore ways to engage non-AVID students in similar opportunities.

- Increase real-world learning experiences through internships and mentorships.

Goal 6: PYLUSD will close the academic achievement gap for Foster Youth (FY) students.

Key themes from the feedback sessions include:

Enrollment & Stability

- Research other existing support models for best practices.
- Establish policies to ensure school stability for FY despite home placement changes.
- Maintain transportation support to keep FY at the same school when possible.

Access to Resources & Support Services

- Strengthen connections with county agencies to ensure FY and families access available resources.
- Utilize FY liaison to coordinate support across schools and the district.
- Organize a Resource Fair for FY similar to special education info nights.
- Investigate/expand mental health services (CYBHI).
- Increase counselor availability at schools with FY.
- Ensure FY mentors are consistently available, even at non-Title I schools.

Academic Support & Engagement

- Enhance tutoring services with earlier referrals for struggling students.
- Improve awareness and marketing of FY tutoring services for families.
- Provide teacher training in trauma-informed practices to better support FY.
- Allow time in class for student support and homework help.
- Address challenges with transient students struggling with academic vocabulary.

School Belonging & Social-Emotional Support

- Create peer-to-peer buddy programs for school transitions.
- Develop clubs and groups where FY can share experiences and build connections.
- Offer a variety of extracurricular activities, including middle school sports and interest-based clubs.
- Build community through celebrations, school-wide activities, and SEL initiatives.
- Promote an inclusive environment with mentorship, student buddies, and staff awareness training.

Staff Training & Professional Development

- Train staff district-wide on trauma-informed practices and supporting high-need students.
- Ensure all staff working with FY (teachers, counselors, wellness specialists) know who they are and the support available.

- Improve communication about funding and support services for FY.

Additional Recommendations

- Establish a designated point person for each FY (liaison, mentor, or community liaison).
- Consider hosting or participating in a regional FY Summit for shared learning and strategy development.
- Implement absentee interventions, including monitoring, notifications, and meetings.
- Create a welcoming environment through Care Closets, service groups, and ASB/activities cards.

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

Key themes from the feedback sessions include:

Parent & Community Engagement

- Parent involvement has decreased post-COVID, affecting student performance.
- PTA meetings help inform and engage parents, but parents want more district-led programs.
- The Superintendent's Parent/Student Advisory Committee is a valuable connection between parents and the district.
- More language support is needed to involve families in the school community.
- Parenting classes should be encouraged to help parents support students.
- Improve communication about academic programs and support services for students and families.

Attendance & Absenteeism

- Chronic absenteeism remains a concern; incentive-based attendance campaigns are effective.
- Attendance tracking and reporting should be more frequent (e.g., weekly updates to principals and clerks).
- Strengthen absenteeism interventions, including home visits and SART/SARB follow-through.
- Consider attendance credit recovery at the elementary level, including Saturday school.

Academic Support & Interventions

- Continue after-school interventions and tutoring, expanding availability and structure.
- Maintain and promote tutorial periods at the secondary level.
- Investigate effectiveness and expand math labs at middle schools.
- Provide small group instruction, structured student partnerships, and pre-assessments for targeted learning.
- Maintain interventions such as Reflex for math and ST Math as in-school support.

Student Support & School Climate

- Improve student connections through clubs, buddy systems, peer mentoring, and social-emotional learning (SEL).

- Schools should foster welcoming and inclusive environments through positive reinforcement and relationship-building.
- Encourage student leadership in clubs, service groups, and new student integration activities.
- Recognize and celebrate diverse cultures to improve student belonging and engagement.
- Structured opportunities for students to connect with peers (e.g., community-building events, field days).
- Ensure schoolwide consistency in behavioral support, including PBIS and restorative practices.

Counseling & Mental Health Support

- Increase counselor availability and lower student-to-counselor ratios for personalized support.
- Ensure students and staff are aware of mental health resources.
- Health clerks at middle schools are currently part-time; consider increasing hours and training in emotional support.
- Expand trauma-informed training for teachers and staff.
- Update the Suicide Prevention Curriculum with more engaging content.

Pathways, College & Career Readiness

- Consider strengthening high school pathway programs.
- Early exposure to career pathways should start in middle school.
- Dual enrollment opportunities should be more widely advertised.
- More life skills courses should be introduced.
- Improve website updates and communication regarding available programs.
- Expand access to popular programs like manufacturing, which fills up quickly.
- Ensure students are aware of academic resources, internships, and scholarships.

Teacher & Staff Support

- Provide ongoing PD for intervention strategies, reading difficulties, and AVID strategies.
- Support teachers in behavioral management.
- Encourage teachers to incorporate more student engagement activities.
- Offer structured time for teachers to identify and support struggling students.
- Consider peer support programs where student aides assist in classrooms.

Equity & Resource Allocation

- Schools with high concentrations of ELs and SED students should receive targeted resource allocations.
- Explore the possibility of increasing district leadership support through supplemental funding.
- Ensure transparency in how funding is allocated to support unduplicated pupils.

Input gathered during educational partner feedback sessions were examined to ensure the actions proposed are needs-responsive and goals-oriented. Many of the suggestions from our educational partners will assist our district as we drive instructional improvements and

allocate resources effectively. The following actions within each goal were either created or revised based on feedback from our educational partners:

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Actions influenced include:

2.2 - Professional development for certificated staff
2.4 - Effective CAASPP administration
2.5 - Equitable distribution of resources
2.6 - Professional development for classified staff

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Actions influenced include:

3.4 - Professional development to assist English Learners with IEPs
3.6 - Ensuring equitable access to core and supplemental ELD curriculum
3.20 - Ensuring assets-oriented and needs-responsive schools
3.21 - Implementation of an English Learner Snapshot

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Actions influenced include:

4.1 - AVID Excel program
4.7 - Engaging with LTELs
4.8 - Early intervention for students at-risk for LTEL
4.9 - Teacher and staff awareness of LTELs
4.10 - Structured check-ins with LTELs
4.11 - Effective language teaching strategies
4.12 - Student-driven goal setting and progress monitoring
4.13 - LTEL progress monitoring

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Actions influenced include:

5.14 - Elementary Math Fellows
5.15 - Mentoring program

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

Actions influenced include:

7.3 - Maintaining class size reduction in TK and K
7.4 - Training on tier one intervention strategies
7.32 - Secondary school intervention programs
7.33 - Maintenance of CTE pathways
7.34 - Title I Parent Advisory Committee
7.35 - Expansion and support of Dual Language Academy
7.38 - Interpretation support for materials and meetings
7.39 - Site level awareness of unduplicated pupils

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.	Broad

State Priorities addressed by this goal.

(4) Student Achievement, (5) Student Engagement, (6) School Climate, (8) Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was established to sustain and enhance the school's academic performance while addressing key areas of growth. Schoolwide ELA achievement remains in the Green performance indicator, while student groups such as English learners and Students with Disabilities, are demonstrating an achievement gap. Mathematics achievement for all students declined from Green to Yellow, demonstrating a need for schoolwide action to support this content area- this is being addressed via the adoption and use of a new Singapore Math curriculum.

Despite these successes, the school recognizes areas for continued growth, including the need to improve English learner progress, reduce chronic absenteeism—especially among certain student subgroups—and close persistent achievement gaps for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. To address these challenges, OCSCS is implementing interventions such as a focus on mastery-based learning & assessment and providing increased access to computer science education. Additionally, efforts to enhance community engagement and provide innovative academic pathways will further support student success. By prioritizing these initiatives, OCSCS aims to empower all students to thrive academically and become responsible, ethical, and contributing citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (55.9%) = Green DFS =11.2 above EL: (0%) = Yellow DFS = 61.8 below SED:(40%) = Orange DFS = 25 below SWD:(19.2%) = Red DFS = 102.4 below Hispanic: (40.5%) = Yellow DFS=21.6 below	2023-2024 Schoolwide: (58.5%)= Green DFS =14.1 above EL: (2.7%) Red DFS = 85.2 below SED:(39.6%) Orange DFS = 36.8 below SWD:(7.84%) = Red DFS = 109.5 Hispanic: (42%) Orange DFS=22.6 below		2025-2026 Schoolwide: (62%) = Blue DFS = 44.1 above EL: (7%) = Blue DFS= 10 above SED: (44%) = Blue DFS = 10 above SWD: (24%) = Yellow DFS = 70 below Hispanic: (46%) = Blue DFS = 10 above	Schoolwide: (+2.6%) No change in color DFS = Maintained 2.9 points EL: (+2.7%) Color: moved down 1 color DFS = -23.5 points SED: (-1.7%) No change in color DFS= - 11.8 points SWD: (-11.4%) No change in color DFS=-7.1 points Hispanic: (+1.5%) Color: moved down 1 color DFS = maintained -0.9 points

2	Mathematics CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (48.2%) = Green DFS = 4.8 below EL: (15.2%) Yellow DFS = 62.2 bellow SED: (34.9%) Orange DFS = 40.5 below SWD: (17%) Orange DFS = 104.2 below Hispanic: (29.6%) Yellow DFS = 49 below	2023-2024 Schoolwide: (49.6%) = Yellow DFS = 4.9 below EL: (16.2%) = Orange DFS = 65.9 below SED:(33.2%) = Orange DFS = 48.2 below SWD: (19.2%) = Orange DFS = 96.8 below Hispanic: (31.2%) = Orange DFS = 47.7 below		2025-2026 Schoolwide: (55%) = Blue DFS = 25.1 above EL: (17%) = Blue DFS = 0 SED: (41%) = Blue DFS = 0 SWD: (22%) = Blue DFS = 0 Hispanic: (36%) = Blue DFS = 0	Schoolwide: (+1.4%) Color = Moved down 1 color DFS = maintained -0.1 points EL: (+1%) Color: moved down 1 color DFS = -3.7 points SED: (-1.7%) No change in color DFS = -7.7 points SWD: (+2.2%) No change in color DFS = +7.4 points Hispanic: (+1.6%) Color: moved down 1 color DFS: Maintained 1.2 points
3	Suspension Rate and CA Dashboard Indicator	2022-2023 5.5% = Yellow	2023-2024 2% = Blue		2025-2026 2% = Blue	Decrease of 3.5%

4	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	2022-2023 60%= No Color	2023-2024 50% = No Color		2025-2026 65%	Decrease of 10%
5	Chronic Absenteeism Rate and CA Dashboard Indicator	2022-2023 19.2% = Yellow	2023-2024 13.7% = Yellow		2025-2026 10% = Green	Decrease of 5.5%
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C)	First Semester 2022-2023: ELA = 93% Math = 74% Science = 82% Social Science= 79%	First Semester 2023-2024: ELA = 85% Math = 68% Science = 84% Social Science= 87%		First Semester 2025-2026: ELA = 92% Math = 89% Science = 91% Social Science = 91%%	ELA = Decrease of 8% Math = Decrease of 6% Science = Increase of 2% Social Science= Increase of 8%
7	Attendance Rate	2022-2023 93.81%	2023-2024 94.51%		2025-2026 94%	Increase of 0.7%
8	Suspension Rate	2022-2023 5.5%	2023-2024 2%		2025-2026 2%	Decrease of 3.5%

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.

Goal 1.0 focused on providing innovative, rigorous, and relevant educational experiences to students. All actions were implemented with fidelity and there were no substantive differences between planned actions and actual implementation. The targeted intervention program was successfully offered during the 2024-25 school year. The middle school athletics program was implemented as planned, offering students the opportunity to participate in Volleyball, Cross Country, Flag Football, Wrestling, and Track. Our school successfully provided an innovative educational experience for students this year.

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 no material differences between budgeted expenditures and estimated actual expenditures for any actions.

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

We successfully provided an instructional program that includes opportunities for students to learn Computer Science principles, take elective courses in Innovation Labs, and experience CSTEM extension activities in core classes as relevant. We also successfully participated in the Middle School Athletics program during the 2024-25 school year, with teams formed for volleyball, cross country, wrestling, track, and flag football.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the three year outcome for any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Actions 1.6-1.8 and 1.10 do not apply to OCSCS. Additionally, the following new actions have been added to the LCAP this year:

Action 1.12: Mastery Based Learning
We will provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.

Action 1.13: School Climate
We will continue to use the Learner Mindframes to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.

Action 1.14: SPED Inclusion
We will maintain efforts to provide a full inclusion model of Special Education.

Action 1.15: Enrichment
We will continue to offer classroom experiences that meet the diverse needs of students at OCSCS by offering Honors contracts in Science, History, and ELA courses.

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
1.1	Targeted Intervention	Provide a comprehensive targeted intervention program before, during, and after school to address the academic and engagement needs of unduplicated student groups, including English Learners (ELs), low-income students, and foster youth, supported through LREBG funds ($143,816). The 2024 California School Dashboard reveals persistent performance gaps, including a 10% decline in English Learner progress toward language proficiency, increased chronic absenteeism among ELs and socioeconomically disadvantaged students, and ongoing academic disparities in core subjects. Research demonstrates that after-school intervention programs significantly improve academic outcomes, attendance, and behavior for at-risk students when they offer structured academic support and enrichment opportunities (Beckett et al., 2009).	Included in PYLUSD LCAP	No
1.2	Foundational Math	Provide a comprehensive foundational math approach to build fact fluency, conceptual understanding, and procedural fluency through the use of supplemental math curriculum.	Included in PYLUSD LCAP	No
1.3	Foundational Writing	Provide a comprehensive writing program to support the writing process for students through the use of supplemental writing programs.	Included in PYLUSD LCAP	No

1.4	Computer Science Immersion	Provide an instructional program that includes opportunities for students to learn Computer Science principles, take elective courses in Innovation Labs, and experience CSTEM extension activities in core classes as relevant.	Included in PYLUSD LCAP	No
1.5	Middle School Athletics	Provide a robust middle school athletics program to increase students' physical wellness and exposure to athletics prior to high school.	Included in PYLUSD LCAP	No
Actions 1.6 to 1.8 do not apply to OCSCS				
1.9	Engaged Community	Increase community engagement by providing access to internet and technology as well as through a variety of communication tools and platforms including, but not limited to, Superintendent's Monday Message, Superintendent's Community Advisory Committees and a new Digital Flier Distribution Platform.	Included in PYLUSD LCAP	No
Action 1.10 does not apply to OCSCS				
1.11	Innovative Programs	Provide innovative programs and pathways at our schools in order to increase enrollment and student engagement in our award winning district.	Included in PYLUSD LCAP	No
1.12	Mastery Based Learning	Provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.	Included in PYLUSD LCAP	No
1.13	School Climate	Continue to use the Learner Mindframes to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.	Included in PYLUSD LCAP	No
1.14	SPED Inclusion	Maintain efforts to provide a full inclusion model of Special Education.	Included in PYLUSD LCAP	No

1.15	Enrichment	Continue to offer classroom experiences that meet the diverse needs of students at OCSCS by offering Honors contracts in Science, History, and ELA courses.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
2	PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.	Maintenance of Progress

State Priorities addressed by this goal.

(1) Basic Services, (2) Implementation of State Standards, (3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

OCSCS remains committed to ensuring that all students have access to the resources, skills, and opportunities necessary to meet or exceed grade-level expectations. With a diverse student population that includes over 40% identified as socioeconomically disadvantaged and 5% as English learners, it is essential to provide equitable support systems that address the unique needs of every learner. While schoolwide performance in key areas such as Mathematics are strong, areas like English Learner Progress and Chronic Absenteeism require continued attention and targeted intervention. By investing in high-quality instruction, professional development, and instructional resources, OCSCS ensures that all students receive the support necessary to achieve academic success.

To sustain and build upon this progress, Goal 2 focuses on maintaining a highly qualified teaching staff, expanding professional development opportunities, and ensuring the equitable distribution of resources. Continuous improvement efforts and the adoption of research-based instructional strategies, will help monitor student progress and refine instructional strategies. Additionally, providing professional development for classified staff ensures that all school personnel contribute effectively to student success. By prioritizing these initiatives, OCSCS reaffirms its dedication to fostering an inclusive and academically enriching environment where all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (55.9%) = Green DFS =11.2 above EL: (0%) = Yellow DFS = 61.8 below SED:(40%) = Orange DFS = 25 below SWD:(19.2%) = Red DFS = 102.4 below Hispanic: (40.5%) = Yellow DFS=21.6 below	2023-2024 Schoolwide: (58.5%)= Green DFS =14.1 above EL: (2.7%) Red DFS = 85.2 below SED:(39.6%) Orange DFS = 36.8 below SWD:(7.84%) = Red DFS = 109.5 Hispanic: (42%) Orange DFS=22.6 below		2025-2026 Schoolwide: (62%) = Blue DFS = 44.1 above EL: (7%) = Blue DFS= 10 above SED: (44%) = Blue DFS = 10 above SWD: (24%) = Yellow DFS = 70 below Hispanic: (46%) = Blue DFS = 10 above	Schoolwide: (+2.6%) No change in color DFS = Maintained 2.9 points EL: (+2.7%) Color: moved down 1 color DFS = -23.5 points SED: (-1.7%) No change in color DFS= - 11.8 points SWD: (-11.4%) No change in color DFS=-7.1 points Hispanic: (+1.5%) Color: moved down 1 color DFS = maintained -0.9 points

2	Mathematics CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (48.2%) = Green DFS = 4.8 below EL: (15.2%) Yellow DFS = 62.2 bellow SED: (34.9%) Orange DFS = 40.5 below SWD: (17%) Orange DFS = 104.2 below Hispanic: (29.6%) Yellow DFS = 49 below	2023-2024 Schoolwide: (49.6%) = Yellow DFS = 4.9 below EL: (16.2%) = Orange DFS = 65.9 below SED:(33.2%) = Orange DFS = 48.2 below SWD: (19.2%) = Orange DFS = 96.8 below Hispanic: (31.2%) = Orange DFS = 47.7 below		2025-2026 Schoolwide: (55%) = Blue DFS = 25.1 above EL: (17%) = Blue DFS = 0 SED: (41%) = Blue DFS = 0 SWD: (22%) = Blue DFS = 0 Hispanic: (36%) = Blue DFS = 0	Schoolwide: (+1.4%) Color = Moved down 1 color DFS = maintained -0.1 points EL: (+1%) Color: moved down 1 color DFS = -3.7 points SED: (-1.7%) No change in color DFS = -7.7 points SWD: (+2.2%) No change in color DFS = +7.4 points Hispanic: (+1.6%) Color: moved down 1 color DFS: Maintained 1.2 points
3	Suspension Rate and CA Dashboard Indicator	2022-2023 5.5% = Yellow	2023-2024 2% = Blue		2025-2026 2% = Blue	Decrease of 3.5%

4	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	2022-2023 60%= No Color	2023-2024 50% = No Color		2025-2026 65%	Decrease of 10%
5	Chronic Absenteeism Rate and CA Dashboard Indicator	2022-2023 19.2% = Yellow	2023-2024 13.7% = Yellow		2025-2026 10% = Green	Decrease of 5.5%
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C)	First Semester 2022-2023: ELA = 93% Math = 74% Science = 82% Social Science= 79%	First Semester 2023-2024: ELA = 85% Math = 68% Science = 84% Social Science= 87%		First Semester 2025-2026: ELA = 92% Math = 89% Science = 91% Social Science = 91%%	ELA = Decrease of 8% Math = Decrease of 6% Science = Increase of 2% Social Science= Increase of 8%
7	Attendance Rate	2022-2023 93.81%	2023-2024 94.51%		2025-2026 94%	Increase of 0.7%
8	Suspension Rate	2022-2023 5.5%	2023-2024 2%		2025-2026 2%	Decrease of 3.5%
9	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%		2026-27 = 100%	0%
10	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good		2026-27 = Good	0

11	Local Indicator for Implementation of State Standards	2023-24 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/World Language - 4 (Full Implementation)	2024-25 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/World Language - 4 (Full Implementation)		2026-27 ELA/ELD - 5 (Full Implementation & Sustainability) Math - 5 (Full Implementation & Sustainability Science - 5 (Full Implementation & Sustainability) History Social Science - 5 (Full Implementation & Sustainability) Career Technical Education - 5 (Full Implementation & Sustainability) Health/PE/VAPA/World Language - 5 (Full Implementation & Sustainability)	ELA/ELD = 0 Math = 0 Science = 0 History Social Science = 0 Career Technical Education = 0 Health/PE/VAPA/ World Language = 0

Goal Analysis

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.

e continue to employ highly qualified teachers and staff to ensure effective instruction and district operations. We continue to provide sential resources, training, and development opportunities to equip staff with the skills necessary to support all students in meeting or ceeding grade-level expectations. We continue to provide instructional materials, supplies, and services to support student success. There ere no substantive differences between planned actions and actual implementation.

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.

Action 2.2: Professional Development, Training, and Task Forces

Mathematics: Expanded teacher support to align with the 2023 math framework. Additional funds were allocated for UCI bridge unit training (K-5) and a Math Task Force developing OCDE-aligned bridge units. Launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

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

There were a few teacher misassignments at OCSCS this year due to two DLA teachers not having their BCLAD credential. In all content areas, relevant curriculum and trained teachers increased student engagement and understanding of core concepts. Departments provided with budgets to provide instructional materials and supplies to teachers. Additionally, all curriculum materials were provided to teachers.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the target for the three year outcome of any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Additionally, the following action has been added to the LCAP:

Action 2.7: Math Curriculum and Instruction
We will continue to provide mathematics instruction focused on conceptual mastery through the use of Singapore Math as the curriculum for math instruction. We will also rename the sequence of courses to Math 6/7, Math 7/8, and Algebra 1.

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
2.1	Districtwide Staffing	Provide highly qualified teachers and staff to provide effective instruction and maintain the operations of the district.	Included in PYLUSD LCAP	No

2.2	Professional Development, Training, and Task Forces	The district will continue to provide training, professional development, and collaborative task force opportunities for teaching staff across all content areas and district initiatives—including CGI Math, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, and Learning Walks—supported in part through LREBG funds ($180,034.53). While the 2024 CA Dashboard shows overall stability in English Language Arts and Math, along with positive trends in graduation rates, chronic absenteeism, and suspension rates, student groups such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Foster Youth continue to perform below district averages. Research consistently shows that high-quality professional learning builds staff capacity to meet the needs of unduplicated pupils and leads to improved student outcomes (Hattie, 2009; Kanold, 2017; Erkens & Twadell, 2012), making this a strategic investment to close achievement gaps and support educational equity. The effectiveness of this action will be assessed using each of the CA Dashboard Indicators.	Included in PYLUSD LCAP	Yes
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas.	Included in PYLUSD LCAP	Yes
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELA, Math & Science)	Included in PYLUSD LCAP	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources.	Included in PYLUSD LCAP	No
2.6	Training for Classified Staff	Ensure all classified staff are provided training and professional development on job related responsibilities.	Included in PYLUSD LCAP	No
2.7	Math Curriculum and Instruction	Continue to provide mathematics instruction focused on conceptual mastery through the use of Singapore Math as the curriculum for math instruction.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
3	PYLUSD will close the academic achievement gap for English Learner (EL) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

A persistent achievement gap persists between the performance of English Learners (ELs) and that of all students across various metrics schoolwide. This goal is aimed at addressing this performance disparity by increasing and improving services for English Learners. Our English Learner (EL) students have demonstrated the lowest performance level in Chronic Absenteeism and are in the Yellow for ELA and Math performance indicators. The actions outlined within this broad goal align with the objectives outlined in the PYLUSD EL Master Plan. Key components include staff professional development, additional support for Emerging ELs, provision of bilingual support staff, and fostering increased student and family engagement.

The key actions proposed to support ELs, such as the ELD Summer Program, progress monitoring, and English Language Proficiency Assessments for California (ELPAC) support, are essential to address the unique needs of this student group. OCSCS teachers will be participating in professional development offered to teachers through Guided Language Acquisition and Design (GLAD) strategies, the ELD framework and roadmap, and student talk protocols. Additionally, translation services ensure that families of our ELs have access to resources and assistance in their native language, facilitating support and collaboration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Learner Progress CA Dashboard Indicator and Percentage of English Learners Making Progress Towards English Language Proficiency	OCSCS 2022-2023 (60%) = No Color	OCSCS 2023-2024 (50%) = No Color		OCSCS 2025-2026 (65%) = Green	Decrease of 10%
2	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	OCSCS EL Subgroup 2022-2023 (0%) = Yellow DFS = 61.8 below	OCSCS EL Subgroup 2023-2024 (3%) = Red DFS = 85.2 below		OCSCS EL Subgroup 2025-2026 (10%) = Blue DFS = 10 above	(Increase of 3%) Color: moved down 2 color DFS = -23.5 points
3	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	OCSCS EL Subgroup 2022-2023 (15%) = Yellow DFS = 62.2 below	OCSCS EL Subgroup 2023-2024 (16%) = Orange DFS = 65.9 below		OCSCS EL Subgroup 2025-2026 (25%) = Blue DFS = 0	(Increase of 1%) Color: moved down 1 color DFS = - 3.7 points
4	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS EL Subgroup 2022-2023 (10.6%) = Orange	OCSCS EL Subgroup 2023-2024 (0%) = Blue		OCSCS EL Subgroup 2025-2026 (<1.0%) = Green	Reduction of 10.6%

5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS EL Subgroup 2022-2023 (19.6%) = Yellow	OCSCS EL Subgroup 2023-2024 (20.5%) = Red		Absenteeism Rate EL Subgroup 2025-2026 (2.5%) = Blue	Increase of 0.9%
6	Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5) 10%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 17%		Spring 2025-2026, 6th-8th 15%	7th-8th: Increase of 7%
7	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 69% Math = 46% Science = 78% Social Science = 92%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 88% Science =85% Social Science = 93%		First Semester 2026-2027, 6th-8th: ELA = 74% Math = 51% Science = 83% Social Science = 97%	First Semester, 6th-8th: ELA =Increase of 26% Math =Increase of 42% Science = Increase of 7% Social Science = Increase of 1%
8	Reclassification Rate	Fall 2023: 22%	Fall 2024: 21%		Fall 2026: 27%	Decrease of 1%
9	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 9%	Fall 2024: 14%		Fall 2026: 14%	Increased 5%
10	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 6%	Fall 2024: 3%		Fall 2026: 11%	Decreased 3%
11	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 12%	Fall 2024: 8%		Fall 2026: 17%	Decreased 4%

12	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 61%		Fall 2026: 57%	Increased 9%

Goal Analysis

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.

This goal surrounds how the district will close the academic achievement gap for English Learners (EL) students. We continue to provide the necessary resources, skills, and training opportunities to staff so all students meet or exceed grade-level expectations. While OCSCS staff did not participate in the district wide trainings centered on ELs this year, staff did receive training on the new EL Achieve curriculum.

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 no material differences between budgeted expenditures and estimated actual expenditures in this goal area. We continue to provide instructional materials, supplies, and services for all students to meet or exceed grade level and language proficiency expectations. We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide. We continue to provide ELD instruction and support for all students to meet or exceed grade level and language proficiency expectations. We continue to coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and procedures. Finally, we continue to Implement the PYLUSD EL Master Plan with fidelity in order to close the achievement gap for our English learners.

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

The effectiveness of the actions listed below can be assessed through the following key factors and pieces of evidence:

We continue to provide training and professional development to teachers in the areas of ELD and guided language acquisition and design strategies. Our District wide initiative training was well received and there was additional interest providing services for our English language learners. We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide and transition from a centralized district testing model to site-based administration of the ELPAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and eate optimal testing conditions. We continue to advance our three-year goal by strengthening family engagement and fostering meaningful llaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents th valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their ildren's academic success. Finally, we have successfully monitored the progress of our English Learners (ELs) by utilizing and providing

ongoing training for the online data system. This included effectively tracking EL progress, identifying students with D or F grades in core classes, and implementing timely interventions.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the target for the three year outcome of any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Additionally, we plan to offer additional ELD professional development to our staff in the coming year. We will adhere to the district's new actions surrounding fostering a more asset-oriented and needs-responsive school through staff training as well as intentional school-wide programs and activities. We will also implement the EL Snapshot tool in order to increase an understanding amongst students and parents about where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps. Actions 3.7, 3.14, 3.17 do not apply to OCSCS.

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
3.1	English Language Development (ELD) Professional Development	Provide professional development for all teachers focused on the English Language Development (ELD) standards, ELD Framework, and ELD strategies during the summer with ongoing offerings throughout the year in order to support the implementation of the district's English Learner program and enhance the ability of teachers, principals, and other school staff to meet the needs of English Learners.	Included in PYLUSD LCAP	No
3.2	Additional EL Sections at Secondary Schools	Continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. Provide middle schools and high schools with staffing/classes to support Emerging ELs.	Included in PYLUSD LCAP	Yes
Action 3.3 does not apply to OCSCS				

3.4	Special Education-Staff Training	Conduct training for Special Education staff from 11 targeted schools with high numbers of dually identified EL and SWD. The training will cover appropriate assessments for ELs, writing linguistically appropriate IEP goals, and creating stronger multi-disciplinary assessment reports.	Included in PYLUSD LCAP	No
3.5	English Language Proficiency Assessments for California (ELPAC)	To support the accurate identification and timely reclassification of English Learners (ELs), the district will continue to facilitate ELPAC testing through trained employee testers and the provision of necessary testing materials. Additionally, professional development will be provided to educators on the administration of the ELPAC exam to ensure consistent and valid assessment practices across all school sites, funded in part through LREBG funds ($140,000). Recent ELPAC results indicate a decline in the percentage of ELs achieving Level 4 in key literacy domains. Research from the Institute of Education Sciences (IES) highlights that standardized testing practices and targeted training for educators are essential in supporting fair and accurate reclassification decisions, which directly impact ELs' access to rigorous academic instruction and long-term success (IES, 2019).	Included in PYLUSD LCAP	No
3.6	Additional Instructional Materials for EL Support	Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of EL Achieve as the curriculum for ELD instruction as provided in part through LREBG funds ($72,141.20). On the 2024 CA Dashboard, English Learners (ELs) in the district performed at the Orange level in English Language Arts (ELA) and Yellow in Math, in contrast to the districtwide Green performance in both areas. Additionally, the English Learner Progress Indicator declined to Orange. Research from the What Works Clearinghouse emphasizes that integrating both content and language instruction, along with the use of high-quality, scaffolded curriculum, is essential to improving ELs' academic achievement (Baker et al., 2014).	Included in PYLUSD LCAP	No
Action 3.7 does not apply to OCSCS				
3.8	ELD Teacher Support	Provide increased District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites.	Included in PYLUSD LCAP	Yes
.9	Translation Services	Continue to provide District translation services to support ELs and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites.	Included in PYLUSD LCAP	Yes

3.10	English Language Assessment Center	Continue to provide for centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services as provided in part through LREBG funds ($80,634.58). Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. Centralized assessment services have been shown to improve the validity and effectiveness of language assessments, helping ensure that English Learners receive timely, accurate identification and appropriately tailored supports to meet their academic and linguistic needs (Centre for Canadian Language Benchmarks, 2015).	Included in PYLUSD LCAP	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	The district will continue to coordinate advisory groups for parents of English Learners (ELs) to increase awareness of educational programs and provide meaningful opportunities to advise staff on program goals and procedures. This includes organizing meetings with translation services, instructional materials, supplies, parenting classes, child care, and food. The district will also explore hosting District English Learner Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement, supported through LREBG funds ($20,000). According to the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math—both below the districtwide performance level of Green in each subject. Research shows that family involvement significantly improves academic achievement, socioemotional development, and school behavior for ELs, particularly when parents maintain high educational expectations and encourage their children's aspirations (Garcia, Slate, & Delgado, 2022).	Included in PYLUSD LCAP	No
3.12	Bilingual Community Liaisons	Continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families.	Included in PYLUSD LCAP	Yes
3.13	Administrative Support	Continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines.	Included in PYLUSD LCAP	Yes
Action 3.14 does not apply to OCSCS				

3.15	EL Progress Monitoring and Intervention	Continue to utilize and train on an online data system in order to monitor the progress of all English Learners and provide intervention for any EL with a D or F at each grading period in their core classes.	Included in PYLUSD LCAP	No
3.16	ELD Coordination	Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met.	Included in PYLUSD LCAP	Yes
Action 3.17 does not apply to OCSCS				
3.18	GLAD	Provide OCDE Guided Language Acquisition Design (GLAD) training in order to build academic language and literacy for all students, especially English Learner/emergent bilingual students.	Included in PYLUSD LCAP	Yes
3.19	EL Master Plan	Implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners.	Included in PYLUSD LCAP	No
3.20	Needs-Responsive Schools	Foster more assets-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities.	Included in PYLUSD LCAP	No
3.21	EL Snapshot	Utilize the English Learner Snapshot to increase the understanding in students and parents of where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
4	PYLUSD will close the academic achievement gap for Long-Term English Learner (LTEL) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

The development of this goal is driven by the need to improve academic achievement and language proficiency for Long-Term English Learners (LTELs), as indicated by multiple data points. CAASPP scores reveal that 0% of LTELs meet or exceed standards in English Language Arts (ELA), and less than 7% meet standards in Math, highlighting a persistent achievement gap. Additionally, reclassification rates remain low, with only 20% of LTELs reclassified in May 2024, underscoring the need for enhanced English language development (ELD) support.

Further analysis of district writing prompt performance shows an increase from 13% to 31% in students meeting expectations, showing a positive trend but also reinforcing the necessity for stronger writing interventions. Passing grades in core subjects have increased, which may be an indication of the benefits of mastery-based learning focus of OCSCS.

In terms of language proficiency, ELPAC scores show that Listening, Writing, and Reading domains are areas of need for LTEL students with fewer than 10% of LTELs scoring a 4 in these three domains.

This goal is developed to address these gaps by enhancing structured EL support, expanding designated ELD instruction, and increasing professional development for teachers. By implementing targeted interventions, the district aims to increase LTEL reclassification rates, improve CAASPP performance, and support overall academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Academic Achievement of Long-term English Learners in English Language Arts (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A DFS = N/A	2023-2024 (0%) = No color DFS = 144.1 below		2025-2026 (5%) Yellow DFS = 70 below	Color = N/A DFS = N/A
2	Academic Achievement of Long-term English Learners in Math (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A DFS = N/A	2023-2024 (7%) = No color DFS = 145.9 below		2025-2026 (12%) Yellow DFS = 95 below	Color = N/A DFS = N/A
3	Reclassification Rate of Long-term English Learners	May 2024: 25% All ELs (6th-12th) =39 LTEL (6th-12th) = 24 LTEL Reclassified (6th-12th) = 6 Reclassification Rate: 25%	May 2025: 4% (as of May 13, 2025) All ELs (6th-12th) =51 LTEL (6th-12th) = 25 LTEL Reclassified (6th-12th) = 1 Reclassification Rate:4% (as of May 13, 2025)		May 2027: 30%	Decrease of 21%

4	Spring Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	Spring 2022-2023, 7th-8th (3,4, or 5 out of 5): 13%	Spring 2023-2024, 7th-8th (3, 4, or 5 out of 5): 31%		Spring 2025-2026, 6th-8th (3, 4, or 5 out of 5): 23%	Increase of 18%
5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of Long-term English Learners	1st Semester 2023-2024, Grades 7th-8th: ELA = 67% Math = 38% Science = 67% Social Science = 67%	1st Semester 2024-2025, Grades 6th-8th: ELA =91% Math =82% Science =82% Social Science =95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 72% Math = 43% Science = 72% Social Science = 72%	1st Semester, 6th-8th: ELA = Increase of 24% Math = Increase of 44% Science = Increase of 15% Social Science = Increase of 28%
6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 NA	2023-2024 0%		2025-2026 5%	N/A
7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 NA	2023-2024 8%		2025-2026 13%	N/A
8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 NA	2023-2024 8%		2025-2026 13%	N/A
9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 NA	2023-2024 67%		2025-2026 72%	N/A

Goal Analysis

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.

The district has made several strategic adjustments and enhancements to planned actions to support LTELs, ensuring that programs and resources are more equitably distributed and effectively implemented. We provided ELD this year as a standalone course, ensuring that LTELs receive both designated and integrated ELD instruction. This approach supports language development and reclassification goals while maintaining consistency across sites. We utilized the EL Achieve curriculum in lieu of the district's English 3D curriculum. The publisher was unable to provide the training for our teachers until midway through the year. This led to delays in the full implementation of this alternative curriculum. We continued to utilize English 3D while awaiting the full implementation of EL Achieve.

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 no material differences between budgeted expenditures and estimated actual expenditures for OCSCS within this goal.

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

The delay in utilizing the EL Achieve curriculum greatly affected the effectiveness of the action. Future focus areas include continued progress monitoring, professional development for educators, and ensuring consistent access to ELD support. Ongoing data analysis and teacher feedback will be crucial in determining which curriculum resources are most effective in supporting EL students, particularly as new materials are adopted. The establishment of a systematic progress monitoring process has been a crucial factor in identifying students in need of additional academic support. The twice-yearly tracking of LTEL and RFEP students has enabled educators to implement timely interventions, improving both language development and content mastery.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. As a whole, we see that our LTELs remain our student group with the greatest needs who continue to make the least amount of progress. We find the need to add new actions to better address the reading and writing development of our LTELs in order to assist them in the reclassification process. Action 4.1 does not apply to OCSCS. We will adhere to the district's new actions in this goal, which follow:

LTEL Engagement

will engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs rder to provide targeted support.

4.8 At-risk for LTEL
We will identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.

4.9 LTEL Identification
We will enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.

4.10: Regular Check-Ins
We have added this action in order to implement regular, structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.

4.11: Professional Development
We have added this action in order to train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.

4.12: Goal Setting
We have added this action to implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.

4.13: Progress Monitoring
We have added this action to implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.

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
Action 4.1 does not apply to OCSCS				
4.2	EL Sections at Secondary Schools	Continue to provide Bridging and Expanding ELD sections across the middle and high schools to ensure all LTELs receive both designated and integrated ELD instruction based on sound educational theory in order to support academic success.	Included in PYLUSD LCAP	Yes

4.3	ELD Curriculum	Continue to provide and utilize supplemental educational curriculum, English 3D, to support the acquisition of English for LTELs.	Included in PYLUSD LCAP	No
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas.	Included in PYLUSD LCAP	No
4.5	OCDE LTEL Network	Continue to participate in the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs.	Included in PYLUSD LCAP	No
4.6	ELAC and DELAC	Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting.	Included in PYLUSD LCAP	No
4.7	LTEL Engagement	Engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.	Included in PYLUSD LCAP	No
4.8	At-risk for LTEL	Identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.	Included in PYLUSD LCAP	No
4.9	LTEL Identification	Enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.	Included in PYLUSD LCAP	No
4.10	Academic Progress Check-ins	Implement structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.	Included in PYLUSD LCAP	No
4.11	Professional Development	Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.	Included in PYLUSD LCAP	No

4.12	Goal-Setting	Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.	Included in PYLUSD LCAP	No
4.13	Progress Monitoring	Implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
5	PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

This goal is developed to address achievement gaps and improve outcomes for socioeconomically disadvantaged (SED) students based on multiple indicators. English Language Arts (ELA) and Mathematics performance have continued to demonstrate a need for continued support, with ELA performance maintaining a 40% (Orange) status in 2023 and in 2024 and Math declining from 35% (Orange) to 33% (Orange), these scores indicate a need for targeted academic support to move these students to Green and Blue performance levels. Chronic absenteeism, though improving from 26% (Yellow) to 18.7% (Yellow), remains a concern, requiring sustained efforts to improve attendance and engagement.

With core subject passing rates showing progress, maintaining high-quality instruction, tutoring support, and intervention programs will be essential to ensure continued growth. The reduction in suspension rates (now Blue) indicates positive behavioral supports, which should be reinforced to maintain a safe and supportive learning environment.

This goal focuses on strengthening academic interventions, expanding access to high-impact instructional strategies, increasing attendance initiatives, and enhancing career and college readiness programs to ensure socioeconomically disadvantaged students continue to close achievement gaps and reach higher performance levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SED English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (40%) = Orange DFS = 25 below	OCSCS SED Subgroup 2023-2024 (40%) = Orange DFS = 36.8 below		SED Subgroup 2025-2026 (50%) = Green DFS = 5 below	(Increase of 0%) No change in color DFS = -11.8 points
2	SED Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (35%) = Orange DFS = 40.5 below	OCSCS SED Subgroup 2023-2024 (33%) = Orange DFS= 48.2 below		SED Subgroup 2025-2026 (45%) = Blue DFS = 25 below	(Decrease of 2%) No change in color DFS = -7.7 points
3	SED Suspension CA Dashboard Indicator and Suspension Rate	OCSCS SED Subgroup 2022-2023 (5%) = Green	OCSCS SED Subgroup 2023-2024 (3.4%) = Green		SED Subgroup 2025-2026 (<0.5%) = Blue	Reduction of 1.6%
4	SED Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS SED Subgroup 2022-2023 (26%) = Yellow	OCSCS Group 2023-2024 (18.7%) = Yellow		SED Subgroup 2025-2026 (5%) = Blue	Reduction of 7.3%

5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of SED students	1st Semester 2023-2024, Grades 7th-8th: ELA = 83% Math = 68% Science = 83% Social Science = 86%	1st Semester 2024-2025, Grades 6th-8th: ELA = 97% Math = 96% Science = 92% Social Science = 95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 88% Math = 73% Science = 88% Social Science = 91%	1st Semester, Grades 6th-8th: ELA = Increase of 14% Math = Increase of 28% Science = Increase of 9% Social Science = Increase of 9%
6	Homeless Student Population	Spring 2022-2023 64	Spring 2023-2024 104		Spring 2025-2026 N/A	+40
7	Homeless English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 (N/A%)=Yellow DFS = 65 below	2023-2024 (25%)=Red DFS=92.3 below	2024-2025	2025-2026 (35%) = Yellow DFS = 70 below	(N/A%) Color: moved down 2 color DFS = -27.3 points
8	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A DFS = 65.1 below	2023-2024 (12.5%)=Red DFS=98.3 below		2025-2026 (22.5%) = Yellow DFS = 92.3 below	(N/A%) Color: moved down 1 color DFS = -33.2 points

9	Homeless Suspension CA Dashboard Indicator and Suspension Rate	2022-2023 Green 6.5% suspended at least one day	2023-2024 Green 4.4 % suspended at least one day		2025-2026 Blue 0.5%	Reduction of 2.1%
10	Homeless Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	2022-2023 Orange 30.4% Chronically Absent	2023-2024 Red 31.8% Chronically Absent		2025-2026 Green 10%	Increase of 1.4%

Goal Analysis for [LCAP Year]

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 substantive differences between the intended implementation and actual execution for all actions in Goal 5. McKinney Vento staff were able to provide targeted support to our homeless families and a second Family Resource Center was opened to support more families within the district. Additional transportation routes were provided to our high impact neighborhoods in order to ensure access to OCSCS.

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.

here were no substantial material differences between budgeted expenditures and estimated actual expenditures for the planned actions, resources continued to be allocated as expected to support socioeconomically disadvantaged (SED) students.

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

Several actions have demonstrated varying degrees of effectiveness in making progress toward the goal of closing the academic achievement gap for socioeconomically disadvantaged (SED) students. The support staff assigned to Family Resource Centers have effectively linked families to both district and community resources. Their continued efforts have ensured that socioeconomically disadvantaged and foster youth receive the necessary services to support their academic and personal well-being. The availability of transportation routes throughout the year ensured that students could reliably attend school. This action has been effective in reducing transportation barriers and supporting consistent school attendance.The presence of additional administrative staff at OCSCS has strengthened parent engagement and support systems within the school community. Increased administrative resources have contributed to improved communication and school-family collaboration.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for ELA and Math CAASPP. We have adjusted any targets for three-year outcome metrics if we were able to successfully meet the previously established metric in our first year. Actions 5.6 and 5.8 to 5.14 do not apply to OCSCS.

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.

Action #	Title	Description	Total Funds	Contributing
5.1	McKinney Vento Support Staff	Continue to provide equitable services for socio-economically disadvantaged students, English learners, and Foster Youth through Family Resource Centers (FRC) and by providing a McKinney Vento TOSA and support staff to coordinate community linkage services and support parents.	Included in PYLUSD LCAP	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	Included in PYLUSD LCAP	No
5.3	McKinney Vento Classified Support	Assist with enrollment, coordinating services and partnering with other community organizations for homeless students by providing additional hours for Classified staff to provide support for Homeless programs.	Included in PYLUSD LCAP	No

5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	Included in PYLUSD LCAP	Yes
Action 5.5 does not apply to OCSCS				
Action 5.6 does not apply to OCSCS				
5.7	Additional Transportation Support	Provide additional transportation routes at high impact sites to ensure SED students are able to access school in order to reduce their chronic absenteeism rate.	Included in PYLUSD LCAP	Yes
Action 5.8 does not apply to OCSCS				
Action 5.9 does not apply to OCSCS				
Action 5.10 does not apply to OCSCS				
Action 5.11 does not apply to OCSCS				
Action 5.12 does not apply to OCSCS				
Action 5.13 does not apply to OCSCS				
Action 5.14 does not apply to OCSCS				
5.15	Mentoring Program	Implement and expand the mentoring program across the district.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
6	PYLUSD will close the academic achievement gap for Foster Youth (FY) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

This goal is developed to address the academic disparities and barriers faced by Foster Youth (FY). A key tenet of OCSCS' purpose is to support all students regardless of their background, needs, or current circumstances. To that end, OCSCS is committed to supporting the achievement of its foster youth students. This is a small cohort of students, so the CDE does not report data on this student group. The OCSCS team will support the achievement of these students via internally generated and monitored data.

This goal focuses on strengthening intervention programs, increasing individualized academic and social-emotional support, expanding tutoring and mentorship opportunities, and improving school stability efforts to close achievement gaps and foster long-term success for Foster Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A

5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of FY students	1st Semester 2023-2024, Grades 7th-8th: N/A (n = 1 student)	1st Semester 2024-2025, Grades 6th-8th: N/A (n = 2 students)		1st Semester 2026-2027, Grades 6th-8th: N/A	N/A
6	Suspension Rate for FY Students	2022-2023 N/A	2023-2024 N/A		2025-2026 N/A	N/A

Goal Analysis

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 aimed at closing the academic achievement gap for foster youth (FY) has progressed as planned, with no substantive differences in the actions taken and those initially outlined. However, there were some ongoing challenges and successes pertaining to this goal. Tutoring services for foster youth continued as planned through our partnership with an outside agency however the implementation did not begin until the 2nd semester. Mentoring services for foster youth remained consistent with the original plan. PYLUSD staff, including both certificated and classified members, have been instrumental in serving as mentors for foster youth. These mentoring relationships continue to provide critical emotional and academic support, and no deviations from the original plan were observed. Enrollment for foster youth was managed without any significant delays. The foster youth liaison worked diligently to maintain communication with group homes and facilitated smooth transitions for foster youth entering schools. Despite challenges related to the complexities of foster youth enrollment, these processes were successfully executed, ensuring timely enrollment and a smooth transition for all foster youth.

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.

Expenditures were lower than anticipated regarding Professional Development and the Foster Youth Summit. The district will focus on expanding professional learning opportunities for all staff in this area. This includes supporting our foster youth mentors in attending the 2025 Foster Youth Education Summit, where they will participate in sessions addressing challenges, sharing best practices, and enhancing support for foster youth. Additionally, the summit provides valuable networking opportunities for educators, social workers, caregivers, and advocates to collaborate and exchange ideas to improve educational outcomes for foster youth.

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

e flexibility in offering tutoring services—either at school or in the foster youth group home—has been highly effective in providing academic port tailored to the unique needs of foster youth. Regular monitoring by the foster youth liaison ensured that students, particularly seniors, eived timely support with their academic progress and post-graduation plans, such as completing the FAFSA. This level of personalized

support has had a positive impact on fostering academic success and preparing foster youth for life after high school. Mentoring services have been a crucial component in supporting foster youth by providing them with consistent, adult guidance. The positive relationships built between mentors and foster youth have been an important factor in ensuring that students feel supported and understood. Regular communication between the foster youth liaison, mentors, and students has been instrumental in maintaining effective mentoring relationships. This program has been successful in helping foster youth build confidence and stay engaged in their academic and personal development. The district's focus on trauma-informed practices through staff presentations has proven effective in creating a safe and supportive learning environment for foster youth. By emphasizing the importance of understanding and addressing students' past experiences, educators were better equipped to foster positive relationships and respond to the unique needs of foster youth. Professional development efforts, including attending the Foster Youth Education Summit and coordinating legal updates, have equipped staff with the knowledge and skills necessary to effectively support foster youth. This continuous professional growth has helped create a more informed and empathetic school environment, where administrators, counselors, and teachers are better prepared to meet the unique needs of foster youth.

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 a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. Additionally, the following actions have planned changes for the coming year:

6.2: Mentoring Services for FY
Through the use of unexpended LREBG funds, a new initiative for the coming year is the coordination of an orientation meeting for all foster youth mentors. This meeting will provide information and best practices for supporting foster youth, ensuring that mentors are better equipped to build strong, supportive relationships. Additionally, we will survey mentors at the end of the 2024-2025 school year to assess their needs for further support or knowledge, helping to refine our mentoring program for increased effectiveness.

6.3: Trauma-Informed Practices
For the upcoming year, we will expand our professional learning opportunities for school staff and mental health professionals to include additional evidence-based practices for supporting foster youth through adversity. We will also work on monitoring attendance and behavioral data more closely to identify and address any emerging needs, ensuring that we continue to support foster youth with tailored strategies for building positive relationships and resilience.

6.5: Family and Caregiver Engagement
We will continue our focus on family and caregiver engagement by maintaining open communication and providing professional learning opportunities on topics relevant to the needs of foster youth. Additionally, we will place continued emphasis on reviewing attendance data to identify trends and address any challenges in collaboration with families and caregivers, ensuring that foster youth have the support needed for academic success.

6 : Professional Development for Staff
I esponse to prior reflections, we will expand professional development opportunities for additional school staff, including secretaries, office f, and community liaisons. This will increase awareness and understanding of the unique needs of foster youth across all levels of the ool community, ensuring that all staff members are equipped to support foster youth effectively.

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
6.1	Tutoring Services for FY	Continue to provide in district and out of district tutoring services for FY students at the elementary and secondary levels.	Included in PYLUSD LCAP	Yes
6.2	Mentoring Services for FY	Continue to provide an adult FY mentor at all school sites to direct interventions, address reengagement, support learning recovery, provide educational case management and advocacy, and promote the social and emotional needs of pupils in foster care as provided through LREBG funds ($167,725). Foster Youth (FY) in PYLUSD continue to demonstrate persistent academic and engagement challenges, as evidenced by their 2023–2024 CA Dashboard results. Although there was a slight improvement in English Language Arts (ELA), with scores increasing from 20% to 28% meeting or exceeding standards, FY students remain 65.8 points below standard. In Mathematics, the percentage of FY students meeting standards remains critically low at 15.6%, with an increasing Distance from Standard (DFS) of 114.4 points below, indicating deep academic needs. Additionally, while chronic absenteeism declined from 31.5% to 27.8%, it remains significantly higher than district averages, and suspension rates are persistently elevated at 6.5%. Research supports that stable, supportive adult relationships significantly improve school engagement and academic outcomes for foster youth (National Working Group on Foster Care and Education, 2018).	Included in PYLUSD LCAP	No
6.3	Trauma-Informed Practices	Implement trauma-informed practices through a comprehensive district plan which involves utilizing research-based strategies to foster a supportive and understanding environment for foster youth. This approach includes training educators and staff to recognize signs of trauma, understanding its potential impact on students' attendance and academic performance, and developing tailored interventions to address these challenges.	Included in PYLUSD LCAP	No

6.4	Collaboration with Child Welfare Agencies	Continue to foster collaboration between the school district and child welfare agencies by establishing clear communication channels in order to share relevant information and coordinate efforts to support FY.	Included in PYLUSD LCAP	No
6.5	Family and Caregiver Engagement	Engage with families and caregivers of FY to understand their specific challenges through needs assessments and work collaboratively to address attendance issues by providing individualized and targeted resources and leveraging outside community resources.	Included in PYLUSD LCAP	No
6.6	Professional Development for Staff	Provide professional development for staff to increase awareness and understanding of the unique needs of FY to provide for a more supportive and inclusive school environment.	Included in PYLUSD LCAP	Yes
6.7	Foster Youth Enrollment	Continue to streamline enrollment processes for FY living in group homes to ensure accurate and timely placement in schools.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
7	PYLUSD will close the academic achievement gap for all Unduplicated Pupils (UPs) through districtwide and schoolwide actions.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

The data highlights persistent achievement gaps among English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) despite overall school site progress. While the schoolwide English Language Arts (ELA) score remains in the Green performance level, significant disparities exist. English Learners continue to struggle, with ELA proficiency at only 3% (Red) and math proficiency showing a slight improvement from 115% (Yellow) to 16% (Orange). Socioeconomically Disadvantaged students have maintained their performance, with ELA proficiency staying at from 40%. Mathematics achievement improved schoolwide from 48% to 50%, but achievement gaps remain for SED and EL student groups with gaps of 17% and 35% respectively.

In addition to academic performance, chronic absenteeism remains a major barrier to success for these student groups. EL students have a chronic absenteeism rate of 20.5% (Red) and SED students have a rate of 18.7% (Yellow), all of which impact their academic growth and access to necessary resources.

To address these inequities, this goal emphasizes schoolwide and districtwide strategies aimed at closing the achievement gap. Key actions include expanding intervention programs in math and ELA, enhancing designated English Learner (ELD) instruction and bilingual support, increasing access to tutoring, mentoring, and academic support services, strengthening attendance initiatives to reduce chronic absenteeism, and implementing culturally responsive teaching strategies to improve student engagement and performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 = (56%) Green DFS = 11.2 above Student Groups: English Learners (0%) = Yellow DFS= 61.8 below SED (40%) = Orange DFS=25 below FY =N/A	OCSCS 2023-2024 = (59%) Green DFS = 14.1 above Student Groups: EL (3%) = Red DFS= 85.2 below SED (40%) = Orange DFS=36.8 below FY = N/A		2025-2026 (66%) = Blue DFS = 44.1 above Student Groups: English Learners (10%) = Blue DFS= 10 above SED (50%) =Green DFS= 5 below FY = N/A	OCSCS (+3%) No change in color DFS = No change Student Groups: EL: (+0.3%) Color: moved down 2 colors DFS= -23.5 points SED: (0%) No change in color DFS = -11.8 points FY: N/A

2	Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 (48%)=Green DFS = 4.8 below Student Groups: EL (15%) Yellow DFS = 62.2 below SED (35%) Orange DFS= 40.5 below FY = N/A	OCSCS 2023-2024 (50%) =Yellow DFS =4.9 below Student Groups: EL (16%) Orange DFS = 65.9 below SED (33%) Orange DFS = 48.2 below FY = N/A		2025-2026 = (63.48%) Blue DFS= 25.1 above Student Groups: EL (25%) Blue DFS = 0 SED (45%) Blue DFS = 0 FY = N/A	OCSCS (+2%) Color: moved down 1 color DFS = -0.1 points EL: (+1%) Color: moved down 1 color DFS = - 3.7 points SED: (-2%) No change in color DFS = -7.7 points FY: N/A
3	Suspension CA Dashboard Indicator	OCSCS 2022-2023 = 5.5% (Orange) Student Groups: EL = 10.6% (Orange) SED = 5% (Green) FY = N/A	OCSCS 2023-2024 = 2% (Blue) Student Groups: EL = 0% (Blue) SED = 3.4% (Green) FY = N/A		OCSCS 2025-2026 = <0.5% Blue Student Groups: EL = Blue SED = Blue FY = N/A	OCSCS: -3.5% (moved up 3 colors) EL: -10.6% (moved up 3 colors) SED: -1.6% (moved up 1 color) FY = N/A

4	Chronic Absenteeism CA Dashboard Indicator	OCSCS 2022-2023 = 19.2% (Yellow) Student Groups: English Learners = 19.6% (Yellow) SED = 18.1% (Yellow) FY = N/A	OCSCS 2023-2024 = 13.7% (Yellow) Student Groups: EL = 20.5% (Red) SED = 18.7% (Yellow) FY = N/A		OCSCS 2025-2026 = 8.9% Student Groups: English Learners = 2.5% (Blue) SED = 5% (Yellow) FY=N/A	OCSCS: -5.5% (No change in color) EL: +0.9% (moved down 2 colors) SED: +0.6% (no change in color) FY: N/A
5	English Learner Progress CA Dashboard Indicator	OCSCS 2022-2023 = 60% (No color)	OCSCS 2023-2024 = 50% (No color)		OCSCS 2025-2026= 65% making progress (Green)	-10% (N/A)
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	1st Semester 2023-2024, Grades 7th-8th: ELA = 83% Math = 68% Science = 83% Social Science = 85%	1st Semester 2024-2025, Grades 6th-8th: ELA = 97% Math = 95% Science =91% Social Science = 95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 88% Math = 73% Science = 88% Social Science = 90%	1st Semester, 6th-8th: ELA =Increase of 14% Math =Increase of 27% Science = Increase of 8% Social Science = Increase of 10%

Goal Analysis

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.

oughout the three-year LCAP cycle, a comprehensive and concerted effort has been made to close the academic achievement gap for ioeconomically disadvantaged (SED) students in PYLUSD. While the district largely adhered to its planned actions and goals, there were a f substantive differences in the implementation, most notably the postponement of certain initiatives and adjustments based on emerging

needs or external factors. The district successfully maintained a focus on collaboration among teachers and designed interventions targeted at closing academic gaps for SED students. OCSCS participated in the three PLC trainings held throughout the year which included school principals and lead teachers / department chairs from every site. Math intervention services for unduplicated pupils (UPs) were provided as intended, with no notable shifts in strategy or service delivery. The College and Career Technician position was maintained at OCSCS to support student access to information, guidance, and resources regarding post-secondary options. Aeries Analytics was utilized to identify, monitor, and provide interventions to at-risk students in order to support their academic success. We maintained our school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPPs by providing academic, behavioral, and social emotional support in the intervention classrooms. Parent engagement efforts were made throughout the year and collaboration was held with the OCSCS Advisory Council. OCSCS continued to offer its Dual Language Academy, with changes to the instructional model at OCSCS.

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 are no substantive differences between the budgeted expenditures and estimated actual expenditures for this goal.

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

PLC time has been effective in fostering a continuous cycle of teaching, learning, and assessment, where teachers are analyzing student data to generate positive outcomes. The collaboration supports the identification of academic gaps, which is essential for closing achievement gaps. The professional development (PD) sessions were well received, with positive feedback from principals and lead teachers. These PDs help build teacher capacity, ensuring they are better equipped to meet the needs of SED students. The Aeries analytics system has been successful in identifying students in need of academic, behavioral, or social-emotional support. By focusing on attendance, behavior, and course performance, it helps in early intervention, which is crucial for closing achievement gaps. Attendance tracking systems have been effective in identifying students with attendance issues early, leading to timely intervention to address barriers to learning. SART and SARB meetings have supported efforts to reduce chronic absenteeism, which is critical to academic success. These meetings have allowed for timely interventions with families to address attendance concerns. Ongoing PD in core content areas has equipped teachers to implement effective instructional strategies, improving student outcomes and addressing the learning needs of SED students. The streamlined SST process has been effective in identifying the needs of students early, allowing for tailored interventions and supports for students at-risk of falling behind. Learning recovery programs have supported differentiated instruction, helping students who need additional support in foundational skills. These programs are essential for bridging gaps in students' academic progress. Our intervention classroom has helped provide restorative interventions, keeping students in school and preventing disruptions in their academic progress.

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.

Based on reflections on prior practice, additional Distance from Standard (DFS) metrics have been added for all ELA and Math CAASPP data. We have adjusted the target for three-year outcome metrics for any that we were able to successfully meet in the first year. Actions 7.3, 7.5, 7.7, 7.10, 7.14, 7.15, 7.27, 7.28, 7.31, and 7.34 do not apply to OCSCS. Additionally, we will implement the district's new actions for the coming year:

7.38: Translation Services
We have added this action in order to offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.

7.39: Site-level Awareness
We have added this action in order to enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support.

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
7.1	Teacher Collaboration and Intervention Design	Continue to provide all teachers with dedicated weekly release time to participate in Professional Learning Communities (PLCs) which focus on individual student achievement and how to close achievement gaps for all UPs.	Included in PYLUSD LCAP	Yes
7.2	Professional Learning Communities PD	Continue to provide professional development to site leadership teams in the PLC process to support student achievement through data analysis and targeted interventions, as funded by LREBG ($24,867.60). While the district has made gains in English Language Arts and Mathematics overall, substantial achievement gaps remain for English Learners, Socioeconomically Disadvantaged students, and Foster Youth, who continue to perform below standard in both subjects. Research by Vescio, Ross, and Adams (2008) demonstrates that well-implemented PLCs lead to improved teaching practices and increased student learning, highlighting the importance of ongoing collaborative professional development.	Included in PYLUSD LCAP	No
Action 7.3 does not apply to OCSCS				
7.4	Tier I Intervention	Provide training on Tier I intervention strategies that help students meet academic and behavioral goals.	Included in PYLUSD LCAP	No
Action 7.5 does not apply to OCSCS				

Action 7.6 does not apply to OCSCS				
Action 7.7 does not apply to OCSCS				
7.8	PYLUSD Induction Program	Ensure that all newly hired teachers are prepared through mentorship and culturally responsive professional development on the use of PYLUSD tools, coaching, and strategies in order to address the needs of all UPs.	Included in PYLUSD LCAP	Yes
7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Maintain Wellness Specialists in order to provide for mental health support and resources for students, and specifically providing additional support to EL, SED, and FY students.	Included in PYLUSD LCAP	Yes
Action 7.10 does not apply to OCSCS				
7.11	OCSCS Discretionary Supplemental Funding for UPs	Distribute and target resources equitably where needs are greatest in order to close achievement gaps of all UPs.	$671,621	Yes
7.12	Additional Support Staff at High Impact Sites	Maintain additional support staff at high impact sites to support students and families of SED, EL, and FY students.	Included in PYLUSD LCAP	Yes
7.13	Additional Health Support at High Impact Sites	Maintain nurses and health clerks at high impact sites to support students and families of SED, EL, and FY students.	Included in PYLUSD LCAP	Yes
Action 7.14 does not apply to OCSCS				
Action 7.15 does not apply to OCSCS				
7.16	District Teachers on Special Assignment (TOSA)	Maintain district TOSAs to provide relevant professional development for teachers at all sites to support achievement of UPs and other underperforming student groups.	Included in PYLUSD LCAP	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	Included in PYLUSD LCAP	Yes

7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	Included in PYLUSD LCAP	Yes
7.19	College and Career Technicians	Maintain College and Career Technicians to support student access to information, guidance, and resources regarding post-secondary options.	Included in PYLUSD LCAP	Yes
7.20	Multi-Tiered Systems of Support	The district will provide a comprehensive Multi-Tiered System of Support (MTSS) to deliver tiered academic interventions and enrichment opportunities designed to improve student achievement, funded in part through LREBG funds ($19,032). While recent data shows an increase in the percentage of unduplicated students earning passing grades in core subjects from the 2023–2024 to the 2024–2025 school year, persistent academic gaps remain—particularly in secondary mathematics. Research from the Institute of Education Sciences (IES) supports the effectiveness of fully implemented MTSS frameworks, finding that they significantly reduce disruptive behaviors and improve academic outcomes among at-risk students (IES, 2019).	Included in PYLUSD LCAP	No
7.21	Data Dashboard and Analysis System	Provide a robust data dashboard and analysis system to identify, monitor, and provide interventions to at-risk students in order to support their academic success. Train teachers and site leaders in the use of the system .	Included in PYLUSD LCAP	No
7.22	Collaborative Task Forces	Convene collaborative task forces to address the curricular, instructional, and other emergent student needs in order to support the academic success of students (e.g., report card and grading practices task force, multicultural studies task force) as provided in part through LREBG funds ($80,544). The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Establishing collaborative task forces to address curricular, instructional, and emergent student needs is supported by evidence from the What Works Clearinghouse (WWC). The WWC's practice guide on using student achievement data to support instructional decision-making emphasizes the importance of collaborative data analysis among educators.	Included in PYLUSD LCAP	No

7.23	Attendance Tracking and Early Intervention	Implement a robust attendance tracking system (regular check-ins, monitoring attendance trends, etc.) to identify patterns and provide early intervention.	Included in PYLUSD LCAP	No
7.24	School and District Attendance Review Teams	Provide district support to oversee systematic School Attendance Review Team Meetings and District Attendance Review Team Meetings to provide attendance support to families.	Included in PYLUSD LCAP	Yes
7.25	Professional Development for Core Content Curriculum and Instruction	Enhance instruction for TK-12 English Language Arts, Mathematics, Science, and Social Studies through the integration of professional development regarding instructional strategies to promote increased student achievement among English learners, low income students, and foster youth.	Included in PYLUSD LCAP	No
7.26	Student Study Team and 504 Plan Coordination	Provide site level Student Study Team and 504 Plan coordination to support students who are at risk as provided through LREBG funds ($174,473.40). There were 183 SST meetings in the district documented for the 23-24 school year and 212 SST meetings documented for the 24-25 school year through the end of May. According to CAHELP, SSTs are essential for creating collaborative intervention plans, while the California Teachers Association underscores the importance of 504 Plans in ensuring equal educational access for students with disabilities (CAHELP, CTA).	Included in PYLUSD LCAP	No
Action 7.27 does not apply to OCSCS				
Action 7.28 does not apply to OCSCS				
7.29	Suicide Prevention	The district will provide a suicide prevention program at middle and high schools to support student wellness and social-emotional health, funded in part through LREBG funds ($16,974). This action aligns with California Education Code Section 215, which requires local educational agencies serving students in grades 7–12 to adopt and implement evidence-based suicide prevention policies and procedures. According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among individuals aged 10–24 in the United States, and research shows that school-based prevention programs significantly reduce suicide attempts and ideation among adolescents (CDC, 2023).	Included in PYLUSD LCAP	No

7.30	Learning Recovery Programs	Continue to provide learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both as provided through LREBG funds ($808,683). While 64.75% of students districtwide met or exceeded standards in English Language Arts, only 11.74% of English Learners, 48.87% of SED students, and 20% of Foster Youth did so—placing these groups in the Orange and Red performance levels. Similarly, in Mathematics, 53.48% of students met or exceeded standards overall, compared to just 10.62% of English Learners, 33.57% of SED students, and 14.29% of Foster Youth. According to a study by the RAND Corporation (2021), personalized and adaptive learning platforms—such as i-Ready, iXL, and Nearpod—have demonstrated positive effects on student engagement and academic achievement, particularly when used as part of a comprehensive instructional support strategy.	Included in PYLUSD LCAP	No
Action 7.31 does not apply to OCSCS				
7.32	Secondary Intervention Classrooms	Continue to maintain school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPs by providing academic, behavioral, and social emotional support in the intervention classrooms.	Included in PYLUSD LCAP	Yes
7.33	Career Technical Education (CTE)	Maintain robust and relevant Career Technical Education (CTE) pathways and course offerings at the secondary level, establish pre-apprenticeship partnerships, and increase marketing efforts towards UPs beginning at the elementary level and in multiple languages.	Included in PYLUSD LCAP	No
Action 7.34 does not apply to OCSCS				
7.35	Dual Language Academy	Expand and support a Dual Language Academy (DLA) to promote bilingualism, biliteracy, grade level academic achievement, and cross cultural competence in students by converting to a 90/10 model beginning in TK and K, providing Spanish intervention both after school and in the summer, and providing a high school DLA program at Esperanza High School.	Included in PYLUSD LCAP	Yes
7.36	Dual Enrollment	Continue to partner with the North Orange County Community College District / Fullerton College to offer dual enrollment courses to students through the existing CollegeLink and possible future Early College programs.	Included in PYLUSD LCAP	No

7.37	SPSA Development	Develop a Single Plan for Student Achievement (SPSA) for each school to communicate the cycle of continuous improvement for student achievement.	Included in PYLUSD LCAP	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.	Included in PYLUSD LCAP	Yes
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support.	Included in PYLUSD LCAP	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$671,621	N/A

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
7%	0%	$0.00	7%

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

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

Goal 2, Action 2.2	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	This action will support the needs of all Unduplicated Pupils (UPs), with a specific focus on English Learners and Long-Term English Learners, by providing ongoing professional development and training for teachers to close achievement gaps. Since all PYLUSD sites serve unduplicated pupils, implementing this action districtwide ensures a more effective and consistent approach. Research indicates that professional learning significantly enhances staff capacity to support unduplicated pupils, making this the most strategic use of funds to address their needs (Kanold, 2017; Hattie, 2009; Erkens & Twadall, 2012).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14)
Goal 2, Action 2.3	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	This action aims to support these Unduplicated Pupils (UPs) by providing appropriate instructional materials, supplies, and services to enhance student engagement. According to John Hattie's Visible Learning research, providing supplemental instructional materials can significantly enhance student achievement, particularly when aligned with clear learning goals and feedback (Hattie, 2009).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.12)
Goal 7, Action 7.1	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Continuing to provide all teachers with dedicated weekly release time for Professional Learning Communities (PLCs) is essential for improving individual student achievement and closing achievement gaps for all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research shows that PLCs enhance teacher collaboration, data-driven decision-making, and the implementation of effective instructional strategies tailored to student needs (DuFour et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1 & M7.2)

Goal 7, Action 7.8	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Ensuring that all newly hired teachers are prepared through mentorship and culturally responsive professional development is crucial for effectively addressing the needs of all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research consistently shows that mentorship and targeted professional development, particularly in culturally responsive teaching practices, significantly improve teacher effectiveness and student outcomes (Villegas & Lucas, 2007). Culturally responsive teaching helps educators understand and respect the cultural backgrounds of their students, allowing them to tailor instruction in ways that are meaningful and engaging for diverse learners (Gay, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9)
Goal 7, Action 7.9	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students, particularly English Learners (EL), socio-economically disadvantaged (SED) students, and Foster Youth (FY), who often face additional stressors and barriers to academic success. Research indicates that mental health support plays a key role in improving student well-being, engagement, and academic outcomes (Zins et al., 2004). For UPs, who are at greater risk for experiencing trauma, family instability, and other socio-economic challenges, access to mental health resources is essential for ensuring they can fully participate in their education (Cohen & Sandy, 2007).	The effectiveness of this action will be assessed using CA Dashboard Indicators to track the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6 & M7.9)

Goal 7, Action 7.11	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Distributing and targeting resources equitably to schools where needs are greatest is a critical strategy for closing achievement gaps among Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research has shown that equitable resource allocation, which takes into account the specific needs of schools and students, significantly contributes to improved academic outcomes and helps level the playing field for underserved groups (Gordon et al., 2006). By directing resources such as funding, instructional materials, and support services to schools with the greatest challenges, districts can provide targeted interventions that address the specific academic, behavioral, and social-emotional needs of UPs (Darling-Hammond, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
Goal 7, Action 7.12	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.13	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining nurses and health clerks at high-impact sites is crucial for supporting the well-being and academic success of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These students often face significant health-related challenges, such as inadequate access to healthcare, higher rates of chronic illness, and mental health issues, which can negatively affect their ability to focus on learning and achieve academically (Baker et al., 2001). Having dedicated healthcare staff at school sites ensures that students receive timely medical attention, health screenings, and support for managing chronic conditions, which is essential for reducing absenteeism and promoting consistent academic engagement (Brener et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic Absenteeism indicator. (M7.4)
Goal 7, Action 7.16	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining district Teacher on Special Assignment (TOSAs) is essential for providing relevant professional development to teachers at all sites, particularly to support the achievement of Unduplicated Pupils (UPs) and other underperforming student groups. Research consistently shows that targeted professional development for educators is one of the most effective ways to improve student outcomes, especially for students who face academic challenges such as socio-economic disadvantage, language barriers, or foster care status (Guskey, 2002; Darling-Hammond et al., 2017).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.17	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining district leadership to meet the needs of Unduplicated Pupils (UPs) and students who are at-risk is critical for ensuring that these students receive the support and resources necessary to succeed academically. District leadership plays a pivotal role in setting the direction for educational equity, creating policies, and ensuring that resources are allocated to address the specific challenges faced by UPs, including socio-economic disadvantage, language barriers, and foster care status (Lyon et al., 2001). Effective leadership is essential in coordinating support systems, overseeing targeted interventions, and providing professional development for staff to implement strategies that meet the diverse needs of at-risk students (Leithwood et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.18	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining administrative support at the district office to support Multi-Tiered System of Supports (MTSS) and Advancement Via Individual Determination (AVID) programs is essential for ensuring the effective implementation and sustainability of these programs, which are critical for supporting student success, especially for Unduplicated Pupils (UPs) and underperforming students. MTSS provides a framework for addressing the academic, behavioral, and social-emotional needs of all students through tiered interventions, and administrative support is crucial in overseeing the coordination, fidelity, and continuous improvement of these interventions (Sugai & Simonsen, 2012). Similarly, the AVID program is designed to prepare students for college readiness and success, focusing on students who are underrepresented in higher education. Administrative oversight ensures that AVID strategies, such as rigorous academic support and college preparation, are implemented consistently across schools (Dougherty, 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.19	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining College and Career Technicians at the school is essential for ensuring that students have the necessary guidance and resources to successfully navigate post-secondary options, which are crucial for their future academic and career success. College and Career Technicians provide vital support in areas such as college admissions, financial aid applications, career exploration, internships, and job readiness programs, particularly for students who may lack the resources or support at home to navigate these complex processes (Gandara & Bial, 2001). Research shows that students with access to college and career guidance are more likely to apply to post-secondary institutions, persist in their education, and achieve successful outcomes (Bettinger et al., 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and College and Career. (M7.1, M7.2, & M7.5)

Goal 7, Action 7.24	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Providing district support to oversee systematic School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings is critical for addressing chronic absenteeism and ensuring that all students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds, receive the support they need to attend school regularly. Chronic absenteeism is a significant barrier to academic success, as research shows that students who miss school frequently are more likely to struggle academically, fall behind in coursework, and eventually disengage from education altogether (Balfanz & Byrnes, 2012). The SART and DART meetings provide a structured approach to identifying the underlying causes of absenteeism and implementing targeted interventions to address them, such as providing support for families facing transportation or health challenges, connecting students with mental health resources, and ensuring that families are aware of the academic consequences of poor attendance (Chang & Romero, 2008).	The effectiveness of this action will be assessed using CA Dashboard Indicator for Chronic Absenteeism. (M7.4)

Goal 7, Action 7.32	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Continuing to maintain school-based intervention programs at secondary schools is essential for addressing the academic, behavioral, and social-emotional needs of Unduplicated Pupils (UPs), including socio-economically disadvantaged (SED), English Learners (ELs), and Foster Youth (FY). These programs play a critical role in closing achievement gaps and reducing suspension rates, which are often disproportionately high for UPPs. Research has consistently shown that targeted intervention programs, which provide personalized support in academic, behavioral, and social-emotional areas, significantly improve student outcomes by addressing the specific challenges these students face (Baker et al., 2006; Sugai & Simonsen, 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, Chronic Absenteeism, and Suspensions. (M7.1-M7.4)
Goal 7, Action 7.35	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Expanding and supporting a Dual Language Academy (DLA) is a strategic approach to promoting bilingualism, biliteracy, grade-level academic achievement, and cross-cultural competence. Research has consistently shown that dual language immersion programs not only support the development of proficiency in two languages but also enhance academic outcomes for students, particularly English Learners (ELs) and socio-economically disadvantaged (SED) students (Thomas & Collier, 2002).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics as well as student performance on the California Spanish Assessment. (M7.1, M7.2, M7.9, & M7.10)

Goal 7, Action 7.38	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Offering interpretation assistance for materials and support for families attending conferences, meetings, trainings, or committee sessions is crucial for ensuring equitable access to educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Actions 3.2	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	This action strengthens the district's English Language Development (ELD) program by ensuring that all English Learners receive both designated and integrated English instruction, fostering language acquisition and improving academic achievement across all subject areas. Research supports the effectiveness of integrated and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)
Goal 3, Action 3.3	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing bilingual instructional aides at high-impact schools is a proven strategy for supporting English learners (ELs) by enhancing comprehension, engagement, and academic performance through language support. Research by Slavin & Cheung (2005) found that bilingual education programs, including the use of bilingual aides, lead to significantly better outcomes for ELs compared to English-only instruction. Additionally, the National Academies of Sciences, Engineering, and Medicine (2017) emphasize that integrating students' home language into instruction promotes cognitive development and long-term academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)

Goal 3, Action 3.7	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing English Language Development (ELD) Academic Support Teachers at elementary schools is essential to ensuring that English learners (ELs) receive targeted language instruction and academic support throughout the year. Research indicates that dedicated ELD instruction significantly improves ELs' English proficiency and academic achievement, particularly when integrated into daily learning (Saunders, Goldenberg, & Marcelletti, 2013). The National Academies of Sciences, Engineering, and Medicine (2017) also emphasize that ELs benefit most when they receive structured, research-based ELD support alongside core content instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts and Math and local assessments such as the iReady Diagnostic for Reading and Math. (M3.2, M3.3, M3.8, & M3.9)
Goal 3, Action 3.8	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing increased District English Language Development (ELD) Teacher on Special Assignment (TOSA) support at all school sites is vital for enhancing the quality and consistency of ELD instruction and services across the district. Research shows that effective ELD instruction, when delivered by experienced teachers with specialized knowledge, significantly improves English learners' language proficiency and academic outcomes (Goldenberg, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.9	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Continuing to provide district translation services is crucial for supporting English learners (ELs) and their families, ensuring effective communication and fostering greater parental engagement and participation. Research shows that when parents of ELs have access to translated materials and support, they are more likely to be actively involved in their child's education, which positively impacts academic outcomes (Mapp & Kuttner, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.10	Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. From Fall 2023 to Fall 2024, the percentage of ELs scoring Level 4 in Reading dropped from 12% to 10%, and in Writing from 19% to 14%. While Listening scores remained flat at 23%, and Speaking saw a slight decline from 52% to 50%	Continuing to provide centralized language assessment services within the Family Resource Center is essential for the accurate identification and assessment of English learners (ELs), as well as for the coordination of appropriate services. Research highlights that early and accurate identification of ELs is critical for ensuring they receive the right support to succeed academically (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.12	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups.	Continuing to provide Bilingual School/Community Student Advisors at sites with high populations of English learners (ELs) is critical for supporting both students and their families in navigating educational systems and resources. Research highlights that bilingual advisors can bridge cultural and linguistic gaps, helping ELs and their families better access academic support, services, and community resources (Garcia & Kleifgen, 2010). By having advisors who speak the home language of the families, schools can foster stronger relationships and ensure families feel more included in the educational process, leading to increased student engagement and academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.13	Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district.	Continuing to provide administrative support and leadership at the district office is essential for effectively implementing the English learner (EL) program in accordance with state and federal guidelines. Research demonstrates that strong administrative leadership is crucial for ensuring compliance with regulations and the successful implementation of EL programs (Menken & Korth, 2008). By overseeing program development, monitoring progress, and ensuring adherence to legal requirements, district leadership can help ensure that ELs receive appropriate services, resources, and support.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.16	Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district.	Continuing to provide support at the site level for the coordination of the English learner (EL) program is essential for ensuring fidelity to the program's goals and effectively meeting the needs of EL students. Research underscores that site-level coordination plays a critical role in maintaining program consistency and aligning instructional practices with the specific needs of ELs (August & Shanahan, 2006). By having dedicated support at the school site, districts can monitor the implementation of EL strategies, provide targeted professional development, and ensure that teachers have the resources necessary to deliver high-quality instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.18	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups.	Providing OCDE Guided Language Acquisition Design (GLAD) training is crucial for building academic language and literacy for all students, particularly English learners (ELs) and emergent bilingual students. Research indicates that GLAD strategies are effective in enhancing language acquisition by integrating academic content with language development in a systematic and engaging way (Echevarria, Vogt, & Short, 2017). GLAD's focus on visual, interactive, and collaborative learning helps ELs develop both academic language and critical thinking skills, leading to improved comprehension and performance in core subjects (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	The effectiveness of this action will be measured by the percentage of LTELs nearly meeting, meeting, or exceeding standards on the CAASPP for ELA and Math.

Goal 4, Action 4.1	A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students.	Continuing to provide the AVID Excel Summer Bridge and year-long program is essential for supporting English learners (ELs) in their language development and academic achievement. Research has shown that programs like AVID Excel, which focus on both language development and college-readiness skills, are highly effective in closing achievement gaps for ELs (Cordova-Cobo & Garcia, 2019).	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math.
Goal 4, Action 4.2	A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students.	Continuing to provide Bridging and Expanding ELD sections across middle and high schools is critical for ensuring that Long-Term English Learners (LTELs) receive both designated and integrated ELD instruction, which is essential for their academic success. Research shows that targeted ELD instruction, which combines explicit language development with content-area learning, significantly supports LTELs in acquiring academic language and achieving success across subjects (Echevarria, Vogt, & Short, 2017).	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math.

Goal 5, Action 5.1	The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years.	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento TOSA and support staff, is essential for addressing the systemic barriers these students face. The 2024 CA Dashboard data highlights persistent achievement gaps. Research confirms that wraparound support services, including community linkages and parental engagement, significantly improve student outcomes by addressing non-academic barriers such as housing instability, food insecurity, and lack of access to educational resources (Moore et al., 2014). Additionally, the McKinney-Vento Act mandates support for homeless and highly mobile students, ensuring they receive consistent educational opportunities (NCHE, 2020).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.4	The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years.	Continuing to bolster the academic achievement of homeless students through after-school tutoring is essential in addressing the educational challenges faced by this vulnerable population. Research indicates that students experiencing homelessness are at a significantly higher risk of academic struggles due to frequent school disruptions, lack of access to resources, and increased stress (Masten et al., 2015). Targeted tutoring programs provide consistent academic support, helping to mitigate learning loss and improve student performance, particularly in core subjects such as reading and math (Hernandez, 2011).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.

Goal 5, Action 5.5	In 2024, the academic performance of Socio-Economically Disadvantaged (SED) students remained in the Orange performance level on the CA Dashboard for English Language Arts (ELA) and Yellow for Math, while the districtwide performance was Green for both subjects. Additionally, the College/Career Indicator for SED students remained at the Orange level, compared to the districtwide Green level. However, chronic absenteeism among SED students decreased, bringing their attendance rates in line with the overall district.	Facilitating family literacy and math nights is a crucial strategy for supporting the academic success of socio-economically disadvantaged (SED) students by equipping families with the tools to reinforce learning at home. Research shows that parental involvement in literacy and math development significantly improves student achievement, particularly for low-income families (Van Voorhis et al., 2013). Providing phonics training, reading strategy instruction, and foundational math skills workshops empowers parents to support their children's learning, leading to stronger academic outcomes and increased confidence in both reading and math (Sénéchal & Young, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.6	Chronic absenteeism rates at these targeted schools remain high or very high compared to the rest of the district. These schools serve large populations of students who qualify for free or reduced-price lunch and are disproportionately impacted by barriers to consistent attendance. The CA Dashboard Chronic Absenteeism indicator remains in the Orange and Yellow for these schools.	Full-time counselors at these sites will focus on improving attendance, supporting academic achievement, and promoting emotional well-being. This targeted support is intended to reduce chronic absenteeism rates, close opportunity gaps, and ensure equitable access to student success resources. Research from the American School Counselor Association (ASCA) and other studies has shown that schools with lower student-to-counselor ratios see improved attendance rates, stronger academic outcomes, and enhanced social-emotional support, particularly in schools serving high-needs populations (Lapan, Gysbers, & Petroski, 2001; ASCA, 2019).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students (M5.1, M5.2, M5.5, M5.7, & M5.8)

Goal 5, Action 5.7	In 2023-2024, the district identified 3,475 homeless students—an increase from the prior year—many of whom lack consistent means to access school. While the chronic absenteeism rate for homeless students improved from 31.6% to 22.6%, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA (DFS -44.5) and Math (DFS -79.2). Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.6% in 2023-2024 (Yellow). However, nearly 1 in 5 SED students are still chronically absent—often due to transportation challenges. These attendance issues contribute directly to lower academic performance and diminished long-term outcomes, especially for students already facing systemic inequities.	Providing additional transportation routes at high-impact sites is essential for ensuring that socio-economically disadvantaged (SED) students can access school consistently, thereby reducing chronic absenteeism. Research highlights transportation barriers as a significant contributor to absenteeism among low-income students, directly impacting their academic achievement and long-term success (Gottfried, 2017). Studies show that students who face transportation challenges are more likely to miss school, leading to lower test scores, decreased engagement, and higher dropout rates (Balfanz & Byrnes, 2012). By expanding transportation services, districts can remove a critical barrier to attendance, ensuring that SED students have equitable access to education and the support needed for academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.8	In 2024, the academic performance of Socio-Economically Disadvantaged (SED) students remained in the Orange performance level on the CA Dashboard for English Language Arts (ELA) and Yellow for Math, while the districtwide performance was Green for both subjects. Additionally, the College/Career Indicator for SED students remained at the Orange level, compared to the districtwide Green level. However, chronic absenteeism among SED students decreased, bringing their attendance rates in line with the overall district.	Continuing to provide assistant principals at high-impact Title I school sites is essential for supporting student achievement, reducing chronic absenteeism, and improving student safety. Research shows that strong school leadership is a key factor in fostering academic success, particularly in schools serving low-income students (Leithwood et al., 2020). Assistant principals play a critical role in implementing data-driven interventions, supporting teachers, and ensuring students receive necessary academic and behavioral support (Grissom et al., 2021). Additionally, their presence helps address chronic absenteeism by strengthening attendance monitoring systems, engaging families, and removing barriers to consistent school attendance (Balfanz & Byrnes, 2012).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.

Goal 5, Action 5.9	On the California School Dashboard, the College and Career Readiness Indicator (CCRI) is currently rated orange for key student groups in PYLUSD, including homeless students, English Learners, and students with disabilities. This designation highlights significant opportunity gaps and the urgent need for targeted interventions to improve postsecondary preparedness for these student populations.	The AVID (Advancement Via Individual Determination) program supports unduplicated pupils such as low-income students, long-term English learners, foster youth, and homeless students by building academic skills, college awareness, and a strong support system that prepares them for postsecondary success. AVID promotes equity through strategies like focused note-taking, academic tutorials, and college readiness activities that directly address barriers faced by these student groups. Implementing AVID ensures consistent access and helps create a college-going culture across schools. Research shows AVID students are more likely to complete college entrance requirements and enroll in college compared to their peers (AVID Center, 2022).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16).
Goal 6, Action 6.1	In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level.	Continuing to provide both in-district and out-of-district tutoring services for Foster Youth (FY) is essential to addressing their unique academic challenges and closing achievement gaps. The 2024 CA Dashboard highlights persistent disparities. Research shows that Foster Youth face frequent school disruptions, leading to gaps in learning, lower academic performance, and higher dropout rates (Pecora et al., 2012). Targeted tutoring interventions have been shown to improve educational outcomes for at-risk students by providing individualized academic support, strengthening foundational skills, and increasing engagement (Zetlin et al., 2010).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism.

Goal 6, Action 6.6	In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level.	Providing professional development for staff to increase awareness and understanding of the unique needs of Foster Youth (FY) is essential for creating a supportive and inclusive school environment that fosters academic success and emotional well-being. Research indicates that FY students face significant educational barriers, including frequent school changes, trauma, and lack of stable academic support, which contribute to lower achievement levels and higher dropout rates (Pecora et al., 2012). Educator training on trauma-informed practices, social-emotional learning, and the specific challenges FY students encounter has been shown to improve student-teacher relationships, enhance classroom engagement, and increase academic resilience (Clemens et al., 2017).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism.

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.

N/A - OCSCS and PYLUSD do not receive concentration grant funding.

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

California Department of Education
November 2023

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	the Placentia-Yorba Linda Unified School District	Dr. Allan Mucerino, Acting Superintendent of Schools	amucerino@pylusd.org, 714-985-8400

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 23, 2025 and adopted by the Placentia-Yorba Linda Unified School District on June 17, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

required, the Placentia-Yorba Linda Unified School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** lowing an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Plans to Maintain Two-Way Communication During Unforeseen Events
PYLUSD recognizes that natural disasters and emergencies—such as power outages, wildfires, or infrastructure damage—can severely disrupt traditional communication channels. To ensure continued two-way communication with families and students during such events, the district will implement a layered, redundant communication strategy that draws on lessons learned from other districts across the state.

1. Multi-Modal Communication Approach
The district will use a variety of platforms to reach families, recognizing that some methods may be unavailable depending on the emergency. These include:

Automated text messages, voice calls, and emails via the district's mass notification system

District and school websites, which will serve as centralized hubs for updates and resources

Social media platforms (e.g., Facebook, Instagram, X/Twitter) for real-time information sharing

Printed flyers and handouts, distributed at designated locations such as school sites, shelters, or food distribution centers in the event of widespread digital outages

2. Use of Existing Emergency Protocols
PYLUSD will incorporate and align its instructional continuity communication protocols with its existing emergency preparedness and crisis response systems. For example, site administrators will be trained to act as liaisons between the school and families during disruptions. PYLUSD will also maintain communication with local city officials, utilities providers and local emergency services organizations (Ex: Local police dept., OC Fire Authority).

3. Emergency Contact Updates & Redundancy
Prior to each school year, families will be prompted to confirm and update contact information and indicate preferred communication methods. Families will be encouraged to opt into multiple forms of communication to ensure redundancy. In the event of outages, staff will also use community partnerships (e.g., local libraries, city offices, or community organizations) to relay critical messages to families.

4. Site-Based Communication Planning
Each school will create a site-specific communication plan outlining how two-way contact will be maintained, especially in the first five days following an emergency. Plans may include:

- Wellness checks via phone by designated staff (counselors, admin)
- Check-ins at meal distribution sites
- Hard copy packets for students unable to access online platforms

5. Equity Considerations
The district will ensure communication materials are provided in all home languages and that information is accessible to families with limited digital literacy. PYLUSD will also collaborate with staff who work directly with foster youth, students experiencing homelessness, and English learners to ensure outreach is proactive and responsive.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

PYLUSD is committed to supporting the whole child—academically, socially, and emotionally—especially during and following emergency events. Our Instructional Continuity Plan outlines layered strategies to proactively identify student needs and ensure timely access to supports, even in disrupted conditions.

1. Social-Emotional and Mental Health Support
District-wide Wellness Teams: School counselors, wellness specialists, and psychologists will continue to provide virtual or in-person wellness support. If schools are closed, staff will conduct regular check-ins using secure digital platforms (e.g., Google Meet, Zoom), phone calls, or home visits (as appropriate and safe).

Wellness Surveys: Within the first week of instructional disruption, PYLUSD may deploy brief, age-appropriate wellness check-in surveys to identify students who may need additional mental health services. These surveys will be distributed via student information systems or hard copy, if necessary.

Crisis Response Protocols: In collaboration with the district's crisis response team, schools may implement trauma-informed practices and provide immediate mental health referrals for students experiencing acute stress, grief, or anxiety during an emergency. A crisis hotline may be available to support students.

2. Academic Monitoring and Intervention
Ongoing Progress Monitoring: Teachers will use formative assessment data (e.g., i-Ready, teacher-created assessments, and student work samples) to monitor academic progress and identify students who need academic intervention.

Small Group Instruction: During instructional disruptions, the district will pivot to virtual or community-based small group instruction to ensure students receive intervention or extension opportunities based on need.

Instructional Access Logs: Staff will track student attendance and engagement through digital learning platforms or analog systems, such as weekly check-in logs or home visit documentation, to identify disengaged students early.

rgeted Outreach: Bilingual family liaisons, Family Resource Center staff, Clerical Staff, and if necessary, instructional assistants, will be deployed to reach students h attendance or engagement challenges and coordinate academic re-engagement plans.

Community and Family Resources
mily Help lines, PYLUSD Family Resource Centers: The district will maintain dedicated helplines and resource centers to support families with academic guidance, llness referrals, and basic needs during emergencies.

Parent Workshops: Virtual or in-person workshops will continue to be offered, focusing on supporting students' mental health, managing stress during emergencies, and assisting with at-home learning strategies.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, the Placentia-Yorba Linda Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

required, the Placentia-Yorba Linda Unified School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction odalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

structional Platforms and Learning Management Systems:

Placentia-Yorba Linda Unified School District (PYLUSD) is equipped with a robust digital infrastructure to support high-quality remote instruction. Google Classroom and Aeries will serve as the primary learning management systems (LMS), enabling teachers to organize lessons, communicate with students, and manage assignments. The district's Clever portal provides centralized, single sign-on access to a wide range of digital tools, including adopted digital curriculum across subject areas, ensuring students and staff can easily navigate between platforms. This structure promotes consistency, efficiency, and equitable access to instructional materials districtwide. Synchronous instruction and student support will also be provided through virtual meeting tools to maintain meaningful interaction and engagement during remote learning periods.

Assessment and Academic Monitoring:

Teachers and instructional staff will use a variety of digital assessment tools to monitor student progress, identify learning gaps, and adjust instruction accordingly. These systems support both formative and summative assessments, ensuring students remain on track academically.

Supplemental and Enrichment Opportunities:

To complement core instruction, students will continue to have access to supplemental academic resources and enrichment activities through digital platforms. These opportunities help reinforce key skills, encourage exploration, and support diverse learning needs across grade levels.

This approach ensures that PYLUSD maintains instructional continuity and meets the expectations of Independent Study under EC 51747 and 51749.5, while supporting access, equity, and academic success for all students.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The Placentia-Yorba Linda Unified School District (PYLUSD) employs multiple methods to ensure all students have access to essential instructional materials during remote or emergency learning. These methods are designed to promote equity and maintain continuity of learning, particularly for our Unduplicated Pupils.

Digital Distribution:

Learning Management Systems (LMS): Teachers use platforms such as, but not limited to Google Classroom, Aeries, and CLEVER to distribute assignments, resources, and recorded lessons.

District-Issued Devices: All students are provided with Chromebooks or iPads to access instructional materials. Students in need receive hotspots to ensure reliable internet access.

Online Platforms and Tools: Programs such as i-Ready, Edulastic, and online textbooks are integrated into daily instruction and provide adaptive content that supports differentiated learning needs.

n-Digital Distribution:

r students who are unable to consistently access digital platforms, printed instructional packets, textbooks, and manipulatives are made available for pickup at school es.

achers and school sites coordinate scheduled pick-up windows to distribute non-digital materials safely and consistently.

In some cases, materials may be delivered to families with transportation barriers.

Support for Unduplicated Pupils:

Instructional materials—both digital and non-digital—are designed to be linguistically and developmentally appropriate. This includes translated directions, visuals, sentence frames, and glossaries for ELs.

EL students continue to receive designated and integrated ELD instruction through both live sessions and asynchronous supports.

Students with Disabilities receive materials that follow their Emergency Circumstances Program as outlined in their Individualized Education Program (IEP).

Service providers (e.g., Speech-Language Pathologists, Occupational Therapists, and RSP teachers) coordinate with families to provide both instructional support and materials aligned to IEP goals.

Special Education Aides may assist in checking in with families, reinforcing lessons, and helping distribute learning tools.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Platforms and Processes for Accessing and Submitting Schoolwork

Placentia-Yorba Linda Unified School District (PYLUSD) is committed to providing equitable access to instruction and ensuring continuity of learning during any transition to remote instruction. The district utilizes a suite of digital platforms to support students in accessing, completing, and submitting schoolwork, with a focus on usability, flexibility, and consistency across grade levels.

Aeries and Google Classroom serves as the primary Learning Management System (LMS) for most students, allowing teachers to organize and distribute lessons, communicate expectations, assign work, provide feedback, and collect student submissions in a centralized environment.

Clever acts as a secure, single sign-on portal through which students can access all district-approved educational tools and digital curriculum resources. This includes digital textbooks and instructional programs adopted across core content areas, supporting both synchronous and asynchronous learning.

These platforms are accessible on district-issued devices and are designed to support differentiated instruction and accommodations for English Learners, Students with Disabilities, and other Unduplicated Pupils. Built-in messaging tools enable ongoing communication between students, families, and educators, fostering strong home-school connections.

Together, these systems ensure that all students can consistently engage with their coursework, receive timely feedback, and continue making academic progress even ring disruptions to in-person learning.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

the Placentia-Yorba Linda Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that a school(s) may need to be temporarily relocated, PYLUSD will consider other district schools and/or nearby community spaces that could accommodate large groups of students. PYLUSD will also take into account the transportation needs of families and work to ensure these logistics are addressed. PYLUSD will also take into consideration partnering with neighboring LEAs for potential spaces for displaced students and utilize the resources of the Orange County Department of Education. PYLUSD may utilize staggered schedules to relocate students.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Multi-Modal Communication Approach:
To ensure all educational partners remain informed during a natural disaster or emergency, the Placentia-Yorba Linda Unified School District (PYLUSD) is committed to a multi-modal communication approach that utilizes both digital and non-digital strategies. This approach ensures timely, equitable access to critical information—especially in cases where technology or infrastructure may be disrupted.

Primary Communication Channels:
The district will use a variety of platforms to reach families, recognizing that certain methods may be unavailable depending on the nature and extent of the emergency.

These include:

1. Mass Notification System: Automated text messages, voice calls, and emails will be sent to families and staff through the district's mass notification system (e.g., Aeries, Blackboard Connect, and/or ParentSquare). These messages will include critical updates regarding school closures, instructional access, safety protocols, and recovery efforts.

2. District and School Websites: PYLUSD and individual school websites will serve as centralized hubs for real-time updates, access to digital learning platforms, instructional continuity plans, and frequently asked questions. Emergency banners and pop-up alerts will ensure that urgent updates are visible immediately upon visiting.

3. Social Media Platforms: District-managed social media accounts (e.g., Facebook, Instagram, X/Twitter) will be used to broadcast immediate updates, highlight community resources, and reinforce important information. These platforms allow two-way interaction when appropriate and help extend communication reach, especially among mobile device users.

4. Printed Flyers and Handouts: In the event of power or internet outages, printed materials such as flyers, instructional packets, and emergency bulletins will be made available at key community locations. These may include school front offices (if open), food distribution sites, shelters, or city facilities. Multilingual translations will be provided to ensure accessibility for all families.

Communication Protocols:
PYLUSD has developed a clear communication protocol to guide how and when information is disseminated:

Frequency:
Updates will be issued as soon as new or changing information becomes available. In a prolonged emergency, families can expect daily or weekly communication depending on the severity and nature of the disruption. Regular updates will be scheduled (e.g., each Monday and Thursday) and supplemented by urgent alerts as needed.

Audience-Specific Messaging:

- Families and Students will receive guidance on instructional expectations, technology access, meal services, and mental health resources.
- Staff and Faculty will receive more detailed internal communications regarding instructional duties, safety procedures, and HR-related updates.
- Community Partners will be informed of needs, supports available, and opportunities for collaboration.

Translation and Accessibility:
All key messages will be translated into the top languages spoken within the district. Communications will be made available in accessible formats for families of students with disabilities or other specialized needs.

Verification and Consistency:
All outgoing messages will be reviewed and approved by the district's Emergency Response Team or Communications Department to ensure accuracy, clarity, and consistency across platforms.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Placentia-Yorba Linda Unified School District (PYLUSD) is well-positioned to support a seamless transition from in-person to remote instruction in the event of an emergency or natural disaster. Through robust infrastructure, established protocols, and a strong 1:1 device program, the district can maintain instructional continuity aligned with the requirements of Independent Study under Education Code sections 51747 and 51749.5.

1:1 Chromebook Initiative
All students in grades TK–12 are equipped with a district-issued Chromebook as part of our comprehensive 1:1 device initiative. This ensures that every student has consistent access to a reliable digital learning device regardless of grade level or school site. Devices are distributed at the beginning of the school year or upon new enrollment, and replacement procedures are in place should a device become damaged or lost.

Online Instructional Platforms
udents and educators regularly use district-supported learning platforms—Google Classroom, Aeries, and i-Ready (for elementary)—to access and submit schoolwork, cess instructional materials, receive feedback, and engage in virtual collaboration. These platforms are already embedded into daily instruction and will serve as the mary systems for remote learning in the event of a school closure. Synchronous learning can continue seamlessly through video conferencing tools such as Zoom and ogle Meet. In addition, the Clever Dashboard provides a centralized launch point for students to access learning apps, resources, and teacher communications in one cure location.

Access to Internet and Tech Support
To address digital equity, the district has partnered with local internet service providers and offers Wi-Fi hotspots to families in need. The PYLUSD Technology Help Desk is available to provide real-time technical support to families and staff, including assistance with devices, login credentials, and software troubleshooting. Support is offered via phone, email, and remote access when appropriate.

Independent Study Agreements
PYLUSD has streamlined access to independent study through digitally accessible agreements currently in use at Parkview School and Buena Vista Virtual Academy. These agreements can be adapted and pushed out at scale to families districtwide in the event of an emergency requiring a pivot to remote instruction. Once agreements are signed electronically, classroom teachers will be responsible for ensuring each student's instructional plan meets grade-level standards and supports individual learning needs, including accommodations for English Learners and students with disabilities.

Prepared Educators and Support Systems
Educators are well-versed in the use of digital instructional tools and platforms due to ongoing professional development and daily integration of technology into their practice. Site administrators and instructional coaches are prepared to guide teachers through instructional planning for remote learning, ensuring alignment with essential standards and continuity of services.

Communication with Families
To maintain strong communication with families and the broader community during a transition to remote learning, PYLUSD utilizes mass communication tools such as Aeries, Blackboard Connect, and/or ParentSquare. These platforms ensure families receive timely updates, instructions, and important district announcements through multiple channels including email, text message, and phone calls, supporting consistent engagement and clarity during emergency situations.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

In the event of a transition to remote instruction, the Placentia-Yorba Linda Unified School District (PYLUSD) is committed to ensuring continuity of high-quality teaching and learning by focusing on essential academic standards, monitoring student progress, and providing layered supports for students.

Standards-Aligned Instruction
The district will prioritize essential grade-level standards in English Language Arts, Mathematics, Science, and other core content areas to ensure instruction remains focused and impactful during any period of disruption. Teachers will continue to have access to clearly defined curricular maps and pacing guides that highlight key learning outcomes and expectations. These resources are developed collaboratively by district curriculum teams and teacher leaders and will be made readily accessible via internal platforms.

Embedded Progress Monitoring
PYLUSD utilizes localized common assessments that are already embedded in the curriculum to help teachers identify students' progress toward mastery of essential standards. These assessments, combined with platform-based data (e.g., i-Ready diagnostics for elementary students, formative assessments through Edulastic, or performance data from LMS platforms like Google Classroom and Aeries), will guide instruction and inform necessary intervention or enrichment.

ditional Academic Support
hen feasible, the district's after-school tutoring programs will continue to provide targeted support in reading and math for students demonstrating academic need. ese programs may be delivered virtually or in person, depending on the nature of the emergency.

e Interaction and Check-ins
required by California's independent study laws, PYLUSD will ensure that students receive live instruction and regular synchronous interaction with teachers. This

includes:

- Virtual office hours for individualized support
- Scheduled check-ins with teachers, counselors, or academic coaches
- Ongoing communication through district-approved platforms to support academic progress and student well-being

These supports will be especially critical for English Learners, students with disabilities, and other vulnerable student populations to maintain equitable access to instruction.

Collaborative Support Structures
Counselors, administrators, and other student support staff will collaborate with teachers to monitor attendance, engagement, and academic progress. Families will be kept informed through multi-modal communication channels to ensure a consistent partnership in student success.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Placentia-Yorba Linda Unified School District is committed to ensuring that all students—regardless of ability, language, or living situation—have equitable access to high-quality instruction and resources during any disruption to in-person learning. Our approach includes multiple systems of support and targeted resources designed to uphold this commitment for all student groups, including students with disabilities, English learners, foster youth, and students experiencing homelessness.

Students with Disabilities:
Special education teachers and service providers will ensure continuity of services through virtual instruction, teletherapy, and adapted instructional materials. Individualized Education Programs (IEPs) and the student's Emergency Circumstances Plan will be reviewed and revised as needed to reflect emergency learning conditions, and students will receive accommodations and modifications appropriate to the remote learning environment. Assistive technology will be provided, and case managers will maintain regular communication with families.

English Learners (ELs):
EL students will continue to receive designated and integrated English Language Development (ELD) instruction. Tools such as English Learner Snapshots, digital translation services, and scaffolded resources will support language acquisition. Bilingual staff and interpreters will assist with communication to ensure meaningful family engagement.

Foster Youth & Students Experiencing Homelessness:
Through our district liaisons and partnerships with community agencies, foster and unhoused students will be prioritized for device distribution and internet connectivity. They will receive additional support such as school supplies, access to counseling, and regular check-ins with support staff to ensure academic continuity and wellness.

Access to Devices and Connectivity:
Through our 1:1 Chromebook initiative, all students are equipped with devices. The Technology Help Desk remains available to assist families with troubleshooting, while mobile hotspots can be deployed to students without stable internet access. Printed materials will be made available for pickup if needed.

Inclusive Communication:
PYLUSD will provide all communication in families' preferred languages and use accessible formats (e.g., closed captioning, screen-reader compatible documents). Multi-modal communication strategies will be used to maintain strong school-home partnerships across all student groups.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Each student with an Individualized Education Program (IEP) has an Emergency Circumstances Plan developed by the IEP team to ensure appropriate support during emergencies. This plan will be implemented to address the student's unique needs. Special education teachers and service providers will ensure continuity of services through virtual instruction, teletherapy, and adapted instructional materials. IEPs will be reviewed and revised as necessary to reflect emergency learning conditions, ensuring that students receive accommodations and modifications appropriate to the remote learning environment. Assistive technology and communication devices will be provided as required in the students IEP. Case managers will maintain regular communication with families to support student progress and engagement.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Placentia-Yorba Linda Unified School District (PYLUSD) remains committed to upholding the principles of the California English Learner Roadmap, ensuring that English Learners (ELs) continue to receive meaningful, equitable access to education during disruptions to in-person instruction. Our plan reflects the Roadmap's four principles:

1. Assets-Oriented and Needs-Responsive Schools
EL students are viewed as assets to the school community. During emergency instruction, their unique needs will be addressed through designated and integrated English Language Development (ELD), scaffolded instruction across content areas, and regular teacher check-ins. Teachers will continue using data from English Learner Snapshots to understand each student's language proficiency level, background, and learning needs. Aligned with Principle 1 of the EL Roadmap, which calls for schools to respond to the strengths and needs of ELs, PYLUSD will provide differentiated support based on EL typologies. Newcomers may receive small-group virtual instruction in oral language and foundational literacy, while LTELs will engage in academic language development tied to grade-level content. Bilingual counselors may conduct biweekly SEL check-ins to ensure whole-child support.

2. Intellectual Quality of Instruction and Meaningful Access
ELs will continue to engage in standards-based, rigorous instruction through platforms such as Google Classroom, Aeries, and i-Ready, with language supports embedded. Bilingual instructional aides and translation tools will ensure that students can access academic content and participate meaningfully in classroom tasks. Designated ELD time will remain a priority in both synchronous and asynchronous instruction. In accordance with Principle 2 of the EL Roadmap, ELs will continue to receive intellectually rich instruction with embedded scaffolds such as sentence frames, visual glossaries, and recorded lessons with captions. Bilingual aides may support synchronous instruction in breakout rooms, ensuring that ELs can access and engage with core content meaningfully in both live and asynchronous environments

3. System Conditions that Support Effectiveness
Teachers will have access to professional learning and collaboration time to ensure high-quality instruction for ELs in remote settings. EL Specialists and district coaches will provide resources and virtual support to maintain alignment with ELD standards and instructional best practices.Reflecting Principle 3 of the EL Roadmap, PYLUSD will ensure system-wide support by providing teachers with ongoing professional learning, an ELD Observation Tool for virtual instruction monitoring, and onboarding materials for new staff that include Designated ELD planning guides and scaffolding strategies. These structures promote consistency and quality across all instructional settings

4. Alignment and Articulation Within and Across Systems
Communication and collaboration among general education teachers, ELD specialists, and support staff will ensure coherence in services for ELs. Progress monitoring systems, such as benchmark assessments and ongoing formative feedback, will guide instruction and interventions. Families of EL students will receive communication in their home language and be invited to participate in school decision-making processes such as ELAC and DELAC, even during emergency learning.In line with Principle 4 of the EL Roadmap, our district will maintain alignment through the use of an EL Progress Monitoring Tracker accessible across sites and grade levels. Regular site-district collaboration and transition protocols (e.g., sharing student EL Profiles during school moves) will ensure that services are coherent and continuous regardless of changes in instructional format or school assignment.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Placentia-Yorba Linda Unified School District (PYLUSD) is committed to equipping its educators with high-quality, relevant, and timely professional development (PD) opportunities throughout the year. The district offers a diverse range of workshops and training sessions designed to enhance instructional practices, integrate emerging technologies, and support student achievement across all grade levels. If remote learning becomes necessary due to emergency conditions or other circumstances, PYLUSD would offer dedicated training in topics to include:

- Zoom preparedness and classroom management strategies in a virtual setting
- Maximizing engagement and participation in online environments
- Effective use of learning management systems such as Canvas and Google Classroom
- Utilizing Aeries for attendance, grade reporting, communication, and student tracking
- Digital equity and accessibility practices
- Creating inclusive virtual environments for all learners
- Leveraging AI tools to support differentiation and student feedback remotely

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

support the well-being of all students during periods of instructional disruption, the LEA will ensure ongoing access to physical and mental health professionals. The lowing strategies outline PYLUSD's plan to provide these critical services, with a focus on equitable access, including language support:

ental Health Access:

PYLUSD will continue partnerships with contracted mental health agencies and school-based providers to deliver counseling in-person if available, and also through teletherapy (via Zoom or other secure online platforms).

Crisis Response Team:
Our PYLUSD crisis team will remain available during school hours and provide emergency mental health support information/resources for students, staff, and families. PYLUSD will provide mental health resources, mindfulness activities, and access to community referrals and work to make these resources available on the district website.

Multilingual Counseling:
Mental health staff who are fluent in other languages other than English will be utilized to support families and students. For other languages that may not be readily available, interpreter services will be coordinated through our Language Services Department.

Plans to provide access back-up, water and medicines in the event of an emergency.

School Nurses & Health Aides:
Nurses will work to conduct virtual wellness checks, monitor chronic conditions, and consult with families of students who have individual health plans via video or phone.

Community Partnerships:
Through existing MOUs with local community health partners, students and families will be referred for in-person care and health screenings. Community health referrals for families with specific language needs will also be conducted.

Student Health Records:
School nurses maintain updated medication logs and health plans (IEPs, 504s), with digital backup to ensure continuity of care.

Secure Storage and Transfer:
In the event of evacuation or relocation, PYLUSD will work to ensure safe and documented transfer of student medications and medical equipment under the supervision of health staff.

Parent Coordination:
Parents/guardians will be notified promptly if medication retrieval or reauthorization is necessary. Emergency supply plans will be reviewed with families of students who require daily or emergency medication (e.g., inhalers, EpiPens, insulin).

Power Outage Communication:
In coordination with utility companies, the district will receive alerts of power outages and communicate quickly with site leaders and families.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To ensure continuity of support services during online or hybrid learning, the district will adapt and maintain access to essential programs such as special education, unseling, after-school enrichment, and nutrition services.

ecial Education:
is includes the implementation of the Emergency Circumstances Plan included in the students' IEPs, tele-counseling, modified after-school offerings, and meal tribution or pickup options, all tailored to meet student needs in alternative learning environments.

Nutrition Services:
Nutrition services will utilize any and all available sites, as well as community locations if needed, to prepare and distribute meals.

Expanded Learning:
The Expanded Learning Program's families will be notified and communicated with through ELEYO, Text messages, and phone calls, in addition to school or district communication. Expanded Learning afterschool program will continue collaborating with Education Services, Human Resources, CSEA, and local emergency agencies to provide instructional support through our afterschool learning and teaching model. The Expanded Learning program has a plan in place for the delivery of remote after school. This includes:

Scenario one: Full closure

- Expanded Learning Staff will provide additional support with homework or classwork that complements what the student is learning during the school day. The hours of operation are 6:00 a.m. to 6:00 p.m.

Scenario two: Partial closure

- Expanded Learning Staff will present in person to provide support with academic homework or classwork. In addition, third-party academic tutor companies will be assigned to support with academic tutoring.

Scenario three: Fully open

- Expanded Learning Staff will present in person to provide support with academic homework or classwork. In addition, third-party academic tutor companies will be assigned to provide academic tutoring. Staff will also provide online support to students who choose to stay home. Expanded Learning will continue full operational before- and after-school programs.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of our ICP was a collaborative effort involving a diverse range of educational partners to ensure a comprehensive and inclusive plan. Our ICP planning committee, composed of district-level staff from every department, led the coordination and oversight of the process. We actively engaged parents and site administrators by gathering feedback during Advisory Group meetings and presenting the draft plan to the District English Learner Advisory Committee (DELAC) to solicit input that reflects the needs of our multilingual families. In addition, we consulted our previous Learning Continuity Plan to build on successful strategies and address areas needing improvement. To ensure broad representation, we reached out to administrators, faculty, and information technology staff across departments to collect their perspectives and expertise. This multi-level collaboration ensured the ICP is responsive, practical, and aligned with the district’s instructional and technological goals.

eturn to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning to site-based learning following a disruption, Placentia-Yorba Linda Unified School District (PYLUSD) will engage in a comprehensive and collaborative process to ensure the safe and well-coordinated reopening of school sites. This process will involve close coordination with local and county public health agencies, emergency services, and relevant public safety organizations to conduct thorough inspections of all facilities. Only after safety standards are confirmed for students and staff will campuses reopen. In alignment with Cal/OSHA requirements and public health guidance, PYLUSD will work proactively with employee associations, including the Association of Placentia Linda Educators (APLE) and California School Employees Association (CSEA), to address concerns and guarantee that both learning and working conditions are safe, supportive, and sustainable.

A district-level reopening committee may be established to oversee planning, monitor evolving guidance, and develop site-specific protocols. This committee will include representatives from administration, labor groups, student services, risk management, and facilities, ensuring a broad, inclusive approach to decision-making. Throughout the process, PYLUSD will prioritize transparent and timely communication with all stakeholders—including staff, students, and families—through multiple platforms to provide updates, answer questions, and support a smooth and confident transition back to in-person instruction.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into the Placentia-Yorba Linda Unified School District’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of the Placentia-Yorba Linda Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

e ICP will be reviewed annually.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVAL OF SCHOOL PLANS FOR STUDENT ACHIEVEMENT

Background

California Education Code Section 64001 requires that any school receiving categorical funds develop a *School Plan for Student Achievement* (SPSA). The plan must address all categorical funding sources that the school receives to ensure that students receive a coordinated program and that resources are maximized. In addition, the plan must be based on achievement data, demonstrate that staff has reviewed the progress of all groups of students in the school (e.g., special education students, English learners, GATE students, etc.), and have identified any areas where academic achievement should be improved. Action plans that are based on measurable goals and include specific activities for improvement are the heart of the *School Plan for Student Achievement*. Staff development and resources needed to implement the plan are identified. In the Placentia-Yorba Linda Unified School District, all elementary schools and middle schools are required to write an SPSA. For the 2025-26 school year, all SPSAs have been revised and submitted for Board approval. This year, the district has adjusted the timeline for SPSA development and approval to align with the annual Local Control and Accountability Plan (LCAP) process. This alignment enhances coherence across school and district-level planning, promotes greater transparency, and ensures federal and state compliance.

The staff at Brookhaven Elementary, Bryant Ranch Elementary, Buena Vista Virtual Academy, El Camino High, El Dorado High School, Fairmont Elementary, George Key School, Glenknoll Elementary, Glenview Elementary, Golden Elementary, Kraemer Middle, Lakeview Elementary, Linda Vista Elementary, Mabel Paine Elementary, Melrose Elementary, Morse Elementary, Orange County School of Computer Science, Parkview School, Rio Vista Elementary, Rose Drive Elementary, Ruby Drive Elementary, Sierra Vista Elementary, Topaz Elementary, Travis Ranch School, Tuffree Middle, Tynes Elementary, Valencia High School, Valadez Middle, Van Buren Elementary, Wagner Elementary, Woodsboro Elementary, and Yorba Linda Middle have developed their *School Plan for Student Achievement* and have received School Site Council authorization to submit their plan to the Board of Education for approval. These plans meet the requirements outlined in California Education Code Section 64001.

Financial Impact

Not applicable

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Jose Cabrera, Assistant Director, State and Federal Programs

Elementary Sites SPSA Goals 2025-2026

Site SPSA Link	ELA	Math	Chronic Absenteeism	English Learners
Brookhaven	By June 2026, students in the "one grade level below" will decrease by 20% in grades K-5. We plan to achieve our goal through PLC (vertical and grade level), Learning Walks, small groups, differentiation, after-school intervention. We measure our progress and success by monitoring i-Ready Reading after each diagnostic as well as core standards mastery as identified by the PYLUSD Priority Standards.	By June 2026, students in the "one grade level below" will decrease by 20% in grades K-5. We plan to achieve our goal through PLCs (vertical and grade level), Learning Walks, small groups, differentiation, after-school intervention. We measure our progress and success by monitoring i-Ready Math after each diagnostic as well as core standards mastery as identified by the PYLUSD Priority Standards.	By the end of the 2025-2026 school year, the chronic absenteeism rate will decline by 2% according to Aeries Analytics. We plan to achieve our goal: *Clerical Support *Translation Hours *Parental Participation (i.e. Coffee with the Principal, family nights) *Promoting student leadership to support belonging at school *Establish an attendance team to monitor attendance data monthly *Monthly attendance messages in the parent newsletter *Tier 2 Home Visits, SART meetings, and additional support (i.e. FRC, counselor)	By June 2026, English Learners in the "one grade level below" will decrease by 20% in grades K-5. We plan to achieve our goal through PLC (vertical and grade level), Learning Walks, small groups, differentiation, after-school intervention. We measure our progress and success by monitoring i-Ready personalized instruction.
Bryant Ranch	By June 2026, the iReady Reading	By June 2026, the iReady Math Diagnostic overall		By June 2026, the iReady Reading Diagnostic overall

	Diagnostic overall percentage score of students scoring "On or Above Grade Level" in the comprehension domain will be 80% or higher for students in grades K-5th.	percentage score of students scoring "On or Above Grade Level" in math will be 80% or higher for students in grades K-5th.		percentage score of EL students scoring "On or Above Grade Level" in the reading domain will be 60% or higher for students in grades K-5th.
Fairmont	The percentage of all students scoring Tier 1 on the i-Ready reading assessment will be 85% by May 2026. Increase the percentage of students scoring standard met and standard exceeded on the Spring 2026 CAASPP to reach 85%.	The percentage of students scoring Tier 1 on the i-Ready math assessment will be 85% by May 2026. Increase percentage of students in grades 3-6 scoring standard exceeded or standard met to 85% on the Spring 2026 CAASPP.		By the end of the 2025-26 school year, 75% of the English learners will advance one level of proficiency as measured by the ELPAC. Students will take the IABs throughout the year to check progress towards this goal.
Glenknoll	80% of students scoring Tier 1 on iReady reading will move to Tier 2 or Tier 3 by May, 2026. 85% of all students will score Tier 3 on iReady reading by May, 2026. 80% of all students taking the SBAC will score “Meets or Exceeds Standard” in May 2026.	80% of students scoring Tier 1 on iReady math will move to Tier 2 or Tier 3 by May, 2026. 85% of all students will score Tier 3 on iReady math by May, 2026. 80% of students taking the SBAC will score “Meets or Exceeds Standard” in May, 2026.		By May, 2026, all students with disabilities will meet their annual typical growth on iReady reading and math. English Learner students who score a 3 overall on the ELPAC in Spring 25 will score a 4 on the ELPAC in Spring 26. In Spring of 2026, 90% of English Learner students

				will achieve an overall score one level higher than their score in Spring 25
Glenview **Title I (24-25)**	By June 2026, K- 5th grade students scoring at grade level or above in reading will increase by 15% as measured by the i-Ready grade-level Reading Diagnostic 1 and 3 on "5-level placement." Language change: "And final diagnostic" NOTES: SSC input for goal adjustments Team feedback: possibly address CAASPP in the goal, and the targets measure become the i-ready HOW: Implementation of Research-Based Strategies (GLAD, Learning Intentions, Success Criteria) PLC- teacher addressing the 5 essential questions during meetings based Afterschool intervention	By June 2026, K- 5th grade students scoring at grade level or above in Math will increase by 15% as measured by the i-Ready grade-level Math Diagnostic 1 and 3 on "5-level placement." Language change: "And final diagnostic"		By June 2026, 10% of all English learner students will reclassify, as measured by reclassification data in Aeries and Ellevation and district reclassification criteria. HOW: ELPAC CAMP Teachers PD- GLAD Implementation of GLAD AVID Certifications

Golden	By the end of the 2025-2026 school year, 92% of our K-6 students will score on level or above on the final iReady Reading Diagnostic and/or standard met or standard exceeded on CAASPP ELA assessment. We plan to achieve our goal through PLC data (vertical and grade level), Learning Walks, small groups, differentiation, after school intervention, and formative assessments.	By the end of the 2025-2026 school year, 92% of our K-6 students will score on level or above on the final iReady Math Diagnostic and/or standard met or standard exceeded on CAASPP Math assessment. We plan to achieve our goal through PLC data (vertical and grade level), Learning Walks, small groups, differentiation, after school intervention, and formative assessments.		By the end of the 2025-26 school year, 90% of our English Learners will advance one level of proficiency as measured on the summative ELPAC. Students will take the IAB/FIABs throughout the year to check progress toward this goal. We plan to achieve our goal through PLC data, Learning Walks, designated ELD, integrated ELD, small groups, differentiation, after school intervention, and formative assessments.
Lakeview	As measured by the final iReady Diagnostic Assessment, 90% of the students will meet be at or above grade level by the Final Diagnostic Window of the 2024-25 school year for Reading. This is a 3% increase from the last school year.	As measured by the final iReady Diagnostic Assessment, 88% of the students will meet be at or above grade level by the Final Diagnostic Window of the 2023-24 school year for Math. At Diagnostic #1 in September, 46% of all students were scoring at or above grade level. This		By the end of the 2024-25 school year, 90% of our English Learner students will progress at minimum one level on the ELPAC summative assessment.

		is a 2% increase from last year.		
Linda Vista	By June 2026, Percentage of all students scoring in Tier 1 (students scoring at or above grade level) in the subject of Reading will increase from 51% to 81% by the end of the 2025-2026 school year as measured by the i-Ready Reading Diagnostic administered in June 2025. We plan to achieve our goal through PLC data(vertical and grade level), Learning Walks, small groups, differentiation, after school intervention and formative assessments. By June 2026, increase CAASPP	Percentage of all students scoring in Tier 1 (students scoring at or above grade level) in the subject of Math will increase from 38% to 78% by the end of the 2025-2026 school year as measured by the i-Ready Math Diagnostic administered in June 2026. We plan to achieve our goal through PLC data (vertical and grade level), Learning Walks, small groups, differentiation, after school intervention and formative assessments. By June 2026, increase CAASPP		Percentage of all English Language Learners scoring in Tier 1(students scoring at or above grade level) will increase by 30% by the end of the 2025-2026 school year as measured by the i-Ready Reading diagnostic administered in June 2026. We plan to achieve our goal through progress monitoring, PLC data, Learning Walks, professional development, after school intervention, and formative assessments.
Mabel Paine	By June 2026, utilizing the reading i-Ready diagnostic data, Tier 1 students will increase to 76% up from 46%, Tier 2	By June 2026, utilizing the math i-Ready diagnostic data, Tier 1 students will increase to 76% up from 32%, Tier 2 students will	By the end of the 2025-2026 school year, the chronic absenteeism rate will decline 2.3% from 12.9% to 10.6% or lower	By June 2026, utilizing the i-Ready diagnostic, Mabel Paine students who are English Language Learners at grade-level

	students will decrease to 14% down from 37%, Tier 3 students will decrease to 9% down from 17%. from the beginning of the year diagnostic to the end of the year diagnostic and also increase the 2025 CAASPP scores for grades 3-5 in ELA by 4% from the 2024 scores. We plan to achieve our goal: Intervention Teachers Differentiation and small group instruction Teacher Collaboration - Wednesdays 1:30 - 2:30 i-Ready Diagnostic and Intervention After-school Intervention AVID Implementation Comprehensive ELA Curriculum Purchase of library books.	decrease to 18% down from 53%,Tier 3 students will decrease to 6% down from 15% from the beginning of the year diagnostic to the end of the year diagnostic and also increase the 2025 CAASPP scores for grades 3-5 in Math by 4% from the 2024 scores. We plan to achieve our goal: Intervention Teachers Differentiation and small group instruction Teacher Collaboration - Wednesdays 1:30 - 2:30 i-Ready Diagnostic and Intervention Reflex Math After-school Intervention AVID Implementation Comprehensive Math Curriculum	according to Aeries Analytics. We plan to achieve our goal: Clerical Support Translation Hours Attendance Monitoring Attendance Celebrations Outreach Counselor Parental Participation Parent University and Coffee with the Principal Promoting student leadership	will increase by 32% in reading and 28% in mathematics from the beginning of the year diagnostic to the final diagnostic and students will increase 8% on the CAASPP assessments in both ELA and mathematics. We plan to achieve our goal: ELAC Resources Intervention Teacher - Designated ELD Instruction Data - Ellevation District Wide Initiative - EL Roadmap Teacher Collaboration i-Ready Diagnostic and Intervention AVID Implementation

Melrose **Title I**	Baseline: Currently, 10% (33/337) K-5th grade students are early/mid/above grade level in Reading as evidenced by the Fall Diagnostic iReady. 90% (303/337) K-5th grade students are one or more years below grade level in Reading as evidenced by the Fall Diagnostic iReady. By the end of the year, 60% (182/303) of students who scored one or more years below grade level in Reading on the Fall iReady Diagnostic will improve by at least one Tier. Currently, Melrose students in grades 3-5 scored. -58.4 points distance from standard on the 23-24 CAASPP in ELA (orange on dashboard).	Baseline: 5% (16/334) K-5th grade students are early/mid/above grade level in Math as evidenced by the Fall Diagnostic iReady. 95% (318/334) K -5th grade students are one or more years below grade level in Math as evidenced by the Fall Diagnostic iReady. By the end of the year, 60% (191/318) of students who scored one or more years below grade level in Math on the Fall iReady Diagnostic will improve by at least one Tier. Currently, Melrose students in grades 3-5 scored. -59.7 points distance from standard on the 23-24 CAASPP in mathematics (orange on dashboard). By the end of 2025-2026, Melrose students will increase +11.5 points (-48.2 points distance from		Baseline 1: Currently, 4% (10/227) 1st-5th grade English Learners are early/mid/above grade level in Reading as evidenced by the Fall Diagnostic iReady. 96% (216/227) 1st-5th grade students are one or more years below grade level in Reading as evidenced by the Fall Diagnostic iReady. Baseline: Currently, Melrose serves 222 English Learners. On their most recent ELPAC (2024), Baseline 2: 23 students scored a Level 1 (Novice) 19 Kinder, 2 1st graders, 1 2nd grader, 1 4th grader 31 students in Grades K-5 scored a Level 1 (Minimally Developed), 66 students in Grades K-5 scored a Level 2 (Somewhat Developed), 79 students in Grades K-5 scored a Level 3 (Moderately Developed), and

	By the end of 2025-2026, Melrose students will increase +22.8 points (-35.6 points distance from standard) on the CAASPP (yellow on the dashboard).	standard) on the CAASPP (yellow on the dashboard).		24 students in Grades K-5 scored a Level 4 (Well Developed). 60% (129/216) of English Learners who scored one or more years below grade level in Reading on the Fall iReady Diagnostic will improve by at least one Tier. By the end of the 2025 school year, 60% (118/198) of English Learners who scored a Level 1, 2, or 3 on the ELPAC in 2024 will improve by at least one level on the Spring 2025 ELPAC. Currently, Melrose English Learners in grades 3-5 scored. -71.9 points distance from standard on the 23-24 CAASPP in ELA (orange on dashboard). By the end of 2025-2026, Melrose English Learners will increase +22.3 points (-49.6 points distance from standard) on the CAASPP

				ELA (yellow on the dashboard).
Morse **Title I**	By the end of the 2025-2026 school year, 66% of our K-6 students will score on level or above on the final iReady Reading Diagnostic and/or standard met or exceeded on CAASPP ELA assessment. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, small group instruction, progress monitoring, CAASPP data analysis, and differentiated instruction. We will continue implementing GLAD and AVID strategies, and use after-school tutoring to support Tier 2 and 3 students. Our progress and success will be assessed through analyzing student iReady Reading	By the end of the 2025-2026 school year, 55% of our K-6 students will score on level or above on the final iReady Math Diagnostic and/or standard met or exceeded on CAASPP Math assessment. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, progress monitoring, small group instruction, CAASPP data analysis, and differentiated instruction. We will continue implementing CGI and AVID strategies, as well as after-school tutoring to support Tier 2 and 3 students. Our progress and success will be assessed through analyzing iReady Math Diagnostic, CAASPP, and district benchmarks.	By the end of the 2025-2026 school year, our goal is to decrease the chronic absenteeism rate by 2%, bringing it down from 11.9% to 9.9% or lower, as tracked by Aeries Analytics. To accomplish this, we will continue implementing key strategies, including clerical support, attendance monitoring, home visits, monthly attendance celebrations, school-wide attendance challenges, increased parental engagement, on-campus Parent University classes, quarterly Coffee with the Principal meetings, and the promotion of student leadership. Our efforts will focus on regular follow-ups with students and families facing attendance challenges to ensure consistent support	By the end of the 2025-26 school year, 65% of our English Learners will progress by at least one proficiency level on the summative ELPAC. To accomplish this, we will continue implementing GLAD and AVID strategies, with a strong emphasis on vocabulary development, as well as reading and writing techniques. Our progress and success will be assessed through the summative ELPAC, ELPI growth, and the iReady reading domain.

	diagnostic, CAASPP, and district benchmarks.		and improvement.	
Rio Vista **Title I**	By the end of the 2025-2026 school year, the number of our K-5 students who score on level or above on the final iReady Reading Diagnostic and/or standard met or exceeded on CAASPP ELA assessment will increase by 2%. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, small group instruction, progress monitoring, CAASPP data analysis, and differentiated instruction. We will continue implementing GLAD and AVID strategies. Our progress and success will be assessed through analyzing student iReady Reading diagnostic, CAASPP,	By the end of the 2025-2026 school year, the number of our K-5 students who score on level or above on the final iReady Math Diagnostic and/or standard met or exceeded on CAASPP Math assessment will increase by 3%. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, progress monitoring, small group instruction, CAASPP data analysis, and differentiated instruction. We will continue implementing CGI and AVID strategies. Our progress and success will be assessed through analyzing iReady Math Diagnostic, CAASPP, district benchmarks, and grade level common assessments and screeners.		By the end of the 2025-26 school year, 50% of our English Learners will progress by at least one proficiency level on the summative ELPAC. To accomplish this, we will continue implementing GLAD and AVID strategies. Our progress and success will be assessed through the summative ELPAC, ELPI growth, and the iReady reading domain.

	district benchmarks, and grade level common assessments and screeners.			
Rose Drive	#1: By June 2026, students will reach 85% proficiency or higher in iReady and 80% or higher according to CAASPP in the area of English Language Arts. (23-24 iReady ELA:84; 23-24 CAASPP ELA:79%) PLAN To Achieve: -Grade level articulation in the area of writing. -Schoolwide focus on Student Engagement -After school intervention in the area of phonics and fluency to build foundational skills. -Data analysis of FIAB and performance tasks with grade level groups to drive next steps of instruction	Goal #2: By June of 2026, we will show 3% growth in math, according to iReady and CAASPP, on students performing in the "at or above" grade level range when compared to data from March of 2023. (23-24 iReady M:82; 23-24 CAASPP M:73%) PLAN To Achieve: -Focus on CGI and procedures to increase the understanding of mathematical concepts -Utilize Reflex and Frax to develop essential foundational skills -Utilize iReady Prerequisite Skills report to strategically front load foundational skills needed for conceptual understanding. -Data analysis of FIAB and performance tasks with		Goal #3: According to 2026 ELPAC data, 80% of students will grow at least 1 level in the area of writing. (Data from the 2023 ELPAC showed that 10 students made no growth on the ELPAC in the area of writing.) PLAN To Achieve: -Teachers will familiarize themselves with the ELPAC writing rubrics and expectations. -After School EL Bootcamp in writing prior to ELPAC administration -Provide ongoing teacher training in the area of writing Goal #4: By June 2026, we will decrease the total number of referrals by 5

	-AVID training for all teachers grades 3-5 (over 2 years)	grade level groups to drive next steps of instruction		percent compared to the 23-24 school year. (Total Referrals in 23-24: 152 Sept/Oct shows 58% decrease) PLAN To Achieve: -PBIS Rotations to review routines and procedures -BEEP Awards -STARS cards and rewards utilized for positive reinforcement (Print Shop) -Inform staff of current data regarding student referrals and progress -Read aloud with diverse characters, videos or chants focusing on the monthly character traits -Greeting every student by name -Update signage and STARS Cart options (Print Shop)
Ruby Drive **Title I**	My school's ELA goal for 25-26 is to decrease the achievement gap for our students with disabilities and to increase our school wide level of	My school's Math goal for 25-26 is to decrease the achievement gap for our students with disabilities and to increase our school wide level of students	By the end of the 2025-2026 school year, the chronic absenteeism rate will decline 1% from 17% to 16% or lower	60% of English Learners who scored one or more years below grade level in Reading on the Fall iReady Diagnostic will improve by at least one Tier.

	students proficient by 10%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to collective commitment around teacher strategies. We measure our progress and success by I-Ready, CAASPP, and CFA.	proficient by 10%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to collective commitment around teacher strategies. We measure our progress and success by I-Ready, CAASPP, and CFA.	according to Aeries Analytics. We plan to achieve our goal: Clerical Support Translation Hours Attendance Monitoring Attendance Celebrations Outreach Counselor Parental Participation Parent University and Coffee with the Principal Promoting student leadership	By the end of the 2025 school year, 60% of English Learners who scored a Level 1, 2, or 3 on the ELPAC in 2024 will improve by at least one level on the Spring 2025 ELPAC.
Sierra Vista	My school's ELA goal is By June 2026, we will increase the percentage of students scoring in the green Tier 1 in iReady Reading Comprehension as measured by the iReady Diagnostic.. We plan to achieve our goal through using the PLC model, using differentiated instruction, vertical and grade level articulation,	My school's math goal for 25-26 is . We will increase the percentage of students scoring in the green Tier 1 in iReady Math as measured by the Numbers and Operations strands from the iReady Diagnostic. We plan to achieve our goal through 75% or higher.We plan to achieve our goal through using the PLC model, using differentiated instruction, vertical and	Our Chronic Absenteeism goal for 25-26 is to reduce our chronic absenteeism for our students with disabilities by 1% and to maintain our overall chronic absenteeism. This will be done through attendance incentives, monitoring attendance and communicating to stakeholders, and regular and consistent follow ups with students and families who are struggling.	My school's English Learner goal for 25-26 is 90% of the English learners will advance one level of proficiency as measured by the ELPI Indicator. We plan to achieve our goal through targeted in class support including common practices across the school including sentence frames, ample writing opportunities, and more . We measure our progress

	after school intervention . We measure our progress and success by data driven conversations with CFA's, formative and summative assessments, district benchmarks, state testing	grade level articulation, after school intervention . We measure our progress and success by data driven conversations with CFA's, formative and summative assessments, district benchmarks, state testing.		and success by common formative assessments, I-Ready progress, and CAASPP data.
Topaz **Title I**	By the end of the 2025-2026 school year, our ELA goal is to increase our iReady Tier 1 by 15% for the 25-26 school year. We plan to achieve our goal through use of weekly iReady lessons, progress monitoring, CAASPP, data analysis, and differentiated instruction. We will implement GLAD and AVID strategies, and use after-school tutoring to support Tier 2 and 3 students.	By the end of the 2025-2026 school year, our math goal is to increase iReady Tier 1 by 20%. We plan to achieve our goal through use of differentiated instruction, data analysis, and reflection of student data. We measure our progress by analyzing student iReady diagnostic, CAASPP, and district benchmarks.	By the end of the 2025-2026 school year, our goal is to decrease the chronic absenteeism rate by 5%, bringing it down from 22% or lower, as tracked by Aeries Analytics. To accomplish this, we will continue implementing key strategies, including attendance monitoring, home visits, monthly attendance celebrations, increased parental engagement, mentors, and quarterly Coffee with the Principal meetings..	By the end of the 2025-26 school year, 70% of our English Learners will progress at least one proficiency level on the summative ELPAC as measured by the ELPI indicator. We plan to achieve our goal through implementation of GLAD and AVID strategies. We will focus on vocabulary development, reading, and writing strategies. We will measure our progress and success by ELPAC summative, ELPI growth, and iReady reading domain.
Tynes **Title I**	By the end of the 2025–2026 school year,	By the end of the 2025–2026 school year,	By the end of the 2025-2026 school year,	By the end of the 2025–2026 school year,

	the percentage of socioeconomically disadvantaged students reading at or above grade level on the i-Ready Diagnostic will increase at least 6.1%. This annual growth aligns with the expected improvement needed to move from Orange to Green on the California School Dashboard in ELA in three years. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, small group instruction, progress monitoring, CAASPP data analysis, and differentiated instruction. We will continue implementing GLAD and AVID strategies, and use after-school tutoring to support Tier 2 and 3 students. Our progress and success will be assessed through	the percentage of socioeconomically disadvantaged students reading at or above grade level on the i-Ready Diagnostic will increase at least 8%. This annual growth aligns with the expected improvement needed to move from Orange to Green on the California School Dashboard in ELA in three years. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, progress monitoring, small group instruction, CAASPP data analysis, and differentiated instruction. We will continue implementing AVID strategies, as well as after-school tutoring to support Tier 2 and 3 students. Our progress and success will be assessed through analyzing iReady Math	the chronic absenteeism rate will improve 3% from 20% to 18%, according to Aeries Analytics. The 2024-2025 chronic absenteeism rate was 19.9% as of March 2025. To accomplish this, we will continue with monthly attendance monitoring, home visits, monthly attendance celebrations, increased parental engagement, mentors, and quarterly Coffee with the Principal meetings. Additionally, we will form parent and student focus groups to collaborate on ways to make attendance more engaging.	the percentage of English Learners reading at or above grade level on the i-Ready Diagnostic will increase at least 10%. This annual growth aligns with the expected improvement needed to move from Yellow to Green on the California School Dashboard in ELA in three years. To accomplish this, we will continue implementing GLAD and AVID strategies, with a strong emphasis on vocabulary development, as well as reading and writing techniques. Focus during PLCs and professional development will be on curriculum and instructional strategies that support ELs in both integrated and designated settings. Additionally, teams will dive deep into the format and expectations of the ELPAC. Our progress and success will be assessed

	analyzing student iReady Reading diagnostic, CAASPP, and district benchmarks.	Diagnostic, CAASPP, and district benchmarks.		through the summative ELPAC, ELPI growth, and the iReady reading domain.
Travis Ranch	The average percentage of 3-8 students scoring meeting or exceeding on the 2026 CAASPP English Language Arts State Test will increase 3% from 2025.A performance gap has been identified for students with disabilities who are scoring 73.6 points below standard. This subgroups which consists of 123 students across the school has scored red on the California School Dashboard. In response, Travis Ranch will focus on differentiation, small group instruction and targeted intervention.	The average percentage of 3-8 students scoring meeting or exceeding on the 2026 CAASPP Math Test will increase 3% from 2025. According to our 2024 results, our English Learners and Students with Disabilities have scored Orange on the California School Dashboard. In response, Travis Ranch will focus on differentiation, small group instruction, and targeted intervention.	The percentage of English Language Learners increasing one level on the ELPAC will increase 3% as compared to the 2025 ELPAC scores for Travis Ranch. According to the 20204 ELPAC scores, 62.2% of Travis Ranch English Learners made progress by increasing their ELPI level by at least one. This was a decline of 16% as compared to 2023 which is why Travis Ranch school earned Orange on the California School Dashboard in 2024. In response, Travis Ranch will focus on differentiation, small group instruction and targeted intervention.	

Van Buren **Title I (25-26)**	Van Buren's ELA goal for the 2025–2026 school year is to have 70% of all students performing at or above grade level on the i-Ready diagnostic assessment for grades K-5 and IXL for grade 6 by May 2026. Additionally, the school aims to increase the percentage of students meeting or exceeding standards on the Spring 2026 CAASPP by 3%.	Van Buren's Math goal for the 2025–2026 school year is to have 70% of all students performing at or above grade level on the i-Ready diagnostic assessment for grades K-5 and IXL for grade 6 by May 2026.. Additionally, the school aims to increase the percentage of students meeting or exceeding standards on the Spring 2026 CAASPP by 3%.		By the end of the 2025-26 school year, 85% of all English learners will advance one level of proficiency as measured by the ELPAC assessment.
Wagner	My school's ELA goal for 25-26 is to decrease the achievement gap for our students with disabilities and to increase our schoolwide level of students proficient by 5%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to	My school's Math goal for 25-26 is to decrease the achievement gap for our students with disabilities. We also want to increase our percentage of students proficient by 10%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to collective commitment	Our Chronic Absenteeism goal for 25-26 is to reduce our chronic absenteeism for our students with disabilities by 5% and to maintain our overall chronic absenteeism at 10% or under. This will be done through attendance incentives, monitoring attendance and communicating to stakeholders, and regular and consistent follow ups with students and families who are struggling.	My school's English Learner goal for 25-26 is 90% of the English learners will advance one level of proficiency as measured by the ELPI Indicator. We plan to achieve our goal through targeted in class support including the utilization of WIN time and common practices across the school including sentence frames, ample writing opportunities, and more . We measure our progress

	collective commitment around teacher strategies. We measure our progress and success by I-Ready, CAASPP, and CFA.	around teacher strategies. We measure our progress and success by I-Ready, CAASPP, and CFA.		and success by common formative assessments, I-Ready progress, and CAASPP data.
Woodsboro	My school's ELA goal for 2025-26 is to show overall growth in the CAASPP with a 2% increase of students meeting or exceeding (from 73.18% met or exceeded to 75.18%). We plan to have a special focus on our subgroup of students who are ELL. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks focused on integrated ELD and AVID WICOR,teacher articulation days,, PLC support, intervention, after school tutoring and collective commitment around instructional strategies. We measure	My school's Math goal for 2025-26 is to show overall growth in the CAASPP with a 2% increase of students meeting or exceeding (from 67.33% met or exceeded to 69.33%). We plan to have a special focus on our subgroup of students who are ELL. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks focused on integrated ELD and AVID WICOR, teacher articulation days, PLC support around math essential standards/learning targets, intervention, after school tutoring and collective commitment		My school's ELD goal for 2025-26 is to decrease the percentage of students who regressed at least one ELPI Level on the ELPAC by 5% (from 20.5% to 15.5%). *Number of total students EL:39) . We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks focused on integrated ELD and AVID WICOR, teacher articulation days, PLC support around GLAD strategies that can be implemented on the fly,, after school tutoring and collective commitment around instructional strategies. We measure our progress and success

	our progress and success by I-Ready, CAASPP, and common formative assessments. .	around instructional strategies. We measure our progress and success by I-Ready, CAASPP, and common formative assessments.		by I-Ready, CAASPP, ELPAC and common formative assessments.

Secondary and Alternative Education Sites SPSA goals

Site SPSA Link	ELA	Math	ELD
OCSCS	OCSCS's students with identified disabilities will improve from -109.5 (DFS) to -89.5 or better as measured by the SBA English Language Arts score (CA Dashboard cut scores). In addition to this, students identified as homeless will improve from -92.3 (DFS) to -81.2 or better as measured by the SBA English Language Arts score (CA Dashboard cut scores). For all students we want to maintain a +2.9 and or increase by 3 points from previous year growth in overall SBAC scores in ELA.	OCSCS's students with identified disabilities will improve from -96.8 (DFS) to -93.8 or better as measured by the SBA Mathematics score (CA Dashboard cut scores) . In addition to this, students identified as homeless will improve from -98.3 (DFS) to -95.3 or better as measured by the SBA Mathematics score (CA Dashboard cut scores). The overall scores will increase by 3 points in math.	OCSCS' EL students will improve in the following manners: The EL student cohort will improve their ELA SBAC average DFS score by 3 or more points to move to the Orange performance level. The EL student cohort will improve their math SBAC average DFS score by 3 or more points to move to the Orange performance level.

Kraemer Title I	By the end of the 2025-26 school year, Kraemer Middle School will increase English Language Arts (ELA) achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth in Distance from Standard (DFS) scores by the following amounts: • Hispanic students will improve by +9.3 points, moving from -14.3 to -5.0. • Socioeconomically Disadvantaged (SED) students will improve by +3.0 points. • English Learners (ELs) will improve by +56.5 points. • Long-Term English Learners (LTELs) will improve by +3.0 points. • Students with Disabilities (SWD) will improve by +3.0 points.	By the end of the 2025-26 school year, Kraemer Middle School will improve Mathematics achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth in Distance from Standard (DFS) scores by the following amounts: • Hispanic students will improve by +45.9 points. • Socioeconomically Disadvantaged (SED) students will improve by +15.8 points. • English Learners (ELs) will improve by +6.6 points. • Long-Term English Learners (LTELs) will improve by +3.0 points. • Students with Disabilities (SWD) will improve by +51.3 points. • Homeless students will improve by +3.0 points.	By the end of the 2025-26 school year, Kraemer Middle School will improve English Learner progress as measured by the English Learner Progress Indicator (ELPI) on the English Language Proficiency Assessments for California (ELPAC). Each subgroup will demonstrate the following growth: • English Learners (ELs) will improve by +7.7 percentage points. • Long-Term English Learners (LTELs) will improve by +7.4 percentage points.

Travis	The average percentage of 3-8 students scoring meeting or exceeding on the 2026 CAASPP English Language Arts State Test will increase 3% from 2025.A performance gap has been identified for students with disabilities who are scoring 73.6 points below standard. This subgroups which consists of 123 students across the school has scored red on the California School Dashboard. In response, Travis Ranch will focus on differentiation, small group instruction and targeted intervention.	The average percentage of 3-8 students scoring meeting or exceeding on the 2026 CAASPP Math Test will increase 3% from 2025. According to our 2024 results, our English Learners and Students with Disabilities have scored Orange on the California School Dashboard. In response, Travis Ranch will focus on differentiation, small group instruction, and targeted intervention.	The percentage of English Language Learners increasing one level on the ELPAC will increase 3% as compared to the 2025 ELPAC scores for Travis Ranch. According to the 20204 ELPAC scores, 62.2% of Travis Ranch English Learners made progress by increasing their ELPI level by at least one. This was a decline of 16% as compared to 2023 which is why Travis Ranch school earned Orange on the California School Dashboard in 2024. In response, Travis Ranch will focus on differentiation, small group instruction and targeted intervention.
Tuffree **Title I (25-26)**	By the end of the 2025-26 school year, the overall % of students at or above standard in English Language Arts will increase by 2% from the Spring 2025 scores as measured by CAASPP administered in Spring 2026. Progress will be monitored through formative assessments, PYLUSD district writing prompts, and review of Interim Assessment Blocks (IABs).	The % of ALL students scoring "Standard Met" or "Standard Exceeded" in Mathematics will increase 2% overall by the end of the 2025-26 school year as measured by CAASPP administered in Spring 2026. Along with formative assessments, PYLUSD benchmarks, and the introduction and review of Interim Assessment Blocks (IABs), progress toward goal can be monitored.	By June 2026, English Language Learner student achievement will increase by 5% in Math and ELA, as measured by CAASPP administered in Spring 2026.

Valadez **Title I**	By the end of the 2025-26 school year, VMSA will increase the percentage of all students meeting/exceeding standards as measured by the ELA SBAC by 5%. Students with Disabilities (SWD) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by improving 5 points or better.	By the end of the 2025-26 school year, VMSA will increase the percentage of all students meeting/exceeding standards as measured by the Math SBAC by 5%. Students with Disabilities (SWD) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by improving 8 points or better. English Learners (ELs) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by improving 14.5 points or better.	By the end of the 2025-26 school year, 80% of VMSA ELs will increase their Overall ELPAC Scale Score as measured by the ELPAC (Example: from scale score 1598 to scale score 1630) as compared to their 24-25 school year proficiency overall scale score.
YLMS	By the end of the 2025-26 school year, Yorba Linda Middle School will increase English Language Arts (ELA) achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by the following amounts: *Hispanic*: 10.3 points *SES*: 7.6 points *EL*: 13 points	By the end of the 2025-26 school year, Yorba Linda Middle School will increase in Mathematics achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by the following amounts:	The percentage of English Language Learners reclassification as measured by the English Language Proficiency Assessment California (ELPAC) will increase by 5% in the 2025-2026 school year.

	Disabilities: 12.3 points	*Hispanic*: 15 points *SES*: 12.6 points *EL*: 6.3 points *Disabilities:* 20.4	
El Camino **Title I**	By the end of the 2025-26 school year, the overall percentage of students meeting or exceeding the standard in ELA will increase by 2% from the Spring 2025 scores as measured by CAASPP administered in Spring 2026. Progress will be monitored through formative assessments and IABs By the end of the 2025-26 school year, 95% of seniors will have completed a Senior Exit Portfolio.	By the end of the 2025-26 school year, the overall percentage of students meeting or exceeding the standard in Mathematics will increase by 2% from the Spring 2025 scores as measured by CAASPP administered in Spring 2026. Progress will be monitored through formative assessments and IABs. By the end of the 2025-26 school year, Algebra 1A students will score 70% or higher on the solving equations portion of the common district final. By the end of the 2025-26 school year, Algebra 1B students will score 70% or higher on the exponential function portion of the common district final.	By the end of the 2025-26 school year, English Language Learners will show an increase in those who meet or exceed standard on the ELA portion of the CAASPP by 2%. By the end of the 2025-26 school year, English Language Learners will show an increase in those who meet or exceed standard on the Math portion of the CAASPP by 2%. By the end of the 2025-26 school year El Camino will increase the percentage of English Learners who progress at least one proficiency level on the ELPAC by 10%.
El Dorado	Focus Area 3.0— Science Performance Growth	Focus Area 2.0— Math Performance Improvement: El Dorado High School will	Focus Area 1.0—English Learner Growth & Achievement Title & Description

	Increase NGSS Science scores by 10 points by June 2026 through expanded lab-based, inquiry-driven learning and cross-curricular support. Science performance is 6.6 points below standard, with limited hands-on learning opportunities and low engagement in STEM pathways. PYLUSD 2.2,2.3 LCAP Action Steps: Expand Lab-Based Inquiry Learning NGSS Professional Development STEM Career Pathways Expansion	improve student math performance, increasing overall scores from 14.1 points below standard to meeting/exceeding standards by June 2026, as measured by CAASPP. Identified Need: Math performance declined 17.3 points in the 2024 CA Dashboard. Socioeconomically Disadvantaged (SED) students and ELs show the largest achievement gaps. PYLUSD: 1.4 2.2 Action Steps: Before/After-School Math Tutoring Professional Development – Data-Driven Math Instruction Peer Tutoring Program – Student mentors for struggling learners	El Dorado High School will improve English Learner (EL) progress towards proficiency by increasing the percentage of ELs making progress from 32.4% to at least 42.4% by June 2026, as measured by the ELPAC and local assessments. This goal aligns with PYLUSD's LCAP Focus on Equity & English Learner Achievement. Identified Need The 2024 California School Dashboard indicates a Red performance level for EL Progress, with only 32.4% of ELs demonstrating growth. The school must implement targeted interventions to increase language proficiency and access to rigorous coursework. Action Step 1.1 Designated ELD Instruction – Implement structured language support in all core subjects 1.2 Professional Development – Train teachers in SDAIE & GLAD strategies
Esperanza (WASC Action Plan in lieu of SPSA)	Advanced Placement Course Achievement: AP enrollment and pass rate and is comparable to our other high schools at 86%, we are being intentional about increasing the number of students challenging themselves with AP courses, but	EHS continued to experience an increase in SBAC/CAASPP test scores in the 2023-24 school year. EHS grew in Math from 47.45% met or exceeded to 49.41%. ELA grew from 73.81% to 76.63%. EHS continues to strive for increased	English Learner achievement: According to the California Dashboard for 2024, Esperanza High School's English Learner Proficient rate is 17.91%. In order to increase the percentage of students scoring proficient, EHS will focus on the following improvements: Inform all

	also increasing the number of tests taken. Our AP teachers, counselors and administration are committed to encouraging more participation in a rigorous program of study and removing barriers from participation in AP courses. Our number of AP students (and student enrolled in at least one AP course) as well as the number of tests administered will increase by 25% as compared to the 2024-25 school year, while maintaining or exceeding an 86% pass rate.	performance from all students by supporting all teachers with the necessary resources to provide effective standards-based instruction (ie: Signature Practices, AVID WICOR, student work and data analysis in PLCs to guide reteaching, etc). EHS will provide math tutoring support before school after school and during lunch as well as add interim block assessments in order to monitor progress and inform instruction. Student achievement in the area of Math will increase from 49.41% Met or Exceeded Standard to by 52% Met or Exceeded Standard as measured by SBAC/CAASPP in May 2025.	stakeholders (students, parents and staff) of current levels of proficiency for individual students; provide ongoing professional development for teachers on strategies for providing integrated EL support in their classes; add bilingual teacher's assistants to the ELA Newcomer and Emerging level ELD support classes; allocate supplemental and carryover funds to improve and enhance EL programs on campus; Increase outreach efforts to get input from EL families in regards to their student's needs. English Learner proficiency rates will increase by 10%.
Valencia	**1.)** The percentage of all 11th-grade students meeting or exceeding standards in English Language Arts CAASPP will increase 3% per year from 66% in 2024 to 69% for 2025 and 72% in 2026. **2.)** The distance from standard on the CAASPP ELA Exam will grow from 40.4 pts above standard for all students in 2024 to 60 pts above standard on the 2026 CAASPP. **3.)** 80% of all students will earn a C-	**1.)** In Algebra 1A and Algebra 1B, 70% of students on IXL will grow at least 100 points by the end of the 2025-26 school year. **2.)** The percentage of all 11th-grade students in Algebra 2/Trig meeting or exceeding standards will increase by 3% over the 2025 results, as measured on the CAASPP (49% of ALL 11th graders tested met or exceeded standards on 2024	**1.**) 20% of ELs will reclassify by Summer 2026. (Note: This goal is a 5% increase over the 2024-25 goal.) **2.)** In alignment with district reclassification criteria, 75% of ELs will earn a C- or higher in English Language Arts (ELA) OR a 2.0 or higher academic GPA on the second semester report card.

	or better in LA. **4.)** Maintain or increase the 2:1 ratio of combined sections of LA4 ERWC and AP English Language and Composition as compared to LA 4 College prep classes. (Currently 11:6) **5.)** Maintain AP exam enrollment and pass rates in AP English Language & AP English Literature.	CAASPP). **3.)** The percentage of all math students meeting or exceeding the standards on the end-of-semester finals will increase by 5% over the 2024-25 percentages. **4.)** The percentage of EL and SPED students meeting or exceeding the standards on the end-of-semester finals will increase by 5% over the 24-25 percentages. **5.**) The percentage of EL and SPED students meeting or exceeding the standards on the CAASPP will increase by 5% in 2026 over the 2024 results. (7.5% of SpEd met or exceeded in 2024, 0% of ELs met or exceeded in 2024). **6.)** The distance from the standard on the CAASPP Math Exam will grow from 5.3 pts below the standard for all students in 2024 to 15 pts above standard on the 2026 CAASPP. **7.)** CAASPP Distance from Standard Math: LTELs will increase Math performance on CAASPP exam to grow from -198.2 pts below standard in 2024 to -150 points below standard in 2026.	**3.)** In alignment with district reclassification criteria, 75% of ELs will earn a score of 3 or higher on the Spring District Writing Prompt (DWP). **4.**) CAASPP Distance from Standard ELA: Long Term English Learners (LTELs) will increase ELA CAASPP 2026 performance to return to 2023 level of 54.5% below standard. (Currently 109.1% below standard for 69 LTELS in 2024)
YLHS	By June 2026, Yorba Linda High	By the end of the Fall 2025	By June 2026, Yorba Linda High

(WASC Action Plan in lieu of SPSA)	School will increase the percentage of students meeting or exceeding standards in English Language Arts on the CAASPP by 3% from the 2024–25 baseline data.	semester, Yorba Linda High School will increase scores on the 1st Semester District Final Exam by 2% from 2024-2025 baseline data.	School will increase the percentage of English Learners who progress at least one proficiency level on the ELPAC by 3% compared to 2024–25 data.
Parkview & BVVA	Student achievement in Language Arts is at the core of Parkview and Buena Vista Virtual Academy's mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career-ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.	Student achievement in mathematics is at the core of Parkview's and Buena Vista Virtual Academy's mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career-ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.	Student achievement in College and Career is at the core of Parkview's and Buena Vista Virtual Academy's mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career-ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.
George Key	**Communication** **George Key)** Students will demonstrate choices, state an opinion, initiate a communication exchange using their communication system(s.) **(Venture Academy**) Increase students that leave with a job/career portfolio (resume, letter of recommendation, references, etc.)	**Communication** **(George Key)** Increase sustained interaction and attention with age-respectful activities as completed by peers. **(Venture Academy)** Increase data collection and progress monitoring at the job sites from once a month to once a week.	**Life Skills** Provide George Key teachers with evidenced based language techniques to support students with complex communication needs, as evidenced by student outcome in communication goals as noted on individual IEPs.

	when they graduate from 20% to 90%		

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVAL OF UNIVERSAL SPORTS INSTITUTE PROGRAMMING FOR 2025-26 SCHOOL YEAR

Background

The Universal Sports Institute is seeking approval for its 2025-26 programming model. This streamlined model will include strength and conditioning services, mental health performance, and recovery services. Limited sport-specific training will continue to be offered based on student enrollment and participation needs.

Financial Impact

Base funds, NTE: $562,355

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

UNIVERSAL SPORTS INSTITUTE

Board Presentation

JUNE 17, 2025

“It’s been an awesome first year. We would not be here if it was not for USI.”

— Parent of 10th Grade Student

“This program has grown my son’s confidence. He is improving in his athletic ability, but I’m most thankful for the change of mindset he has. The staff and fellow students welcomed him into the group immediately!”

— Parent of 8th Grade Student

“My daughter has always loved being active. The program has challenged her and grown her love for sports and movement. As a homeschool student, the time spent socializing with friends while doing something she loves has been valuable.”

— Parent of a 6th Grade Student

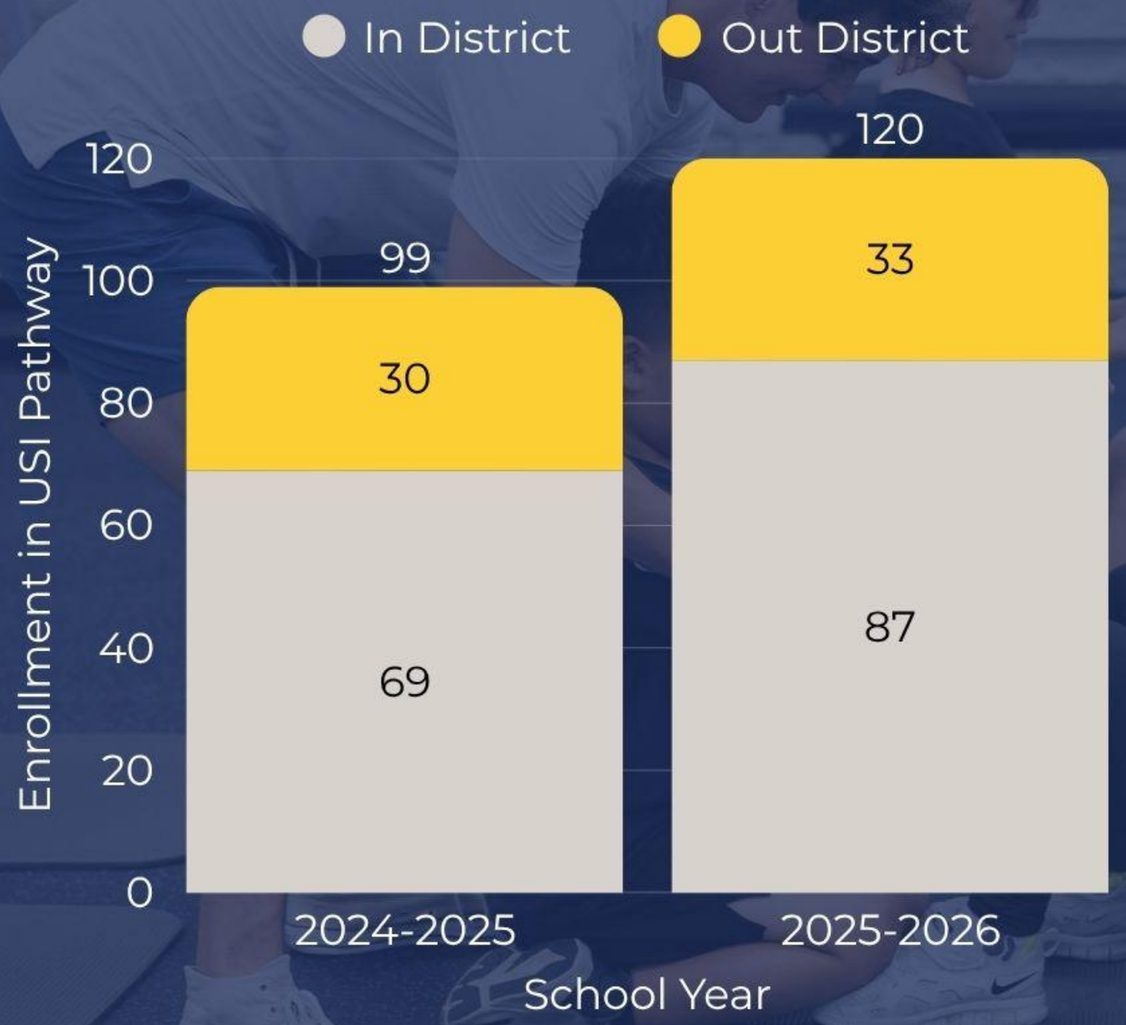
Strong Academic Outcomes

57% Honors or AP Courses

Average GPA of 3.3

ENROLLMENT GROWTH

2024-25	2025-26
99 New Students	74 New Students
30 Out of District Students	33 New Out of District Students
30% Out of District Students	45% New Out of District Students



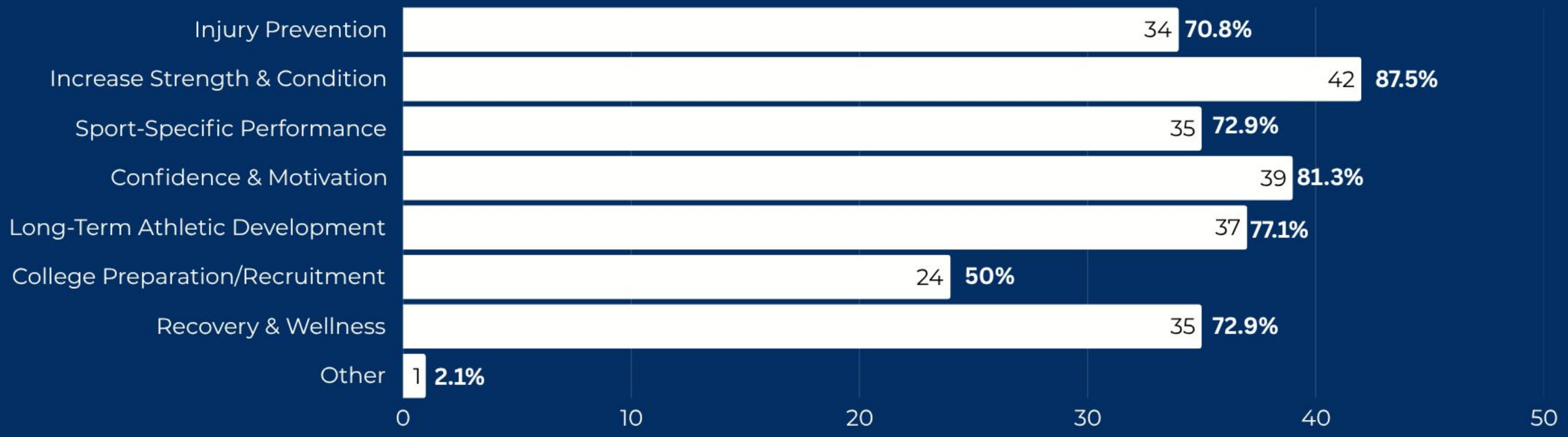
2025-2026 CURRENT & PROSPECTIVE ENROLLMENT

2025-2026

NEW STUDENT CONCURRENT ENROLLMENT BY PYLUSD SCHOOL

As of June 9, 2025

WHAT ARE YOUR PRIMARY GOALS FOR YOUR STUDENT'S PARTICIPATION IN A SPORTS PERFORMANCE PROGRAM?



ADVISORY MEETINGS

Review of District-initiated RFP

Utilized decision-making framework to review proposals

Interviewed and selected vendor: Ausletics

Finalized proposed services for 2025-26 school year

Make a recommendation to the Board of Education

BUDGET COMPARISON

2025-2026 Program

- Vendor
- 2 USI Supervisors
- Partial Custodial
- Instructional Assistant
- Partial Secretarial Support
- Walk-on Coaching Stipends
- Software
- Materials/Supplies

PROPOSED NEXT STEPS

Parkview & USI on Same Site

Strengthen Connection between Academics & Athletics

Coordinate Schedules

Foster Communication Among Staff

More Integrated Support

Enhanced Academic Rigor & Athletic Development

8:02:12

THANK YOU

Questions?

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AB 1200/2756 FINANCIAL DISCLOSURE: CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER NO. 293 (CSEA)

Background

The Board will be voting on the memorandum of understanding (MOU) with the California School Employees Association (CSEA), Placentia Chapter No. 293, to certify an additional 2% increase on schedule over the 2024-25 salary schedule, retroactive to July 1, 2024.

AB 1200, enacted in 1991, incorporated Government Code Section 3547.5, which requires school districts to make public disclosure of collective bargaining agreements. This requirement stipulates that a public-school employer must disclose the major provisions of the agreement including, but not limited to, the costs that will be incurred in the current and subsequent years. AB 2756, enacted in 2004, added additional provisions which requires district administration to certify that the district can meet its financial obligations under the proposed agreement.

In order to comply with AB 1200/2756, the district must disclose the major provisions of the collective bargaining agreement, including costs for current and future years, at a public meeting before entering into the agreement.

Financial Impact

Included in adopted budget

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Orange County Department of Education
District Fiscal Services

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

School District - Bargaining Unit:	Placentia Yorba Linda Unified School District - California School Employees Association, Chapter 293 (CSEA)
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning: July 1, 2024 (date) and ending: June 30, 2025 (date)

The Governing Board will act upon this agreement on: June 17, 2025 (date)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement: Year 1 Increase/(Decrease) **2024-25**	Year 2 Increase/(Decrease) **2025-26**	Year 3 Increase/(Decrease) **2026-27**
1	**Salary Schedule** Increase (Decrease)	$ 48,619,910	$ 972,398	$ -	$ -
			2.00%	0.00%	
2	**Step and Column** Increase (Decrease) Due to movement plus	$ -	$ -	$ -	$ -
			0.00%	0.00%	
3	**Other Compensation -** Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.)	$ -		$ -	$ -
			0.00%	0.00%	
	Description of other compensation: **1) Eliminate Column I and II of the Certificated Salary schedule 2) New SLP salary schedule reflects current salary plus stipend 3) Memorialize the past practice of SDC Release Time.**	$ -	$ -	$ -	$ -
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare etc.	$ 17,566,400	$ 351,328	$ -	
			2.00%	0.00%	
5	**Health/Welfare Plans**	$ -	$ -	$ -	$ -
			0.00%	0.00%	
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 66,186,310	$ 1,323,726	$ -	$ -
7	**Total Number of Represented Employees**	1,241	1,241		
8	**Total Compensation Average Cost per Employee**	$ 53,333	$ 1,067	$ -	$ -

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

   For the 2024-25 school year, unit members will receive a 2% on schedule ongoing increase over the 2023-24 salary schedule, retroactive to July 1, 2024. The retroactive payment and salary schedule adjustment shall be effective and paid within three (3) pay periods of ratification by both parties of this agreement.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

    N/A

11. Please include comments and explanations as necessary.

    N/A

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [ ] No [X]

    If yes, please describe the cap amount.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

The noncompensation items are listed in the attached Tentative Agreement signed on April 1, 2025.

- Article XIII - Leaves: Section 13.1 Notification of Absence
- Article XV - Training: Section 15.1.1 Classification Specific In-Service Training, Section 15.1.2, Section 15.1.3, Section 15.1.4 Training Upon Hire of Promotion, Section 15.2
- Article XVII - Hours of Employment: Section 17.2 Workday, Section 17.12 Additional Assignment, Section 17.16.1, Section 17.17 Short-Term and Substitute Hours, Section 17.19 Start Up/Shut Down Time
- Article XVIII - Wages: Section 18.4 Work Assignment Pay Adjustment, Section 18.4.1 Working Out of Classification Pay, Section 18.4.2 Temporary Upgrade Pay, Section 18.10 Meals, Section 18.15 Regular Rate of Pay
- Article XX - Health & Welfare: Section 20.1.1.a
- Article XXI: Vacation: Section 21.1.1, Section 21.1.2, Section 21.3, Section 21.4

C. What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

N/A

E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

In the current year, deficit spending will be addressed using the reserve. The district will make staffing adjustments in the out years

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

General Fund - LCFF

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

General Fund - LCFF

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund - LCFF

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 293 (CSEA)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/11/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Local Control Funding Formula Sources (8010-8099)	$ 278,785,365	$ -	$ -	$ 278,785,365
Remaining Revenues (8100-8799)	$ 21,626,342	$ -	$ -	$ 21,626,342
TOTAL REVENUES	$ 300,411,707	$ -	$ -	$ 300,411,707
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 122,737,393	$ -	$ -	$ 122,737,393
Classified Salaries (2000-2999)	$ 36,779,473	$ 612,296	$ -	$ 37,391,769
Employee Benefits (3000-3999)	$ 69,042,930	$ 221,222	$ -	$ 69,264,152
Books and Supplies (4000-4999)	$ 6,960,282	$ -	$ -	$ 6,960,282
Services, Other Operating Expenses (5000-5999)	$ 18,429,265	$ -	$ -	$ 18,429,265
Capital Outlay (6000-6599)	$ 1,900,741	$ -	$ -	$ 1,900,741
Other Outgo (7100-7299) (7400-7499)	$ 8,883,922	$ -	$ -	$ 8,883,922
Direct Support/Indirect Cost (7300-7399)	$ (1,701,579)	$ -	$ -	$ (1,701,579)
Other Adjustments				
TOTAL EXPENDITURES	$ 263,032,427	$ 833,518	$ -	$ 263,865,945
OPERATING SURPLUS (DEFICIT)	$ 37,379,280	$ (833,518)	$ -	$ 36,545,762
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 500,000	$ -	$ -	$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,300,000	$ -	$ -	$ 3,300,000
CONTRIBUTIONS (8980-8999)	$ (46,004,695)	$ (490,208)	$ -	$ (46,494,903)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (11,425,415)	$ (1,323,726)	$ -	$ (12,749,141)
BEGINNING BALANCE	$ 72,922,012			$ 72,922,012
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 61,496,597	$ (1,323,726)	$ -	$ 60,172,871
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 275,472	$ -	$ -	$ 275,472
Restricted Reserves (9740)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ 20,251,131	$ (1,456,098)	$ -	$ 18,795,033
Other Assignments (9780)	$ 20,484,997	$ 66,186	$ -	$ 20,551,183
Reserve for Economic Uncertainties (9789)	$ 20,484,997	$ 66,186	$ -	$ 20,551,183
Unassigned/Unappropriated (9790)	$ -	$ -	$ -	$ -

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 293 (CSEA)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/11/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Local Control Funding Formula Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 73,567,709	$ -	$ -	$ 73,567,709
TOTAL REVENUES	$ 73,567,709	$ -	$ -	$ 73,567,709
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 37,851,789	$ -	$ -	$ 37,851,789
Classified Salaries (2000-2999)	$ 24,122,908	$ 360,102	$ -	$ 24,483,010
Employee Benefits (3000-3999)	$ 38,318,773	$ 130,106	$ -	$ 38,448,879
Books and Supplies (4000-4999)	$ 14,791,678	$ -	$ -	$ 14,791,678
Services, Other Operating Expenses (5000-5999)	$ 17,924,124	$ -	$ -	$ 17,924,124
Capital Outlay (6000-6599)	$ 8,571,690	$ -	$ -	$ 8,571,690
Other Outgo (7100-7299) (7400-7499)	$ 253,919	$ -	$ -	$ 253,919
Direct Support/Indirect Cost (7300-7399)	$ 1,532,633	$ -	$ -	$ 1,532,633
Other Adjustments				
TOTAL EXPENDITURES	$ 143,367,514	$ 490,208	$ -	$ 143,857,722
OPERATING SURPLUS (DEFICIT)	$ (69,799,805)	$ (490,208)	$ -	$ (70,290,013)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 46,004,695	$ 490,208	$ -	$ 46,494,903
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (23,795,110)	$ -	$ -	$ (23,795,110)
BEGINNING BALANCE	$ 71,252,846			$ 71,252,846
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 47,457,736	$ -	$ -	$ 47,457,736
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ -	$ -	$ -	$ -
Restricted Reserves (9740)	$ 47,457,736	$ -	$ -	$ 47,457,736
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties (9789)	$ -	$ -	$ -	$ -
Unassigned/Unappropriated (9790)	$ -	$ -	$ -	$ -

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 293 (CSEA)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/11/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Local Control Funding Formula Sources (8010-8099)	$ 278,785,365	$ -	$ -	$ 278,785,365
Remaining Revenues (8100-8799)	$ 95,194,051	$ -	$ -	$ 95,194,051
TOTAL REVENUES	$ 373,979,416	$ -	$ -	$ 373,979,416
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 160,589,182	$ -	$ -	$ 160,589,182
Classified Salaries (2000-2999)	$ 60,902,381	$ 972,398	$ -	$ 61,874,779
Employee Benefits (3000-3999)	$ 107,361,703	$ 351,328	$ -	$ 107,713,031
Books and Supplies (4000-4999)	$ 21,751,960	$ -	$ -	$ 21,751,960
Services, Other Operating Expenses (5000-5999)	$ 36,353,389	$ -	$ -	$ 36,353,389
Capital Outlay (6000-6599)	$ 10,472,431	$ -	$ -	$ 10,472,431
Other Outgo (7100-7299) (7400-7499)	$ 9,137,841	$ -	$ -	$ 9,137,841
Direct Support/Indirect Cost (7300-7399)	$ (168,946)	$ -	$ -	$ (168,946)
Other Adjustments				
TOTAL EXPENDITURES	$ 406,399,941	$ 1,323,726	$ -	$ 407,723,667
OPERATING SURPLUS (DEFICIT)	$ (32,420,525)	$ (1,323,726)	$ -	$ (33,744,251)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 500,000	$ -	$ -	$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,300,000	$ -	$ -	$ 3,300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (35,220,525)	$ (1,323,726)	$ -	$ (36,544,251)
BEGINNING BALANCE	$ 144,174,858			$ 144,174,858
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 108,954,333	$ (1,323,726)	$ -	$ 107,630,607
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 275,472	$ -	$ -	$ 275,472
Restricted Reserves (9740)	$ 47,457,736	$ -	$ -	$ 47,457,736
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ 20,251,131	$ (1,456,098)	$ -	$ 18,795,033
Other Assignments (9780)	$ 20,484,997	$ 66,186	$ -	$ 20,551,183
Reserve for Economic Uncertainties (9789)	$ 20,484,997	$ 66,186	$ -	$ 20,551,183
Unassigned/Unappropriated (9790)	$ -	$ -	$ -	$ -

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 293 (CSEA)**

	2024-25	2025-26	2026-27
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Local Control Funding Formula Sources (8010-8099)	$ 278,785,365	$ 281,618,955	$ 291,291,137
Remaining Revenues (8100-8799)	$ 95,194,051	$ 85,191,890	$ 83,757,762
TOTAL REVENUES	$ 373,979,416	$ 366,810,845	$ 375,048,899
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 160,589,182	$ 159,812,223	$ 157,063,586
Classified Salaries (2000-2999)	$ 61,874,779	$ 61,782,572	$ 61,320,637
Employee Benefits (3000-3999)	$ 107,713,031	$ 109,027,721	$ 110,167,510
Books and Supplies (4000-4999)	$ 21,751,960	$ 18,734,663	$ 20,086,010
Services, Other Operating Expenses (5000-5999)	$ 36,353,389	$ 36,224,373	$ 30,901,751
Capital Outlay (6000-6999)	$ 10,472,431	$ 3,805,449	$ 3,038,449
Other Outgo (7100-7299) (7400-7499)	$ 9,137,841	$ 9,390,449	$ 9,673,576
Direct Support/Indirect Cost (7300-7399)	$ (168,946)	$ (168,946)	$ (168,946)
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 407,723,667	$ 398,608,504	$ 392,082,573
OPERATING SURPLUS (DEFICIT)	$ (33,744,251)	$ (31,797,659)	$ (17,033,674)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 500,000	$ 500,000	$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,300,000	$ 3,300,000	$ 3,300,000
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (36,544,251)	$ (34,597,659)	$ (19,833,674)
BEGINNING BALANCE	$ 144,174,858	$ 107,630,607	$ 73,032,948
CURRENT-YEAR ENDING BALANCE	$ 107,630,607	$ 73,032,948	$ 53,199,274
COMPONENTS OF ENDING BALANCE:			
Nonspendable Reserves (9711-9719)	$ 275,472	$ 275,472	$ 275,472
Restricted Reserves (9740)	$ 47,457,736	$ 42,734,420	$ 34,756,654
Stabilization Arrangements (9750)	$ -	$ -	$ -
Other Commitments (9760)	$ 18,795,033	$ -	$ -
Other Assignments (9780)	$ 20,551,183	$ 9,927,631	$ -
Reserve for Economic Uncertainties (9789)	$ 20,551,183	$ 20,095,425	$ 18,167,148
Unassigned/Unappropriated (9790)	$ -	$ -	-

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2024-25	2025-26	2026-27
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 411,023,667	$ 401,908,504	$ 395,382,573
b.	State Standard Minimum Reserve Percentage for this District **enter** percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 12,330,710	$ 12,057,255	$ 11,861,477

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	$ 20,551,183	$ 20,095,425	$ 18,167,148
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
c.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)			
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)			
g.	Total Available Reserves	$ 20,551,183	$ 20,095,425	$ 18,167,148
h.	Reserve for Economic Uncertainties Percentage	5.00%	5.00%	4.59%

3. Do unrestricted reserves meet the state minimum reserve amount?

2024-25	Yes	X	No	
2025-26	Yes	X	No	
2026-27	Yes	X	No	

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 6, Page 1 (i.e., increase was partially budgeted), explain the variance below:

   N/A

6. Please include any additional comments and explanations of Page 4 as necessary:

   N/A

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of the Placentia-Yorba Linda School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement betweenthe District and the Placentia Yorba Linda Unified School District - California School Employees Association, Chapter 293 (CSEA), during the term of the agreement from from July 1, 2024 to June 30, 2025

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment Categories:	**Budget Adjustment Increase (Decrease)**
Revenues/Other Financing Sources	-
Expenditures/Other Financing Uses	*1,323,726*
Ending Balance Increase (Decrease)	*(1,323,726)*

N/A __X__ (No budget revisions necessary)

District Superintendent (Signature)	**Date**
Chief Business Officer (Signature)	**Date**

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

	6/17/2025
District Superintendent (or Designee) **(Signature)**	**Date**
	6/17/2025
President or Clerk of Governing Board **(Signature)**	**Date**
Joan Velasco, Assistant Superintendent, Business Services	714-985-8419
Contact Person	**Phone**

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

2025-26 ADOPTED BUDGET

Background

The district is required to prepare a budget in accordance with Education Code section 42126. Throughout the year, the Board will review and act upon proposed budget changes as they occur. In addition, the Board will review financial updates, and staff will present interim reports in December 2025 (1st Interim) and in March 2026 (2nd Interim).

The Board must adopt the 2025-26 budget and submit it to the County Superintendent of Schools no later than July 1, 2025. The budget document includes information related to current year obligations, multi-year financial commitments, and state-adopted criteria and standards.

Financial Impact

Not applicable

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

THE PYLUSD

Advantage

How We Achieve Our Mission And Vision

2025-2026 All Funds Budget

PLACENTIA-YORBA LINDA PYLUSD EST 1874 UNIFIED SCHOOL DISTRICT

PLACENTIA-YORBA LINDA

PYLUSD

EST 1874

UNIFIED SCHOOL DISTRICT

ALL FUNDS FINAL BUDGET

2025-26 ALL FUNDS BUDGET

PLACENTIA - YORBA LINDA UNIFIED SCHOOL DISTRICT

2025-26 ALL FUNDS FINAL BUDGET

Presented to:

BOARD OF EDUCATION

Marilyn Anderson, President

Carrie Buck, Vice President

Todd Frazier, Clerk

Tricia Quintero, Trustee

Leandra Blades, Trustee

DISTRICT ADMINISTRATION

Allan Mucerino, Ed.D.
Interim Superintendent

Issaic Gates, Ed.D.
Deputy Superintendent

Joan Velasco
Interim Assistant Superintendent, Business Services

Renee Gray
Assistant Superintendent, Student Support Services

Olivia Yaung, Ed.D.
Assistant Superintendent, Educational Services

Important Notice

This booklet provides a "user-friendly" budget format to communicate the Placentia-Yorba Linda Unified School District's 2025-26 All Funds Budget. This format provides financial data in tabulated, summary form.

Further information can be acquired by contacting:

Placentia-Yorba Linda Unified School District

1301 East Orangethorpe Ave.

Placentia, CA 92870

Attention: Phuong Tran, Director, Fiscal Services

(714) 985-8430

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Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870
www.pylusd.org

Allan Mucerino, Ed.D.
Acting Superintendent

Board of Education
Marilyn Anderson
Leandra Blades
Carrie Buck
Todd Frazier
Tricia Quintero

Dear Parents and Community Members:

As we present the budget for the upcoming 2025-26 school year, it is gratifying to reflect on the achievements of our students, the hard work and dedication of our staff and the invaluable partnership the Placentia-Yorba Linda Unified School District (PYLUSD) continues to enjoy with our community.

Our students continue to excel academically and the district is proud of the honors it continues to receive. Moreover, our standards based curriculum is enriched through electives, athletics, special programs, and the visual and performing arts. As we move forward, we will continue to provide an outstanding education for all of our students.

Assembly Bill 1200 requires the Board of Trustees, through a public hearing process, to adopt the district's annual budget. In addition to developing the budget for the next fiscal year, the district must present projections for the two subsequent years, 2026-27 and 2027-28, and certify that it will be able to meet its reserve requirement (3%) for both the budget and the two subsequent years. After the state budget is adopted by the legislature, and signed by the Governor, the district will have 45 days to revise its 2025-26 budget and revise its projections for the 2026-27 and 2027-28 fiscal years.

The purpose of the budget is to serve as a guideline for the utilization of resources to meet the needs of students in the PYLUSD. The district's budget is an expression in dollars of the educational program and aligns with the Local Control Accountability Plan (LCAP). To review the LCAP, please go to www.pylusd.org.

It is the intent of the Board of Trustees to expend the resources of the district in a manner designed to maximize benefits directly related to the students in the classroom and to the total education program. This 2025-26 budget reflects the Board of Education's priorities described in *The PYLUSD Advantage*, which may be reviewed on the district's website at www.pylusd.org.

The PYLUSD community remains committed to ensuring students are safe, healthy, and receiving a high-quality instruction program. This would not have been possible without the longstanding tradition of a collaborative, student-centered partnership between PYLUSD and our community.

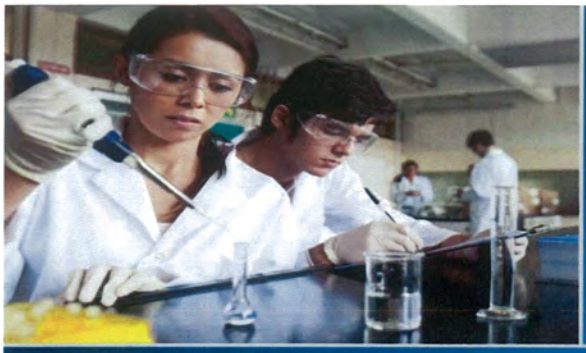
Sincerely,

Joan Velasco

Joan Velasco

Interim Assistant Superintendent, Business Services

THE PYLUSD *Advantage*



VISION

The Direction That Drives Us

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

MISSION

The Reason We Exist

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

CORE VALUES

What We Stand For And Represent

EXCELLENCE
We relentlessly pursue excellence in all academic and organizational endeavors.

COLLABORATION
We work together with all members of our school community to ensure student success.

INTEGRITY
We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

INNOVATION
We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

THE PYLUSD *Advantage*

FOCUS AREAS – How We Achieve Our Mission and Vision

Focus Area 1.0 – Academic Achievement

Student achievement is at the core of the PYLUSD mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.

Focus Area 2.0 – Effective Instruction/Leadership

A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

Focus Area 3.0 – Engaged Community

Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve them in decisions which impact the education of our students. We establish a culture which encourages positive relationships among our students, staff, and parents, as well as educational, business, and community partners.

Focus Area 4.0 – Safe and Respectful Environment

A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.

Focus Area 5.0 – Optimized Resources

A critical measure of a school district's performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.

INTRODUCTION

Purpose of the Budget

The purpose of the budget is to serve as a guideline for the utilization of resources to meet the needs of students in the Placentia-Yorba Linda Unified School District. The District's budget is an expression in dollars of the educational program. It is the intent of the Board of Education to expend the resources of the District in a manner designed to maximize benefits directly related to the students in the classroom and to the total educational program.

More specifically, the budget serves as an outline for the estimated revenues and expenses for the fiscal year and is intended to serve a variety of purposes including but not limited to the following:

- A reflection of educational philosophy
- A statement of District priorities
- A description of the resources to support the educational plan
- A financial plan outlining proposed District actions
- An accountability tool
- A public relations document

General Description of the Budget

The Placentia Unified School District was originally organized in 1936. On July 1, 1989 the Placentia Unified School District merged with the Yorba Linda School District forming the Placentia-Yorba Linda USD. Consisting of approximately forty square miles, the Placentia-Yorba Linda Unified School District is located twenty-five miles southeast of Los Angeles in the County of Orange. The district boundaries encompass all of the cities of Placentia, Yorba Linda, and parts of Anaheim, Brea and Fullerton and unincorporated areas of Orange County. The District's thirty-four schools include twenty elementary schools, five middle schools, a TK-8 school, four comprehensive high schools, one special education school, one continuation high school, a TK-12 home school and a TK-12 online school. In 2024-25, the District provided quality educational services to approximately 21,946 transitional kindergarten through twelfth grade students.

INTRODUCTION

Oversight

The District's budget and financial condition is reviewed and monitored by the Orange County Department of Education (OCDE) and the California Department of Education (CDE) several times throughout the fiscal year. This is accomplished by an examination of the following District documents and publications:

- Adopted Annual Budget (prepared prior to July 1 of the upcoming fiscal year).
- Any substantial changes or updates to the Annual Budget (ongoing throughout the year; primarily after the State Budget is adopted).
- Financial status report through October 31 (the "First Interim" report).
- Financial status report through January 31 (the "Second Interim" report).
- Projected Ending Balances (Estimated Actuals) for the fiscal year (prepared with the proposed Budget for the following fiscal year).
- Unaudited Actuals Financial Report verified by the County Superintendent of Schools.
- Annual Audit Report prepared by independent Certified Public Accountants (CPA's) (prepared 60-120 days after the close of the fiscal year).

Any deficiencies or declining financial trends are noted by the Orange County Department of Education, the California Department of Education or the independent CPAs and are promptly reported to the District for corrective action.

BUDGET DEVELOPMENT CALENDAR

2025

February 4	LCAP Input/Consult Session with the Superintendent's Secondary Parent Advisory Committee
February 5	LCAP Input/Consult Session with Student Advisory Committee (5th, 8th, 12th graders
February 12	LCAP Input/Consult Session with the Association of Placentia-Linda Educators (APLE)
February 13	LCAP Principal's Study Session
February 18	Superintendent's Elementary Parent Advisory Committee
February 20	LCAP Input/Consult Session with the California School Employees Association (CSEA)
February 20	LCAP Presentation Superintendent's Teacher Advisory Committee
March 5	LCAP Presentation PYLUC PTA
March 18	LCAP – DELAC/Title 1 Advisory Community Forum
April 22	Board Study Session
May 21	Attended Governor's Virtual May Revision Workshop
May 29 to June 3	Made Budget available for public inspection
June 3	Public hearing on the proposed budget
July 1	Constitutional deadline for State Budget Bill to be signed

BUDGET GUIDELINES

Budget Guidelines are drafted each year to serve as a focus in the budget development process. The set of guidelines is directed toward the following:

1. The budget shall support the Focus Areas of the District.
   - Focus Area 1.0—Academic Achievement
   - Focus Area 2.0—Effective Instruction and Leadership
   - Focus Area 3.0—Engaged Community
   - Focus Area 4.0—Safe and Respectful Environment
   - Focus Area 5.0—Optimized Resources

2. A Budget Calendar shall be developed and used as a planning guide.

3. Budget assumptions shall be developed, reviewed and updated on a regular basis.

4. A minimum of 3% in General Fund Reserve for Economic Uncertainty shall be maintained in the Unassigned Fund Balance.

5. Funds shall be made available in the budget prioritization to provide fair and equitable total compensation to all employees.

6. Staffing shall be maintained to comply with current collective bargaining agreements.

7. General Fund Categorical and Grant programs, with the exception of Special Education and Home-to-School Transportation shall be self-supporting.

8. The Child Development Fund and Cafeteria Fund shall be self-supporting.

9. State allowed direct support and indirect support charges shall be consistently applied, at the maximum allowable rates, to all funds and programs.

10. Unrestricted General Fund school site LCFF Base year-end balances shall be carried forward. Deficits in school site budgets, which occur because of unforeseen situations, shall be carried forward into the following fiscal year.

11. Restricted fund and program year-end balances shall be carried forward in accordance with terms and conditions of the grantor.

12. Provision shall be made to preserve the use and value of existing facilities and equipment through capital improvements and preventive maintenance.

13. Funds shall be budgeted to maintain facilities.

14. When a new goal, project or program is recommended for authorization the specific funding source shall be identified.

15. Generally, one-time funding allocations or resources shall not be used for on-going expenditures.

16. The budget documents shall be summarized by program and type of expenditure to allow for ready comparison among these areas and comparison with previous years. Detailed budget information shall be available so that the Board, as well as the public can examine the components of a specific program.

17. The budget document shall include financial data from at least one prior year as well as projected current year budget data.

18. The First and Second Interim Reports shall include a minimum two-year budget projection beyond the current year to comply with the provisions of the Education Code.

19. All funds of the district, such as Cafeteria, Special Reserve (Capital Projects), Deferred Maintenance, Child Development, Capital Facilities, Insurance, and Building Funds shall be included in the budget document.

20. The following budgets shall be presented to the Governing Board for approval:
    - First Interim Report (within 45 days of October 31), no later than December 15
    - Second Interim Report (within 45 days of January 31), no later than March 15
    - Adopted Budget, no later than June 30

STAFFING TRENDS AND PROJECTIONS

Staffing at PYLUSD elementary, middle and high schools is driven by a combination of fixed and formula-driven allocations. The chart below shows the district's current staffing standards for all three school levels. It should be noted that these formula numbers can be augmented by special purpose dollars that the site designates to be converted to full-time equivalent employees. Non-school site staffing, including district office and department personnel, is not formula driven. The budgets for non-school departments are created based on need and are analyzed on a yearly basis.

School staffing for certificated teachers and administrators is based on student enrollment and the grade levels served. Classified positions are also allocated by both the enrollment at a site and the grade levels served.

PYLUSD STAFFING STANDARDS

CATEGORY	ELEMENTARY SCHOOL (FTE)	MIDDLE SCHOOL (FTE)	HIGH SCHOOL (FTE)
Principal	1	1	1
Assistant Principal	1*	1	2-3
Counselor	1*	1-2	4-5
Athletic Director	-	-	1
Activities Director	-	1**	1
Library Services	0.375 - 0.75 Classified	1	1.469
Custodial	2-3	2.5-3	7-8
TK – 2 Staffing Ratio **	12:1 (TK), 32:1 (K-2)	-	-
3 – 6 Staffing Ratio **	32:1 (3), 36:1 (4-6)	-	-
Middle School Staffing Ratio	-	36:1 Varies for some electives and PE	-
High School Staffing Ratio	-	-	36:1 Varies for some electives and PE
Number of Classes per Student	1	7	6
Number of Classes per Teacher	1	6	5

Staffing at the High School level does not reflect the continuation school

*1 Assistant Principal and 1 Counselor for some Title I schools, schools with high enrollment and Dual Language School

** Includes a partial teaching assignment (0.34)

BUDGET HIGHLIGHTS

Overview

Developing a balanced budget is a critical element of a fiscally responsible school district. While still maintaining fiscal solvency, budgeting decisions and new expenditures are prioritized based on the PYLUSD Advantage and the District's Local Control and Accountability Plan (LCAP). To review the District's LCAP please go to www.pylusd.org/lcap. The following narrative will provide a summary of highlights from the 2025-26 Placentia-Yorba Linda Unified School District's All Funds Budget. After passage of the statewide budget, necessary changes will be proposed to the Board for consideration.

Proposition 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for TK-12 schools and community colleges. The Governor estimates 2025-26 Proposition 98 spending at $114.6 billion.

General Fund

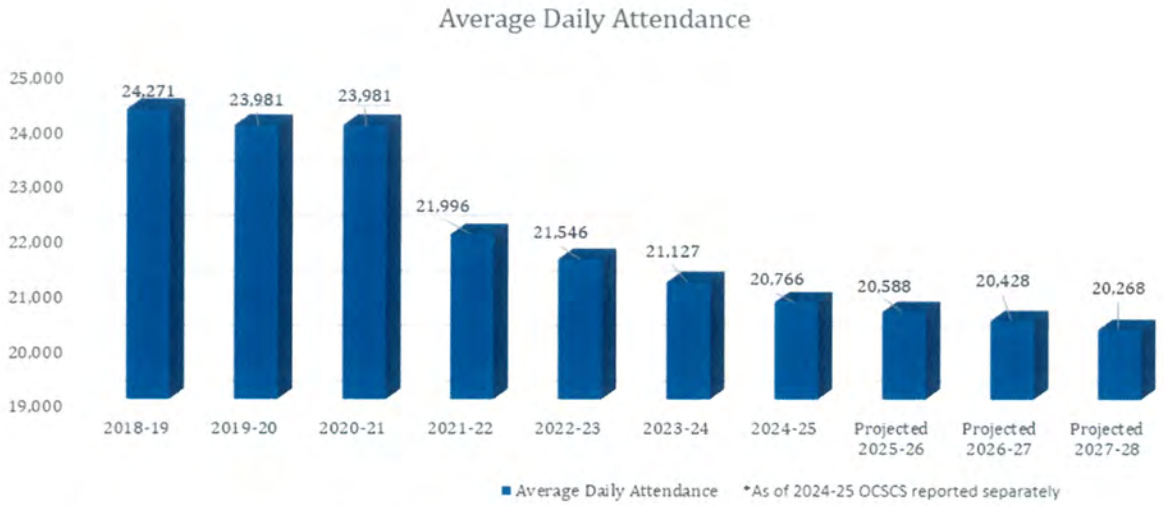
The General Fund accounts for the main operations of the District. Revenues are derived from a variety of sources, ranging from property taxes, State aid known as the Local Control Funding Formula (LCFF), Federal and State grant awards, and community donations. This money is then used to educate the students of the District.

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is the primary mechanism for distributing Proposition 98 funds to support all TK-12 students attending public schools in California. The LCFF was enacted in 2013 and reached full implementation in 2018-19, two years earlier than initially estimated when the Legislature enacted the LCFF. Approximately eighty percent of the District's General Fund Revenue is generated from LCFF sources. The key factors in determining the amount of revenue a district will receive are average daily attendance rates and the unduplicated student percentage.

The basic calculation of the grade span grant begins with a measurement of Average Daily Attendance (ADA). The ADA is multiplied by the LCFF grade span allocations to determine the district's unique funding. Small fluctuations in ADA can greatly affect the amount of revenue the District receives. Currently, school districts are allowed to use the greater of current year or prior year average daily attendance or an average of the three prior years' average daily attendance to calculate LCFF funding. PYLUSD's 2025-26 LCFF calculation will be based on an average of the three prior years' average daily attendance. This method helps school districts mitigate the fiscal impacts due to declining enrollment.

The following chart illustrates the PYLUSD ADA history and projections.

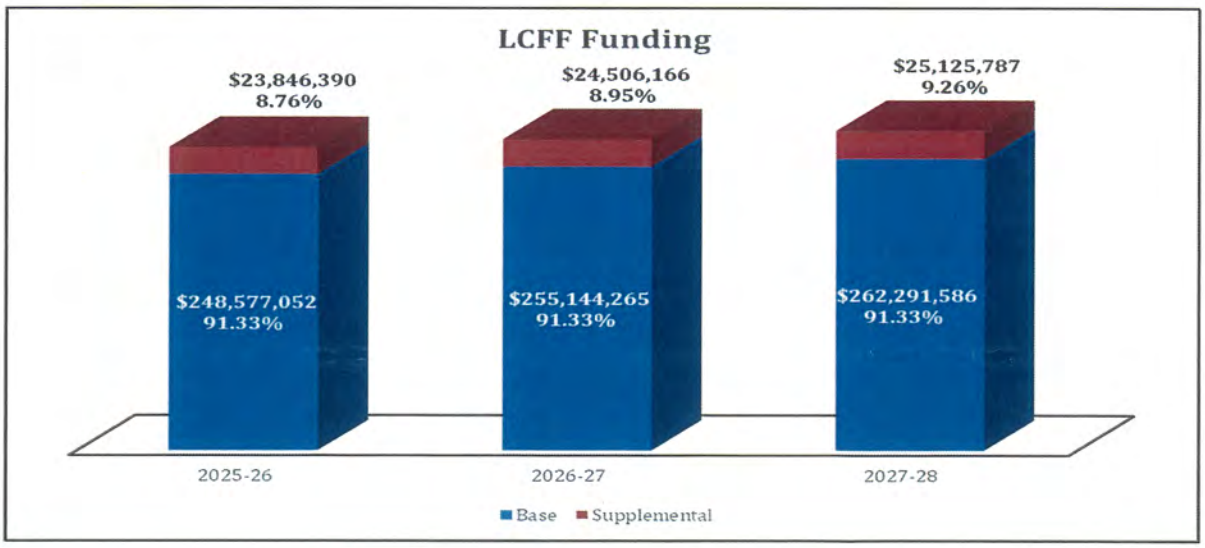


Another key component of the LCFF calculation is the Unduplicated Pupil Count Percentage. The LCFF provides supplemental funding for students who are eligible for free and reduced-price meals, English Learners or foster youth. If a student qualifies for more than one of these categories, the student is counted once for additional funding. The percentage of unduplicated students in the district is used to calculate the amount of funds received for targeted services. A district will receive a supplemental grant amount determined on its percentage of unduplicated pupils and an additional concentration grant if the district's overall unduplicated percentage is over 55%. PYLUSD's estimated unduplicated 3-year rolling average percentage in 2025-26 is 48.16%.

LCFF Base and Supplemental Funding

Under the LCFF, the District must ensure that supplemental funds are used to increase or improve services for students that are eligible for free and reduced-price meals, English Learners, and foster youth.

The following chart represents LCFF funding anticipated for the 2025-26 through 2027-28 school years for all students and the additional LCFF supplemental funding for targeted students classified as English learners, low income, and foster youth.



Education Protection Act (EPA)

The passage of Proposition 30 established the Education Protection Act (EPA) whereby temporary sales tax and income tax revenues are distributed to schools. EPA funding is an offset to state aid funding. EPA funds are required to be used for instructional purposes only and to be posted annually. The amount of EPA funds and how they are spent is posted annually on the PYLUSD website.

Other Federal Revenue

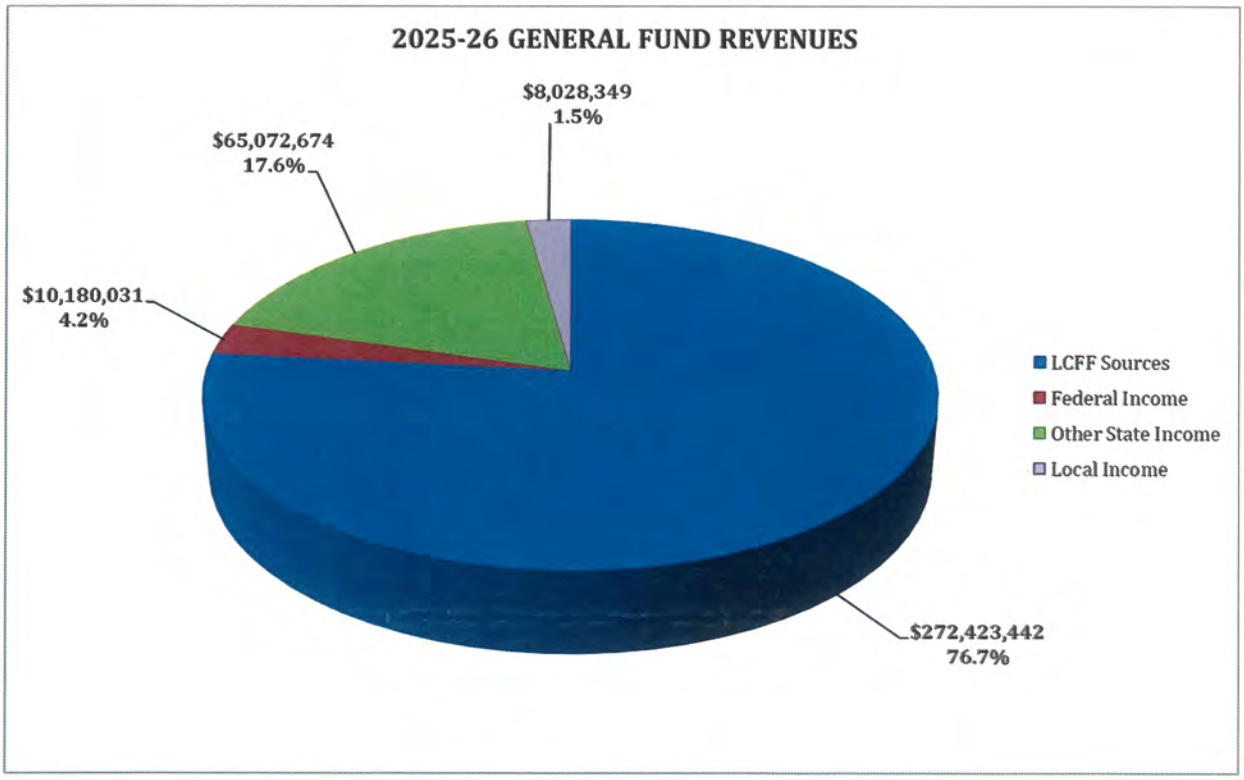
Other Federal Revenue includes programs such as Title I, Title II, Title III and Federal Special Education. For budget development and multiyear planning, the District is assuming that funding will remain at the same level as 2024-25.

Other State Revenue

The majority of State categorical programs are now part of the LCFF. Income of $65 million is derived from State sources other than LCFF. State revenue programs include State Special Education, After School Education & Safety, and Expanded Learning Opportunities Program.

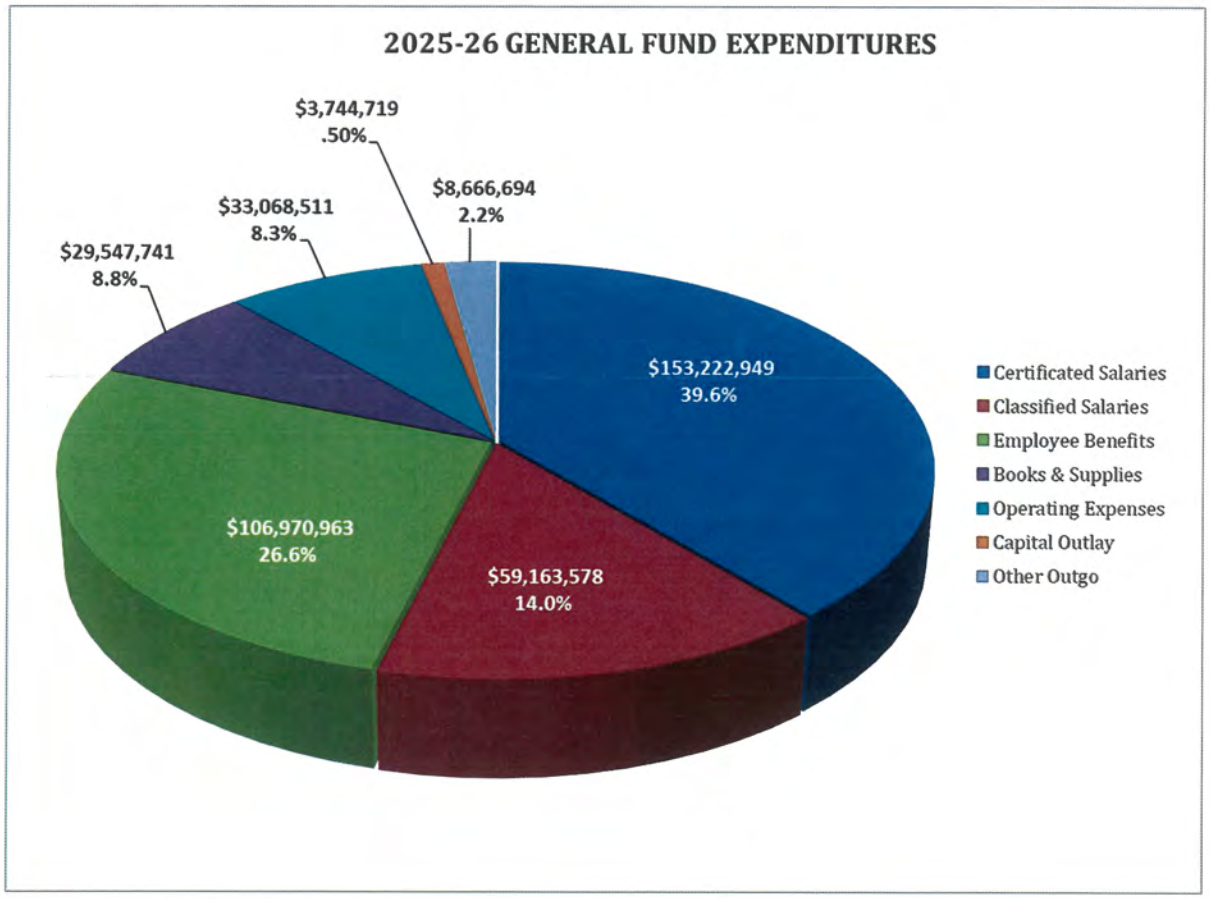
Other Local Revenue

An additional $8 million is budgeted from other local resources. These resources include income from interest, use of facilities, rents and other local grant awards. Although community donations are a source of income to the District, they are not budgeted as the amount received varies annually.



Expenditures

The General Fund expenditure budget primarily consists of expenditures related to salaries and benefits. Certificated and classified salaries and their associated benefits are budgeted in 2025-26 at $319.4 million dollars. Certificated salaries include employees such as teachers, nurses, librarians, principals and district administrators. Classified salaries include support personnel to schools and to the District including secretaries, accountants, bus drivers, custodial and grounds personnel. The District is able to maintain a balanced budget while maintaining a full work year calendar for all employees.



School Site Resource Allocations - LCFF Base & Supplemental

Each school site receives an LCFF Base and LCFF Supplemental allocation to assist in achieving site determined goals. LCFF Base and Supplemental funds are allocated using a weighted student average and can be used on such things as instructional materials, equipment replacement, custodial supplies, and other daily operational items.

The resource allocations are supplemented by the district's lottery and categorical programs, as authorized by state and federal programs for 2025-26.

BUDGET HIGHLIGHTS

SCHOOL SITE RESOURCE

The table below shows LCFF Base and LCFF Supplemental allocations by school site.

LOC	SCHOOL SITE	BASE	SUPPLEMENTAL	TOTAL
400	Brookhaven Elementary School	29,052	1,402	30,454
480	Bryant Ranch Elementary School	31,405	1,315	32,720
160	Buena Vista Virtual Academy	5,002	4,644	9,646
120	El Camino Cont. High School	18,935	9,053	27,987
110	El Dorado High School	179,206	56,915	236,121
130	Esperanza High School	122,597	51,168	173,765
410	Fairmont Elementary School	49,097	1,910	51,007
440	George Key School	2,750	4,802	7,552
390	Glenknoll Elementary School	25,112	1,114	26,226
420	Glenview Elementary School	50,569	20,667	71,235
330	Golden Elementary School	49,837	2,035	51,872
200	Kraemer Middle School	48,054	37,156	85,210
530	Lakeview Elementary School	25,642	883	26,525
510	Linda Vista Elementary School	24,943	1,094	26,038
490	Mabel Paine Elementary School	27,056	1,718	28,774
520	Melrose Elementary School	22,092	22,522	44,614
340	Morse Elementary School	23,973	17,819	41,792
170	Parkview School	39,831	6,612	46,444
380	Rio Vista Elementary School	40,121	36,896	77,017
500	Rose Drive Elementary School	23,168	1,392	24,560
310	Ruby Drive Elementary School	26,068	20,998	47,066
350	Sierra Vista Elementary School	28,530	1,690	30,219
430	Topaz Elementary School	22,611	23,581	46,192
230	Travis Ranch School	67,160	13,824	80,984
210	Tuffree Middle School	30,795	20,940	51,735
450	Tynes Elementary School	41,060	26,761	67,821
250	Valadez Middle School	32,377	39,832	72,209
100	Valencia High School	215,745	128,865	344,610
360	Van Buren Elementary School	31,716	16,229	47,945
441	Venture Academy	7,244	-	7,244
320	Wagner Elementary School	28,820	1,296	30,116
460	Woodsboro Elementary School	31,639	1,987	33,626
140	Yorba Linda High School	144,840	36,841	181,681
240	Yorba Linda Middle School	44,868	22,278	67,146
		1,591,916	**636,238**	**2,228,154**

BUDGET HIGHLIGHTS

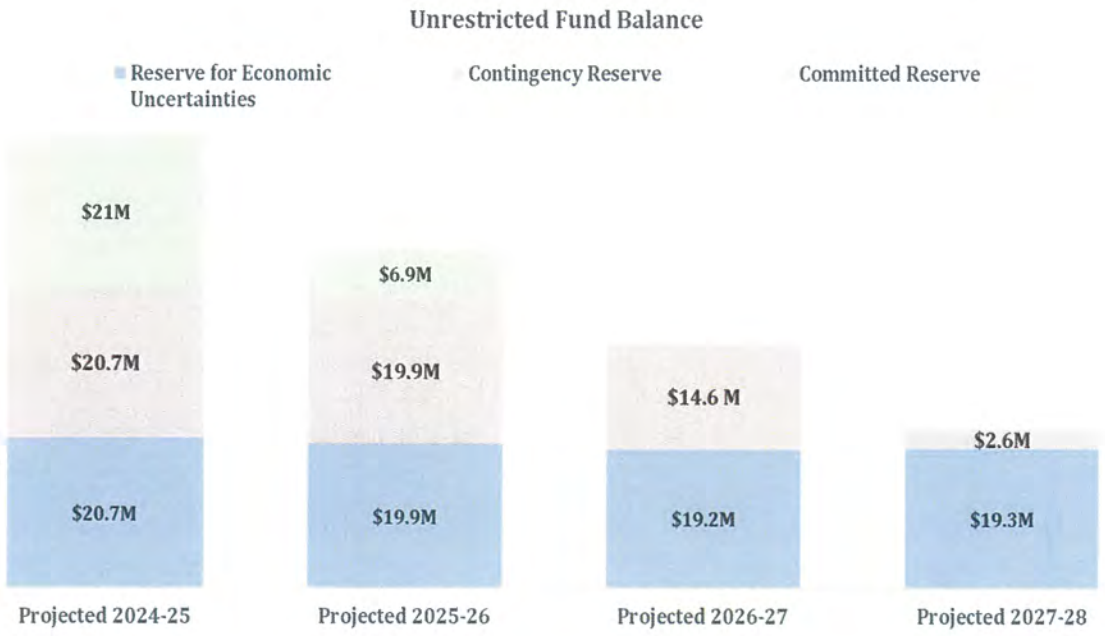
STRS and PERS

Beginning with the 2014-15 fiscal year, the Governor's budget addressed the unfunded liability in CalSTRS by increasing employer, employee, and state contributions. Employer contribution rates for PERS also continue to increase.

YEAR	2025-26	2026-27	2027-28
STRS Rate	19.10%	19.10%	19.10 %
PERS Rate	26.81%	26.90%	27.80%

General Fund Unassigned Fund Balance

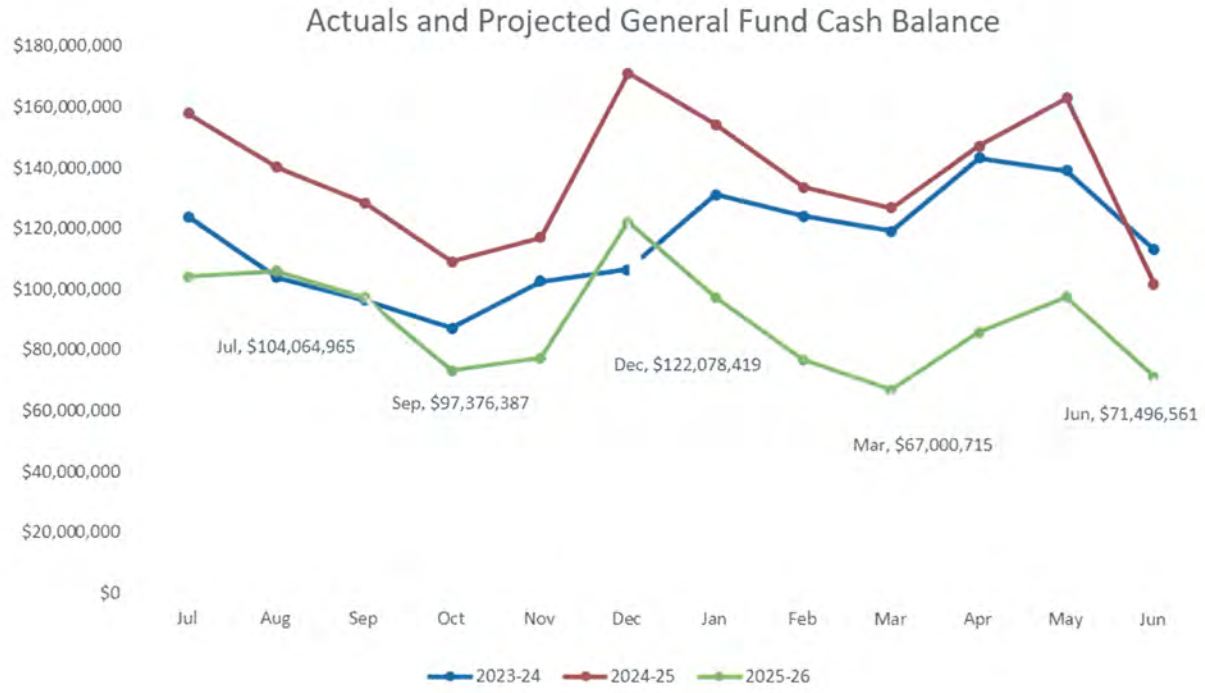
Revenues that have not been expended during a budget year are considered to be a district's ending fund balance. Components of the ending fund balance may include unspent restricted revenues that are anticipated to be spent the following year. Funds not designated as restricted or as a component of the ending fund balance are considered to be the District's Unassigned Fund Balance. Beginning with the 2022-23 fiscal year, Education Code Section 42127.01 (a) requires that a school district's adopted or revised budget shall not contain a combined assigned or unassigned ending general fund balance in excess of 10 percent of total general fund expenditures, transfers out, and other uses. Districts are permitted to reclassify any assigned or unassigned components of the fund balance to the committed or restricted category of the fund balance. The chart below shows the District's ending fund balances categorized as Reserve for Economic Uncertainties, Contingency Reserve, and Committed Reserve.



BUDGET HIGHLIGHTS

Cash Flow

The District expects to receive approximately 91% of PYLUSD's LCFF funding allocation in 2025-26. The June 2026 cash deferrals of approximately 9% will be received in July 2026. The District does not anticipate having to borrow cash to meet its financial obligations in the near term. Staff will continue to monitor cash projections closely.



State Underfunded Programs

The adoption of each year's Publication Budget characteristically brings up the question of state underfunded programs. In a $355.7 million General Fund budget, the possibility exists that some particular effort of the school district is operating with insufficient revenue and thereby drawing away funds that could be used for other needed purposes. It would be impossible to answer all questions of state underfunded programs in this section, but the ones that come under general scrutiny each year have been included. They are Special Education and Transportation.

Seeking to answer the state underfunded program question when reviewing the general budget is often difficult because the money is recorded as income in a separate section from where the expenses appear. Consequently, it is often difficult to determine whether a particular program or service is staying within its own means. A separate breakout from the State accounting practice must be rendered in order to address the issue.

On the following pages in differing forms, staff has attempted to address the question for each of the general areas listed above. With the notable exception of Special Education and Transportation Programs, the 2025-26 Budget contains an anticipation of no underfunding in any of the District's other programs. These two programs, however, represent $42.9 million in excess cost beyond their own funding levels and therefore constitute a major focus when examining the question of state underfunded programs.

Special Education Expenditures

Special Education services are mandated by the Federal and State governments and provided to students with identified disabilities. Although both governmental agencies provide some funding, historically the funding has been significantly less than the cost of the required services. This shortfall in revenue creates an increased contribution from the General Fund that cannot be totally eliminated although the District makes every effort to manage and control it. Due to its specialized nature, Special Education programs are located at various school sites and attended by students from all over the District. Often, special transportation is required. Due to the distances traveled and the individual routing necessary, the service is quite expensive and adds to the costs of providing special education. There are several reasons why the increased costs for Special Education are particularly troublesome. The underlying issue, confirmed by a School Services of California Report, is that the State woefully underfunds the Special Education effort. Additionally, there are programmatic reasons within the Special Education effort itself that increase expenditures, such as the significant rise in the number of students identified with autism.

PROGRAM	RESOURCE	ESTIMATED ACTUALS 2024-25		PUBLICATION BUDGET 2025-26	
		INCOME	EXPENSE	INCOME	EXPENSE
IDEA Basic Local Assistance	3310	5,005,049	5,005,049	5,005,049	5,005,049
Special Ed Local Assist Private School	3311	70,664	70,664	70,664	70,664
IDEA Preschool Part B, Sec 619	3315	117,514	117,514	120,000	120,000
Mental Health (Federal)	3327	280,217	280,217	280,217	280,217
IDEA Preschool Staff Development	3345	1,965	1,965	1,965	1,965
IDEA Early Intervention Grant	3385	62,932	62,932	62,932	62,932
Special Ed Alternative Dispute Resolution	3395	15,693	15,693	14,922	14,922
Master Plan	6500	21,788,356	21,788,356	20,972,091	20,972,091
Contribution from General Fund	6500	34,839,578	34,839,578	35,465,998	35,465,998
Mental Health (State)	6546	1,767,084	1,767,084	1,707,771	1,707,771
Early Intervention Preschool Grant	6547	1,662,034	1,662,034	1,866,249	1,866,249
Total		**65,611,086**	**65,611,086**	**65,567,858**	**65,567,858**
Special Ed. Enrollment (not including Brea)		3,245		3,245	
Underfunding per student		10,736		10,929	

*Excludes one-time funding sources

Transportation Expenditures

District staff does everything in its power to run an efficient transportation system that minimizes the impact on the General Fund. The current program is restricted to bus runs in which students reside specific distances from their school of attendance.

The State continues to underfund both Home-to-School and Special Education transportation. While the state has provided additional relief via the new Home-to-School (HTS) Transportation Reimbursement, the district is still required to cover at least 40% of the overall program costs.

REVENUE	ESTIMATED ACTUALS 2024-25		PUBLICATION BUDGET 2025-26	
	INCOME	EXPENSE	INCOME	EXPENSE
Home To School State Apportionment	1,627,610	-	1,665,045	-
Home To School State Reimbursement	4,552,497		4,500,000	
Local Transportation Revenue	10,200		12,162	
Home To School Expenditures-General Education	-	3,184,848	-	4,654,921
Home To School Expenditures-Special Education	-	9,104,459	-	8,926,316
Total	**6,190,307**	**12,289,307**	**6,177,207**	**13,581,236**
Underfunded Transportation		**6,099,000**		**7,404,030**

District Grant Budgets

Categorical programs are grants provided by the State and Federal governments or other entities that are to be spent on specific things or for the achievement of specific goals. The following page lists the expenditures estimated for 2024-25 and budgeted for the 2025-26 fiscal years for the categorical programs received by PYLUSD.

BUDGET HIGHLIGHTS

PROGRAM	ESTIMATED ACTUALS 2024-25	PUBLICATION BUDGET 2025-26
Expanded Learning Opportunities Program	14,796,986	8,131,352
Title I	3,567,964	3,178,603
ESSER III	2,090,273	-
Special Ed - IDEA Part B	5,005,049	5,005,050
Special Ed: IDEA Part B, Private Schools	70,664	70,664
Special Ed: IDEA Part B, Preschool	117,515	120,000
Special Ed: IDEA Mental Health	280,217	280,217
Special Ed: IDEA Preschool Staff Development	1,965	1,965
Special Ed: IDEA Early Intervention	62,932	62,932
Special Ed: Alternate Dispute Resolution	15,693	14,922
Perkins Career and Technical	174,477	174,477
Title II - Supporting Effective Instruction	719,302	516,158
Title IV, Student Support & Academic Enrichment Arts	418,753	219,100
Title III Immigrant Ed Program	76,295	-
Title III, Limited English	828,251	498,956
Education for Homeless Children, McKinney Vento	136,990	136,990
American Rescue Plan - Homeless Children II	34,168	-
After School Education and Safety (ASES)	1,063,162	1,063,162
Universal Prekindergarten Planning & Implementation Grant	183,603	-
Literacy Coaches And Reading Specialists	292,062	200,000
Educator Effectiveness	1,020,896	1,700,000
Lottery: Instructional Materials	1,887,589	1,761,459
Golden State Pathways Program	96,141	113,107
Career Technical Education Incentive Grant (CTEIG)	1,482,662	1,482,662
K-12 Strong Workforce Program	736,942	500,000
Special Ed: Special Education Apportionment	56,627,934	56,438,085
State Mental Health-Related Services	1,767,084	1,707,772
Special Ed: Early Intervention Preschool	1,662,034	1,866,249
Arts, Music, Instructional Materials Grant	4,458,311	7,000,000
Arts and Music in Schools (AMS)-Funding - Prop 28	3,250,000	5,000,001
Kitchen Infrastructure And Training Funds	2,134,952	-
Classified School Employee Professional Development	106,933	18,000
LCFF Equity Multiplier	463,131	209,154
A-G Access/Success Grant	247,503	-
A-G Learning Loss Mitigation Grant	139,019	-
Learning Recovery Emergency Block Grant	5,336,003	4,799,999
On-Behalf Pension Contribution	14,067,009	14,799,317
Ethnic Studies Block Grant	277,332	20,136
Ongoing and Major Maintenance	10,542,491	14,530,004
Textbook Adoption	5,597,106	7,975,201
Master Teacher Agreement	11,350	11,400
Disneyland Art Grant	4,257	-
Outdoor Education	260,872	-
Gifts	2,216,946	-
Rev Link	9,369	-
ALCOA Foundation Grant	312	312
AT&T Grant	3,349	-
MTSS Cohort A	732	8,708
OC Vision Driven Math Adoption	5,000	-
OC STEM Ecosystem	3,045	-
Community Engagement Initative	52,500	-
School Readiness, Staff	248,094	-
School Readiness, Nurse	-	-
Professional Development Academy	9,660	-
Cultural Arts Project	9,142	-
PYLUSD Summer High School Sport Program	1,029,359	-
St Jude Wellness Program	10,879	-
Air Force Junior	54,679	55,013
Windsong Grant	840	840
Medi-Cal Billing	1,577,534	1,095,470
CA Schools Healthy Air, Plumbing, and Efficiency Ventilation	2,032,836	-
TOTAL	**149,378,148**	**140,767,436**

BUDGET HIGHLIGHTS

INCOME

Local Control Funding Formula (LCFF) Sources

- Cost of Living Adjustment (COLA) – 2.30%
- Unduplicated percentage (3 year rolling average) – 48.16%
- Enrollment projected to decline by 169 students in 2025-26
- LCFF calculation will be based on an average of the three prior years' average daily attendance
- LCFF revenue funded at $272,423,442
- Class Size Reduction – TK-3 Grade Span Adjustment
- Transitional Kindergarten (TK) Add-on per pupil $3,148
- Home-to-School (HTS) Transportation funding - up to 60% of a school district's prior year costs of providing HTS transportation services (excluding capital outlay)
- State Lottery: $273 per ADA
  - $191 per ADA Unrestricted
  - $82 per ADA for Prop 20 (instructional materials, textbooks, etc.)
- Funding for deferred maintenance is included in the LCFF and is budgeted at $1,500,000
- The contribution for routine restricted maintenance is $11,530,000
- Federal funding budgeted at 2024-25 funding level

BUDGET HIGHLIGHTS

EXPENDITURES

Certificated Salaries

- Negotiations for 2025-26 are pending
- Step and column budgeted for certificated employees

Classified Salaries

- Negotiations for 2025-26 are pending
- Step and column budgeted for classified employees

Estimated Employee Benefits

- Health and Welfare average premium for active employees: $25,838
- Rates:
  - State Teachers' Retirement System (STRS): 19.10%
  - Public Employees Retirement System (PERS): 26.81%
  - Social Security (OASDI): 6.20% (maximum wage limit $176,100)
  - Medicare: 1.45%
  - Unemployment Insurance: 0.05%
  - Workers' Compensation (contribution to Self-Insurance Fund): 1.40%

SUMMARY OF ASSUMPTIONS

Assumptions		2025-26	2026-27	2027-28
COLA		2.30%	3.02%	3.42%
Local Revenue (Taxes)		$176,159,393	$176,157,624	$176,154,621
EPA Entitlement Percentage		28.19%	28.19%	28.19%
Enrollment		21,777	21,608	21,438
Unduplicated Count		10,487	10,406	10,324
Unduplicated Percentage (3-Year Rolling Average)		48.16%	48.16%	48.16%
ADA Percentage		94.5%	94.5%	94.5%
Funded ADA (3-Year Rolling Average)				
Grade TK-3		6,075.67	6,071.00	6,029.33
Grade 4-6		4,567.52	4,556.90	4,516.65
Grade 7-8		2,766.21	2,767.32	2,751.26
Grade 9-12		7,404.23	7,339.98	7,302.37
Total		**20,813.63**	**20,735.20**	**20,599.60**
ADA for County Office of Education (COE) Programs		493.09	493.09	493.09
Total District ADA including COE Programs		**21,306.72**	**21,228.29**	**21,092.69**
Grade TK-3				
	Base Grant	10,256	10,566	10,927
	Grade Span Adjustment	1,067	1,099	1,136
	Total Base Funding	**11,323**	**11,665**	**12,063**
	Supplemental	1,092	1,127	1,163
Total Funding TK-3		**12,415**	**12,792**	**13,226**
Grade 4-6				
	Base Grant	10,411	10,725	11,092
	Total Base Funding	**10,411**	**10,725**	**11,092**
	Supplemental	1,004	1,036	1,069
Total Funding 4-6		**11,415**	**11,761**	**12,161**
Grade 7-8				
	Base Grant	10,719	11,043	11,421
	Total Base Funding	**10,719**	**11,043**	**11,421**
	Supplemental	1,034	1,067	1,101
Total Funding 7-8		**11,753**	**12,110**	**12,522**
Grade 9-12				
	Base	12,423	12,798	13,236
	Grade Span Adjustment	323	333	344
	Total Base Funding	**12,746**	**13,131**	**13,580**
	Supplemental	1,230	1,269	1,309
Total Funding 9-12		**13,976**	**14,400**	**14,889**

SUMMARY OF ASSUMPTIONS

Assumptions	2025-26	2026-27	2027-28
LCFF Revenues	$270,923,442	$278,150,431	$285,917,373
Deferred Maintenance Contribution	$1,500,000	$1,500,000	$1,500,000
Total LCFF Sources	**$272,423,442**	**$279,650,431**	**$287,417,373**
LCFF Base	**$248,577,052**	**$255,144,265**	**$262,291,586**
Increase/Decrease Over Prior Year (Base) * As of 2024-25 OCSCS reported separately	(7,059,573)	6,567,213	7,147,321
LCFF Supplemental	**23,846,390**	**24,506,166**	**25,125,787**
Increase/Decrease Over Prior Year (Supplemental) * As of 2024-25 OCSCS reported separately	(431,052)	659,776	619,621
County Operated Programs	6,762,375	7,000,411	7,254,526
Step & Column Certificated	1.5%	1.5%	1.5%
Step & Longevity Classified	1.0%	1.0%	1.0%
Instructional Days	180	180	180
Contribution to Routine Restricted Maintenance	11,530,000	11,180,000	11,280,000
Contribution to Special Education	35,465,998	36,558,634	37,758,130
Total Contribution to Restricted Programs	**46,995,998**	**47,738,634**	**49,038,130**
Reserve for Economic Uncertainties	19,946,690	19,194,921	19,366,723
Reserve for Economic Uncertainties Percentage	5.0%	5.0%	5.0%
Health & Welfare Increase	7.1%	6.0%	6.0%
Payroll Expense Rate			
State Teachers' Retirement System (STRS)	19.10%	19.10%	19.10%
STRS Cost Increase/Decrease Over Prior Year	-	-	-
Public Employee Retirement System (PERS)	26.81%	26.90%	27.80%
PERS Cost Increase/Decrease Over Prior Year	11,799	43,513	435,127
Social Security (OASDI)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
Unemployment Insurance	0.05%	0.05%	0.05%
Workers' Compensation	1.40%	1.40%	1.40%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	278,831,912.00	0.00	278,831,912.00	272,423,442.00	0.00	272,423,442.00	-2.3%
2) Federal Revenue		8100-8299	0.00	13,700,508.00	13,700,508.00	0.00	10,180,031.00	10,180,031.00	-25.7%
3) Other State Revenue		8300-8599	10,136,548.00	56,101,344.00	66,237,892.00	9,811,908.00	55,260,766.00	65,072,674.00	-1.8%
4) Other Local Revenue		8600-8799	12,056,478.00	3,874,634.00	15,931,112.00	6,806,614.00	1,221,735.00	8,028,349.00	-49.6%
5) TOTAL, REVENUES			301,024,938.00	73,676,486.00	374,701,424.00	289,041,964.00	66,662,532.00	355,704,496.00	-5.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	122,666,973.00	37,937,360.00	160,604,333.00	115,346,137.00	37,876,812.00	153,222,949.00	-4.6%
2) Classified Salaries		2000-2999	36,574,046.00	25,861,932.00	62,435,978.00	35,270,533.00	23,893,045.00	59,163,578.00	-5.2%
3) Employee Benefits		3000-3999	68,384,675.00	38,032,129.00	106,416,804.00	67,671,577.00	39,299,386.00	106,970,963.00	0.5%
4) Books and Supplies		4000-4999	5,964,779.00	19,082,494.00	25,047,273.00	5,738,250.00	23,809,491.00	29,547,741.00	18.0%
5) Services and Other Operating Expenditures		5000-5999	19,005,187.00	15,654,632.00	34,659,819.00	19,557,371.00	13,511,140.00	33,068,511.00	-4.6%
6) Capital Outlay		6000-6999	2,025,465.00	11,063,342.00	13,088,807.00	3,108,997.00	635,722.00	3,744,719.00	-71.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,862,217.00	245,005.00	9,107,222.00	9,082,057.00	94,111.00	9,176,168.00	0.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,859,010.00)	1,490,064.00	(368,946.00)	(2,157,199.00)	1,647,725.00	(509,474.00)	38.1%
9) TOTAL, EXPENDITURES			261,624,332.00	149,366,958.00	410,991,290.00	253,617,723.00	140,767,432.00	394,385,155.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			39,400,606.00	(75,690,472.00)	(36,289,866.00)	35,424,241.00	(74,104,900.00)	(38,680,659.00)	6.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
b) Transfers Out		7600-7629	3,300,000.00	0.00	3,300,000.00	4,548,645.00	0.00	4,548,645.00	37.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(46,809,257.00)	46,809,257.00	0.00	(46,995,998.00)	46,995,998.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(49,609,257.00)	46,809,257.00	(2,800,000.00)	(51,044,643.00)	46,995,998.00	(4,048,645.00)	44.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,208,651.00)	(28,881,215.00)	(39,089,866.00)	(15,620,402.00)	(27,108,902.00)	(42,729,304.00)	9.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
2) Ending Balance, June 30 (E + F1e)			62,713,361.00	42,371,631.00	105,084,992.00	47,092,959.00	15,262,729.00	62,355,688.00	-40.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	169,000.00	0.00	169,000.00	169,000.00	0.00	169,000.00	0.0%
Stores		9712	103,658.00	0.00	103,658.00	103,658.00	0.00	103,658.00	0.0%
Prepaid Items		9713	2,814.00	0.00	2,814.00	2,814.00	0.00	2,814.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	42,371,631.00	42,371,631.00	0.00	15,262,729.00	15,262,729.00	-64.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	21,008,759.00	0.00	21,008,759.00	6,924,107.00	0.00	6,924,107.00	-67.0%
Committed for Site Base Carryover	0000	9760	*400,000.00*		*400,000.00*			*0.00*	
Committed for Capital Outlay (Transportation)	0000	9760	*985,509.00*		*985,509.00*			*0.00*	
Committed for Textbook Adoption	0000	9760	*5,000,000.00*		*5,000,000.00*			*0.00*	
Committed for Declining Enrollment	0000	9760	*10,000,000.00*		*10,000,000.00*			*0.00*	
Committed for Deficit Mitigation	0000	9760	*4,623,250.00*		*4,623,250.00*			*0.00*	
Committed for Textbook Adoption	0000	9760			*0.00*	*5,000,000.00*		*5,000,000.00*	
Committed for Declining Enrollment	0000	9760			*0.00*	*1,924,107.00*		*1,924,107.00*	
d) Assigned									
Other Assignments		9780	20,714,565.00	0.00	20,714,565.00	19,946,690.00	0.00	19,946,690.00	-3.7%
Contingency Reserve	0000	9780	*20,714,565.00*		*20,714,565.00*			*0.00*	
Contingency Reserve	0000	9780			*0.00*	*19,946,690.00*		*19,946,690.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	20,714,565.00	0.00	20,714,565.00	19,946,690.00	0.00	19,946,690.00	-3.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) In County Treasury		9110	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	94,894,061.00	0.00	94,894,061.00	93,390,557.00	0.00	93,390,557.00	-1.6%
Education Protection Account State Aid - Current Year		8012	4,473,926.00	0.00	4,473,926.00	4,259,262.00	0.00	4,259,262.00	-4.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	494,666.00	0.00	494,666.00	494,666.00	0.00	494,666.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	129,950,900.00	0.00	129,950,900.00	130,070,103.00	0.00	130,070,103.00	0.1%
Unsecured Roll Taxes		8042	4,315,616.00	0.00	4,315,616.00	4,315,616.00	0.00	4,315,616.00	0.0%
Prior Years' Taxes		8043	1,962,378.00	0.00	1,962,378.00	1,962,378.00	0.00	1,962,378.00	0.0%
Supplemental Taxes		8044	4,120,784.00	0.00	4,120,784.00	4,120,784.00	0.00	4,120,784.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	14,981,048.00	0.00	14,981,048.00	14,981,048.00	0.00	14,981,048.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	25,511,488.00	0.00	25,511,488.00	25,511,488.00	0.00	25,511,488.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			280,704,867.00	0.00	280,704,867.00	279,105,902.00	0.00	279,105,902.00	-0.6%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(1,500,000.00)		(1,500,000.00)	(1,500,000.00)		(1,500,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(372,955.00)	0.00	(372,955.00)	(5,182,460.00)	0.00	(5,182,460.00)	1,289.6%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			278,831,912.00	0.00	278,831,912.00	272,423,442.00	0.00	272,423,442.00	-2.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	5,075,713.00	5,075,713.00	0.00	5,075,713.00	5,075,713.00	0.0%
Special Education Discretionary Grants		8182	0.00	478,322.00	478,322.00	0.00	480,036.00	480,036.00	0.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		3,567,964.00	3,567,964.00		3,178,603.00	3,178,603.00	-10.9%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		719,302.00	719,302.00		516,157.00	516,157.00	-28.2%
Title III, Immigrant Student Program	4201	8290		76,295.00	76,295.00		0.00	0.00	-100.0%
Title III, English Learner Program	4203	8290		928,251.00	928,251.00		398,956.00	398,956.00	-57.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		555,743.00	555,743.00		356,089.00	356,089.00	-35.9%
Career and Technical Education	3500-3599	8290		174,477.00	174,477.00		174,477.00	174,477.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,124,441.00	2,124,441.00	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	13,700,508.00	13,700,508.00	0.00	10,180,031.00	10,180,031.00	-25.7%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		21,610,876.00	21,610,876.00		20,972,091.00	20,972,091.00	-3.0%
Prior Years	6500	8319		117,480.00	117,480.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,084,609.00	0.00	1,084,609.00	1,070,200.00	0.00	1,070,200.00	-1.3%
Lottery - Unrestricted and Instructional Materials		8560	4,316,956.00	1,887,589.00	6,204,545.00	4,102,910.00	1,761,459.00	5,864,369.00	-5.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		8,131,351.00	8,131,351.00		8,131,351.00	8,131,351.00	0.0%
After School Education and Safety (ASES)	6010	8590		1,063,162.00	1,063,162.00		1,063,162.00	1,063,162.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,482,662.00	1,482,662.00		1,482,662.00	1,482,662.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		3,428,588.00	3,428,588.00		3,354,443.00	3,354,443.00	-2.2%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,734,983.00	18,379,636.00	23,114,619.00	4,638,798.00	18,495,598.00	23,134,396.00	0.1%
TOTAL, OTHER STATE REVENUE			10,136,548.00	56,101,344.00	66,237,892.00	9,811,908.00	55,260,766.00	65,072,674.00	-1.8%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	35,000.00	0.00	35,000.00	25,000.00	0.00	25,000.00	-28.6%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Leases and Rentals		8650	1,822,654.00	0.00	1,822,654.00	1,838,999.00	0.00	1,838,999.00	0.9%
Interest		8660	5,600,000.00	0.00	5,600,000.00	3,500,000.00	0.00	3,500,000.00	-37.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	200.00	0.00	200.00	196.00	0.00	196.00	-2.0%
Interagency Services		8677	0.00	60,000.00	60,000.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	4,484,874.00	3,814,634.00	8,299,508.00	1,346,169.00	1,221,735.00	2,567,904.00	-69.1%
Tuition		8710	113,750.00	0.00	113,750.00	96,250.00	0.00	96,250.00	-15.4%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,056,478.00	3,874,634.00	15,931,112.00	6,806,614.00	1,221,735.00	8,028,349.00	-49.6%
TOTAL, REVENUES			301,024,938.00	73,676,486.00	374,701,424.00	289,041,964.00	66,662,532.00	355,704,496.00	-5.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	103,078,102.00	29,027,183.00	132,105,285.00	95,793,712.00	29,565,203.00	125,358,915.00	-5.1%
Certificated Pupil Support Salaries		1200	5,776,308.00	5,537,806.00	11,314,114.00	6,141,753.00	5,108,541.00	11,250,294.00	-0.6%
Certificated Supervisors' and Administrators' Salaries		1300	11,792,764.00	2,324,638.00	14,117,402.00	11,330,767.00	2,468,436.00	13,799,203.00	-2.3%
Other Certificated Salaries		1900	2,019,799.00	1,047,733.00	3,067,532.00	2,079,905.00	734,632.00	2,814,537.00	-8.2%
TOTAL, CERTIFICATED SALARIES			122,666,973.00	37,937,360.00	160,604,333.00	115,346,137.00	37,876,812.00	153,222,949.00	-4.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	2,937,593.00	15,239,835.00	18,177,428.00	2,985,458.00	13,462,875.00	16,448,333.00	-9.5%
Classified Support Salaries		2200	16,109,383.00	2,515,008.00	18,624,391.00	15,484,762.00	2,314,805.00	17,799,567.00	-4.4%
Classified Supervisors' and Administrators' Salaries		2300	2,635,783.00	2,836,125.00	5,471,908.00	2,303,257.00	2,683,931.00	4,987,188.00	-8.9%
Clerical, Technical and Office Salaries		2400	12,472,826.00	1,486,146.00	13,958,972.00	12,298,038.00	1,778,666.00	14,076,704.00	0.8%
Other Classified Salaries		2900	2,418,461.00	3,784,818.00	6,203,279.00	2,199,018.00	3,652,768.00	5,851,786.00	-5.7%
TOTAL, CLASSIFIED SALARIES			36,574,046.00	25,861,932.00	62,435,978.00	35,270,533.00	23,893,045.00	59,163,578.00	-5.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	22,363,433.00	20,737,328.00	43,100,761.00	20,241,089.00	21,313,243.00	41,554,332.00	-3.6%
PERS		3201-3202	8,996,570.00	4,904,839.00	13,901,409.00	8,756,678.00	4,637,767.00	13,394,445.00	-3.6%
OASDI/Medicare/Alternative		3301-3302	4,409,291.00	2,324,277.00	6,733,568.00	4,226,385.00	2,337,606.00	6,563,991.00	-2.5%
Health and Welfare Benefits		3401-3402	28,849,552.00	9,178,553.00	38,028,105.00	30,858,569.00	10,148,389.00	41,006,958.00	7.8%
Unemployment Insurance		3501-3502	75,925.00	34,313.00	110,238.00	121,949.00	48,763.00	170,712.00	54.9%
Workers' Compensation		3601-3602	2,167,287.00	847,407.00	3,014,694.00	2,118,812.00	813,618.00	2,932,430.00	-2.7%
OPEB, Allocated		3701-3702	1,522,617.00	5,412.00	1,528,029.00	1,348,095.00	0.00	1,348,095.00	-11.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			68,384,675.00	38,032,129.00	106,416,804.00	67,671,577.00	39,299,386.00	106,970,963.00	0.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	864.00	6,835,445.00	6,836,309.00	(244,567.00)	9,319,018.00	9,074,451.00	32.7%
Books and Other Reference Materials		4200	28,980.00	18,217.00	47,197.00	25,819.00	15,432.00	41,251.00	-12.6%
Materials and Supplies		4300	5,410,918.00	9,845,307.00	15,256,225.00	5,675,798.00	14,207,587.00	19,883,385.00	30.3%
Noncapitalized Equipment		4400	524,017.00	2,383,525.00	2,907,542.00	281,200.00	267,454.00	548,654.00	-81.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,964,779.00	19,082,494.00	25,047,273.00	5,738,250.00	23,809,491.00	29,547,741.00	18.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	5,804,036.00	5,804,036.00	0.00	4,836,819.00	4,836,819.00	-16.7%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Travel and Conferences		5200	372,674.00	582,187.00	954,861.00	560,086.00	237,595.00	797,681.00	-16.5%
Dues and Memberships		5300	96,996.00	28,638.00	125,634.00	206,496.00	43,050.00	249,546.00	98.6%
Insurance		5400 - 5450	1,780,000.00	75,660.00	1,855,660.00	1,579,966.00	2,500.00	1,582,466.00	-14.7%
Operations and Housekeeping Services		5500	8,610,516.00	0.00	8,610,516.00	8,839,040.00	0.00	8,839,040.00	2.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,722,903.00	2,654,800.00	4,377,703.00	1,785,807.00	4,810,004.00	6,595,811.00	50.7%
Transfers of Direct Costs		5710	(350,913.00)	350,913.00	0.00	(208,855.00)	208,855.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(150,954.00)	21,880.00	(129,074.00)	(197,529.00)	0.00	(197,529.00)	53.0%
Professional/Consulting Services and Operating Expenditures		5800	6,593,338.00	6,087,518.00	12,680,856.00	6,666,516.00	3,326,917.00	9,993,433.00	-21.2%
Communications		5900	330,627.00	49,000.00	379,627.00	325,844.00	45,400.00	371,244.00	-2.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			19,005,187.00	15,654,632.00	34,659,819.00	19,557,371.00	13,511,140.00	33,068,511.00	-4.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	57,434.00	57,434.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,197,373.00	10,118,161.00	11,315,534.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	808,092.00	887,747.00	1,695,839.00	1,969,295.00	635,722.00	2,605,017.00	53.6%
Equipment Replacement		6500	20,000.00	0.00	20,000.00	1,139,702.00	0.00	1,139,702.00	5,598.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,025,465.00	11,063,342.00	13,088,807.00	3,108,997.00	635,722.00	3,744,719.00	-71.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition; Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	6,601,948.00	0.00	6,601,948.00	6,762,375.00	0.00	6,762,375.00	2.4%
Payments to JPAs		7143	2,143,820.00	245,005.00	2,388,825.00	2,195,915.00	94,111.00	2,290,026.00	-4.1%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	116,449.00	0.00	116,449.00	120,960.00	0.00	120,960.00	3.9%
Other Debt Service - Principal		7439	0.00	0.00	0.00	2,807.00	0.00	2,807.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			8,862,217.00	245,005.00	9,107,222.00	9,082,057.00	94,111.00	9,176,168.00	0.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,490,064.00)	1,490,064.00	0.00	(1,647,725.00)	1,647,725.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(368,946.00)	0.00	(368,946.00)	(509,474.00)	0.00	(509,474.00)	38.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,859,010.00)	1,490,064.00	(368,946.00)	(2,157,199.00)	1,647,725.00	(509,474.00)	38.1%
TOTAL, EXPENDITURES			261,624,332.00	149,366,958.00	410,991,290.00	253,617,723.00	140,767,432.00	394,385,155.00	-4.0%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	3,300,000.00	0.00	3,300,000.00	4,548,645.00	0.00	4,548,645.00	37.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			3,300,000.00	0.00	3,300,000.00	4,548,645.00	0.00	4,548,645.00	37.8%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(46,809,257.00)	46,809,257.00	0.00	(46,995,998.00)	46,995,998.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(46,809,257.00)	46,809,257.00	0.00	(46,995,998.00)	46,995,998.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(49,609,257.00)	46,809,257.00	(2,800,000.00)	(51,044,643.00)	46,995,998.00	(4,048,645.00)	44.6%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	278,831,912.00	0.00	278,831,912.00	272,423,442.00	0.00	272,423,442.00	-2.3%
2) Federal Revenue		8100-8299	0.00	13,700,508.00	13,700,508.00	0.00	10,180,031.00	10,180,031.00	-25.7%
3) Other State Revenue		8300-8599	10,136,548.00	56,101,344.00	66,237,892.00	9,811,908.00	55,260,766.00	65,072,674.00	-1.8%
4) Other Local Revenue		8600-8799	12,056,478.00	3,874,634.00	15,931,112.00	6,806,614.00	1,221,735.00	8,028,349.00	-49.6%
5) TOTAL, REVENUES			301,024,938.00	73,676,486.00	374,701,424.00	289,041,964.00	66,662,532.00	355,704,496.00	-5.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		155,506,204.00	101,465,407.00	256,971,611.00	146,677,993.00	100,521,360.00	247,199,353.00	-3.8%
2) Instruction - Related Services	2000-2999		30,717,924.00	13,680,692.00	44,398,616.00	30,794,764.00	13,880,397.00	44,675,161.00	0.6%
3) Pupil Services	3000-3999		22,108,486.00	9,278,580.00	31,387,066.00	24,201,586.00	8,887,250.00	33,088,836.00	5.4%
4) Ancillary Services	4000-4999		0.00	1,059,795.00	1,059,795.00	0.00	32,022.00	32,022.00	-97.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		3,310,634.00	832.00	3,311,466.00	2,945,306.00	875.00	2,946,181.00	-11.0%
7) General Administration	7000-7999		11,854,635.00	2,153,012.00	14,007,647.00	11,881,485.00	2,379,729.00	14,261,214.00	1.8%
8) Plant Services	8000-8999		29,264,232.00	21,483,635.00	50,747,867.00	28,034,532.00	14,971,688.00	43,006,220.00	-15.3%
9) Other Outgo	9000-9999	Except 7600-7699	8,862,217.00	245,005.00	9,107,222.00	9,082,057.00	94,111.00	9,176,168.00	0.8%
10) TOTAL, EXPENDITURES			261,624,332.00	149,366,958.00	410,991,290.00	253,617,723.00	140,767,432.00	394,385,155.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			39,400,606.00	(75,690,472.00)	(36,289,866.00)	35,424,241.00	(74,104,900.00)	(38,680,659.00)	6.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
b) Transfers Out		7600-7629	3,300,000.00	0.00	3,300,000.00	4,548,645.00	0.00	4,548,645.00	37.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(46,809,257.00)	46,809,257.00	0.00	(46,995,998.00)	46,995,998.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(49,609,257.00)	46,809,257.00	(2,800,000.00)	(51,044,643.00)	46,995,998.00	(4,048,645.00)	44.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,208,651.00)	(28,881,215.00)	(39,089,866.00)	(15,620,402.00)	(27,108,902.00)	(42,729,304.00)	9.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,922,012.00	71,252,846.00	144,174,858.00	62,713,361.00	42,371,631.00	105,084,992.00	-27.1%
2) Ending Balance, June 30 (E + F1e)			62,713,361.00	42,371,631.00	105,084,992.00	47,092,959.00	15,262,729.00	62,355,688.00	-40.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	169,000.00	0.00	169,000.00	169,000.00	0.00	169,000.00	0.0%
Stores		9712	103,658.00	0.00	103,658.00	103,658.00	0.00	103,658.00	0.0%
Prepaid Items		9713	2,814.00	0.00	2,814.00	2,814.00	0.00	2,814.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	42,371,631.00	42,371,631.00	0.00	15,262,729.00	15,262,729.00	-64.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	21,008,759.00	0.00	21,008,759.00	6,924,107.00	0.00	6,924,107.00	-67.0%
Committed for Site Base Carryover	0000	9760	*400,000.00*		*400,000.00*			*0.00*	
Committed for Capital Outlay (Transportation)	0000	9760	*985,509.00*		*985,509.00*			*0.00*	
Committed for Textbook Adoption	0000	9760	*5,000,000.00*		*5,000,000.00*			*0.00*	
Committed for Declining Enrollment	0000	9760	*10,000,000.00*		*10,000,000.00*			*0.00*	
Committed for Deficit Mitigation	0000	9760	*4,623,250.00*		*4,623,250.00*			*0.00*	
Committed for Textbook Adoption	0000	9760			*0.00*	*5,000,000.00*		*5,000,000.00*	
Committed for Declining Enrollment	0000	9760			*0.00*	*1,924,107.00*		*1,924,107.00*	
d) Assigned									
Other Assignments (by Resource/Object)		9780	20,714,565.00	0.00	20,714,565.00	19,946,690.00	0.00	19,946,690.00	-3.7%
Contingency Reserve	0000	9780	*20,714,565.00*		*20,714,565.00*			*0.00*	
Contingency Reserve	0000	9780			*0.00*	*19,946,690.00*		*19,946,690.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	20,714,565.00	0.00	20,714,565.00	19,946,690.00	0.00	19,946,690.00	-3.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	2,300,000.00	2,300,000.00
4203	ESSA: Title III, English Learner Student Program	100,000.00	0.00
6211	Literacy Coaches and Reading Specialists Grant Program	200,000.00	0.00
6266	Educator Effectiveness, FY 2021-22	1,700,000.00	0.00
6547	Special Education Early Intervention Preschool Grant	2,800,000.00	2,100,000.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	7,000,000.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 26)	2,625,410.00	979,853.00
7311	Classified School Employee Professional Development Block Grant	18,000.00	0.00
7435	Learning Recovery Emergency Block Grant	12,017,898.00	7,217,898.00
7810	Other Restricted State	20,136.00	0.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	3,000,000.00	0.00
9010	Other Restricted Local	10,590,187.00	2,664,978.00
Total, Restricted Balance		42,371,631.00	15,262,729.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	8,265,700.00	New
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	985,104.00	New
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	9,250,804.00	New
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	4,007,506.00	New
2) Classified Salaries		2000-2999	0.00	632,068.00	New
3) Employee Benefits		3000-3999	0.00	2,031,558.00	New
4) Books and Supplies		4000-4999	0.00	3,401,015.00	New
5) Services and Other Operating Expenditures		5000-5999	0.00	27,302.00	New
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	10,099,449.00	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(848,645.00)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	848,645.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	848,645.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	0.00	3,409,669.00	New
Education Protection Account State Aid - Current Year		8012	0.00	142,468.00	New
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	4,713,563.00	New
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	8,265,700.00	New
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	638,785.00	New
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	14,409.00	New
Lottery - Unrestricted and Instructional Materials		8560	0.00	198,452.00	New
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	74,145.00	New
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	59,313.00	New
TOTAL, OTHER STATE REVENUE			0.00	985,104.00	New
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	9,250,804.00	New
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	3,572,248.00	New
Certificated Pupil Support Salaries		1200	0.00	163,876.00	New
Certificated Supervisors' and Administrators' Salaries		1300	0.00	271,382.00	New
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	4,007,506.00	New
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	20,589.00	New

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Support Salaries		2200	0.00	208,367.00	New
Classified Supervisors' and Administrators' Salaries		2300	0.00	56,309.00	New
Clerical, Technical and Office Salaries		2400	0.00	229,593.00	New
Other Classified Salaries		2900	0.00	117,210.00	New
TOTAL, CLASSIFIED SALARIES			0.00	632,068.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	726,821.00	New
PERS		3201-3202	0.00	157,202.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	120,898.00	New
Health and Welfare Benefits		3401-3402	0.00	942,375.00	New
Unemployment Insurance		3501-3502	0.00	10,276.00	New
Workers' Compensation		3601-3602	0.00	73,986.00	New
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	2,031,558.00	New
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	318,825.00	New
Books and Other Reference Materials		4200	0.00	500.00	New
Materials and Supplies		4300	0.00	3,081,690.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	3,401,015.00	New
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	5,900.00	New
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	4,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	1,150.00	New
Professional/Consulting Services and Operating Expenditures		5800	0.00	15,952.00	New
Communications		5900	0.00	300.00	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	27,302.00	New
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	10,099,449.00	New
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	848,645.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	848,645.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	848,645.00	New

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	8,265,700.00	New
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	985,104.00	New
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	9,250,804.00	New
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	8,532,706.00	New
2) Instruction - Related Services	2000-2999		0.00	780,958.00	New
3) Pupil Services	3000-3999		0.00	242,324.00	New
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	8,000.00	New
8) Plant Services	8000-8999		0.00	535,461.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	10,099,449.00	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	(848,645.00)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	848,645.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	848,645.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,323,457.00	1,323,457.00	0.0%
3) Other State Revenue		8300-8599	5,281,393.00	5,281,393.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			6,604,850.00	6,604,850.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	6,604,850.00	6,604,850.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,604,850.00	6,604,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(2,411.00)	(2,411.00)	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(2,411.00)	(2,411.00)	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(2,411.00)	(2,411.00)	0.0%
2) Ending Balance, June 30 (E + F1e)			(2,411.00)	(2,411.00)	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(2,411.00)	(2,411.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	1,323,457.00	1,323,457.00	0.0%
TOTAL, FEDERAL REVENUE			1,323,457.00	1,323,457.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	5,281,393.00	5,281,393.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,281,393.00	5,281,393.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			6,604,850.00	6,604,850.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	1,323,457.00	1,323,457.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	5,281,393.00	5,281,393.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			6,604,850.00	6,604,850.00	0.0%
TOTAL, EXPENDITURES			6,604,850.00	6,604,850.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,323,457.00	1,323,457.00	0.0%
3) Other State Revenue		8300-8599	5,281,393.00	5,281,393.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			6,604,850.00	6,604,850.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	6,604,850.00	6,604,850.00	0.0%
10) TOTAL, EXPENDITURES			6,604,850.00	6,604,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(2,411.00)	(2,411.00)	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(2,411.00)	(2,411.00)	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(2,411.00)	(2,411.00)	0.0%
2) Ending Balance, June 30 (E + F1e)			(2,411.00)	(2,411.00)	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(2,411.00)	(2,411.00)	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,564,901.00	0.00	-100.0%
3) Other State Revenue		8300-8599	2,432,371.00	2,147,432.00	-11.7%
4) Other Local Revenue		8600-8799	7,358,982.00	6,691,000.00	-9.1%
5) TOTAL, REVENUES			13,356,254.00	8,838,432.00	-33.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	189,415.00	194,155.00	2.5%
2) Classified Salaries		2000-2999	3,798,030.00	4,134,882.00	8.9%
3) Employee Benefits		3000-3999	2,152,753.00	2,400,770.00	11.5%
4) Books and Supplies		4000-4999	1,546,580.00	5,328,797.00	244.6%
5) Services and Other Operating Expenditures		5000-5999	435,771.00	422,726.00	-3.0%
6) Capital Outlay		6000-6999	3,248,620.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	168,946.00	109,474.00	-35.2%
9) TOTAL, EXPENDITURES			11,540,115.00	12,590,804.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,816,139.00	(3,752,372.00)	-306.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	(500,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,316,139.00	(4,252,372.00)	-423.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,037,925.00	5,354,064.00	32.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,037,925.00	5,354,064.00	32.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,037,925.00	5,354,064.00	32.6%
2) Ending Balance, June 30 (E + F1e)			5,354,064.00	1,101,692.00	-79.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,351,185.00	1,098,813.00	-79.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,879.00	2,879.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	3,564,901.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			3,564,901.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	2,243,510.00	1,946,093.00	-13.3%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	188,861.00	201,339.00	6.6%
TOTAL, OTHER STATE REVENUE			2,432,371.00	2,147,432.00	-11.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	136,417.00	50,000.00	-63.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	6,805,769.00	6,600,000.00	-3.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	416,796.00	41,000.00	-90.2%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,358,982.00	6,691,000.00	-9.1%
TOTAL, REVENUES			13,356,254.00	8,838,432.00	-33.8%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	89,679.00	90,422.00	0.8%
Certificated Supervisors' and Administrators' Salaries		1300	99,736.00	103,733.00	4.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			189,415.00	194,155.00	2.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	95,434.00	103,074.00	8.0%
Classified Support Salaries		2200	528.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	980,120.00	1,020,670.00	4.1%
Clerical, Technical and Office Salaries		2400	118,041.00	80,636.00	-31.7%
Other Classified Salaries		2900	2,603,907.00	2,930,502.00	12.5%
TOTAL, CLASSIFIED SALARIES			3,798,030.00	4,134,882.00	8.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	44,028.00	90,181.00	104.8%
PERS		3201-3202	977,863.00	950,744.00	-2.8%
OASDI/Medicare/Alternative		3301-3302	317,868.00	308,624.00	-2.9%
Health and Welfare Benefits		3401-3402	750,484.00	989,325.00	31.8%
Unemployment Insurance		3501-3502	2,181.00	2,161.00	-0.9%
Workers' Compensation		3601-3602	59,400.00	59,735.00	0.6%
OPEB, Allocated		3701-3702	929.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,152,753.00	2,400,770.00	11.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,513,118.00	5,298,797.00	250.2%
Noncapitalized Equipment		4400	33,462.00	30,000.00	-10.3%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,546,580.00	5,328,797.00	244.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	39,331.00	9,600.00	-75.6%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	19,835.00	13,000.00	-34.5%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	143,153.00	1,000.00	-99.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	139,900.00	152,400.00	8.9%
Professional/Consulting Services and Operating Expenditures		5800	72,393.00	225,726.00	211.8%
Communications		5900	21,159.00	21,000.00	-0.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			435,771.00	422,726.00	-3.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,248,620.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,248,620.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	168,946.00	109,474.00	-35.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			168,946.00	109,474.00	-35.2%
TOTAL, EXPENDITURES			11,540,115.00	12,590,804.00	9.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	500,000.00	500,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			500,000.00	500,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(500,000.00)	(500,000.00)	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,564,901.00	0.00	-100.0%
3) Other State Revenue		8300-8599	2,432,371.00	2,147,432.00	-11.7%
4) Other Local Revenue		8600-8799	7,358,982.00	6,691,000.00	-9.1%
5) TOTAL, REVENUES			13,356,254.00	8,838,432.00	-33.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		5,657,879.00	10,087,231.00	78.3%
2) Instruction - Related Services	2000-2999		2,155,735.00	2,241,277.00	4.0%
3) Pupil Services	3000-3999		150,965.00	152,822.00	1.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		168,946.00	109,474.00	-35.2%
8) Plant Services	8000-8999		3,406,590.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			11,540,115.00	12,590,804.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,816,139.00	(3,752,372.00)	-306.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	(500,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,316,139.00	(4,252,372.00)	-423.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,037,925.00	5,354,064.00	32.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,037,925.00	5,354,064.00	32.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,037,925.00	5,354,064.00	32.6%
2) Ending Balance, June 30 (E + F1e)			5,354,064.00	1,101,692.00	-79.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,351,185.00	1,098,813.00	-79.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,879.00	2,879.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5025	Early Education: Federal Child Care, Center-based	2,800,000.00	0.00
5066	Early Education: ARP California State Preschool Program - Rate Supplements	259,172.00	259,172.00
7810	Other Restricted State	572,869.00	572,869.00
9010	Other Restricted Local	1,719,144.00	266,772.00
Total, Restricted Balance		5,351,185.00	1,098,813.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,989,537.00	6,989,537.00	0.0%
3) Other State Revenue		8300-8599	8,022,228.00	8,022,228.00	0.0%
4) Other Local Revenue		8600-8799	684,079.00	684,079.00	0.0%
5) TOTAL, REVENUES			15,695,844.00	15,695,844.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,889,562.00	4,244,050.00	9.1%
3) Employee Benefits		3000-3999	2,403,132.00	2,900,381.00	20.7%
4) Books and Supplies		4000-4999	5,638,550.00	5,638,550.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	464,674.00	489,479.00	5.3%
6) Capital Outlay		6000-6999	3,000,000.00	3,000,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	200,000.00	400,000.00	100.0%
9) TOTAL, EXPENDITURES			15,595,918.00	16,672,460.00	6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			99,926.00	(976,616.00)	-1,077.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			99,926.00	(976,616.00)	-1,077.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,880,736.00	15,980,662.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,880,736.00	15,980,662.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,880,736.00	15,980,662.00	0.6%
2) Ending Balance, June 30 (E + F1e)			15,980,662.00	15,004,046.00	-6.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	15,979,088.00	15,002,472.00	-6.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,574.00	1,574.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	6,989,537.00	6,989,537.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,989,537.00	6,989,537.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	8,022,228.00	8,022,228.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			8,022,228.00	8,022,228.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	154,517.00	154,517.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	529,562.00	529,562.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			684,079.00	684,079.00	0.0%
TOTAL, REVENUES			15,695,844.00	15,695,844.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	2,985,876.00	3,328,177.00	11.5%
Classified Supervisors' and Administrators' Salaries		2300	529,460.00	533,025.00	0.7%
Clerical, Technical and Office Salaries		2400	374,226.00	382,848.00	2.3%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			3,889,562.00	4,244,050.00	9.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	891,055.00	1,050,823.00	17.9%
OASDI/Medicare/Alternative		3301-3302	275,233.00	324,664.00	18.0%
Health and Welfare Benefits		3401-3402	1,185,395.00	1,464,211.00	23.5%
Unemployment Insurance		3501-3502	1,799.00	2,119.00	17.8%
Workers' Compensation		3601-3602	49,650.00	58,564.00	18.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,403,132.00	2,900,381.00	20.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	483,000.00	483,000.00	0.0%
Noncapitalized Equipment		4400	93,000.00	93,000.00	0.0%
Food		4700	5,062,550.00	5,062,550.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,638,550.00	5,638,550.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	14,700.00	14,700.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	323,300.00	323,300.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(10,926.00)	13,879.00	-227.0%
Professional/Consulting Services and Operating Expenditures		5800	125,700.00	125,700.00	0.0%
Communications		5900	11,900.00	11,900.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			464,674.00	489,479.00	5.3%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	950,000.00	950,000.00	0.0%
Equipment Replacement		6500	2,050,000.00	2,050,000.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,000,000.00	3,000,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	200,000.00	400,000.00	100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			200,000.00	400,000.00	100.0%
TOTAL, EXPENDITURES			15,595,918.00	16,672,460.00	6.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,989,537.00	6,989,537.00	0.0%
3) Other State Revenue		8300-8599	8,022,228.00	8,022,228.00	0.0%
4) Other Local Revenue		8600-8799	684,079.00	684,079.00	0.0%
5) TOTAL, REVENUES			15,695,844.00	15,695,844.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		15,395,918.00	16,272,460.00	5.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		200,000.00	400,000.00	100.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			15,595,918.00	16,672,460.00	6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			99,926.00	(976,616.00)	-1,077.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			99,926.00	(976,616.00)	-1,077.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,880,736.00	15,980,662.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,880,736.00	15,980,662.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,880,736.00	15,980,662.00	0.6%
2) Ending Balance, June 30 (E + F1e)			15,980,662.00	15,004,046.00	-6.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	15,979,088.00	15,002,472.00	-6.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,574.00	1,574.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	14,269,546.00	13,104,406.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	647,427.00	835,951.00
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	641,638.00	641,638.00
7033	Child Nutrition: School Food Best Practices Apportionment	420,477.00	420,477.00
Total, Restricted Balance		15,979,088.00	15,002,472.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,500,000.00	1,500,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,533.00	0.00	-100.0%
5) TOTAL, REVENUES			1,580,533.00	1,500,000.00	-5.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	559,729.00	2,500,000.00	346.6%
5) Services and Other Operating Expenditures		5000-5999	1,602,389.00	1,500,000.00	-6.4%
6) Capital Outlay		6000-6999	310,546.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,472,664.00	4,000,000.00	61.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(892,131.00)	(2,500,000.00)	180.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(892,131.00)	(2,500,000.00)	180.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,392,131.00	2,500,000.00	-26.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,392,131.00	2,500,000.00	-26.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,392,131.00	2,500,000.00	-26.3%
2) Ending Balance, June 30 (E + F1e)			2,500,000.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,500,000.00	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	1,500,000.00	1,500,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,500,000.00	1,500,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	80,533.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			80,533.00	0.00	-100.0%
TOTAL, REVENUES			1,580,533.00	1,500,000.00	-5.1%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	559,729.00	2,500,000.00	346.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			559,729.00	2,500,000.00	346.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,601,676.00	1,500,000.00	-6.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	713.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,602,389.00	1,500,000.00	-6.4%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	310,546.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			310,546.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,472,664.00	4,000,000.00	61.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,500,000.00	1,500,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,533.00	0.00	-100.0%
5) TOTAL, REVENUES			1,580,533.00	1,500,000.00	-5.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,472,664.00	4,000,000.00	61.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,472,664.00	4,000,000.00	61.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(892,131.00)	(2,500,000.00)	180.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(892,131.00)	(2,500,000.00)	180.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,392,131.00	2,500,000.00	-26.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,392,131.00	2,500,000.00	-26.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,392,131.00	2,500,000.00	-26.3%
2) Ending Balance, June 30 (E + F1e)			2,500,000.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,500,000.00	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,212,652.00	4,736,645.00	-9.1%
5) TOTAL, REVENUES			5,212,652.00	4,736,645.00	-9.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	113,996.00	117,879.00	3.4%
3) Employee Benefits		3000-3999	63,411.00	66,214.00	4.4%
4) Books and Supplies		4000-4999	4,481,154.00	4,352,552.00	-2.9%
5) Services and Other Operating Expenditures		5000-5999	194,718.00	200,000.00	2.7%
6) Capital Outlay		6000-6999	3,688,776.00	950,000.00	-74.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,542,055.00	5,686,645.00	-33.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,329,403.00)	(950,000.00)	-71.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,329,403.00)	(950,000.00)	-71.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,897,477.00	9,568,074.00	-25.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,897,477.00	9,568,074.00	-25.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,897,477.00	9,568,074.00	-25.8%
2) Ending Balance, June 30 (E + F1e)			9,568,074.00	8,618,074.00	-9.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,549,440.00	8,599,440.00	-9.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	18,634.00	18,634.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	4,116,747.00	4,078,439.00	-0.9%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	375,828.00	158,206.00	-57.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	720,077.00	500,000.00	-30.6%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,212,652.00	4,736,645.00	-9.1%
TOTAL, REVENUES			5,212,652.00	4,736,645.00	-9.1%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	113,996.00	117,879.00	3.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			113,996.00	117,879.00	3.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	30,836.00	31,498.00	2.1%
OASDI/Medicare/Alternative		3301-3302	8,720.00	9,017.00	3.4%
Health and Welfare Benefits		3401-3402	22,225.00	24,014.00	8.0%
Unemployment Insurance		3501-3502	57.00	58.00	1.8%
Workers' Compensation		3601-3602	1,573.00	1,627.00	3.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			63,411.00	66,214.00	4.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,473,797.00	4,352,552.00	-2.7%
Noncapitalized Equipment		4400	7,357.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			4,481,154.00	4,352,552.00	-2.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	1,000.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	138,008.00	140,000.00	1.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	56,710.00	59,000.00	4.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			194,718.00	200,000.00	2.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	287,451.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	3,331,456.00	950,000.00	-71.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	69,869.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,688,776.00	950,000.00	-74.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,542,055.00	5,686,645.00	-33.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,212,652.00	4,736,645.00	-9.1%
5) TOTAL, REVENUES			5,212,652.00	4,736,645.00	-9.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		5,000.00	0.00	-100.0%
8) Plant Services	8000-8999		8,537,055.00	5,686,645.00	-33.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,542,055.00	5,686,645.00	-33.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(3,329,403.00)	(950,000.00)	-71.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,329,403.00)	(950,000.00)	-71.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,897,477.00	9,568,074.00	-25.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,897,477.00	9,568,074.00	-25.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,897,477.00	9,568,074.00	-25.8%
2) Ending Balance, June 30 (E + F1e)			9,568,074.00	8,618,074.00	-9.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,549,440.00	8,599,440.00	-9.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	18,634.00	18,634.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	9,549,440.00	8,599,440.00
Total, Restricted Balance		9,549,440.00	8,599,440.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,861.00	0.00	-100.0%
5) TOTAL, REVENUES			7,861.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	89.00	0.00	-100.0%
6) Capital Outlay		6000-6999	694,309.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			694,398.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(686,537.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(686,537.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	686,537.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			686,537.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			686,537.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,861.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,861.00	0.00	-100.0%
TOTAL, REVENUES			7,861.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	89.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			89.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	694,309.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			694,309.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			694,398.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,861.00	0.00	-100.0%
5) TOTAL, REVENUES			7,861.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		694,398.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			694,398.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(686,537.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(686,537.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	686,537.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			686,537.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			686,537.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,814,952.00	8,750,968.00	-0.7%
5) TOTAL, REVENUES			8,814,952.00	8,750,968.00	-0.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	23,746.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,723,924.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	7,761,100.00	7,940,525.00	2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,508,770.00	7,940,525.00	-16.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(693,818.00)	810,443.00	-216.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(693,818.00)	810,443.00	-216.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,698,046.00	15,004,228.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,698,046.00	15,004,228.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,698,046.00	15,004,228.00	-4.4%
2) Ending Balance, June 30 (E + F1e)			15,004,228.00	15,814,671.00	5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	15,004,228.00	15,814,671.00	5.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	8,504,655.00	8,504,655.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	310,297.00	246,313.00	-20.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,814,952.00	8,750,968.00	-0.7%
TOTAL, REVENUES			8,814,952.00	8,750,968.00	-0.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	23,746.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,746.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,723,924.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,723,924.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	3,036,100.00	2,820,525.00	-7.1%
Other Debt Service - Principal		7439	4,725,000.00	5,120,000.00	8.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,761,100.00	7,940,525.00	2.3%
TOTAL, EXPENDITURES			9,508,770.00	7,940,525.00	-16.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,814,952.00	8,750,968.00	-0.7%
5) TOTAL, REVENUES			8,814,952.00	8,750,968.00	-0.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,747,670.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	7,761,100.00	7,940,525.00	2.3%
10) TOTAL, EXPENDITURES			9,508,770.00	7,940,525.00	-16.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(693,818.00)	810,443.00	-216.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(693,818.00)	810,443.00	-216.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,698,046.00	15,004,228.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,698,046.00	15,004,228.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,698,046.00	15,004,228.00	-4.4%
2) Ending Balance, June 30 (E + F1e)			15,004,228.00	15,814,671.00	5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	15,004,228.00	15,814,671.00	5.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	15,004,228.00	15,814,671.00
Total, Restricted Balance		15,004,228.00	15,814,671.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,077,640.00	1,570,563.00	45.7%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,646,556.00	18,277,599.00	24.8%
5) TOTAL, REVENUES			15,724,196.00	19,848,162.00	26.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	16,014,486.00	24,596,080.00	53.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			16,014,486.00	24,596,080.00	53.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(290,290.00)	(4,747,918.00)	1,535.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(290,290.00)	(4,747,918.00)	1,535.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,326,983.00	23,036,693.00	-1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,326,983.00	23,036,693.00	-1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,326,983.00	23,036,693.00	-1.2%
2) Ending Balance, June 30 (E + F1e)			23,036,693.00	18,288,775.00	-20.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	23,036,693.00	18,288,775.00	-20.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	1,077,640.00	1,570,563.00	45.7%
TOTAL, FEDERAL REVENUE			1,077,640.00	1,570,563.00	45.7%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	14,288,386.00	17,919,429.00	25.4%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	286,653.00	286,653.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	71,517.00	71,517.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,646,556.00	18,277,599.00	24.8%
TOTAL, REVENUES			15,724,196.00	19,848,162.00	26.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	7,783,407.00	16,365,000.00	110.3%
Bond Interest and Other Service Charges		7434	8,231,079.00	8,231,080.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			16,014,486.00	24,596,080.00	53.6%
TOTAL, EXPENDITURES			16,014,486.00	24,596,080.00	53.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,077,640.00	1,570,563.00	45.7%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,646,556.00	18,277,599.00	24.8%
5) TOTAL, REVENUES			15,724,196.00	19,848,162.00	26.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	16,014,486.00	24,596,080.00	53.6%
10) TOTAL, EXPENDITURES			16,014,486.00	24,596,080.00	53.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(290,290.00)	(4,747,918.00)	1,535.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(290,290.00)	(4,747,918.00)	1,535.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,326,983.00	23,036,693.00	-1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,326,983.00	23,036,693.00	-1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,326,983.00	23,036,693.00	-1.2%
2) Ending Balance, June 30 (E + F1e)			23,036,693.00	18,288,775.00	-20.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	23,036,693.00	18,288,775.00	-20.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	23,036,693.00	18,288,775.00
Total, Restricted Balance		23,036,693.00	18,288,775.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,141,000.00	52,210,000.00	4.1%
5) TOTAL, REVENUES			50,141,000.00	52,210,000.00	4.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	355,361.00	365,002.00	2.7%
3) Employee Benefits		3000-3999	188,678.00	206,430.00	9.4%
4) Books and Supplies		4000-4999	3,792.00	20,419.00	438.5%
5) Services and Other Operating Expenses		5000-5999	55,487,778.00	56,474,199.00	1.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			56,035,609.00	57,066,050.00	1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,894,609.00)	(4,856,050.00)	-17.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,300,000.00	3,700,000.00	12.1%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,300,000.00	3,700,000.00	12.1%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,594,609.00)	(1,156,050.00)	-55.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	17,903,625.00	15,309,016.00	-14.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,903,625.00	15,309,016.00	-14.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			17,903,625.00	15,309,016.00	-14.5%
2) Ending Net Position, June 30 (E + F1e)			15,309,016.00	14,152,966.00	-7.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	15,309,016.00	14,152,966.00	-7.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	493,000.00	225,000.00	-54.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	49,648,000.00	51,985,000.00	4.7%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50,141,000.00	52,210,000.00	4.1%
TOTAL, REVENUES			50,141,000.00	52,210,000.00	4.1%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	176,325.00	193,937.00	10.0%
Clerical, Technical and Office Salaries		2400	154,818.00	171,065.00	10.5%
Other Classified Salaries		2900	24,218.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			355,361.00	365,002.00	2.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	89,575.00	99,490.00	11.1%
OASDI/Medicare/Alternative		3301-3302	25,333.00	27,730.00	9.5%
Health and Welfare Benefits		3401-3402	69,034.00	74,181.00	7.5%
Unemployment Insurance		3501-3502	166.00	177.00	6.6%
Workers' Compensation		3601-3602	4,570.00	4,852.00	6.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			188,678.00	206,430.00	9.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	3,000.00	19,627.00	554.2%
Noncapitalized Equipment		4400	792.00	792.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,792.00	20,419.00	438.5%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,212.00	1,300.00	7.3%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	3,095,000.00	3,795,000.00	22.6%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs - Interfund		5750	100.00	30,100.00	30,000.0%
Professional/Consulting Services and Operating Expenditures		5800	52,388,466.00	52,644,799.00	0.5%
Communications		5900	1,000.00	1,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			55,487,778.00	56,474,199.00	1.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			56,035,609.00	57,066,050.00	1.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	3,300,000.00	3,700,000.00	12.1%
(a) TOTAL, INTERFUND TRANSFERS IN			3,300,000.00	3,700,000.00	12.1%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			3,300,000.00	3,700,000.00	12.1%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,141,000.00	52,210,000.00	4.1%
5) TOTAL, REVENUES			50,141,000.00	52,210,000.00	4.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		56,035,609.00	57,066,050.00	1.8%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			56,035,609.00	57,066,050.00	1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,894,609.00)	(4,856,050.00)	-17.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,300,000.00	3,700,000.00	12.1%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,300,000.00	3,700,000.00	12.1%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,594,609.00)	(1,156,050.00)	-55.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	17,903,625.00	15,309,016.00	-14.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,903,625.00	15,309,016.00	-14.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			17,903,625.00	15,309,016.00	-14.5%
2) Ending Net Position, June 30 (E + F1e)			15,309,016.00	14,152,966.00	-7.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	15,309,016.00	14,152,966.00	-7.6%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Net Position		0.00	0.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	20,765.86	20,765.86	21,174.35	20,588.41	20,588.41	20,735.20
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	20,765.86	20,765.86	21,174.35	20,588.41	20,588.41	20,735.20
5. District Funded County Program ADA						
a. County Community Schools	493.09	493.09	493.09	493.09	493.09	493.09
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	493.09	493.09	493.09	493.09	493.09	493.09
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	21,258.95	21,258.95	21,667.44	21,081.50	21,081.50	21,228.29
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	702.18	702.18	702.18	696.77	696.77	696.77
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	702.18	702.18	702.18	696.77	696.77	696.77
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	702.18	702.18	702.18	696.77	696.77	696.77

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	110,913,679.00	0.00	110,913,679.00	0.00	0.00	110,913,679.00
Work in Progress	1,286,356.00		1,286,356.00	12,058,523.00	594,156.00	12,750,723.00
Total capital assets not being depreciated	112,200,035.00	0.00	112,200,035.00	12,058,523.00	594,156.00	123,664,402.00
Capital assets being depreciated:						
Land Improvements		0.00	0.00	0.00	0.00	0.00
Buildings	642,638,495.00	0.00	642,638,495.00	3,516,268.00	0.00	646,154,763.00
Equipment	29,699,558.00	0.00	29,699,558.00	1,387,959.00	0.00	31,087,517.00
Total capital assets being depreciated	672,338,053.00	0.00	672,338,053.00	4,904,227.00	0.00	677,242,280.00
Accumulated Depreciation for:						
Land Improvements		0.00	0.00	0.00	0.00	0.00
Buildings	(262,433,445.00)	0.00	(262,433,445.00)	(16,123,520.00)	0.00	(278,556,965.00)
Equipment	(25,870,991.00)	0.00	(25,870,991.00)	(999,536.00)	0.00	(26,870,527.00)
Total accumulated depreciation	(288,304,436.00)	0.00	(288,304,436.00)	(17,123,056.00)	0.00	(305,427,492.00)
Total capital assets being depreciated, net excluding lease and subscription assets	384,033,617.00	0.00	384,033,617.00	(12,218,829.00)	0.00	371,814,788.00
Lease Assets		0.00	0.00	0.00	0.00	0.00
Accumulated amortization for lease assets		0.00	0.00	0.00	0.00	0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets		0.00	0.00	0.00	0.00	0.00
Accumulated amortization for subscription assets		0.00	0.00	0.00	0.00	0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	496,233,652.00	0.00	496,233,652.00	(160,306.00)	594,156.00	495,479,190.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			96,084,992.00	104,064,965.00	105,858,175.00	97,376,387.00	73,188,699.00	77,451,416.00	122,078,419.00	97,548,914.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		4,882,491.00	4,882,491.00	8,788,484.00	8,788,484.00	8,788,484.00	8,788,484.00	8,788,484.00	8,788,484.00
Property Taxes	8020-8079		3,249,668.00	197,908.00	2,218,567.00	266,041.00	24,348,523.00	47,182,922.00	15,315,803.00	241,713.00
Miscellaneous Funds	8080-8099		(235,678.00)	(235,678.00)	(424,221.00)	(424,221.00)	(424,221.00)	(424,221.00)	(424,221.00)	(424,221.00)
Federal Revenue	8100-8299		0.00	0.00	3,153,205.00	(2,543,622.00)	857,667.00	2,418,151.00	1,606,139.00	0.00
Other State Revenue	8300-8599		2,326,649.00	2,029,247.00	5,592,764.00	3,652,643.00	4,737,252.00	4,551,129.00	2,504,338.00	4,204,274.00
Other Local Revenue	8600-8799		308,695.00	694,389.00	668,351.00	619,638.00	340,810.00	737,034.00	753,180.00	640,274.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			10,531,825.00	7,568,357.00	19,997,150.00	10,358,963.00	38,648,515.00	63,253,499.00	28,543,723.00	13,450,524.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		300,000.00	500,000.00	15,000,000.00	15,000,000.00	15,000,000.00	0.00	30,000,000.00	15,000,000.00
Classified Salaries	2000-2999		(1,425,213.00)	3,673,335.00	3,620,806.00	5,661,425.00	5,454,522.00	5,828,532.00	5,456,723.00	5,251,816.00
Employee Benefits	3000-3999		2,562,240.00	1,312,851.00	8,082,519.00	8,384,450.00	8,238,758.00	7,855,757.00	8,603,225.00	8,087,748.00
Books and Supplies	4000-4999		257,577.00	1,167,431.00	2,930,076.00	2,293,968.00	1,235,230.00	1,774,528.00	5,804,196.00	1,636,722.00
Services	5000-5999		460,996.00	2,937,155.00	2,943,203.00	3,156,416.00	3,277,680.00	2,229,833.00	2,367,211.00	2,706,580.00
Capital Outlay	6000-6999		0.00	324,397.00	0.00	0.00	329,179.00	94,236.00	11,659.00	91,366.00
Other Outgo	7000-7499		335,833.00	348,204.00	390,559.00	50,392.00	850,429.00	843,610.00	830,214.00	1,352,427.00
Interfund Transfers Out	7600-7629		4,548,645.00							

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699			0.00						
TOTAL DISBURSEMENTS			7,040,078.00	10,263,373.00	32,967,163.00	34,546,651.00	34,385,798.00	18,626,496.00	53,073,228.00	34,126,659.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299		6,321,559.00	6,321,559.00	6,321,559.00					
Due From Other Funds	9310		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	6,321,559.00	6,321,559.00	6,321,559.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		1,833,333.00	1,833,333.00	1,833,334.00		0.00	0.00	0.00	0.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	1,833,333.00	1,833,333.00	1,833,334.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	4,488,226.00	4,488,226.00	4,488,225.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			7,979,973.00	1,793,210.00	(8,481,788.00)	(24,187,688.00)	4,262,717.00	44,627,003.00	(24,529,505.00)	(20,676,135.00)
F. ENDING CASH (A + E)			104,064,965.00	105,858,175.00	97,376,387.00	73,188,699.00	77,451,416.00	122,078,419.00	97,548,914.00	76,872,779.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		76,872,779.00	67,000,715.00	85,955,718.00	90,786,810.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	8,788,484.00	8,788,484.00	8,788,484.00	8,788,481.00	0.00		97,649,819.00	97,649,819.00
Property Taxes	8020-8079	9,672,770.00	40,795,446.00	20,348,526.00	17,618,196.00			181,456,083.00	181,456,083.00
Miscellaneous Funds	8080-8099	(424,221.00)	(424,221.00)	(424,221.00)	(2,393,115.00)			(6,682,460.00)	(6,682,460.00)
Federal Revenue	8100-8299	1,181,912.00	31,466.00	1,181,912.00	1,293,201.00	1,000,000.00		10,180,031.00	10,180,031.00
Other State Revenue	8300-8599	6,373,018.00	6,440,000.00	10,000,000.00	8,161,360.00	4,500,000.00		65,072,674.00	65,072,674.00
Other Local Revenue	8600-8799	556,406.00	773,181.00	936,391.00	1,000,000.00			8,028,349.00	8,028,349.00
Interfund Transfers In	8900-8929				500,000.00			500,000.00	500,000.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		26,148,369.00	56,404,356.00	40,831,092.00	34,968,123.00	5,500,000.00	0.00	356,204,496.00	356,204,496.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	15,000,000.00	15,000,000.00	15,000,000.00	15,000,000.00	2,422,949.00		153,222,949.00	153,222,949.00
Classified Salaries	2000-2999	5,705,874.00	5,429,220.00	5,500,000.00	5,500,000.00	3,506,538.00		59,163,578.00	59,163,578.00
Employee Benefits	3000-3999	8,229,610.00	9,480,713.00	9,500,000.00	19,000,000.00	7,633,092.00		106,970,963.00	106,970,963.00
Books and Supplies	4000-4999	1,997,143.00	2,841,840.00	2,500,000.00	2,500,000.00	2,609,030.00		29,547,741.00	29,547,741.00
Services	5000-5999	3,139,325.00	2,633,714.00	2,500,000.00	2,500,000.00	2,216,398.00		33,068,511.00	33,068,511.00
Capital Outlay	6000-6999	602,559.00	714,653.00	500,000.00	500,000.00	576,670.00		3,744,719.00	3,744,719.00
Other Outgo	7000-7499	1,345,922.00	1,349,213.00	500,000.00	469,891.00			8,666,694.00	8,666,694.00
Interfund Transfers Out	7600-7629							4,548,645.00	4,548,645.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		36,020,433.00	37,449,353.00	36,000,000.00	45,469,891.00	18,964,677.00	0.00	398,933,800.00	398,933,800.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00					0.00	
Accounts Receivable	9200-9299							18,964,677.00	
Due From Other Funds	9310	0.00	0.00					0.00	
Stores	9320	0.00						0.00	
Prepaid Expenditures	9330	0.00	0.00					0.00	
Other Current Assets	9340	0.00	0.00					0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	18,964,677.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00					5,500,000.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	5,500,000.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	13,464,677.00	
E. NET INCREASE/DECREASE (B - C + D)		(9,872,064.00)	18,955,003.00	4,831,092.00	(10,501,768.00)	(13,464,677.00)	0.00	(29,264,627.00)	(42,729,304.00)
F. ENDING CASH (A + E)		67,000,715.00	85,955,718.00	90,786,810.00	80,285,042.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								66,820,365.00	

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1301 E. Orangethorpe Ave., Placentia, CA 92870

Date: 05/30/2025

Public Hearing:

Place: 1301 E. Orangethorpe Ave., Placentia, CA 92870

Date: 06/03/2025

Time: 5 pm

Adoption Date: 06/17/2025

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Phuong Tran

Title: Director of Fiscal Services

Telephone: 714-985-8431

E-mail: ptran@pylusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/17/2025	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		X
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$	
Less: Amount of total liabilities reserved in budget:	$	
Estimated accrued but unfunded liabilities:	$	0.00

_____ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

X This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: 06/17/2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____ Title: _____

For additional information on this certification, please contact:

Name: Elaine Marshall

Title: Director of Risk Management

Telephone: 714-985-8776

E-mail: emarshall@pylusd.org

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	160,604,333.00	301	0.00	303	160,604,333.00	305	3,539,717.00		307	157,064,616.00	309
2000 - Classified Salaries	62,435,978.00	311	15,691.00	313	62,420,287.00	315	6,163,140.00		317	56,257,147.00	319
3000 - Employee Benefits	106,416,804.00	321	1,529,496.00	323	104,887,308.00	325	4,262,103.00		327	100,625,205.00	329
4000 - Books, Supplies Equip Replace. (6500)	25,067,273.00	331	348,101.00	333	24,719,172.00	335	3,131,797.00		337	21,587,375.00	339
5000 - Services. . . & 7300 - Indirect Costs	34,290,873.00	341	7,325.00	343	34,283,548.00	345	4,300,268.00		347	29,983,280.00	349
				TOTAL	386,914,648.00	365			TOTAL	365,517,623.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	131,836,044.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	17,773,385.00	380
3. STRS	3101 & 3102	34,644,778.00	382
4. PERS	3201 & 3202	3,840,200.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	3,418,743.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	24,782,581.00	385
7. Unemployment Insurance	3501 & 3502	78,043.00	390
8. Workers' Compensation Insurance	3601 & 3602	2,108,709.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		218,482,483.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		305,448.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		218,177,035.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		59.69%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	59.69%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	365,517,623.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	153,222,949.00	301	0.00	303	153,222,949.00	305	3,364,813.00		307	149,858,136.00	309
2000 - Classified Salaries	59,163,578.00	311	0.00	313	59,163,578.00	315	6,129,028.00		317	53,034,550.00	319
3000 - Employee Benefits	106,970,963.00	321	1,348,095.00	323	105,622,868.00	325	4,039,895.00		327	101,582,973.00	329
4000 - Books, Supplies Equip Replace. (6500)	30,687,443.00	331	0.00	333	30,687,443.00	335	4,255,687.00		337	26,431,756.00	339
5000 - Services. . . & 7300 - Indirect Costs	32,559,037.00	341	1,000,000.00	343	31,559,037.00	345	4,567,596.00		347	26,991,441.00	349
				TOTAL	380,255,875.00	365			TOTAL	357,898,856.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	125,340,316.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	16,448,333.00	380
3. STRS	3101 & 3102	32,872,245.00	382
4. PERS	3201 & 3202	3,601,028.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	3,292,650.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	26,341,799.00	385
7. Unemployment Insurance	3501 & 3502	110,091.00	390
8. Workers' Compensation Insurance	3601 & 3602	2,033,058.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	210,039,520.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	246,459.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	209,793,061.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	58.62%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	58.62%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	357,898,856.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	277,241,772.00	(24,027,997.00)	253,213,775.00	5,961,825.00	10,667,750.00	248,507,850.00	10,340,600.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	84,135,000.00		84,135,000.00	0.00	4,235,000.00	79,900,000.00	4,725,000.00
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability	56,310,095.00		56,310,095.00	5,227,852.00	2,858,225.00	58,679,722.00	
Compensated Absences Payable	4,342,227.00		4,342,227.00	259,879.00	0.00	4,602,106.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	422,029,094.00	(24,027,997.00)	398,001,097.00	11,449,556.00	17,760,975.00	391,689,678.00	15,065,600.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	414,291,290.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	13,537,576.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	10,998,534.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	116,449.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	3,300,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	113,750.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				14,528,733.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				386,224,981.00

Section II - Expenditures Per ADA		2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		21,961.13
B. Expenditures per ADA (Line I.E divided by Line II.A)		17,586.75

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	356,497,873.71	16,182.22
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	356,497,873.71	16,182.22
B. Required effort (Line A.2 times 90%)	320,848,086.34	14,564.00
C. Current year expenditures (Line I.E and Line II.B)	386,224,981.00	17,586.75
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 10,484,381.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. — 0.00
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 317,427,547.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 3.30%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 7,653,721.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 4,228,192.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	3,565.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	1,267,759.81
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	13,153,237.81
9. Carry-Forward Adjustment (Part IV, Line F)	(456,016.94)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	12,697,220.87
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	250,749,367.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	44,318,616.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	30,754,786.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,059,795.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	3,311,466.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,889,220.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	60,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	541,895.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	37,149,204.19
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	7,992,549.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	7,333,368.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	385,160,266.19
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	3.42%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	3.30%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	13,153,237.81
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	25,418.67
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.54%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.54%) times Part III, Line B19) or (the highest rate used to recover costs from any program (3.54%) times Part III, Line B19); zero if positive	(456,016.94)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(456,016.94)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	3.30%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-228008.47) is applied to the current year calculation and the remainder ($-228008.47) is deferred to one or more future years:	3.36%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-152005.65) is applied to the current year calculation and the remainder ($-304011.29) is deferred to one or more future years:	3.38%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(456,016.94)

Approved indirect cost rate:	3.54%
Highest rate used in any program:	3.54%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	9,391,420.00	332,456.00	3.54%
01	3010	3,445,976.00	121,988.00	3.54%
01	3310	4,813,704.00	170,405.00	3.54%
01	3311	68,248.00	2,416.00	3.54%
01	3315	113,497.00	4,018.00	3.54%
01	3327	7,491.00	265.00	3.54%
01	3345	1,898.00	67.00	3.53%
01	3385	60,780.00	2,152.00	3.54%
01	3395	15,156.00	537.00	3.54%
01	3550	168,512.00	5,965.00	3.54%
01	4035	694,709.00	24,593.00	3.54%
01	4127	404,436.00	14,317.00	3.54%
01	4201	73,686.00	2,609.00	3.54%
01	4203	799,933.00	28,318.00	3.54%
01	5630	132,306.00	4,684.00	3.54%
01	5634	33,000.00	1,168.00	3.54%
01	6010	957,725.00	33,903.00	3.54%
01	6053	177,326.00	6,277.00	3.54%
01	6211	282,076.00	9,986.00	3.54%
01	6266	985,992.00	34,904.00	3.54%
01	6383	92,854.00	3,287.00	3.54%
01	6387	1,068,211.00	37,815.00	3.54%
01	6388	711,746.00	25,196.00	3.54%
01	6546	1,706,668.00	60,416.00	3.54%
01	6547	1,605,210.00	56,824.00	3.54%
01	6762	3,484,944.00	123,367.00	3.54%
01	6770	3,129,225.00	110,775.00	3.54%
01	7311	103,277.00	3,656.00	3.54%
01	7399	447,297.00	15,834.00	3.54%
01	7412	239,041.00	8,462.00	3.54%
01	7413	134,266.00	4,753.00	3.54%
01	7435	5,153,567.00	182,436.00	3.54%
01	7810	267,850.00	9,482.00	3.54%
01	9010	10,563,289.00	46,733.00	0.44%
12	6105	2,193,510.00	50,000.00	2.28%
12	9010	5,126,667.00	118,946.00	2.32%
13	5310	7,333,368.00	200,000.00	2.73%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00	2,993,150.23	0.00	2,993,150.23
2. State Lottery Revenue	8560	4,316,956.00		1,887,589.00	6,204,545.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		4,316,956.00	2,993,150.23	1,887,589.00	9,197,695.23
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	3,539,069.00		0.00	3,539,069.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	777,887.00		0.00	777,887.00
4. Books and Supplies	4000-4999	0.00		1,844,722.00	1,844,722.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			42,867.00	42,867.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		4,316,956.00	0.00	1,887,589.00	6,204,545.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	0.00	2,993,150.23	0.00	2,993,150.23

D. COMMENTS:

The expenditures in Object Code 5700 and 5800 include printing and license services.

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Current LEA:	30-66647-0000000 Placentia-Yorba Linda Unified	
Selected SELPA:	BI	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
BI	Northeast Orange	

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(129,074.00)	0.00	(368,946.00)				
Other Sources/Uses Detail					500,000.00	3,300,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	139,900.00	0.00	168,946.00	0.00				
Other Sources/Uses Detail					0.00	500,000.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(10,926.00)	200,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(197,529.00)	0.00	(509,474.00)				
Other Sources/Uses Detail					500,000.00	4,548,645.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,150.00	0.00	0.00	0.00				
Other Sources/Uses Detail					848,645.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	152,400.00	0.00	109,474.00	0.00				
Other Sources/Uses Detail					0.00	500,000.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	13,879.00	0.00	400,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

Multiyear Projections

Placentia - Yorba Linda Unified School District
2023-24 Publication Budget and Multi Year Projections

	2024-25	2025-26	2026-27	2027-28
REVENUES	**Estimated Actuals**	**Budget**	**Projection**	**Projection**
LCFF Sources *Less transfer to Deferred Maintenance	278,831,912	272,423,442	279,650,431	287,417,373
Federal Revenues	13,700,508	10,180,031	10,180,031	10,180,031
Other State Revenues	66,237,892	65,072,674	65,312,770	65,569,030
Other Local Revenues	15,931,112	8,028,349	8,019,329	8,019,329
Total Revenues	**374,701,424**	**355,704,496**	**363,162,561**	**371,185,763**
EXPENDITURES				
Certificated Salaries	160,604,317	153,222,949	153,856,819	156,044,465
Classified Salaries	62,435,978	59,163,578	59,237,360	59,681,730
Employee Benefits	106,416,804	106,970,963	108,966,788	111,749,256
Books and Supplies	25,047,273	29,547,741	14,685,854	11,660,555
Services, Other Operating Expenses	34,659,819	33,068,511	30,937,672	31,467,162
Capital Outlay	13,088,807	3,744,719	2,479,949	2,457,137
Other Outgo	9,107,222	9,176,168	9,494,813	9,834,982
Direct Support/Indirect Costs	(368,946)	(509,474)	(509,474)	(509,474)
Total Expenditures	**410,991,274**	**394,385,155**	**379,149,781**	**382,385,813**
Excess (Deficits) of Revenues over Expenditures	**(36,289,850)**	**(38,680,659)**	**(15,987,220)**	**(11,200,050)**
OTHER FINANCE SOURCES/USES				
Interfund Transfer In	500,000	500,000	500,000	500,000
Interfund Transfer Out	3,300,000	4,548,645	4,748,645	4,948,645
Total Other Financing Sources/Uses	(2,800,000)	(4,048,645)	(4,248,645)	(4,448,645)
Increase (Decrease) in Fund Balance	**(39,089,850)**	**(42,729,304)**	**(20,235,865)**	**(15,648,695)**

Placentia - Yorba Linda Unified School District
2023-24 Publication Budget and Multi Year Projections

FUND BALANCE & RESERVES				
Beginning Fund Balance	144,174,858	105,084,992	62,355,688	42,119,823
Ending Fund Balance	105,084,992	62,355,688	42,119,823	26,471,128
	2024-25	**2025-26**	**2026-27**	**2027-28**
COMPONENTS OF ENDING FUND BALANCE	**Estimated Actuals**	**Budget**	**Projection**	**Projection**
Revolving Cash	169,000	169,000	169,000	169,000
Stores	103,658	103,658	103,658	103,658
Prepaid Expenditures	2,814	2,814	2,814	2,814
Restricted	42,371,631	15,262,729	8,037,804	4,261,819
Commited for Site Base C/O	400,000	-		-
Commited for Capital Outlay - Transp	985,509	-		-
Committed for Textbook Adoption	5,000,000	5,000,000	-	-
Committed for Declining Enrollment	10,000,000	1,924,107	-	-
Committed for Deficit Mitigation	4,623,250	-	-	-
Contingency Reserve	20,714,565	19,946,690	14,611,626	2,567,114
Reserve for Economic Uncertainties	20,714,565	19,946,690	19,194,921	19,366,723
Reserve for Economic Uncertainty Balance %	**5.0%**	**5.0%**	**5.0%**	**5.0%**

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	272,423,442.00	2.65%	279,650,431.00	2.78%	287,417,373.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	9,811,908.00	2.59%	10,066,131.00	2.69%	10,336,604.00
4. Other Local Revenues	8600-8799	6,806,614.00	0.00%	6,806,614.00	0.00%	6,806,614.00
5. Other Financing Sources						
a. Transfers In	8900-8929	500,000.00	0.00%	500,000.00	0.00%	500,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(46,995,998.00)	1.58%	(47,738,634.00)	2.72%	(49,038,130.00)
6. Total (Sum lines A1 thru A5c)		242,545,966.00	2.78%	249,284,542.00	2.70%	256,022,461.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				115,346,137.00		117,740,908.00
b. Step & Column Adjustment				1,700,000.00		1,700,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				694,771.00		137,157.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	115,346,137.00	2.08%	117,740,908.00	1.56%	119,578,065.00
2. Classified Salaries						
a. Base Salaries				35,270,533.00		35,595,766.00
b. Step & Column Adjustment				325,233.00		328,568.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	35,270,533.00	0.92%	35,595,766.00	0.92%	35,924,334.00
3. Employee Benefits	3000-3999	67,671,577.00	3.05%	69,734,624.00	3.35%	72,071,255.00
4. Books and Supplies	4000-4999	5,738,250.00	-1.54%	5,649,881.00	5.19%	5,943,135.00
5. Services and Other Operating Expenditures	5000-5999	19,557,371.00	-1.85%	19,195,511.00	1.20%	19,426,449.00
6. Capital Outlay	6000-6999	3,108,997.00	-35.86%	1,994,227.00	0.00%	1,994,227.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	9,082,057.00	3.47%	9,397,389.00	3.58%	9,734,022.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,157,199.00)	-18.34%	(1,761,469.00)	-2.07%	(1,724,961.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	4,548,645.00	4.40%	4,748,645.00	4.21%	4,948,645.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		258,166,368.00	1.60%	262,295,482.00	2.13%	267,895,171.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(15,620,402.00)		(13,010,940.00)		(11,872,710.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		62,713,361.00		47,092,959.00		34,082,019.00
2. Ending Fund Balance (Sum lines C and D1)		47,092,959.00		34,082,019.00		22,209,309.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	275,472.00		275,472.00		275,472.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	6,924,107.00		0.00		0.00
d. Assigned	9780	19,946,690.00		14,611,626.00		2,567,114.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,946,690.00		19,194,921.00		19,366,723.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		47,092,959.00		34,082,019.00		22,209,309.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,946,690.00		19,194,921.00		19,366,723.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		19,946,690.00		19,194,921.00		19,366,723.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

In 2026–27 and 2027–28, after the expiration of Covid-19 funds, certain certificated positions will be funded through the Unrestricted General Fund.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	10,180,031.00	0.00%	10,180,031.00	0.00%	10,180,031.00
3. Other State Revenues	8300-8599	55,260,766.00	-0.03%	55,246,639.00	-0.03%	55,232,426.00
4. Other Local Revenues	8600-8799	1,221,735.00	-0.74%	1,212,715.00	0.00%	1,212,715.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	46,995,998.00	1.58%	47,738,634.00	2.72%	49,038,130.00
6. Total (Sum lines A1 thru A5c)		113,658,530.00	0.63%	114,378,019.00	1.12%	115,663,302.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				37,876,812.00		36,115,911.00
b. Step & Column Adjustment				375,000.00		350,489.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,135,901.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	37,876,812.00	-4.65%	36,115,911.00	0.97%	36,466,400.00
2. Classified Salaries						
a. Base Salaries				23,893,045.00		23,641,594.00
b. Step & Column Adjustment				100,000.00		115,802.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(351,451.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	23,893,045.00	-1.05%	23,641,594.00	0.49%	23,757,396.00
3. Employee Benefits	3000-3999	39,299,386.00	-0.17%	39,232,164.00	1.14%	39,678,001.00
4. Books and Supplies	4000-4999	23,809,491.00	-62.05%	9,035,973.00	-36.73%	5,717,420.00
5. Services and Other Operating Expenditures	5000-5999	13,511,140.00	-13.09%	11,742,161.00	2.54%	12,040,713.00
6. Capital Outlay	6000-6999	635,722.00	-23.60%	485,722.00	-4.70%	462,910.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	94,111.00	3.52%	97,424.00	3.63%	100,960.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,647,725.00	-24.02%	1,251,995.00	-2.92%	1,215,487.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		140,767,432.00	-13.61%	121,602,944.00	-1.78%	119,439,287.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(27,108,902.00)		(7,224,925.00)		(3,775,985.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		42,371,631.00		15,262,729.00		8,037,804.00
2. Ending Fund Balance (Sum lines C and D1)		15,262,729.00		8,037,804.00		4,261,819.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	15,262,729.00		8,037,804.00		4,261,819.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,262,729.00		8,037,804.00		4,261,819.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Certain Certificated and Classified positions will be eliminated in 2026–27 due to the expiration of COVID-19 funds.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	272,423,442.00	2.65%	279,650,431.00	2.78%	287,417,373.00
2. Federal Revenues	8100-8299	10,180,031.00	0.00%	10,180,031.00	0.00%	10,180,031.00
3. Other State Revenues	8300-8599	65,072,674.00	0.37%	65,312,770.00	0.39%	65,569,030.00
4. Other Local Revenues	8600-8799	8,028,349.00	-0.11%	8,019,329.00	0.00%	8,019,329.00
5. Other Financing Sources						
a. Transfers In	8900-8929	500,000.00	0.00%	500,000.00	0.00%	500,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		356,204,496.00	2.09%	363,662,561.00	2.21%	371,685,763.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				153,222,949.00		153,856,819.00
b. Step & Column Adjustment				2,075,000.00		2,050,489.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,441,130.00)		137,157.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	153,222,949.00	0.41%	153,856,819.00	1.42%	156,044,465.00
2. Classified Salaries						
a. Base Salaries				59,163,578.00		59,237,360.00
b. Step & Column Adjustment				425,233.00		444,370.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(351,451.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	59,163,578.00	0.12%	59,237,360.00	0.75%	59,681,730.00
3. Employee Benefits	3000-3999	106,970,963.00	1.87%	108,966,788.00	2.55%	111,749,256.00
4. Books and Supplies	4000-4999	29,547,741.00	-50.30%	14,685,854.00	-20.60%	11,660,555.00
5. Services and Other Operating Expenditures	5000-5999	33,068,511.00	-6.44%	30,937,672.00	1.71%	31,467,162.00
6. Capital Outlay	6000-6999	3,744,719.00	-33.77%	2,479,949.00	-0.92%	2,457,137.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	9,176,168.00	3.47%	9,494,813.00	3.58%	9,834,982.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(509,474.00)	0.00%	(509,474.00)	0.00%	(509,474.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	4,548,645.00	4.40%	4,748,645.00	4.21%	4,948,645.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		398,933,800.00	-3.77%	383,898,426.00	0.90%	387,334,458.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(42,729,304.00)		(20,235,865.00)		(15,648,695.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		105,084,992.00		62,355,688.00		42,119,823.00
2. Ending Fund Balance (Sum lines C and D1)		62,355,688.00		42,119,823.00		26,471,128.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	275,472.00		275,472.00		275,472.00
b. Restricted	9740	15,262,729.00		8,037,804.00		4,261,819.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	6,924,107.00		0.00		0.00
d. Assigned	9780	19,946,690.00		14,611,626.00		2,567,114.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,946,690.00		19,194,921.00		19,366,723.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		62,355,688.00		42,119,823.00		26,471,128.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,946,690.00		19,194,921.00		19,366,723.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		19,946,690.00		19,194,921.00		19,366,723.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Northeast Orange County SELPA						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		6,604,850.00		6,604,850.00		6,604,850.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		21,285.18		21,119.81		20,954.43
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		398,933,800.00		383,898,426.00		387,334,458.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		398,933,800.00		383,898,426.00		387,334,458.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		11,968,014.00		11,516,952.78		11,620,033.74
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		11,968,014.00		11,516,952.78		11,620,033.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. **CRITERION: Average Daily Attendance**

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	21,285
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	23,319	23,514		
Charter School				
Total ADA	**23,319**	**23,514**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	22,683	22,689		
Charter School				
Total ADA	**22,683**	**22,689**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	21,183	21,174		
Charter School	702	702		
Total ADA	**21,885**	**21,877**	**0.0%**	**Met**
Budget Year (2025-26)				
District Regular	20,735			
Charter School	697			
Total ADA	**21,432**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	21,546	22,993	
Charter School		0	
Total ADA/Enrollment	**21,546**	**22,993**	**93.7%**
Second Prior Year (2023-24)			
District Regular	21,543	22,704	
Charter School	0		
Total ADA/Enrollment	**21,543**	**22,704**	**94.9%**
First Prior Year (2024-25)			
District Regular	20,766	21,946	
Charter School	702	753	
Total ADA/Enrollment	**21,468**	**22,699**	**94.6%**
		Historical Average Ratio:	94.4%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**94.9%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	20,588	21,777		
Charter School	697	747		
Total ADA/Enrollment	**21,285**	**22,524**	**94.5%**	**Met**
1st Subsequent Year (2026-27)				
District Regular	20,428	21,608		
Charter School	691	741		
Total ADA/Enrollment	**21,120**	**22,349**	**94.5%**	**Met**
2nd Subsequent Year (2027-28)				
District Regular	20,268	21,438		
Charter School	686	736		
Total ADA/Enrollment	**20,954**	**22,174**	**94.5%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 21,285

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	22,986	22,993		
Charter School				
Total Enrollment	**22,986**	**22,993**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	22,596	22,704		
Charter School				
Total Enrollment	**22,596**	**22,704**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	21,551	21,946		
Charter School	753	753		
Total Enrollment	**22,304**	**22,699**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	21,777			
Charter School	747			
Total Enrollment	**22,524**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	22,369.62	21,925.06	21,778.27	21,612.90
b.	Prior Year ADA (Funded)		22,369.62	21,925.06	21,778.27
c.	Difference (Step 1a minus Step 1b)		(444.56)	(146.79)	(165.37)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.99%)	(.67%)	(.76%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		282,658,040.00	290,069,202.00	298,058,073.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		6,501,134.92	8,760,089.90	10,193,586.10
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.31%	2.35%	2.66%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-0.69% to 1.31%**	**1.35% to 3.35%**	**1.66% to 3.66%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	181,336,880.00	181,456,083.00	181,456,083.00	181,456,083.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	280,704,867.00	279,105,902.00	286,332,891.00	294,099,833.00
District's Projected Change in LCFF Revenue:		(.57%)	2.59%	2.71%
LCFF Revenue Standard		**-0.69% to 1.31%**	**1.35% to 3.35%**	**1.66% to 3.66%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	203,757,679.56	232,613,141.49	87.6%
Second Prior Year (2023-24)	222,314,651.16	253,851,440.40	87.6%
First Prior Year (2024-25)	227,625,694.00	261,624,332.00	87.0%
		Historical Average Ratio:	87.4%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**84.4% to 90.4%**	**84.4% to 90.4%**	**84.4% to 90.4%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2025-26)	218,288,247.00	253,617,723.00	86.1%	Met
1st Subsequent Year (2026-27)	223,071,298.00	257,546,837.00	86.6%	Met
2nd Subsequent Year (2027-28)	227,573,654.00	262,946,526.00	86.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.31%	2.35%	2.66%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.69% to 10.31%**	**-7.65% to 12.35%**	**-7.34% to 12.66%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.69% to 5.31%	-2.65% to 7.35%	-2.34% to 7.66%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	13,700,508.00		
Budget Year (2025-26)	10,180,031.00	(25.70%)	Yes
1st Subsequent Year (2026-27)	10,180,031.00	0.00%	No
2nd Subsequent Year (2027-28)	10,180,031.00	0.00%	No

Explanation: (required if Yes)

The decrease in Federal revenues in 2025–26 is primarily due to deferred program revenues that were recognized in 2024–25 but are not included in 2025–26. Additionally, the decline reflects the expiration of one-time funds in 2025–26.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	66,237,892.00		
Budget Year (2025-26)	65,072,674.00	(1.76%)	No
1st Subsequent Year (2026-27)	65,312,770.00	.37%	No
2nd Subsequent Year (2027-28)	65,569,030.00	.39%	No

Explanation: (required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	15,931,112.00		
Budget Year (2025-26)	8,028,349.00	(49.61%)	Yes
1st Subsequent Year (2026-27)	8,019,329.00	(.11%)	No
2nd Subsequent Year (2027-28)	8,019,329.00	0.00%	No

Explanation: (required if Yes)

The decrease in local revenues for 2025–26 is primarily due to one-time revenues received in 2024–25, including reimbursements from the Emergency Connectivity Fund. Additionally, the decline reflects a lower cash balance with the County Treasurer and uncertainty around future interest rates

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	25,047,273.00		
Budget Year (2025-26)	29,547,741.00	17.97%	Yes
1st Subsequent Year (2026-27)	14,685,854.00	(50.30%)	Yes
2nd Subsequent Year (2027-28)	11,660,555.00	(20.60%)	Yes

Explanation:
(required if Yes)

Books and Supplies expenditures increase in 2025–26 due to the planned textbook adoption. This one-time cost results in lower expenditures in 2026–27 and 2027–28. Additionally, Educator Effectiveness, Arts Music & Instructional Block Grant, and Learning Recovery Emergency funds are set to expired in 2026-27 and 2027-28

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	34,659,819.00		
Budget Year (2025-26)	33,068,511.00	(4.59%)	No
1st Subsequent Year (2026-27)	30,937,672.00	(6.44%)	Yes
2nd Subsequent Year (2027-28)	31,467,162.00	1.71%	No

Explanation:
(required if Yes)

Services and Other Operating expenditures decrease in 2025–26 and again in 2026-27 due to the one-time expenditures

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2024-25)	95,869,512.00		
Budget Year (2025-26)	83,281,054.00	(13.13%)	Not Met
1st Subsequent Year (2026-27)	83,512,130.00	.28%	Met
2nd Subsequent Year (2027-28)	83,768,390.00	.31%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2024-25)	59,707,092.00		
Budget Year (2025-26)	62,616,252.00	4.87%	Met
1st Subsequent Year (2026-27)	45,623,526.00	(27.14%)	Not Met
2nd Subsequent Year (2027-28)	43,127,717.00	(5.47%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The decrease in Federal revenues in 2025–26 is primarily due to deferred program revenues that were recognized in 2024–25 but are not included in 2025–26. Additionally, the decline reflects the expiration of one-time funds in 2025–26.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

Explanation:
Other Local Revenue

The decrease in local revenues for 2025–26 is primarily due to one-time revenues received in 2024–25, including reimbursements from the Emergency Connectivity Fund. Additionally, the decline reflects a lower cash balance with the County Treasurer and uncertainty around future interest rates

(linked from 6B
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Books and Supplies expenditures increase in 2025–26 due to the planned textbook adoption. This one-time cost results in lower expenditures in 2026–27 and 2027–28. Additionally, Educator Effectiveness, Arts Music & Instructional Block Grant, and Learning Recovery Emergency funds are set to expired in 2026-27 and 2027-28

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Services and Other Operating expenditures decrease in 2025–26 and again in 2026-27 due to the one-time expenditures

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 6,604,850.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	384,134,483.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	384,134,483.00	11,524,034.49	11,530,000.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	17,753,810.00	0.00	20,714,565.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	19,214,067.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	17,753,810.00	19,214,067.00	20,714,565.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	355,076,208.52	384,281,330.27	414,291,290.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	6,710,881.41	6,644,724.22	5,281,393.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	361,787,089.93	390,926,054.49	419,572,683.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	4.9%	4.9%	4.9%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.6%**	**1.6%**	**1.6%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	10,581,403.61	236,318,356.40	N/A	Met
Second Prior Year (2023-24)	6,919,873.26	256,665,840.40	N/A	Met
First Prior Year (2024-25)	(10,208,651.00)	264,924,332.00	3.9%	Not Met
Budget Year (2025-26) (Information only)	(15,620,402.00)	258,166,368.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation: (required if NOT met)	The deficits in 2024–25 caused by a lower COLA, increased costs associated with Step and Column salary advancements, and rising Health and Welfare costs

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	21,778
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2022-23)	54,448,644.00	55,420,735.08	N/A	Met
Second Prior Year (2023-24)	65,077,952.00	66,002,138.69	N/A	Met
First Prior Year (2024-25)	69,228,830.00	72,922,012.00	N/A	Met
Budget Year (2025-26) (Information only)	62,713,361.00			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)	80,285,042.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:

(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $88,000 (greater of)	0 to 300
4% or $88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	21,285	21,120	20,954
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): Northeast Orange County SELPA

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	6,604,850.00	6,604,850.00	6,604,850.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	398,933,800.00	383,898,426.00	387,334,458.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	398,933,800.00	383,898,426.00	387,334,458.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent			
	(Line B3 times Line B4)	11,968,014.00	11,516,952.78	11,620,033.74
6.	Reserve Standard - by Amount			
	($88,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard**			
	(Greater of Line B5 or Line B6)	**11,968,014.00**	**11,516,952.78**	**11,620,033.74**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	19,946,690.00	19,194,921.00	19,366,723.00
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	30,000.00	30,000.00
4.	General Fund - Negative Ending Balances in Restricted Resources			
	(Fund 01, Object 979Z, if negative, for each of resources 2000-9999)			
	(Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements			
	(Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	19,946,690.00	19,224,921.00	19,396,723.00
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	5.00%	5.01%	5.01%
	District's Reserve Standard			
	(Section 10B, Line 7):	**11,968,014.00**	**11,516,952.78**	**11,620,033.74**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(46,809,257.00)			
Budget Year (2025-26)	(46,995,998.00)	186,741.00	.4%	Met
1st Subsequent Year (2026-27)	(47,738,634.00)	742,636.00	1.6%	Met
2nd Subsequent Year (2027-28)	(49,038,130.00)	1,299,496.00	2.7%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	500,000.00			
Budget Year (2025-26)	500,000.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	500,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	500,000.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	3,300,000.00			
Budget Year (2025-26)	4,548,645.00	1,248,645.00	37.8%	Not Met
1st Subsequent Year (2026-27)	4,748,645.00	200,000.00	4.4%	Met
2nd Subsequent Year (2027-28)	4,948,645.00	200,000.00	4.2%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The projected transfer out of the General Fund is higher starter in 2025-26 is due to the cost increase in Property and Liability self-funding in Fund 67. Additionally, the General Fund must transfer funds to Fund 09 to cover the dependent charter school's deficit spending

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2025
Leases				
Certificates of Participation	9	CFD	7439	75,175,000
General Obligation Bonds	14	Tax Collections	7439	189,367,472
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				264,542,472

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases				
Certificates of Participation	7,761,100	7,940,525	8,268,600	8,254,850
General Obligation Bonds	16,014,486	12,437,705	29,050,890	21,804,253
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	23,775,586	20,378,230	37,319,490	30,059,103
Has total annual payment increased over prior year (2024-25)?		**No**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

The increase in annual GO Bond payments is a "gross" figures and does not reflect any expected bond subsidy payments to be received as well as the payments that have been set aside since 2012 connection with the District's Qualified School Construction Bond

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	Yes
2.	For the district's OPEB:	
	a. Are they lifetime benefits?	No
	b. Do benefits continue past age 65?	No
	c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go

	Self-Insurance Fund	Governmental Fund
b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	0	0

4.	OPEB Liabilities	
	a. Total OPEB liability	57,650,606.00
	b. OPEB plan(s) fiduciary net position (if applicable)	57,650,606.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	7/9/2024

5. OPEB Contributions	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	1,513,942.00	1,153,942.00	1,153,942.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,348,095.00	1,428,981.00	1,514,720.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	2,675,723.00	3,159,536.00	3,542,071.00
d. Number of retirees receiving OPEB benefits	113.00	113.00	113.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4) — Yes

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

Effective July 1, 2024, Placentia-Yorba Linda Unified School District declared membership in the Protected Insurance Program for Schools "PIPS" Joint Powers Authority. The PIPS workers' compensation program is a unique structure in that it integrates risk transfer and risk retention by its self-insured members. The unique structure provides catastrophic protection and transfers the risk to reinsurance carriers at the 99% actuarial determined probability level. The District does not have a self-insured retention as the program provides first-dollar coverage.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	8,239,549.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs	3,025,998.00	3,025,998.00	3,025,998.00
b. Amount contributed (funded) for self-insurance programs	3,025,998.00	3,025,998.00	3,025,998.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	1,151	1,121	1,121	10,611,121

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Not Settled for 2025-26

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	1,595,222		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	25,838	27,388	29,032
3.	Percent of H&W cost paid by employer	90.0%	90.0%	90.0%
4.	Percent projected change in H&W cost over prior year	7.1%	6.0%	

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	2,000,000	2,000,000	2,000,000
3.	Percent change in step & column over prior year	1.5%	1.5%	1.5%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	1,002	1,002	1,002	1,002

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Not settled for 2025-26

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	676,936		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	25,838	27,388	29,032
3.	Percent of H&W cost paid by employer	90.0%	90.0%	90.0%
4.	Percent projected change in H&W cost over prior year	7.1%	6.0%	6.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	375,000	375,000	375,000
3.	Percent change in step & column over prior year	1.0%	1.0%	1.0%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	218	218	218	218

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 17, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	Yes
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

Gary Stine, Assistant Superintendent of Business, resigned 1/1/2025. Joan Velasco, Interim Assistant Superintendent of Business started 1/21/2025. Alex Cherniss, Superintendent, resigned 4/30/2025. Allan Mucerino, Interim Superintendent, started 2/24/2025

End of School District Budget Criteria and Standards Review

Assigned & Unnassigned
Fund Balance

2025-26 Proposed Budget

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

District: Placentia-Yorba Linda Unified School District

Combined Assigned and Unassigned Fund Balances

Fund	Fund Description	2025-26	
01	General Fund/County School Service Fund	$46,817,487	Fund 01, Objects 9780/9789/9790
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0	Fund 17 Objects 9780/9789/9790
	Total Assigned and Unassigned Fund Balance	$46,817,487	
	District Standard Reserve Level	3.0%	Form 01CS Line 10B-4
	Less: Reserve for Economic Uncertainties	$11,968,014	Form 01CS Line 10B-7
	Fund Balance that Requires a Statement of Reasons	**$34,849,473**	

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level

Form	Fund	2025-26	Reasons
01	General Fund/County School Service Fund	$5,000,000	Committed for Textbook Adoption
		$1,924,107	Committed for Declining Enrollment
		$19,946,690	Contingency Reserve
		$7,978,676	Additional 2% Economic Uncertainties
17	Special Reserve Fund for Other Than Capital Outlay Projects	$ -	
	(Insert Lines above as needed)		
	Total of Substantiated Needs	**$34,849,473**	

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

EDUCATION PROTECTION ACCOUNT (EPA), RESOLUTION NO. 24-25

Background

On November 6, 2012, the voters of California approved Proposition 30, which includes Article XIII, Section 36. The provisions in Article XIII, Section 36(e) create an Education Protection Account (EPA) in the state general fund to receive and disburse revenues derived from incremental increases in taxes. Before June 30 of each year, the Director of Finance shall estimate the total amount of revenues, less refunds derived from the increases in tax rates, that will be available for transfer into the EPA during the fiscal year.

The district is required to determine how the monies received from the Education Protection Account are spent in the schools within its jurisdiction, and the governing Board must make the spending determination in an open session of a public meeting.

Financial Impact

No cost to the district

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 24-25

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify

whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Placentia-Yorba Linda Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Placentia-Yorba Linda Unified School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 17, 2025.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

2024-25 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	4,473,926.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		4,473,926.00
EXPENDITURES AND OTHER FINANCING USES		
(Functions 1000-9999)	**Function Codes**	
Instruction	1000-1999	4,473,926.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,473,926.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

CONTRACT FOR ACTING ASSISTANT SUPERINTENDENT

This Agreement is entered into this 17th day of June, 2025, between the Board of Education of the Placentia Yorba Linda Unified School District of Orange County, California, and Yolanda Mendoza Acting Assistant Superintendent.

1. TERM

The Board of Education of the Placentia Yorba Linda Unified School District hereby employs Yolanda Mendoza as Acting Assistant Superintendent of Human Resources ("Acting Assistant Superintendent"), beginning July 1, 2025, and continuing for a period not to exceed seventy-five (75) total work days. Acting Assistant Superintendent's appointment shall terminate upon the effective date of the Board taking action to either reinstate the current Deputy Superintendent from leave status, upon another individual being appointed as Deputy/Assistant Superintendent, or upon the completion of the seventy-five (75) work days.

2. SALARY

The Acting Assistant Superintendent shall be compensated at the daily rate of pay $1026.70 for any full day worked. Partial days of work shall be compensated on a pro rata basis. Salary shall be paid on the District regular pay period or final day of employment whichever occurs first. The Acting Assistant Superintendent shall be exempt from overtime compensation. The Acting Assistant Superintendent shall not be eligible to receive fringe benefits, health and welfare benefits, vacation benefits, and retirement contributions.

3. EXPENSES

(A) Professional Activities. The District encourages the Acting Assistant Superintendent to participate in professional organizations and activities.

(B) Professional Meetings. The Acting Assistant Superintendent may attend professional meetings at the local, county, state and national levels. Prior notice and approval of the Board shall be obtained when the Acting Assistant Superintendent attends state and national functions, and all actual and necessary expenses of attendance shall be paid by the District. In case of emergency attendance requirement, the President of the Board shall be notified, and the expenses shall be ratified at the next appropriate Board meeting.

4. PROFESSIONAL SCHEDULE

The Acting Assistant Superintendent shall devote such time as necessary to fulfill the duties set forth in this Agreement. With prior notice to the Acting Superintendent, and subject to Board approval, the Acting Assistant Superintendent may work fewer than five days per week in the service of the District, and may engage in outside professional activities, such as consulting, speaking, and writing, on days when the Acting Assistant Superintendent is not working in service of the District, provided such activities do not interfere with the Acting Assistant Superintendent's duties pursuant to this Agreement.

5. POWERS AND DUTIES

The Acting Assistant Superintendent shall have all powers and perform all duties described in the District's job description for Assistant Superintendent of Human Resources.

6. INDEMNIFICATION/DEFENSE

The Board agrees that it shall defend, hold harmless, and indemnify Acting Assistant Superintendent from any demands, claims, actions, suits, or legal proceedings brought against her for any incident arising out of the course and scope of his employment as Acting Assistant Superintendent. Upon termination of this Contract,

the District will continue to defend and indemnify Acting Assistant Superintendent for any actions pending or taken against her related to her role as Acting Assistant Superintendent in accordance with this Paragraph.

7. EARLY TERMINATION

A. Mutual Consent. This Agreement may be terminated at any time by mutual consent of the District and the Interim Assistant Superintendent.

B. At Will Termination of Acting Superintendent. Acting Superintendent's status as Interim Acting Superintendent and all of Acting Superintendent's rights under this Agreement may be terminated by either the District or Acting Superintendent at any time for any reason.

C. Report to Duty by New Assistant Superintendent of Human Resources or Return of Deputy Assistant of Human Resources. This Agreement shall terminate when a new Assistant Superintendent of Human Resources reports for duty or if the Deputy Superintendent of Human Resources returns to duty.

8. APPLICABLE LAWS

Notwithstanding any other provision of this Agreement, and as mandated by Government Code § 53243 et seq., in the event the Acting Assistant Superintendent is convicted of a crime constituting "abuse of office," the Acting Assistant Superintendent shall reimburse the District to the fullest extent mandated by Government Code § 53243 et seq. (i.e. for paid leave, criminal defense expenditures, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code § 53243 et seq.

9. SAVINGS CLAUSE

If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions

shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue in full force and effect.

10. RENEWAL / EXTENSION

This agreement shall expire at the end of the above-referenced term and there shall be no automatic renewal. If the Parties elect to renew the agreement, such renewal shall be memorialized in a separate, written agreement.

11. COMPLETE AGREEMENT

This Agreement is the full and complete contract between the parties hereto. Any amendment, modifications or variations from the terms of this Agreement shall be in writing and shall be effective only upon approval of such amendment, modification or variation by the Board and the Acting Assistant Superintendent.

12. FOR THE BOARD OF EDUCATION OF THE PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

_____
Marilyn Anderson, President

13. ACTING ASSISTANT SUPERINTENDENT

I hereby accept the above offer of employment and agree to comply with the terms and conditions thereof, and to fulfill all the duties of the Acting Assistant Superintendent during the term specified in the foregoing employment contract.

Dated: _____ _____
Yolanda Mendoza
Acting Assistant Superintendent

CONTRACT OF EMPLOYMENT

INTERIM ASSISTANT SUPERINTENDENT, BUSINESS SERVICES

THIS AGREEMENT is made this 17th day of June 2025, by and between the Governing Board of the Placentia Yorba Linda Unified School District ("District") and Joan Velasco ("Interim Assistant Superintendent") (collectively "the Parties.)

1. Term. District hereby employs Interim Assistant Superintendent effective July 1, 2025 and continuing until the new permanent Assistant Superintendent reports for duty, subject to the terms and conditions set forth below.

2. Salary. Interim Assistant Superintendent's shall be compensated at a rate of one hundred twenty-eight dollars and thirty-three cents $128.33 per hour. Partial days of work shall be compensated on a pro rata basis. Salary shall be paid on the regular pay period or final day of employment whichever occurs first. The Interim Assistant Superintendent shall not be eligible to receive fringe benefits, health and welfare benefits, vacation benefits, and retirement contributions.

3. Interim Assistant Superintendent's Duties. Interim Assistant Superintendent shall perform the duties of the Assistant Superintendent of Business Services as indicated in the job description for the position.

4. CalSTRS. Interim Assistant Superintendent is employed pursuant to Government Code § 21221(h) as a person retired under the provisions of the California State Teachers Retirement System ("CalSTRS") in an interim appointment in a vacant position requiring specialized skills. Accordingly, Interim Assistant Superintendent shall not exceed 623 hours of employment for all employers in a fiscal year. Interim Assistant Superintendent shall assume sole responsibility to properly report such employment to CalSTRS and agrees to indemnify and hold harmless the District for any penalties and expenses, including interest charged to District by CalSTRS due to Interim Assistant Superintendent's failure to comply with applicable laws and regulations regarding his/her post-retirement employment.

5. Applicable Laws

Notwithstanding any other provision of this Agreement, and as mandated by Government Code § 53243 et seq., in the event the Interim Assistant Superintendent is convicted of a crime constituting "abuse of office," the Interim Assistant Superintendent shall reimburse the District to the fullest extent mandated by Government Code § 53243 et seq. (i.e. for paid leave, criminal defense expenditures, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code § 53243 et seq.

6. Termination of Contract.

a. Mutual Consent. This Agreement may be terminated at any time by mutual consent of the District and the Interim Assistant Superintendent.

b. At Will Termination of Interim Assistant Superintendent. Interim Assistant Superintendent's status as Interim Assistant Superintendent and all of Interim Assistant Superintendent's rights under this Agreement may be terminated by either the District or Interim Assistant Superintendent at any time for any reason.

c. Report to Duty by New Assistant Superintendent of Business Services. This Agreement shall terminate when the new Assistant Superintendent of Business Services reports for duty.

6. Expense Reimbursement. Interim Assistant Superintendent shall be reimbursed pursuant to District policy and upon receipt of proper documentation for necessary expenses incurred while performing his/her day-to-day duties and obligations.

7. General Provisions.

a. Governing Law and Venue. This Agreement, and the rights and obligations of the Parties, shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement. This Agreement contains the entire agreement and understanding between the Parties. There are no oral understandings, terms or conditions, and the Parties have not relied upon any representation, express or implied, not contained in this Agreement.

c. No Assignment. Interim Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. Seniority/Permanency. Interim Assistant Superintendent shall not be considered eligible for seniority or permanent status.

e. Modification. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both of the parties.

f. Severability. If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

BOARD OF EDUCATION OF THE PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

_____ Date:_____
Marilyn Anderson
Board President

INTERIM ASSISTANT SUPERINTENDENT OF BUSINESS SERVICES

_____ Date:_____
Joan Velasco

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

CONTRACT FOR INTERIM SUPERINTENDENT

This Agreement is entered into this 17th day of June, 2025, between the Board of Education of the Placentia Yorba Linda Unified School District of Orange County, California, and Allan Mucerino Ed.D., Interim Superintendent.

1. TERM

The Board of Education of the Placentia Yorba Linda Unified School District hereby employs Allan Mucerino as Interim Superintendent ("Interim Superintendent"), beginning July 1, 2025, and continuing for a period not to exceed fifty-two (52) total work days. Interim Superintendent's appointment shall terminate upon the effective date of the Board taking action to appoint a Superintendent, or upon the completion of fifty-two (52) work days.

2. SALARY

The Interim Superintendent shall be compensated at the daily rate of pay $1518.22 for any full day worked. Partial days of work shall be compensated on a pro rata basis. Salary shall be paid on the District regular pay period or final day of employment whichever occurs first. The Interim Superintendent shall be exempt from overtime compensation. The Interim Superintendent shall not be eligible to receive fringe benefits, health and welfare benefits, vacation benefits, and retirement contributions.

3. EXPENSES

1. Professional Activities. The District encourages the Interim Superintendent to participate in professional organizations and activities.

2. Professional Meetings. The Interim Superintendent may attend professional meetings at the local, county, state and national levels. Prior notice and approval of the Board shall be obtained when the Interim Superintendent attends state and national functions, and all actual and necessary expenses of attendance shall be paid by the District. In case of emergency attendance requirement, the President of the Board shall be notified, and the expenses shall be ratified at the next appropriate Board meeting.

4. PROFESSIONAL SCHEDULE

The Interim Superintendent shall devote such time as necessary to fulfill the duties set forth in this Agreement. With prior notice to the Board, and subject to Board approval, the Interim Superintendent may work fewer than five days per week in the service of the District, and may engage in outside professional activities, such as consulting, speaking, and writing, on days when the Interim Superintendent is not working in service of the District, provided such activities do not interfere with the Interim Superintendent's duties pursuant to this Agreement.

5. POWERS AND DUTIES

1. The Interim Superintendent shall perform the powers and duties of the position of Superintendent and Secretary to the Board, in accordance with the laws of the State of California (including, but not limited to, Education Code § 35035), the lawful policies and enactments of the Board, and the position description for District Superintendent, as enacted or amended by the Board from time to time.

2. The Interim Superintendent shall have responsibility for initiating and directing all District programs, operations and activities, subject to approval by the Board.

3. The Interim Superintendent shall also: (1) periodically review or cause to be reviewed all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to Education Code § 35250; (5) endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations; (6) establish and maintain positive community, staff and Board relations; (7) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (8) recommend District goals and objectives to the Board; and (9) attend all regular, special and executive session meetings of the Board; (10) Provide educational leadership to ensure quality teaching and learning; (11) Perform other duties and functions as assigned or required by the Board.

6. INDEMNIFICATION/DEFENSE

The Board agrees that it shall defend, hold harmless, and indemnify Interim Superintendent from any demands, claims, actions, suits, or legal proceedings brought against him for any incident arising out of the course and scope of his employment as Interim Superintendent. Upon termination of this Contract, the District will continue to defend and indemnify Superintendent for any actions pending or taken against him related to his role as Interim Superintendent in accordance with this Paragraph.

7. EARLY TERMINATION

A. Termination by Interim Superintendent. The Interim Superintendent may terminate this agreement prior to its expiration date by giving the Board at least 10 days prior written notice of his intention to resign. The Interim Superintendent shall provide service, if needed by the Board, during the 10-day interim period between the date of notice and the effective date of resignation

B. Termination Without Cause. This Agreement and the Interim Superintendent’s employment with the District are contingent upon current needs. Should the Interim Superintendent's services no longer be required, the Board, upon a vote of a simple majority (3 of 5 votes) of the Board pursuant to Education Code section 35164, will provide written notice at least ten (10) days in advance. If the services are deemed unnecessary, the District will be responsible for covering any outstanding expenses. If the contract is terminated by the Board under

this provision, Interim Superintendent shall not be entitled to any compensation provided under Paragraph 2 beyond the compensation earned for days actually worked.

8. APPLICABLE LAWS

Notwithstanding any other provision of this Agreement, and as mandated by Government Code § 53243 et seq., in the event the Interim Superintendent is convicted of a crime constituting "abuse of office," the Interim Superintendent shall reimburse the District to the fullest extent mandated by Government Code § 53243 et seq. (i.e. for paid leave, criminal defense expenditures, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code § 53243 et seq.

9. SAVINGS CLAUSE

If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue in full force and effect.

10. RENEWAL / EXTENSION

This agreement shall expire at the end of the above-referenced term and there shall be no automatic renewal. If the Parties elect to renew the agreement, such renewal shall be memorialized in a separate, written agreement.

11. COMPLETE AGREEMENT

This Agreement is the full and complete contract between the parties hereto. Any amendment, modifications or variations from the terms of this Agreement shall be in writing and shall be effective only upon approval of such amendment, modification or variation by the Board and the Interim Superintendent.

FOR THE BOARD OF EDUCATION OF THE PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

_____
Marilyn Anderson, President

INTERIM SUPERINTENDENT

I hereby accept the above offer of employment and agree to comply with the terms and conditions thereof, and to fulfill all the duties of the Interim Superintendent during the term specified in the foregoing employment contract.

Dated: _____

_____
Allan Mucerino Ed.D
Interim
Superintendent

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

THE COSCA GROUP CONSULTANT AGREEMENT

Background
The Board of Education has selected The Cosca Group to lead the search for a new Superintendent for the Placentia-Yorba Linda Unified School District. Their firm brings 25 years of experience in assisting a wide variety of districts with diverse needs. The search will be led by Debra French, Partner.

The District expects to have the new Superintendent selected by the September 2025 Board meeting.

Financial Impact
General Fund (0101), NTE $27,600

Administrator
Annette Newton, Executive Assistant to the Superintendent

CONSULTANT AGREEMENT

THIS AGREEMENT made and entered into this 17th day of June, 2025 by the Placentia-Yorba Linda Unified School District, a political subdivision of the State of California (hereinafter, "DISTRICT") and The Cosca Group, (hereinafter, "CONSULTANT").

I. DISTRICT desires to retain CONSULTANT to perform special services for the search and recruitment of the superintendent.

II. CONSULTANT is specially trained, experienced, and competent to perform such special services and render such advice.

III. CONSULTANT, upon notice to proceed from DISTRICT, shall provide to the DISTRICT such special services and advice, more particularly as set forth in the Proposal presented to DISTRICT on May 6, 2025, which is incorporated by reference herein:
In consideration of the foregoing, DISTRICT shall pay CONSULANT a fee not to exceed $27,600.00. CONSULTANT shall invoice DISTRICT in three installments as follows:

(1) $9,200.00 at the time of the development and presentation of the profile;
(2) $9,200.00 at the presentation of a slate of final candidates;
(3) $9,200.00 at the appointment of the new superintendent.

In addition, if DISTRICT chooses an upgraded brochure, CONSULTANT will bill DISTRICT for actual and necessary expenses of said brochure, to be invoiced separately. Terms of payment shall be net 45 days.

IV. CONSULTANT shall well and faithfully perform each and all of the obligations set forth in the Agreement

V. CONSULTANT shall at all times be deemed an Independent Contractor, and neither CONSULTANT, nor any of its employees, shall be considered employees of DISTRICT for any purpose.

VI. At all times, CONSULTANT shall work in cooperation with, and pursuant to the direction of the Superintendent of DISTRICT, or the Superintendent's designee.

VII. DISTRICT shall have the right to terminate this Agreement at any time upon fifteen (15) calendar day's prior written notice. Should the Agreement be terminated, DISTRICT shall be responsible for payment related to all services provided by the CONSULTANT up to the point of termination.

WHEREFORE, the parties have executed this Agreement on the date first above written:

FOR: Placentia-Yorba Linda Unified School District	FOR: The Cosca Group
DATE: _____	DATE: June 13 2025
BY: _____	BY: _____
Marilyn Anderson, Board President	Debra French, Partner
	2290 La Mer Court, Costa Mesa, CA 92627
	FEDERAL I.D. Number: 33-0972414

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT RENEWAL: GRANICUS, LLC FOR BOARD MEETING STREAMING

Background

The Placentia-Yorba Linda Unified School District first began researching the live streaming of Board Meetings as a result of the COVID-19 pandemic and public interest in watching meetings through a remote setting. As such, the district entered into a contract with Granicus, LLC, formerly known as Swagit Productions, LLC, in 2021 to provide live streaming services for Board Meetings. This includes live streaming, remote switching, and real-time video-on-demand closed captioning in English and Spanish. The services offered by Granicus have become an integral part of the district's efforts to communicate with stakeholders and the community at large. Renewal of the agreement with Granicus will allow the district to continue offering high-quality live streams of Board Meetings July 1, 2025, through June 30, 2026.

Financial Impact

General Fund (0101) NTE $30,000

Administrator

Lorely Meza, Public and Media Relations Specialist, Superintendent's Office

Granicus Budgetary Proposal for Placentia-Yorba Linda Unified School District

ORDER DETAILS

Prepared By:	Korgbae Freeman
Phone:	
Email:	korgbae.freeman@granicus.com
Order #:	Q-433203
Prepared On:	30 May 2025
Expires On:	30 Jun 2025

ORDER TERMS

Currency:	USD
Payment Terms:	Net 30 (Payments for subscriptions are due at the beginning of the period of performance.)
Current Subscription End Date:	30 Jun 2025
Period of Performance:	01 Jul 2025 - 30 Jun 2026

PRICING SUMMARY

The pricing and terms within this Proposal are specific to the products and volumes contained within this Proposal.

Renewing Subscription Fees			
Solution	**Billing Frequency**	**Quantity/Unit**	**Annual Fee**
Avior™ 15	Annual	1 Each	$15,050.22
EASE™ 15	Annual	1 Each	$0.00
CaptionLive Premium ESP	Annual	2 Hours	$10,991.04
		SUBTOTAL:	**$26,041.26**

TERMS & CONDITIONS

- This quote, and all products and services delivered hereunder are governed by the terms located at https://granicus.com/legal/licensing, including any product-specific terms included therein (the "License Agreement"). If your organization and Granicus has entered into a separate agreement or is utilizing a contract vehicle for this transaction, the terms of the License Agreement are incorporated into such separate agreement or contract vehicle by reference, with any directly conflicting terms and conditions being resolved in favor of the separate agreement or contract vehicle to the extent applicable.
- If submitting a Purchase Order, please include the following language: The pricing, terms and conditions of quote Q-433203 dated 30 May 2025 are incorporated into this Purchase Order by reference and shall take precedence over any terms and conditions included in this Purchase Order.
- This quote is exclusive of applicable state, local, and federal taxes, which, if any, will be included in the invoice. It is the responsibility of Placentia-Yorba Linda Unified School District to provide applicable exemption certificate(s).
- Any lapse in payment may result in suspension of service and will require the payment of a setup fee to reinstate the subscription.
- The terms and conditions set forth in the Agreement effective 01 Jul 2024 are incorporated herein by reference.

Placentia-Yorba Linda Unified School District
Regular Board Meeting
June 17, 2025

MEMBERSHIP IN THE CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA), EDUCATION LEGAL ALLIANCE (ELA), AND GAMUT, JULY 1, 2025-JUNE 30, 2026

Background

CSBA is a member-driven organization whose purpose is to support the governance team of school board members, superintendents, and senior administrative staff in their complex leadership roles. CSBA's Education Legal Alliance initiates and supports litigation on behalf of a consortium of school districts and county offices of education voluntarily joined together to impact education issues and case law. The network of information, workshops, and conferences available through the CSBA provides an invaluable governance resource to the Placentia-Yorba Linda Unified School District Board of Education.

The Education Legal Alliance pursues and defends the broad spectrum of statewide public education interests and consequently the Placentia-Yorba Linda Unified School District.

CSBA provides online access to their reference policy manual, including sample policies, regulations, bylaws, exhibits, and links to related policy resources through GAMUT, CSBA's web-based policy hosting platform. The online subscription to GAMUT provides district staff access to CSBA's sample board policies for assistance in updating and maintaining district policies consistent with applicable laws.

Fiscal

General Fund (0101)

2025-26 CSBA Membership Dues		$24,533.00
Education Legal Alliance Dues		5,520.00
GAMUT		6,275.50
Total combined dues	NTE	$36,328.00

Administrator

Annette Newton, Executive Assistant to the Superintendent

June 1, 2025

Superintendent and Board President
Placentia-Yorba Linda USD
1301 E. Orangethorpe Ave.
Placentia, CA 92870-5302

Dear Superintendent and Board President of Placentia-Yorba Linda USD:

Please find your enclosed invoice for Placentia-Yorba Linda USD's 2025–26 CSBA membership dues. We greatly appreciate your membership in CSBA and the difference it makes for California's public schools, and we look forward to our continued partnership. This mailing contains:

Invoice for your 2025–26 CSBA membership dues:

Your membership allows you to take advantage of a host of CSBA's optional subscription services.

Invoice(s) for optional subscription services:

Education Legal Alliance (ELA) offer of membership (included on your membership invoice), which will support the ELA program's vital work as well as CSBA's other legal programs, operations and activities (csba.org/ela). The invoice reflects a 10 percent (10%) discount on the ELA program membership for 2025–26, as a benefit to CSBA members.

GAMUT subscription renewal (Policy, Policy *Plus*, Meetings and other services for current subscribers).

For any questions about your membership, CSBA Director of Membership Aaron Davis can be reached at (916) 669-3274 or adavis@csba.org. More information is available at csba.org/about/benefitsofmembership.

CSBA is *your* association and we encourage you to contact us any time regarding your membership needs. Thank you for your membership, and for all that you do to ensure a quality education for every student you serve.

Sincerely,

Dr. Bettye Lusk
CSBA President

Vernon M. Billy
CSBA CEO & Executive Director

California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-76915-Q8W9R4	6/1/2025	

Bill To:
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave
Placentia, CA 92870-5302
United States

Ship To:
Placentia-Yorba Linda USD
1301 E. Orangethorpe Ave.
Placentia, CA 92870-5302
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2025 - 06/30/2026)	$24,533.00	1.00	$24,533.00	
ELA	ELA Membership (07/01/2025 - 06/30/2026)	$5,520.00	1.00	$5,520.00	
CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.					

Total Invoice: $30,053.00 **Total Paid:** $0.00 **Balance Due:** $30,053.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100632	**INV-76915-Q8W9R4**	**06/01/2025**		**$30,053.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave
Placentia, CA 92870-5302
United States

California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-77960-J0L9W1	6/1/2025	

Bill To:
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave
Placentia, CA 92870-5302
United States

Ship To:
Placentia-Yorba Linda USD
1301 E. Orangethorpe Ave.
Placentia, CA 92870-5302
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY	Gamut Policy (Member) (07/01/2025 - 06/30/2026)	$6,275.00	1.00	$6,275.00	Net 30
Have you renewed your CSBA Membership for 2025-26? Don't forget to renew your CSBA membership by September 15 to maintain uninterrupted access to GAMUT services.					

Total Invoice: $6,275.00 **Total Paid:** $0.00 **Balance Due:** $6,275.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100632	**INV-77960-J0L9W1**	**06/01/2025**	**Net 30**	**$6,275.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave
Placentia, CA 92870-5302
United States

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

REPORTING OF PURCHASE ORDER TOTALS
April 20, 2025 through May 31, 2025 for the 2024-25 Fiscal Year

Financial Impact

General Fund (0101)	$10,177,999.14
Child Development Fund (1212)	$328,380.09
Cafeteria Fund (1313)	$22,865.75
Deferred Maintenance (1414)	$1,461.33
Capital Facilities Fund (2525)	$1,481,467.13
Capital Facilities Agency Fund (2545)	$206,933.36
Insurance Health and Welfare Fund (6769)	$220.62

Administrator
Joan Velasco, Interim Assistant Superintendent, Business Services

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/17/2025 **FROM 04/20/2025 TO 05/31/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82B0697	DAVID C HALL PHD	5,000.00	5,000.00	0100040057 5810	PROFESSIONAL/CONSULTING SRV.
U82B0698	GLASBY MAINTENANCE SUPPLY	1,500.00	1,500.00	0181502343 4313	MAINTENANCE
U82B0699	HOME DEPOT	1,500.00	1,500.00	0181502343 4313	MAINTENANCE
U82B0700	BC TRAFFIC SPECIALIST	500.00	500.00	0181502343 4313	MAINTENANCE
U82B0701	GANAHL LUMBER CO	2,500.00	2,500.00	0181502343 4313	MAINTENANCE
U82B0702	VISTA PAINT	5,000.00	5,000.00	0181502343 4313	MAINTENANCE
U82B0703	SUNSTATE EQUIPMENT CO	30,000.00	30,000.00	0181502343 5640	RENTAL
U82B0704	J W PEPPER OF LOS ANGELES	1,400.00	1,400.00	0167700027 4301	MATERIALS AND SUPPLIES
U82B0705	SOUTHWEST SCHOOL & OFFICE SUPP	600.00	600.00	0191080010 4308	OFFICE SUPPLIES
U82B0706	SOUTHWEST SCHOOL & OFFICE SUPP	1,040.78	1,040.78	0167620045 4301	MATERIALS AND SUPPLIES
U82B0707	COSTCO WHOLESALE	250.00	250.00	0100040702 4338	FOOD SUPPLIES
U82B0708	SECO ELECTRIC & LIGHTING	5,000.00	5,000.00	0181502343 5690	CONTRACTS-OTHER SERVICES
U82B0709	COMPLETE CARTRIDGE SUPPLY COMP	3,000.00	3,000.00	0100030263 4301	MATERIALS AND SUPPLIES
U82B0710	COLLEGE BOARD-AP EXAMS	160,000.00	160,000.00	0100030019 4303	AP & SAT TESTING
U82B0711	POWER PLUS	5,000.00	5,000.00	0181502324 5690	CONTRACTS-OTHER SERVICES
U82B0712	SMART & FINAL	500.00	500.00	0130100183 4301	MATERIALS AND SUPPLIES
U82B0713	STUDENT TRANSPORTATION OF AMER	10,000.00	10,000.00	0107230005 5816	FIELD TRIPS / ADMISSION
U82B0714	SOUTHWEST SCHOOL & OFFICE SUPP	1,500.00	1,500.00	0130100183 4301	MATERIALS AND SUPPLIES
U82B0715	UNITED BINDING & LAMINATING	3,000.00	3,000.00	0100040063 4308	OFFICE SUPPLIES
U82B0717	LAKESHORE LEARNING	850.00	850.00	0165000150 4301	MATERIALS AND SUPPLIES
U82B0718	LAKESHORE LEARNING	700.00	700.00	0165000104 4301	MATERIALS AND SUPPLIES
U82B0719	LAKESHORE LEARNING	1,500.00	1,500.00	0165000052 4301	MATERIALS AND SUPPLIES
U82B0720	LAKESHORE LEARNING	1,200.00	1,200.00	0165000104 4301	MATERIALS AND SUPPLIES
U82B0721	LAKESHORE LEARNING	100.00	100.00	0165000104 4301	MATERIALS AND SUPPLIES
U82B0722	LAKESHORE LEARNING	950.00	950.00	0165000052 4301	MATERIALS AND SUPPLIES
U82B0723	LAKESHORE LEARNING	1,000.00	1,000.00	0165000052 4301	MATERIALS AND SUPPLIES
U82B0724	SOUTHWEST SCHOOL & OFFICE SUPP	950.00	950.00	0165000150 4301	MATERIALS AND SUPPLIES
U82B0725	SOUTHWEST SCHOOL & OFFICE SUPP	750.00	750.00	0165000150 4301	MATERIALS AND SUPPLIES
U82B0726	TYLER TECHNOLOGIES	28,400.00	2,788.00	0107200004 5660	CONTRACTS-REPAIRS MAINT.
			25,612.00	0107230005 5660	CONTRACTS-REPAIRS MAINT.
2B0727	GLASBY MAINTENANCE SUPPLY	4,000.00	4,000.00	0165000052 4309	CUSTODIAL
2B0728	SMART & FINAL	100.00	100.00	0165000150 4301	MATERIALS AND SUPPLIES
2B0729	SMART & FINAL	500.00	500.00	0126000033 4301	MATERIALS AND SUPPLIES
2B0730	SMART & FINAL	100.00	100.00	0165000150 4301	MATERIALS AND SUPPLIES
2B0731	SOUTHWEST SCHOOL & OFFICE SUPP	1,200.00	1,200.00	0165000150 4301	MATERIALS AND SUPPLIES
2B0732	SMART & FINAL	100.00	100.00	0165000150 4301	MATERIALS AND SUPPLIES
2B0733	SMART & FINAL	100.00	100.00	0165000150 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/17/2025 **FROM 04/20/2025 TO 05/31/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82B0734	SOUTHWEST SCHOOL & OFFICE SUPP	650.00	650.00	0165000150 4301	MATERIALS AND SUPPLIES
U82B0735	COSTCO WHOLESALE	1,000.00	1,000.00	0126000033 4301	MATERIALS AND SUPPLIES
U82B0736	COSTCO WHOLESALE	1,000.00	1,000.00	0126000033 4301	MATERIALS AND SUPPLIES
U82B0737	GLASBY MAINTENANCE SUPPLY	1,500.00	1,500.00	0126000089 4309	CUSTODIAL
U82B0738	SOUTHWEST SCHOOL & OFFICE SUPP	3,250.00	3,250.00	0174120041 4301	MATERIALS AND SUPPLIES
U82B0739	SOUTHWEST SCHOOL & OFFICE SUPP	4,250.00	4,250.00	0174350106 4301	MATERIALS AND SUPPLIES
U82B0740	GLASBY MAINTENANCE SUPPLY	2,000.00	2,000.00	0174350113 4309	CUSTODIAL
U82B0741	GLASBY MAINTENANCE SUPPLY	2,000.00	2,000.00	0174120042 4309	CUSTODIAL
U82B0742	LAKESHORE LEARNING	1,200.00	1,200.00	0165000052 4301	MATERIALS AND SUPPLIES
U82B0744	SMART & FINAL	500.00	500.00	0126000033 4301	MATERIALS AND SUPPLIES
U82B0745	SOUTHWEST SCHOOL & OFFICE SUPP	4,000.00	4,000.00	0126000033 4301	MATERIALS AND SUPPLIES
U82B0746	GLASBY MAINTENANCE SUPPLY	1,500.00	1,500.00	0126000089 4309	CUSTODIAL
U82B0747	SOUTHWEST SCHOOL & OFFICE SUPP	4,000.00	4,000.00	0126000033 4301	MATERIALS AND SUPPLIES
U82B0748	OC PRINTING SERVICES	1,000.00	1,000.00	0100040063 4308	OFFICE SUPPLIES
U82B0749	BJ BINDERY	5,000.00	5,000.00	0100040063 4308	OFFICE SUPPLIES
U82C0826	I & B FLOORING	17,190.20	17,190.20	0126000120 6270	MAIN BUIDLING CONTRACTOR
U82C0827	I & B FLOORING	18,780.20	18,780.20	0126000121 6270	MAIN BUIDLING CONTRACTOR
U82C0828	I & B FLOORING	32,926.00	32,926.00	0126000122 6270	MAIN BUIDLING CONTRACTOR
U82C0829	I & B FLOORING	9,783.00	9,783.00	0126000123 6270	MAIN BUIDLING CONTRACTOR
U82C0830	SECO ELECTRIC & LIGHTING	7,970.84	7,970.84	0126000134 6270	MAIN BUIDLING CONTRACTOR
U82C0831	SECO ELECTRIC & LIGHTING	5,313.89	5,313.89	0126000135 6270	MAIN BUIDLING CONTRACTOR
U82C0832	SECO ELECTRIC & LIGHTING	5,342.60	5,342.60	0126000136 6270	MAIN BUIDLING CONTRACTOR
U82C0833	SECO ELECTRIC & LIGHTING	5,978.13	5,978.13	0126000137 6270	MAIN BUIDLING CONTRACTOR
U82C0834	SECO ELECTRIC & LIGHTING	4,649.65	4,649.65	0126000138 6270	MAIN BUIDLING CONTRACTOR
U82C0835	SECO ELECTRIC & LIGHTING	8,302.95	8,302.95	0126000139 6270	MAIN BUIDLING CONTRACTOR
U82C0836	SECO ELECTRIC & LIGHTING	7,346.08	7,346.08	0126000140 6270	MAIN BUIDLING CONTRACTOR
U82C0837	SECO ELECTRIC & LIGHTING	5,866.60	5,866.60	0126000141 6270	MAIN BUIDLING CONTRACTOR
U82C0838	SECO ELECTRIC & LIGHTING	5,313.89	5,313.89	0126000142 6270	MAIN BUIDLING CONTRACTOR
U82C0839	SECO ELECTRIC & LIGHTING	5,342.60	5,342.60	0126000143 6270	MAIN BUIDLING CONTRACTOR
U82C0840	SECO ELECTRIC & LIGHTING	4,674.78	4,674.78	0126000144 6270	MAIN BUIDLING CONTRACTOR
U82C0841	SECO ELECTRIC & LIGHTING	11,651.04	11,651.04	0126000145 6270	MAIN BUIDLING CONTRACTOR
2C0842	MICHAEL BAKER INTERNATIONAL IN	10,000.00	1,000.00	0107230016 6250	OTHER COSTS-PLANNING
			1,000.00	0126000102 6250	OTHER COSTS-PLANNING
			500.00	0126000103 6250	OTHER COSTS-PLANNING
			1,000.00	0167620143 6250	OTHER COSTS-PLANNING
			2,000.00	0167620145 6250	OTHER COSTS-PLANNING
			1,000.00	0170320006 6250	OTHER COSTS-PLANNING
2C0847	I & B FLOORING	12,806.00	12,806.00	0126000153 6270	MAIN BUIDLING CONTRACTOR

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/17/2025 **FROM 04/20/2025 TO 05/31/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82C0848	SIGNATURE FLOORING INC	36,026.70	36,026.70	0126000152 6270	MAIN BUIDLING CONTRACTOR
U82C0849	TIME & ALARM SYSTEMS	1,835.56	1,835.56	0181502723 5690	CONTRACTS-OTHER SERVICES
U82C0851	I & B FLOORING	800.00	800.00	0181500742 5690	CONTRACTS-OTHER SERVICES
U82C0852	I & B FLOORING	1,500.00	1,500.00	0181500486 5690	CONTRACTS-OTHER SERVICES
U82C0853	ORANGE COUNTY DEPT OF ED	233.75	233.75	0130100041 5816	FIELD TRIPS / ADMISSION
U82C0855	ZIERER, HARRISON	13,200.00	7,260.00	0167620062 5640	RENTAL
			5,940.00	0167700020 5640	RENTAL
U82C0856	BUBBLEMANIA AND COMPANY	320.00	320.00	0190170085 5821	ASSEMBLIES
U82C0857	IRONWOOD PLUMBING INC	23,492.50	23,492.50	0181500081 5690	CONTRACTS-OTHER SERVICES
U82C0858	SECTRAN SECURITY INC	22,000.00	22,000.00	0100040054 5809	OTHER OPERATING EXPENDITURES
U82C0859	IRONWOOD PLUMBING INC	3,363.00	3,363.00	0181501623 5690	CONTRACTS-OTHER SERVICES
U82C0863	RWP	22,646.00	22,646.00	0181500298 5690	CONTRACTS-OTHER SERVICES
U82C0864	RWP	3,484.00	3,484.00	0181500026 5690	CONTRACTS-OTHER SERVICES
U82C0865	SANDERS CONSTRUCTION SRVICES	965,000.00	890,000.00	0126000147 6270	MAIN BUIDLING CONTRACTOR
			75,000.00	0126000147 6279	CONSTRUCTION/CHANGE ORDER
U82C0866	JM JUSTUS FENCE COMPANY	3,960.00	3,960.00	0181500277 5690	CONTRACTS-OTHER SERVICES
U82C0868	SERVPRO OF DOWNEY	5,431.16	5,431.16	0181501819 5690	CONTRACTS-OTHER SERVICES
U82C0869	IRONWOOD PLUMBING INC	1,594.00	1,594.00	0181500213 5690	CONTRACTS-OTHER SERVICES
U82C0870	IRONWOOD PLUMBING INC	3,599.50	3,599.50	0181502865 5690	CONTRACTS-OTHER SERVICES
U82C0871	IRONWOOD PLUMBING INC	2,433.00	2,433.00	0181502866 5690	CONTRACTS-OTHER SERVICES
U82C0872	SECO ELECTRIC & LIGHTING	12,500.81	12,500.81	0181502713 4313	MAINTENANCE
U82C0873	WEST COAST ARBORISTS	10,170.00	10,170.00	0181502343 5690	CONTRACTS-OTHER SERVICES
U82C0874	TIME & ALARM SYSTEMS	2,452.00	2,452.00	0181502613 5690	CONTRACTS-OTHER SERVICES
U82C0875	TIME & ALARM SYSTEMS	2,032.00	2,032.00	0181500229 5690	CONTRACTS-OTHER SERVICES
U82C0876	NEW DIMENSION GEN CONSTRUCTION	13,877.68	13,877.68	0181502003 5690	CONTRACTS-OTHER SERVICES
U82C0877	TIME & ALARM SYSTEMS	6,980.86	6,980.86	0181502613 5690	CONTRACTS-OTHER SERVICES
U82C0878	JM JUSTUS FENCE COMPANY	8,910.00	8,910.00	0181502618 5690	CONTRACTS-OTHER SERVICES
U82C0879	IRONWOOD PLUMBING INC	12,030.00	12,030.00	0181502397 5690	CONTRACTS-OTHER SERVICES
U82C0881	NEW DIMENSION GEN CONSTRUCTION	16,583.83	16,583.83	0167700022 5660	CONTRACTS-REPAIRS MAINT.
U82C0882	TIME & ALARM SYSTEMS	2,176.41	2,176.41	0181500815 5690	CONTRACTS-OTHER SERVICES
U82C0883	RBY5 PSYCHOLOGICAL SERVICES	18,800.00	18,800.00	0191080003 5810	PROFESSIONAL/CONSULTING SRV.
2C0884	MARSHALL B KETCHUM UNIVERSITY	1,000.00	1,000.00	0191080003 5810	PROFESSIONAL/CONSULTING SRV.
2C0885	BEST HEARING SAN DIEGO	2,220.00	2,220.00	0191080003 5810	PROFESSIONAL/CONSULTING SRV.
2C0886	EMERALD COVE OUTDOOR SCIENCE I	11,035.95	11,035.95	0190150026 5816	FIELD TRIPS / ADMISSION
2C0888	FIDELITY BUILDERS	1,277,700.00	1,157,700.00	0170320006 6270	MAIN BUIDLING CONTRACTOR
			120,000.00	0170320006 6279	CONSTRUCTION/CHANGE ORDER
2C0889	NUVIS	15,240.00	14,740.00	0167620156 6210	ARCHITECT/ENGINEERING FEES
			500.00	0167620156 6211	REIMBURSABLE COST ITEMS

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U82C0890	BIONERDS	28,200.00	3,200.00	0126000007 5110	SUB-AGREEMENTS FOR SERVICES
			25,000.00	0126000007 5810	PROFESSIONAL/CONSULTING SRV.
U82C0891	STRATEGIC KIDS LLC	99,694.00	74,694.00	0126000007 5110	SUB-AGREEMENTS FOR SERVICES
			25,000.00	0126000007 5810	PROFESSIONAL/CONSULTING SRV.
U82C0892	GAMETRUCK ORANGE COUNTY	14,013.75	14,013.75	0126000007 5810	PROFESSIONAL/CONSULTING SRV.
U82C0893	KEY2ED INC	17,200.00	17,200.00	0165000156 5810	PROFESSIONAL/CONSULTING SRV.
U82C0894	LEARNING TREE THERAPY INC	1,750.00	1,750.00	0191080003 5810	PROFESSIONAL/CONSULTING SRV.
U82C0896	I & B FLOORING	9,783.00	9,783.00	0126000151 6270	MAIN BUIDLING CONTRACTOR
U82P3509	W.W. NORTON & COMPANY INC	17,253.41	8,559.41	0163000129 4110	APPRV TEXTBOOKS
			8,694.00	0163000129 5815	INTERNET RESOURCE
U82P3680	SUPPLYMASTER INC	329.92	329.92	0162110003 4301	MATERIALS AND SUPPLIES
U82P3993	U.S. BANK	2,529.51	2,529.51	0126000028 5240	TRAINING & TRAVEL & CONFERENCE
U82P4013	AMAZON.COM CORPORATE CREDIT	373.60	373.60	0167700007 4301	MATERIALS AND SUPPLIES
U82P4018	T3 CONTRACTORS CORP	18,790.00	18,790.00	0181502338 5690	CONTRACTS-OTHER SERVICES
U82P4019	STARFALL EDUCATION	355.00	355.00	0190170109 5815	INTERNET RESOURCE
U82P4020	JUICED UP ATHLETICS	3,478.17	3,478.17	0190150030 4301	MATERIALS AND SUPPLIES
U82P4021	AGPARTS WORLDWIDE INC	433.91	433.91	0100040582 4343	COMP HRDWARE UNDER $500
U82P4022	VIDEO COMMUNICATIONS DBA SIEGE	409.00	409.00	0107200004 4317	OTHER TRANSPORTATION
U82P4023	PROMOTE MARKETING CONCEPTS	1,158.19	1,158.19	0167620114 4301	MATERIALS AND SUPPLIES
U82P4024	ROSE DRIVE ELEMENTARY PTA	10,032.00	10,032.00	0100080004 5808	USER GROUP PROCEEDS
U82P4025	COUNTRY CITY TOWING INC.	1,445.00	1,445.00	0181500015 5690	CONTRACTS-OTHER SERVICES
U82P4026	PERMA BOUND	46.40	46.40	0190170104 4210	BOOKS & REFERENCE MATERIALS
U82P4027	M2 IMAGE SOLUTIONS INC	1,916.18	1,916.18	0100041345 4313	MAINTENANCE
U82P4029	EMERALD COVE OUTDOOR SCIENCE I	55,555.04	55,555.04	0190150022 5812	TRANSPORTATION/REIMBURSMENT
U82P4030	AMAZON.COM CORPORATE CREDIT	93.24	93.24	0167620047 4301	MATERIALS AND SUPPLIES
U82P4031	TANAKA FARMS	1,332.00	1,332.00	0190170110 5816	FIELD TRIPS / ADMISSION
U82P4032	HOME SCIENCE TOOLS	956.40	956.40	0163000131 4301	MATERIALS AND SUPPLIES
U82P4033	ROCHESTER 100 INC	581.38	581.38	0130100044 4301	MATERIALS AND SUPPLIES
U82P4034	FLEET SERVICES	2,265.25	2,265.25	0100040788 5660	CONTRACTS-REPAIRS MAINT.
U82P4035	HAZ PARTY RENTALS	8,139.80	8,139.80	0181500009 5640	RENTAL
U82P4036	AMAZON.COM CORPORATE CREDIT	804.13	804.13	0100030105 4301	MATERIALS AND SUPPLIES
2P4037	AMAZON.COM CORPORATE CREDIT	129.68	129.68	0100030129 4301	MATERIALS AND SUPPLIES
2P4038	AMAZON.COM CORPORATE CREDIT	48.93	48.93	0156400388 4308	OFFICE SUPPLIES
2P4039	AMAZON.COM CORPORATE CREDIT	62.73	62.73	0100030065 4301	MATERIALS AND SUPPLIES
2P4040	AMAZON.COM CORPORATE CREDIT	1,958.81	1,958.81	0163870079 4301	MATERIALS AND SUPPLIES
2P4041	AMAZON.COM CORPORATE CREDIT	13.99	13.99	0100030094 4301	MATERIALS AND SUPPLIES
2P4042	AMAZON.COM CORPORATE CREDIT	237.84	237.84	0167620017 4301	MATERIALS AND SUPPLIES
2P4043	AVID CENTER	1,050.00	1,050.00	0190170096 5240	TRAINING & TRAVEL & CONFERENCE

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U82P4044	AMAZON.COM CORPORATE CREDIT	464.83	464.83	0100030094 4301	MATERIALS AND SUPPLIES
U82P4045	AMAZON.COM CORPORATE CREDIT	306.69	306.69	0126000024 4301	MATERIALS AND SUPPLIES
U82P4046	AMAZON.COM CORPORATE CREDIT	799.27	799.27	0100030114 4301	MATERIALS AND SUPPLIES
U82P4047	COLONIAL CHESTERFIELD AT RILEY	506.00	506.00	0190170090 5816	FIELD TRIPS / ADMISSION
U82P4048	AMAZON.COM CORPORATE CREDIT	87.62	87.62	0100030114 4301	MATERIALS AND SUPPLIES
U82P4050	JAMEY CLARK INC	2,250.00	2,250.00	0181501068 5690	CONTRACTS-OTHER SERVICES
U82P4057	JAMEY CLARK INC	2,090.00	2,090.00	0181501513 5690	CONTRACTS-OTHER SERVICES
U82P4058	AMAZON.COM CORPORATE CREDIT	425.24	425.24	0100030038 4301	MATERIALS AND SUPPLIES
U82P4059	TOTAL SAFETY SOLUTIONS LLC	1,600.00	1,600.00	0130100024 5810	PROFESSIONAL/CONSULTING SRV.
U82P4060	CERTIFIED LABORATORIES	510.56	510.56	0107200004 4315	BUS
U82P4062	CUSTOMINK LLC	404.60	404.60	0100030235 4301	MATERIALS AND SUPPLIES
U82P4063	DICK BLICK ART MATERIALS	313.68	313.68	0100030086 4301	MATERIALS AND SUPPLIES
U82P4064	U.S. BANK	394.96	394.96	0167620122 5240	TRAINING & TRAVEL & CONFERENCE
U82P4065	U.S. BANK	1,100.97	1,100.97	0107230005 5240	TRAINING & TRAVEL & CONFERENCE
U82P4066	U.S. BANK	3,139.64	3,139.64	0100040466 5809	OTHER OPERATING EXPENDITURES
U82P4067	AMAZON.COM CORPORATE CREDIT	112.90	112.90	0100030176 4301	MATERIALS AND SUPPLIES
U82P4069	AMAZON.COM CORPORATE CREDIT	196.65	196.65	0100030325 4301	MATERIALS AND SUPPLIES
U82P4071	HAZ PARTY RENTALS	3,759.54	3,759.54	0100030879 5640	RENTAL
U82P4072	GOPHER SPORT	218.71	218.71	0167620022 4301	MATERIALS AND SUPPLIES
U82P4073	PROFESSIONAL SAFE CRACKING	1,850.00	1,850.00	0181502328 5690	CONTRACTS-OTHER SERVICES
U82P4074	SOUTHWEST SCHOOL & OFFICE SUPP	1,310.43	1,310.43	0174120048 4301	MATERIALS AND SUPPLIES
U82P4075	EMERALD COVE OUTDOOR SCIENCE I	25,179.30	25,179.30	0190150030 5816	FIELD TRIPS / ADMISSION
U82P4077	AMAZON.COM CORPORATE CREDIT	60.89	60.89	0100030114 4301	MATERIALS AND SUPPLIES
U82P4078	DEMCO INC	261.33	261.33	0100030038 4301	MATERIALS AND SUPPLIES
U82P4079	AMERICAN 3B SCIENTIFIC LP	381.69	381.69	0190170012 4301	MATERIALS AND SUPPLIES
U82P4080	SILVER LINING TRAVEL	140.00	140.00	0165000022 5240	TRAINING & TRAVEL & CONFERENCE
U82P4081	SILVER LINING TRAVEL	60.00	60.00	0165000022 5240	TRAINING & TRAVEL & CONFERENCE
U82P4082	SILVER LINING TRAVEL	120.00	120.00	0133100037 5240	TRAINING & TRAVEL & CONFERENCE
U82P4083	YAMAHA GOLF CARS OF CALIF INC	1,539.37	1,539.37	0181500298 5640	RENTAL
U82P4084	YAMAHA GOLF CARS OF CALIF INC	1,539.37	1,539.37	0181500026 5640	RENTAL
U82P4085	RUSH TRUCK CENTERS OF CALIFORN	2,472.99	2,472.99	0100040788 5690	CONTRACTS-OTHER SERVICES
2P4086	CABLEWHOLESALE.COM	8,277.25	439.79	0100040582 4343	COMP HRDWARE UNDER $500
			7,837.46	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
2P4087	B & H PHOTO VIDEO	575.08	575.08	0190170318 4301	MATERIALS AND SUPPLIES
2P4088	FLINN SCIENTIFIC INC	1,133.75	1,133.75	0100030034 4301	MATERIALS AND SUPPLIES
2P4089	MODERN ILLUMINATION INC	7,009.00	7,009.00	0100080145 5640	RENTAL
2P4090	MODERN ILLUMINATION INC	8,449.00	8,449.00	0100080145 5640	RENTAL
2P4091	MODERN ILLUMINATION INC	23,400.90	23,400.90	0100080145 5640	RENTAL

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U82P4092	WATER AND WIFI LLC	25,104.15	12,552.07	0126000150 6170	LAND IMPROVEMENTS
U82P4093	MODERN ILLUMINATION INC	21,500.90	21,500.90	0100080145 5640	RENTAL
U82P4094	AMAZON.COM CORPORATE CREDIT	431.62	431.62	0167700007 4301	MATERIALS AND SUPPLIES
U82P4096	AMAZON.COM CORPORATE CREDIT	89.10	89.10	0167700007 4301	MATERIALS AND SUPPLIES
U82P4097	AMAZON.COM CORPORATE CREDIT	134.55	134.55	0167700007 4301	MATERIALS AND SUPPLIES
U82P4098	AMAZON.COM CORPORATE CREDIT	281.66	281.66	0167620114 4343	COMP HRDWARE UNDER $500
U82P4099	AMAZON.COM CORPORATE CREDIT	171.79	171.79	0100030114 4301	MATERIALS AND SUPPLIES
U82P4100	AMAZON.COM CORPORATE CREDIT	83.11	83.11	0100040629 4301	MATERIALS AND SUPPLIES
U82P4101	AMAZON.COM CORPORATE CREDIT	232.36	232.36	0165000162 4343	COMP HRDWARE UNDER $500
U82P4102	AVID CENTER	1,050.00	1,050.00	0190170096 5240	TRAINING & TRAVEL & CONFERENCE
U82P4103	AMAZON.COM CORPORATE CREDIT	60.88	60.88	0100050001 4301	MATERIALS AND SUPPLIES
U82P4104	OCSNO	655.00	655.00	0100040675 5240	TRAINING & TRAVEL & CONFERENCE
U82P4105	APPLE COMPUTER INC	511.78	149.99	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4106	MODEL 1 COMMERCIAL VEHICLES IN	2,721.01	2,721.01	0107200004 5660	CONTRACTS-REPAIRS MAINT.
U82P4107	THREADCRAFT EMBROIDERY	486.73	486.73	0100080145 4301	MATERIALS AND SUPPLIES
U82P4109	CORWIN PRESS	86.23	86.23	0165000156 4301	MATERIALS AND SUPPLIES
U82P4110	SEE ME THRIVE ADAPTED TOYS	70.69	70.69	0165000163 4301	MATERIALS AND SUPPLIES
U82P4111	BARNES AND NOBLE	464.10	464.10	0167620114 4210	BOOKS & REFERENCE MATERIALS
U82P4112	PARK, HYUN JOO	1,810.00	1,810.00	0165000162 5812	TRANSPORTATION/REIMBURSMENT
U82P4113	STUBBS, BEN AND MARIA	1,800.00	1,800.00	0165000162 5812	TRANSPORTATION/REIMBURSMENT
U82P4114	GAW, SHIRLEY	30.00	30.00	0165000162 5812	TRANSPORTATION/REIMBURSMENT
U82P4115	VELASCO, RICHARD & AMY	650.00	650.00	0165000162 5812	TRANSPORTATION/REIMBURSMENT
U82P4116	AMAZON.COM CORPORATE CREDIT	205.81	205.81	0100040051 4308	OFFICE SUPPLIES
U82P4117	REHABMART LLC	207.77	207.77	0165000074 4301	MATERIALS AND SUPPLIES
U82P4118	FAGEN FRIEDMAN & FULFROST LLP	255.00	255.00	0100030235 5240	TRAINING & TRAVEL & CONFERENCE
U82P4119	TRANSPORTATION CHARTER SERVICE	795.00	795.00	0107230005 5816	FIELD TRIPS / ADMISSION
U82P4120	AMAZON.COM CORPORATE CREDIT	168.15	168.15	0100030291 4301	MATERIALS AND SUPPLIES
U82P4121	AMAZON.COM CORPORATE CREDIT	105.99	105.99	0100031108 4301	MATERIALS AND SUPPLIES
U82P4122	AMAZON.COM CORPORATE CREDIT	26.09	26.09	0100030277 4301	MATERIALS AND SUPPLIES
U82P4123	AMAZON.COM CORPORATE CREDIT	55.48	55.48	0100030176 4301	MATERIALS AND SUPPLIES
2P4124	FAGEN FRIEDMAN & FULFROST LLP	255.00	255.00	0100030235 5240	TRAINING & TRAVEL & CONFERENCE
2P4125	STUDENT TRANSPORTATION OF AMER	1,807.00	1,807.00	0107230005 5816	FIELD TRIPS / ADMISSION
2P4126	PRO ACT INC	2,450.00	2,450.00	0165000162 5240	TRAINING & TRAVEL & CONFERENCE
2P4127	BUREAU OF EDUCATION & RESEARCH	695.00	695.00	0130100024 5240	TRAINING & TRAVEL & CONFERENCE
2P4128	FRAUD HOTLINE LLC	1,200.00	1,200.00	0100040582 5815	INTERNET RESOURCE
2P4129	FOLLETT CONTENT SOLUTION LLC	753.46	753.46	0100030119 4210	BOOKS & REFERENCE MATERIALS
2P4130	FOLLETT CONTENT SOLUTION LLC	477.15	477.15	0100030119 4210	BOOKS & REFERENCE MATERIALS

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U82P4131	FOLLETT CONTENT SOLUTION LLC	550.64	550.64	0100030119 4210	BOOKS & REFERENCE MATERIALS
U82P4132	AMAZON.COM CORPORATE CREDIT	1,758.59	1,758.59	0100030923 4301	MATERIALS AND SUPPLIES
U82P4133	AMAZON.COM CORPORATE CREDIT	232.63	232.63	0190170093 4301	MATERIALS AND SUPPLIES
U82P4134	AMAZON.COM CORPORATE CREDIT	39.93	39.93	0167700027 4301	MATERIALS AND SUPPLIES
U82P4135	AMAZON.COM CORPORATE CREDIT	291.27	291.27	0100041581 4301	MATERIALS AND SUPPLIES
U82P4136	MAXI AIDS INC	203.30	203.30	0165000074 4301	MATERIALS AND SUPPLIES
U82P4137	THE HORN GUYS	874.32	874.32	0167620119 4301	MATERIALS AND SUPPLIES
U82P4138	ANATOMY WAREHOUSE	2,044.40	2,044.40	0163000124 4301	MATERIALS AND SUPPLIES
U82P4139	CAROLINA BIOLOGICAL SUPPLY CO	193.35	193.35	0163000125 4301	MATERIALS AND SUPPLIES
U82P4140	FISHER SCIENTIFIC LLC	1,136.37	1,136.37	0163000124 4301	MATERIALS AND SUPPLIES
U82P4142	HITT MARKING DEVICES INC	43.98	43.98	0100030454 4308	OFFICE SUPPLIES
U82P4143	DICK BLICK ART MATERIALS	577.44	577.44	0163870079 4301	MATERIALS AND SUPPLIES
U82P4144	AMAZON.COM CORPORATE CREDIT	1,267.10	1,267.10	0190170012 4301	MATERIALS AND SUPPLIES
U82P4145	ANATOMY WAREHOUSE	1,063.02	1,063.02	0163000125 4301	MATERIALS AND SUPPLIES
U82P4146	AMAZON.COM CORPORATE CREDIT	301.26	301.26	0126000024 4301	MATERIALS AND SUPPLIES
U82P4147	SO CAL GRAD	587.25	587.25	0100030019 4301	MATERIALS AND SUPPLIES
U82P4148	DEMIDEC CORPORATION	266.44	266.44	0100030085 5310	DUES & MEMBERSHIPS
U82P4149	AMAZON.COM CORPORATE CREDIT	353.44	353.44	0107200004 4317	OTHER TRANSPORTATION
U82P4150	TROPHIES2GO.COM INC	1,946.54	1,946.54	0100040057 4308	OFFICE SUPPLIES
U82P4151	AMAZON.COM CORPORATE CREDIT	51.11	51.11	0107200004 4317	OTHER TRANSPORTATION
U82P4152	AMAZON.COM CORPORATE CREDIT	989.41	989.41	0190170038 4301	MATERIALS AND SUPPLIES
U82P4153	HOME DEPOT	972.77	972.77	0167700029 4301	MATERIALS AND SUPPLIES
U82P4154	AMAZON.COM CORPORATE CREDIT	352.17	18.05	0100030291 4210	BOOKS & REFERENCE MATERIALS
			334.12	0100030291 4301	MATERIALS AND SUPPLIES
U82P4155	AMAZON.COM CORPORATE CREDIT	253.89	90.87	0165000009 4308	OFFICE SUPPLIES
			163.02	0165000162 4308	OFFICE SUPPLIES
U82P4156	SUPPLYMASTER INC	439.79	439.79	0167620020 4301	MATERIALS AND SUPPLIES
U82P4158	AARDVARK CLAY & SUPPLIES INC	859.86	859.86	0167700029 4301	MATERIALS AND SUPPLIES
U82P4159	B & H PHOTO VIDEO	1,510.71	1,510.71	0163870079 4301	MATERIALS AND SUPPLIES
U82P4161	AMAZON.COM CORPORATE CREDIT	262.85	262.85	0167620045 4301	MATERIALS AND SUPPLIES
U82P4162	AMAZON.COM CORPORATE CREDIT	52.57	52.57	0165000162 4301	MATERIALS AND SUPPLIES
2P4163	GALLAGHER RENTALS INC	35,722.50	35,722.50	0100080145 5640	RENTAL
2P4164	MODERN ILLUMINATION INC	500.00	500.00	0167700012 5640	RENTAL
2P4165	UNITED STATES ACADEMIC DECATHL	1,041.00	1,041.00	0100030085 5310	DUES & MEMBERSHIPS
2P4167	SO CAL GRAD	1,224.89	1,224.89	0100031103 4301	MATERIALS AND SUPPLIES
2P4168	CLEAR COM LLC	584.52	584.52	0100080086 5660	CONTRACTS-REPAIRS MAINT.
2P4169	THE LAPEL PINS PLUS NETWORK LL	1,937.94	1,937.94	0100040057 4308	OFFICE SUPPLIES
2P4170	KNOTT'S BERRY FARM	27,324.00	27,324.00	0126000007 5816	FIELD TRIPS / ADMISSION

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82P4171	NICK RAIL MUSIC	951.57	951.57	0167620119 4301	MATERIALS AND SUPPLIES
U82P4172	COMMITTEE FOR CHILDREN	586.16	586.16	0160530029 4301	MATERIALS AND SUPPLIES
U82P4173	AMAZON.COM CORPORATE CREDIT	683.52	683.52	0126000024 4301	MATERIALS AND SUPPLIES
U82P4174	AMAZON.COM CORPORATE CREDIT	444.67	444.67	0126000007 4301	MATERIALS AND SUPPLIES
U82P4175	OFFICE DEPOT BUSINESS SERVICE	27,267.98	27,267.98	01 9320	STORES
U82P4177	GUITAR CENTER	478.50	478.50	0167620119 4301	MATERIALS AND SUPPLIES
U82P4179	WRESTLINGMART.COM LLC	173.83	173.83	0167620008 4301	MATERIALS AND SUPPLIES
U82P4181	C M SCHOOL SUPPLY	626.31	126.07	0160530029 4301	MATERIALS AND SUPPLIES
			500.24	0160530029 4410	EQUIP NO DEP $500-$4999
U82P4182	AMAZON.COM CORPORATE CREDIT	138.42	138.42	0100030291 4301	MATERIALS AND SUPPLIES
U82P4183	SCHOOL SPECIALTY LLC	61.53	61.53	0165000162 4308	OFFICE SUPPLIES
U82P4184	AMAZON.COM CORPORATE CREDIT	115.25	115.25	0165000162 4308	OFFICE SUPPLIES
U82P4185	COMMITTEE FOR CHILDREN	586.16	586.16	0160530029 4301	MATERIALS AND SUPPLIES
U82P4186	AMAZON.COM CORPORATE CREDIT	25.83	25.83	0165000162 4301	MATERIALS AND SUPPLIES
U82P4187	ORANGE COUNTY DEPT OF ED	2,103.75	2,103.75	0190170097 5816	FIELD TRIPS / ADMISSION
U82P4188	UNITED STATES ACADEMIC DECATHL	1,807.43	1,807.43	0100030043 4301	MATERIALS AND SUPPLIES
U82P4189	AMAZON.COM CORPORATE CREDIT	667.15	667.15	0100030956 4301	MATERIALS AND SUPPLIES
U82P4190	AWARDS BY PAUL	1,190.82	1,190.82	0100030043 4301	MATERIALS AND SUPPLIES
U82P4191	SUPPLYMASTER INC	162.04	162.04	0100030049 4343	COMP HRDWARE UNDER $500
U82P4192	SCHOOL HEALTH CORP	973.43	973.43	0100040675 4301	MATERIALS AND SUPPLIES
U82P4193	CALIFORNIA FBLA	50.00	50.00	0163870079 5816	FIELD TRIPS / ADMISSION
U82P4194	AMAZON.COM CORPORATE CREDIT	242.31	242.31	0100030196 4301	MATERIALS AND SUPPLIES
U82P4195	4 IMPRINT	479.72	479.72	0190170192 4308	OFFICE SUPPLIES
U82P4196	ACTION GAS & WELDING SUPPLY	13,299.91	13,299.91	0163870079 4301	MATERIALS AND SUPPLIES
U82P4197	CREATE A PARTY RENTALS	2,793.75	2,793.75	0181500623 5640	RENTAL
U82P4198	KELVIN LP	424.07	424.07	0190170257 4301	MATERIALS AND SUPPLIES
U82P4199	CREATE A PARTY RENTALS	2,863.00	2,863.00	0181501817 5640	RENTAL
U82P4200	SOUTHWEST SCHOOL & OFFICE SUPP	337.03	337.03	0100030163 4301	MATERIALS AND SUPPLIES
U82P4201	AMAZON.COM CORPORATE CREDIT	1,333.53	1,333.53	0163000125 4301	MATERIALS AND SUPPLIES
U82P4202	AMAZON.COM CORPORATE CREDIT	438.18	438.18	0100030149 4301	MATERIALS AND SUPPLIES
U82P4203	PRESIDENTS EDUC AWARDS PROG	262.49	262.49	0190170089 4301	MATERIALS AND SUPPLIES
2P4204	AMAZON.COM CORPORATE CREDIT	503.72	503.72	0100030106 4301	MATERIALS AND SUPPLIES
2P4205	AMAZON.COM CORPORATE CREDIT	305.23	305.23	0100041581 4301	MATERIALS AND SUPPLIES
2P4206	AMAZON.COM CORPORATE CREDIT	508.73	508.73	0100030227 4301	MATERIALS AND SUPPLIES
2P4207	AMAZON.COM CORPORATE CREDIT	1,403.56	1,403.56	0167700053 4301	MATERIALS AND SUPPLIES
2P4208	AMAZON.COM CORPORATE CREDIT	354.61	354.61	0126000007 4301	MATERIALS AND SUPPLIES
2P4209	AMAZON.COM CORPORATE CREDIT	747.92	747.92	0130100044 4301	MATERIALS AND SUPPLIES
2P4210	AMAZON.COM CORPORATE CREDIT	2,964.90	2,964.90	0135500030 4343	COMP HRDWARE UNDER $500

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U82P4211	AMAZON.COM CORPORATE CREDIT	1,882.83	1,882.83	0130100044 4301	MATERIALS AND SUPPLIES
U82P4212	AMAZON.COM CORPORATE CREDIT	97.82	97.82	0100030121 4301	MATERIALS AND SUPPLIES
U82P4213	AMAZON.COM CORPORATE CREDIT	39.41	39.41	0107910930 4301	MATERIALS AND SUPPLIES
U82P4214	AMAZON.COM CORPORATE CREDIT	2,074.15	2,074.15	0163870079 4301	MATERIALS AND SUPPLIES
U82P4215	AMAZON.COM CORPORATE CREDIT	78.28	78.28	0100030129 4301	MATERIALS AND SUPPLIES
U82P4216	AMAZON.COM CORPORATE CREDIT	222.82	222.82	0100030196 4301	MATERIALS AND SUPPLIES
U82P4217	AMAZON.COM CORPORATE CREDIT	39.20	39.20	0167700025 4301	MATERIALS AND SUPPLIES
U82P4218	AMAZON.COM CORPORATE CREDIT	320.28	320.28	0165000156 4301	MATERIALS AND SUPPLIES
U82P4219	AMAZON.COM CORPORATE CREDIT	116.16	116.16	0100030253 4301	MATERIALS AND SUPPLIES
U82P4221	AMAZON.COM CORPORATE CREDIT	1,039.50	1,039.50	0163000124 4301	MATERIALS AND SUPPLIES
U82P4222	AMAZON.COM CORPORATE CREDIT	103.28	62.77	0190170320 4301	MATERIALS AND SUPPLIES
U82P4223	AMAZON.COM CORPORATE CREDIT	1,043.79	510.76	0100030107 4301	MATERIALS AND SUPPLIES
			533.03	0100030107 4343	COMP HRDWARE UNDER $500
U82P4224	AMAZON.COM CORPORATE CREDIT	488.88	488.88	0167620051 4301	MATERIALS AND SUPPLIES
U82P4225	AMAZON.COM CORPORATE CREDIT	207.05	207.05	0190170037 4301	MATERIALS AND SUPPLIES
U82P4226	SOUTHWEST SCHOOL & OFFICE SUPP	44.17	44.17	0167620123 4301	MATERIALS AND SUPPLIES
U82P4227	IRVINE PARK RAILROAD	1,214.00	1,214.00	0190170111 5816	FIELD TRIPS / ADMISSION
U82P4228	M2 IMAGE SOLUTIONS INC	3,017.49	3,017.49	0181502665 4313	MAINTENANCE
U82P4229	VANAMAN GERMAN LLP	4,000.00	4,000.00	0165000162 5817	LEGAL FEES SETTLEMENT AGMT
U82P4230	INDUSTRIAL METAL SUPPLY	7,446.58	7,446.58	0163870079 4301	MATERIALS AND SUPPLIES
U82P4231	AMAZON.COM CORPORATE CREDIT	855.36	453.88	0107910735 4301	MATERIALS AND SUPPLIES
			401.48	0107910735 4343	COMP HRDWARE UNDER $500
U82P4232	SUPPLYMASTER INC	2,635.20	1,695.58	0167620057 4301	MATERIALS AND SUPPLIES
			939.62	0167620057 4343	COMP HRDWARE UNDER $500
U82P4233	SUPPLYMASTER INC	336.60	336.60	0167620029 4301	MATERIALS AND SUPPLIES
U82P4234	PERMA BOUND	156.13	156.13	0190170323 4210	BOOKS & REFERENCE MATERIALS
U82P4235	AMAZON.COM CORPORATE CREDIT	175.28	175.28	0100031135 4301	MATERIALS AND SUPPLIES
U82P4236	AMAZON.COM CORPORATE CREDIT	161.19	161.19	0167620020 4301	MATERIALS AND SUPPLIES
U82P4237	AMAZON.COM CORPORATE CREDIT	300.88	300.88	0190170038 4301	MATERIALS AND SUPPLIES
U82P4238	AMAZON.COM CORPORATE CREDIT	102.29	102.29	0100030019 4301	MATERIALS AND SUPPLIES
U82P4239	AMAZON.COM CORPORATE CREDIT	28.92	28.92	0100030286 4301	MATERIALS AND SUPPLIES
82P4240	AMAZON.COM CORPORATE CREDIT	52.07	52.07	0100030196 4301	MATERIALS AND SUPPLIES
82P4241	AMAZON.COM CORPORATE CREDIT	235.17	235.17	0126000024 4301	MATERIALS AND SUPPLIES
82P4242	DEMCO INC	289.94	289.94	0100030010 4308	OFFICE SUPPLIES
82P4243	AMAZON.COM CORPORATE CREDIT	171.71	171.71	0100030235 4301	MATERIALS AND SUPPLIES
82P4244	AMAZON.COM CORPORATE CREDIT	353.58	353.58	0167620123 4301	MATERIALS AND SUPPLIES
82P4245	AMAZON.COM CORPORATE CREDIT	103.03	103.03	0100030646 4308	OFFICE SUPPLIES
82P4246	AMAZON.COM CORPORATE CREDIT	158.69	158.69	0100030235 4301	MATERIALS AND SUPPLIES

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U82P4247	AMAZON.COM CORPORATE CREDIT	157.58	157.58	0160530029 4301	MATERIALS AND SUPPLIES
U82P4248	AMAZON.COM CORPORATE CREDIT	256.57	256.57	0100030118 4301	MATERIALS AND SUPPLIES
U82P4249	AMAZON.COM CORPORATE CREDIT	452.78	452.78	0126000007 4301	MATERIALS AND SUPPLIES
U82P4250	AMAZON.COM CORPORATE CREDIT	1,465.10	535.28	0100030108 4301	MATERIALS AND SUPPLIES
			929.82	0100030108 4343	COMP HRDWARE UNDER $500
U82P4251	AMAZON.COM CORPORATE CREDIT	3,779.36	3,779.36	0130100024 4301	MATERIALS AND SUPPLIES
U82P4252	AMAZON.COM CORPORATE CREDIT	332.28	332.28	0100030879 4308	OFFICE SUPPLIES
U82P4253	APPLE COMPUTER INC	611.78	249.99	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4254	UI DIGITAL INC	273.94	273.94	0163870079 4301	MATERIALS AND SUPPLIES
U82P4255	VISUAL EDGE IT INC	289.25	289.25	0100030303 4301	MATERIALS AND SUPPLIES
U82P4256	C M SCHOOL SUPPLY	626.31	126.07	0160530029 4301	MATERIALS AND SUPPLIES
			500.24	0160530029 4410	EQUIP NO DEP $500-$4999
U82P4257	APPLE COMPUTER INC	361.79	361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4258	LAKESHORE LEARNING MATERIALS	65.23	65.23	0160530029 4301	MATERIALS AND SUPPLIES
U82P4259	PERMA BOUND	888.53	888.53	0107910935 4210	BOOKS & REFERENCE MATERIALS
U82P4260	AMAZON.COM CORPORATE CREDIT	157.14	157.14	0100030114 4301	MATERIALS AND SUPPLIES
U82P4261	AMAZON.COM CORPORATE CREDIT	58.70	58.70	0100030291 4301	MATERIALS AND SUPPLIES
U82P4262	AMAZON.COM CORPORATE CREDIT	239.11	239.11	0100041581 4301	MATERIALS AND SUPPLIES
U82P4263	AMAZON.COM CORPORATE CREDIT	425.78	234.52	0100040582 4308	OFFICE SUPPLIES
			191.26	0100040582 4343	COMP HRDWARE UNDER $500
U82P4264	AMAZON.COM CORPORATE CREDIT	134.71	134.71	0100040582 4343	COMP HRDWARE UNDER $500
U82P4265	AMAZON.COM CORPORATE CREDIT	247.95	247.95	0100030172 4301	MATERIALS AND SUPPLIES
U82P4266	AMAZON.COM CORPORATE CREDIT	309.15	309.15	0100041581 4301	MATERIALS AND SUPPLIES
U82P4267	LAKESHORE LEARNING MATERIALS	233.76	233.76	0160530029 4301	MATERIALS AND SUPPLIES
U82P4268	AMAZON.COM CORPORATE CREDIT	308.72	308.72	0100030291 4301	MATERIALS AND SUPPLIES
U82P4269	TPRS BOOKS	942.86	942.86	0100030140 4210	BOOKS & REFERENCE MATERIALS
U82P4270	CAROLINA BIOLOGICAL SUPPLY CO	2,551.41	2,551.41	0163000124 4301	MATERIALS AND SUPPLIES
U82P4271	INTL BACCALAUREATE NORTH AMER	450.00	450.00	0156400386 5240	TRAINING & TRAVEL & CONFERENCE
U82P4272	AMAZON.COM CORPORATE CREDIT	2,152.79	139.43	0100040549 4301	MATERIALS AND SUPPLIES
			2,013.36	0174350046 4301	MATERIALS AND SUPPLIES
2P4275	REALLY GOOD STUFF	556.84	556.84	0160530029 4301	MATERIALS AND SUPPLIES
2P4276	FOLLETT CONTENT SOLUTION LLC	1,110.82	1,110.82	0100030175 4210	BOOKS & REFERENCE MATERIALS
2P4277	AMAZON.COM CORPORATE CREDIT	286.97	286.97	0100041581 4301	MATERIALS AND SUPPLIES
2P4278	AMAZON.COM CORPORATE CREDIT	170.70	170.70	0126000024 4301	MATERIALS AND SUPPLIES
2P4279	AMAZON.COM CORPORATE CREDIT	279.91	279.91	0126000007 4301	MATERIALS AND SUPPLIES
2P4280	AMAZON.COM CORPORATE CREDIT	262.85	262.85	0126000007 4301	MATERIALS AND SUPPLIES
2P4281	PERMA BOUND	354.23	354.23	0100030419 4210	BOOKS & REFERENCE MATERIALS

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82P4282	AMAZON.COM CORPORATE CREDIT	282.21	282.21	0190170109 4301	MATERIALS AND SUPPLIES
U82P4283	AMAZON.COM CORPORATE CREDIT	236.03	236.03	0126000007 4301	MATERIALS AND SUPPLIES
U82P4284	AMAZON.COM CORPORATE CREDIT	264.15	264.15	0126000007 4301	MATERIALS AND SUPPLIES
U82P4285	AMAZON.COM CORPORATE CREDIT	32.52	32.52	0126000024 4301	MATERIALS AND SUPPLIES
U82P4286	AMAZON.COM CORPORATE CREDIT	335.80	335.80	0126000024 4301	MATERIALS AND SUPPLIES
U82P4287	SOUTHWEST SCHOOL & OFFICE SUPP	102.57	102.57	0100030164 4301	MATERIALS AND SUPPLIES
U82P4288	LAKESHORE LEARNING MATERIALS	542.66	542.66	0160530029 4301	MATERIALS AND SUPPLIES
U82P4289	AMAZON.COM CORPORATE CREDIT	1,023.32	1,023.32	0100040582 4343	COMP HRDWARE UNDER $500
U82P4290	AMAZON.COM CORPORATE CREDIT	311.78	311.78	0100041581 4301	MATERIALS AND SUPPLIES
U82P4291	AMAZON.COM CORPORATE CREDIT	2,166.53	2,166.53	0167620047 4301	MATERIALS AND SUPPLIES
U82P4292	BRIGHTLY SOFTWARE INC	29,261.54	29,261.54	0100080086 5815	INTERNET RESOURCE
U82P4294	AMAZON.COM CORPORATE CREDIT	297.43	297.43	0100041581 4301	MATERIALS AND SUPPLIES
U82P4295	AMAZON.COM CORPORATE CREDIT	1,486.83	1,486.83	0130100044 4301	MATERIALS AND SUPPLIES
U82P4296	AVID CENTER	313,860.00	313,860.00	0174350090 5815	INTERNET RESOURCE
U82P4297	AMAZON.COM CORPORATE CREDIT	305.09	305.09	0100041581 4301	MATERIALS AND SUPPLIES
U82P4298	AMAZON.COM CORPORATE CREDIT	538.53	538.53	0130100044 4210	BOOKS & REFERENCE MATERIALS
U82P4299	AMAZON.COM CORPORATE CREDIT	107.53	107.53	0160530029 4301	MATERIALS AND SUPPLIES
U82P4300	AMAZON.COM CORPORATE CREDIT	312.93	312.93	0107910930 4210	BOOKS & REFERENCE MATERIALS
U82P4301	AMAZON.COM CORPORATE CREDIT	478.48	478.48	0100030120 4343	COMP HRDWARE UNDER $500
U82P4302	AMAZON.COM CORPORATE CREDIT	398.95	398.95	0100030173 4301	MATERIALS AND SUPPLIES
U82P4305	C M SCHOOL SUPPLY	626.31	126.07	0160530029 4301	MATERIALS AND SUPPLIES
			500.24	0160530029 4410	EQUIP NO DEP $500-$4999
U82P4306	LAKESHORE LEARNING MATERIALS	4,106.95	216.41	0160530029 4301	MATERIALS AND SUPPLIES
			3,890.54	0160530029 4330	FURNITURE
U82P4307	SHAR PRODUCTS	7,977.96	7,977.96	0167620129 4301	MATERIALS AND SUPPLIES
U82P4308	LAKESHORE LEARNING MATERIALS	233.76	233.76	0160530029 4301	MATERIALS AND SUPPLIES
U82P4309	SO CAL GRAD	721.35	721.35	0100030129 4301	MATERIALS AND SUPPLIES
U82P4310	INTL BACCALAUREATE NORTH AMER	450.00	450.00	0156400386 5240	TRAINING & TRAVEL & CONFERENCE
U82P4311	LEARNING WITHOUT TEARS	22,405.29	22,405.29	0156400336 4301	MATERIALS AND SUPPLIES
U82P4312	N A S S P	770.00	770.00	0100030129 5310	DUES & MEMBERSHIPS
U82P4313	SOUTHWEST STRINGS	290.30	290.30	0167620119 4301	MATERIALS AND SUPPLIES
2P4314	SCHOOL SPECIALTY LLC	1,957.50	1,957.50	0190170111 4301	MATERIALS AND SUPPLIES
2P4315	SCN WORLDWIDE LLC	284.48	284.48	0100030049 4301	MATERIALS AND SUPPLIES
2P4316	KAPITAL DISTRIBUTION	5,661.53	5,661.53	0126000024 4301	MATERIALS AND SUPPLIES
2P4317	LAKESHORE LEARNING MATERIALS	108.72	108.72	0160530029 4301	MATERIALS AND SUPPLIES
2P4318	WATER AND WIFI LLC	1,730.21	1,730.21	0181501627 5690	CONTRACTS-OTHER SERVICES
2P4319	WATER AND WIFI LLC	160.52	160.52	0126000045 6274	OTHER CONSTRUCTION
2P4320	KNOWLAND CONSTRUCTION SERVICES	17,640.00	17,640.00	0126000154 6290	INSPECTIONS

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82P4321	FISHER SCIENTIFIC LLC	156.31	156.31	0163000124 4301	MATERIALS AND SUPPLIES
U82P4322	EDPUZZLE INC	1,757.50	1,757.50	0100030129 5815	INTERNET RESOURCE
U82P4323	WESTERN PSYCHOLOGICAL SERVICES	1,186.50	1,186.50	0165000162 4305	STUDENT TESTING
U82P4324	AMAZON.COM CORPORATE CREDIT	246.35	246.35	0100031030 4210	BOOKS & REFERENCE MATERIALS
U82P4325	AMPLE POWER	7,235.00	7,235.00	0181500026 5640	RENTAL
U82P4326	COMPLETE CARTRIDGE SUPPLY COMP	3,970.00	3,970.00	0100030309 4301	MATERIALS AND SUPPLIES
U82P4327	CROWN AWARDS	380.47	380.47	0167700027 4301	MATERIALS AND SUPPLIES
U82P4328	AMAZON.COM CORPORATE CREDIT	232.05	220.44	0190170320 4301	MATERIALS AND SUPPLIES
U82P4329	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4330	ACTION GAS & WELDING SUPPLY	6,526.19	6,526.19	0163870079 4301	MATERIALS AND SUPPLIES
U82P4331	VECTOR ENVIRONMENTAL CONSULTIN	500.00	500.00	0126000130 6280	CONSTRUCTION TESTING
U82P4332	SOUTHWEST STRINGS	96.60	96.60	0167620119 4301	MATERIALS AND SUPPLIES
U82P4333	STEVE WEISS MUSIC INC	44.93	44.93	0167620119 4301	MATERIALS AND SUPPLIES
U82P4334	AVID CENTER	7,350.00	7,350.00	0130100293 5240	TRAINING & TRAVEL & CONFERENCE
U82P4335	TEACHERS DISCOVERY	389.50	389.50	0100030164 4301	MATERIALS AND SUPPLIES
U82P4336	AMAZON.COM CORPORATE CREDIT	18.48	18.48	0100030175 4301	MATERIALS AND SUPPLIES
U82P4337	AMAZON.COM CORPORATE CREDIT	92.87	92.87	0100030913 4308	OFFICE SUPPLIES
U82P4338	AMPLE POWER	7,235.00	7,235.00	0181500298 5640	RENTAL
U82P4339	U.S. BANK	5,546.25	5,546.25	0100040582 4343	COMP HRDWARE UNDER $500
U82P4340	AMAZON.COM CORPORATE CREDIT	444.91	444.91	0100030038 4210	BOOKS & REFERENCE MATERIALS
U82P4342	AMAZON.COM CORPORATE CREDIT	92.98	92.98	0100040051 4308	OFFICE SUPPLIES
U82P4343	AVID CENTER	6,300.00	6,300.00	010791236 5240	TRAINING & TRAVEL & CONFERENCE
U82P4344	SOUTHWEST SCHOOL & OFFICE SUPP	1,987.81	1,987.81	010791166 4301	MATERIALS AND SUPPLIES
U82P4345	SCHOLASTIC INC	356.99	356.99	0100030325 4210	BOOKS & REFERENCE MATERIALS
U82P4346	FISHER SCIENTIFIC LLC	233.70	233.70	0163000125 4301	MATERIALS AND SUPPLIES
U82P4347	HERITAGE MUSEUM OF ORANGE COUN	66.00	66.00	0190170085 5816	FIELD TRIPS / ADMISSION
U82P4348	RETURN TO WORK PARTNERS INC	1,450.50	1,450.50	0100040598 4308	OFFICE SUPPLIES
U82P4349	STEVE WEISS MUSIC INC	1,329.87	1,329.87	0167620124 4301	MATERIALS AND SUPPLIES
U82P4350	B2 LLC SERVICES	5,978.24	5,978.24	0100040066 5815	INTERNET RESOURCE
U82P4351	COLIBRI SYSTEM	337.92	337.92	0100030038 4301	MATERIALS AND SUPPLIES
U82P4352	IXL LEARNING INC	2,675.00	2,675.00	0100030129 5815	INTERNET RESOURCE
2P4353	MCGRAW HILL LLC	1,240,079.20	1,240,079.20	0163000113 4110	APPRV TEXTBOOKS
2P4354	U.S. BANK	109.53	109.53	0100040066 5815	INTERNET RESOURCE
2P4355	LAKESHORE LEARNING MATERIALS	1,298.48	1,298.48	0160530029 4301	MATERIALS AND SUPPLIES
2P4356	KVA CONSTRUCTION MANAGAMENT &	36,880.00	36,880.00	0170320006 6290	INSPECTIONS
2P4357	GALLAGHER RENTALS INC	35,887.50	35,887.50	0100080145 5640	RENTAL
2P4358	AARDVARK CLAY & SUPPLIES INC	838.46	838.46	0100030159 4301	MATERIALS AND SUPPLIES
2P4359	AMAZON.COM CORPORATE CREDIT	438.81	438.81	0190170111 4301	MATERIALS AND SUPPLIES

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82P4360	APPLE COMPUTER INC	661.78	299.99	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4361	APPLE COMPUTER INC	661.78	299.99	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4362	AMAZON.COM CORPORATE CREDIT	1,334.07	1,334.07	0126000024 4301	MATERIALS AND SUPPLIES
U82P4363	PEARSON EDUCATION	339.55	84.83	0165000156 4305	STUDENT TESTING
			254.72	0165000162 4305	STUDENT TESTING
U82P4364	SCHOOL HEALTH CORP	97.01	97.01	0126000043 4301	MATERIALS AND SUPPLIES
U82P4365	AMAZON.COM CORPORATE CREDIT	50.69	50.69	0100030158 4301	MATERIALS AND SUPPLIES
U82P4366	CALIFORNIA FBLA	8,760.00	8,760.00	0163870079 5816	FIELD TRIPS / ADMISSION
U82P4367	SUPPLYMASTER INC	121.92	121.92	0100030167 4301	MATERIALS AND SUPPLIES
U82P4368	CDW G INC	5,167.06	4,520.00	0107910593 4343	COMP HRDWARE UNDER $500
			647.06	0107910593 5815	INTERNET RESOURCE
U82P4369	SOUTHWEST SCHOOL & OFFICE SUPP	195.73	195.73	0163000125 4301	MATERIALS AND SUPPLIES
U82P4370	DICK BLICK ART MATERIALS	571.37	571.37	0107910593 4301	MATERIALS AND SUPPLIES
U82P4371	RADIO SERVICE INC	1,239.75	1,239.75	0107910906 4301	MATERIALS AND SUPPLIES
U82P4372	SINGAPORE MATH INC	2,388.76	2,388.76	0100030176 4210	BOOKS & REFERENCE MATERIALS
U82P4373	AMAZON.COM CORPORATE CREDIT	298.35	298.35	0100041581 4301	MATERIALS AND SUPPLIES
U82P4374	AMAZON.COM CORPORATE CREDIT	526.11	216.11	0100030019 4301	MATERIALS AND SUPPLIES
			310.00	0100030022 4301	MATERIALS AND SUPPLIES
U82P4375	AMAZON.COM CORPORATE CREDIT	2,162.79	2,162.79	0130100044 4301	MATERIALS AND SUPPLIES
U82P4376	STANBURY UNIFORMS INC	62,226.75	62,226.75	0167620155 4341	BAND UNIFORMS
U82P4377	AMAZON.COM CORPORATE CREDIT	129.75	129.75	0100030105 4301	MATERIALS AND SUPPLIES
U82P4378	AMAZON.COM CORPORATE CREDIT	301.37	301.37	0126000024 4301	MATERIALS AND SUPPLIES
U82P4379	AMAZON.COM CORPORATE CREDIT	25.86	25.86	0107910935 4301	MATERIALS AND SUPPLIES
U82P4380	AMAZON.COM CORPORATE CREDIT	124.48	124.48	0100030049 4301	MATERIALS AND SUPPLIES
U82P4381	AMAZON.COM CORPORATE CREDIT	348.10	180.75	0107910988 4210	BOOKS & REFERENCE MATERIALS
			167.35	0107910988 4301	MATERIALS AND SUPPLIES
U82P4382	AMAZON.COM CORPORATE CREDIT	283.13	283.13	0100030196 4301	MATERIALS AND SUPPLIES
U82P4383	AMAZON.COM CORPORATE CREDIT	389.57	389.57	0107910988 4210	BOOKS & REFERENCE MATERIALS
U82P4385	AMAZON.COM CORPORATE CREDIT	225.44	225.44	0190170244 4301	MATERIALS AND SUPPLIES
82P4386	AMAZON.COM CORPORATE CREDIT	292.15	292.15	0100041581 4301	MATERIALS AND SUPPLIES
82P4387	AMAZON.COM CORPORATE CREDIT	146.69	11.84	0165000156 4301	MATERIALS AND SUPPLIES
			103.31	0165000162 4301	MATERIALS AND SUPPLIES
			31.54	0165000162 4308	OFFICE SUPPLIES
82P4388	AMAZON.COM CORPORATE CREDIT	575.45	575.45	0107910988 4210	BOOKS & REFERENCE MATERIALS
82P4389	AMAZON.COM CORPORATE CREDIT	63.04	63.04	0100030291 4301	MATERIALS AND SUPPLIES
82P4390	AMAZON.COM CORPORATE CREDIT	420.96	420.96	0163870079 4301	MATERIALS AND SUPPLIES

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U82P4391	AMAZON.COM CORPORATE CREDIT	496.44	496.44	0107910930 4301	MATERIALS AND SUPPLIES
U82P4392	AMAZON.COM CORPORATE CREDIT	748.39	748.39	0107910988 4210	BOOKS & REFERENCE MATERIALS
U82P4393	AMAZON.COM CORPORATE CREDIT	322.68	322.68	0163870079 4301	MATERIALS AND SUPPLIES
U82P4395	AMAZON.COM CORPORATE CREDIT	305.99	305.99	0100030196 4301	MATERIALS AND SUPPLIES
U82P4396	AMAZON.COM CORPORATE CREDIT	1,379.29	1,379.29	0167620119 4301	MATERIALS AND SUPPLIES
U82P4397	SOUTHWEST SCHOOL & OFFICE SUPP	304.36	304.36	0167620063 4301	MATERIALS AND SUPPLIES
U82P4398	AMAZON.COM CORPORATE CREDIT	249.23	249.23	0107910930 4301	MATERIALS AND SUPPLIES
U82P4399	AMAZON.COM CORPORATE CREDIT	886.71	886.71	0100030139 4301	MATERIALS AND SUPPLIES
U82P4400	AMAZON.COM CORPORATE CREDIT	172.91	172.91	0100030117 4343	COMP HRDWARE UNDER $500
U82P4401	AMAZON.COM CORPORATE CREDIT	324.52	324.52	0100030105 4301	MATERIALS AND SUPPLIES
U82P4402	AMAZON.COM CORPORATE CREDIT	672.39	672.39	0190170111 4301	MATERIALS AND SUPPLIES
U82P4403	AMAZON.COM CORPORATE CREDIT	231.19	231.19	0100041581 4301	MATERIALS AND SUPPLIES
U82P4404	AMAZON.COM CORPORATE CREDIT	102.19	102.19	0100030255 4301	MATERIALS AND SUPPLIES
U82P4405	AMAZON.COM CORPORATE CREDIT	306.81	306.81	0107910930 4301	MATERIALS AND SUPPLIES
U82P4406	LECTORUM PUBLICATIONS INC	314.91	314.91	0100041581 4301	MATERIALS AND SUPPLIES
U82P4407	AMAZON.COM CORPORATE CREDIT	210.25	210.25	0107910930 4301	MATERIALS AND SUPPLIES
U82P4408	SUPPLYMASTER INC	466.91	466.91	0100030019 4343	COMP HRDWARE UNDER $500
U82P4409	AMAZON.COM CORPORATE CREDIT	241.86	241.86	0130100044 4301	MATERIALS AND SUPPLIES
U82P4410	AMAZON.COM CORPORATE CREDIT	431.96	431.96	0130100044 4301	MATERIALS AND SUPPLIES
U82P4411	AMAZON.COM CORPORATE CREDIT	284.81	284.81	0126000024 4301	MATERIALS AND SUPPLIES
U82P4412	REV ROBOTICS LLC	1,591.33	1,591.33	0135500030 4301	MATERIALS AND SUPPLIES
U82P4413	AMAZON.COM CORPORATE CREDIT	414.21	414.21	0100030583 4308	OFFICE SUPPLIES
U82P4414	AMAZON.COM CORPORATE CREDIT	204.93	204.93	0160530029 4301	MATERIALS AND SUPPLIES
U82P4415	AMAZON.COM CORPORATE CREDIT	204.93	204.93	0160530029 4301	MATERIALS AND SUPPLIES
U82P4416	AMAZON.COM CORPORATE CREDIT	204.93	204.93	0160530029 4301	MATERIALS AND SUPPLIES
U82P4417	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4418	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4419	AMAZON.COM CORPORATE CREDIT	172.78	172.78	0100030583 4308	OFFICE SUPPLIES
U82P4420	AMAZON.COM CORPORATE CREDIT	268.29	268.29	0107910930 4301	MATERIALS AND SUPPLIES
U82P4421	CI SOLUTIONS	222.63	222.63	0107230005 4308	OFFICE SUPPLIES
U82P4422	AMAZON.COM CORPORATE CREDIT	48.88	48.88	0107230005 4308	OFFICE SUPPLIES
2P4423	AMAZON.COM CORPORATE CREDIT	13.58	13.58	0100030010 4308	OFFICE SUPPLIES
2P4424	AMAZON.COM CORPORATE CREDIT	201.17	201.17	0167620057 4301	MATERIALS AND SUPPLIES
2P4425	FOLLETT HIGHER EDUCATION GROUP	3,939.61	3,939.61	0163000128 4210	BOOKS & REFERENCE MATERIALS
2P4426	AVID CENTER	9,450.00	9,450.00	0107910621 5240	TRAINING & TRAVEL & CONFERENCE
2P4427	AMAZON.COM CORPORATE CREDIT	3,234.76	2,799.06	0167620054 4301	MATERIALS AND SUPPLIES
			435.70	0167620054 4343	COMP HRDWARE UNDER $500
2P4428	AMAZON.COM CORPORATE CREDIT	105.02	105.02	0100030164 4301	MATERIALS AND SUPPLIES

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U82P4429	AMAZON.COM CORPORATE CREDIT	898.50	898.50	0100030140 4301	MATERIALS AND SUPPLIES
U82P4430	AMAZON.COM CORPORATE CREDIT	167.45	167.45	0130100044 4301	MATERIALS AND SUPPLIES
U82P4431	B & H PHOTO VIDEO	2,532.66	2,532.66	0163870079 4301	MATERIALS AND SUPPLIES
U82P4432	CURRICULUM ASSOCIATES LLC	3,141.92	3,141.92	0100030129 4301	MATERIALS AND SUPPLIES
U82P4433	SUPPLYMASTER INC	585.16	585.16	0100030253 4301	MATERIALS AND SUPPLIES
U82P4434	PERMA BOUND	197.41	197.41	0190170104 4210	BOOKS & REFERENCE MATERIALS
U82P4435	SCHOLASTIC INC	480.60	480.60	0130100044 4210	BOOKS & REFERENCE MATERIALS
U82P4436	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4437	GLASBY MAINTENANCE SUPPLY	99.59	99.59	0126000043 4301	MATERIALS AND SUPPLIES
U82P4438	AMAZON.COM CORPORATE CREDIT	2,941.99	2,941.99	0160530029 4301	MATERIALS AND SUPPLIES
U82P4439	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4440	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4441	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4442	AMAZON.COM CORPORATE CREDIT	207.78	207.78	0160530029 4301	MATERIALS AND SUPPLIES
U82P4443	AMAZON.COM CORPORATE CREDIT	919.46	919.46	0190170051 4301	MATERIALS AND SUPPLIES
U82P4444	AMAZON.COM CORPORATE CREDIT	867.46	867.46	0100030286 4301	MATERIALS AND SUPPLIES
U82P4445	AMAZON.COM CORPORATE CREDIT	48.44	48.44	0100030049 4301	MATERIALS AND SUPPLIES
U82P4453	U.S. BANK	104.05	83.25	0100030303 4301	MATERIALS AND SUPPLIES
			20.80	0167620030 4343	COMP HRDWARE UNDER $500
U82P4454	VISUAL EDGE IT INC	120.70	120.70	0100030277 4301	MATERIALS AND SUPPLIES
U82P4455	STUDENT TRANSPORTATION OF AMER	4,752.13	4,752.13	0107230005 5816	FIELD TRIPS / ADMISSION
U82P4456	CULVER-NEWLIN	1,114.14	1,114.14	0107910939 4301	MATERIALS AND SUPPLIES
U82P4457	J W PEPPER OF LOS ANGELES	241.10	241.10	0167620115 4301	MATERIALS AND SUPPLIES
U82P4458	LEXIA VOYAGER SOPRIS INC	1,200.00	1,200.00	0162660041 5809	OTHER OPERATING EXPENDITURES
U82P4460	SOUTHWEST SCHOOL & OFFICE SUPP	103.52	103.52	0165000162 4301	MATERIALS AND SUPPLIES
U82P4461	PERMA BOUND	292.71	292.71	0100030085 4210	BOOKS & REFERENCE MATERIALS
U82P4462	S & S WORLDWIDE INC	8,879.92	8,879.92	0126000007 4301	MATERIALS AND SUPPLIES
U82P4465	AMAZON.COM CORPORATE CREDIT	215.33	215.33	0100030114 4301	MATERIALS AND SUPPLIES
U82P4466	PAPE MATERIAL HANDLING INC	763.06	763.06	0181502324 5690	CONTRACTS-OTHER SERVICES
U82P4467	STEWART SIGNS	1,341.66	1,341.66	0181502867 4313	MAINTENANCE
U82P4468	AMAZON.COM CORPORATE CREDIT	151.16	151.16	0100030113 4343	COMP HRDWARE UNDER $500
82P4469	AMAZON.COM CORPORATE CREDIT	120.07	120.07	0107910935 4301	MATERIALS AND SUPPLIES
82P4470	AMAZON.COM CORPORATE CREDIT	1,142.36	1,142.36	0167620128 4301	MATERIALS AND SUPPLIES
82P4471	HMH EDUCATION COMPANY	14,100.00	12,600.00	0163000112 5810	PROFESSIONAL/CONSULTING SRV.
			1,500.00	0163000112 5815	INTERNET RESOURCE
82P4472	HMH EDUCATION COMPANY	383,332.24	149,444.74	0163000112 4110	APPRV TEXTBOOKS
			233,887.50	0163000112 5815	INTERNET RESOURCE
82P4473	STEWART SIGNS	1,468.20	1,468.20	0181501691 4313	MAINTENANCE

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U82P4474	**HMH EDUCATION COMPANY**	**39,279.05**	14,294.67	0163000112 4110	APPRV TEXTBOOKS
			1,359.38	0163000112 4301	MATERIALS AND SUPPLIES
			23,625.00	0163000112 5815	INTERNET RESOURCE
U82P4475	**AMAZON.COM CORPORATE CREDIT**	**2,192.97**	2,192.97	0100030286 4301	MATERIALS AND SUPPLIES
U82P4476	**AMAZON.COM CORPORATE CREDIT**	**1,184.18**	1,184.18	0167620119 4301	MATERIALS AND SUPPLIES
U82P4477	**HMH EDUCATION COMPANY**	**34,390.23**	17,567.26	0163000112 4110	APPRV TEXTBOOKS
			285.47	0163000112 4301	MATERIALS AND SUPPLIES
			16,537.50	0163000112 5815	INTERNET RESOURCE
U82P4478	**AMAZON.COM CORPORATE CREDIT**	**1,719.24**	1,719.24	0167620119 4301	MATERIALS AND SUPPLIES
U82P4479	**AMAZON.COM CORPORATE CREDIT**	**1,520.98**	1,520.98	0181502713 4313	MAINTENANCE
U82P4480	**HMH EDUCATION COMPANY**	**22,600.39**	8,359.30	0163000112 4110	APPRV TEXTBOOKS
			774.84	0163000112 4301	MATERIALS AND SUPPLIES
			13,466.25	0163000112 5815	INTERNET RESOURCE
U82P4481	**AMAZON.COM CORPORATE CREDIT**	**171.46**	171.46	0126000007 4301	MATERIALS AND SUPPLIES
U82P4482	**HMH EDUCATION COMPANY**	**14,353.90**	10,047.02	0163000112 4110	APPRV TEXTBOOKS
			54.38	0163000112 4301	MATERIALS AND SUPPLIES
			4,252.50	0163000112 5815	INTERNET RESOURCE
U82P4483	**AMAZON.COM CORPORATE CREDIT**	**277.06**	179.36	0167620063 4301	MATERIALS AND SUPPLIES
			97.70	0190170104 4301	MATERIALS AND SUPPLIES
U82P4484	**AMAZON.COM CORPORATE CREDIT**	**1,078.09**	1,078.09	0100030106 4301	MATERIALS AND SUPPLIES
U82P4485	**PAPE MATERIAL HANDLING INC**	**711.50**	711.50	0181502324 5690	CONTRACTS-OTHER SERVICES
U82P4486	**AVID CENTER**	**3,880.10**	3,880.10	0174350090 4210	BOOKS & REFERENCE MATERIALS
U82P4487	**WEVIDEO INC**	**600.00**	600.00	0167700031 5815	INTERNET RESOURCE
U82P4488	**HMH EDUCATION COMPANY**	**272,455.18**	106,036.74	0163000112 4110	APPRV TEXTBOOKS
			570.94	0163000112 4301	MATERIALS AND SUPPLIES
			165,847.50	0163000112 5815	INTERNET RESOURCE
U82P4489	**AVID CENTER**	**1,050.00**	1,050.00	0100030388 5240	TRAINING & TRAVEL & CONFERENCE
U82P4491	**AMAZON.COM CORPORATE CREDIT**	**493.26**	493.26	0107910930 4301	MATERIALS AND SUPPLIES
U82P4492	**AMAZON.COM CORPORATE CREDIT**	**796.81**	796.81	0100041581 4301	MATERIALS AND SUPPLIES
U82P4493	**CHILD AND FAMILY POLICY INSTIT**	**595.00**	595.00	010791167 5240	TRAINING & TRAVEL & CONFERENCE
U82P4494	**CDE PRESS**	**1,434.31**	1,434.31	0100010029 5814	FEDERAL INTEREST EXPENSE
2P4495	**AMAZON.COM CORPORATE CREDIT**	**413.23**	413.23	0100030114 4301	MATERIALS AND SUPPLIES
2P4496	**THREADCRAFT EMBROIDERY**	**2,395.88**	2,395.88	0100080145 4301	MATERIALS AND SUPPLIES
2P4497	**AMAZON.COM CORPORATE CREDIT**	**1,040.16**	1,040.16	0167620056 4301	MATERIALS AND SUPPLIES
2P4498	**AMAZON.COM CORPORATE CREDIT**	**1,024.17**	682.13	0107910936 4301	MATERIALS AND SUPPLIES
			342.04	0167700015 4301	MATERIALS AND SUPPLIES
2P4499	**AMAZON.COM CORPORATE CREDIT**	**460.26**	460.26	0156400400 4301	MATERIALS AND SUPPLIES
2P4500	**AMAZON.COM CORPORATE CREDIT**	**377.79**	377.79	0100030583 4308	OFFICE SUPPLIES

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U82P4501	AMAZON.COM CORPORATE CREDIT	420.40	16.30	0100030049 4210	BOOKS & REFERENCE MATERIALS
			404.10	0100030049 4301	MATERIALS AND SUPPLIES
U82P4502	AMAZON.COM CORPORATE CREDIT	285.35	285.35	0160530029 4301	MATERIALS AND SUPPLIES
U82P4503	AMAZON.COM CORPORATE CREDIT	114.18	114.18	0165000163 4301	MATERIALS AND SUPPLIES
U82P4504	AMAZON.COM CORPORATE CREDIT	201.46	201.46	0167620062 4301	MATERIALS AND SUPPLIES
U82P4505	AMAZON.COM CORPORATE CREDIT	618.99	618.99	0167620119 4301	MATERIALS AND SUPPLIES
U82P4506	AMAZON.COM CORPORATE CREDIT	440.50	440.50	0100030255 4210	BOOKS & REFERENCE MATERIALS
U82P4507	AMAZON.COM CORPORATE CREDIT	195.64	195.64	0135500030 4301	MATERIALS AND SUPPLIES
U82P4508	AMAZON.COM CORPORATE CREDIT	278.08	278.08	0126000007 4301	MATERIALS AND SUPPLIES
U82P4509	AMAZON.COM CORPORATE CREDIT	391.98	391.98	0100030325 4210	BOOKS & REFERENCE MATERIALS
U82P4510	AMAZON.COM CORPORATE CREDIT	1,035.93	1,035.93	0100030271 4301	MATERIALS AND SUPPLIES
U82P4511	AMAZON.COM CORPORATE CREDIT	755.24	755.24	0100040582 4343	COMP HRDWARE UNDER $500
U82P4512	U.S. BANK	156.01	156.01	0167620030 4343	COMP HRDWARE UNDER $500
U82P4513	AMAZON.COM CORPORATE CREDIT	75.56	75.56	0107910930 4301	MATERIALS AND SUPPLIES
U82P4514	AMAZON.COM CORPORATE CREDIT	4,852.55	4,852.55	0160530029 4301	MATERIALS AND SUPPLIES
U82P4515	AMAZON.COM CORPORATE CREDIT	32.12	32.12	0107910930 4301	MATERIALS AND SUPPLIES
U82P4516	AMAZON.COM CORPORATE CREDIT	1,052.37	1,052.37	0100030115 4301	MATERIALS AND SUPPLIES
U82P4517	AMAZON.COM CORPORATE CREDIT	2,390.92	2,390.92	0100030640 4308	OFFICE SUPPLIES
U82P4518	AMAZON.COM CORPORATE CREDIT	674.88	674.88	0167620119 4301	MATERIALS AND SUPPLIES
U82P4519	AMAZON.COM CORPORATE CREDIT	1,974.93	1,974.93	0167620119 4301	MATERIALS AND SUPPLIES
U82P4520	AMAZON.COM CORPORATE CREDIT	260.93	260.93	0167620119 4301	MATERIALS AND SUPPLIES
U82P4521	AMAZON.COM CORPORATE CREDIT	2,022.11	2,022.11	0100030176 4301	MATERIALS AND SUPPLIES
U82P4522	AMAZON.COM CORPORATE CREDIT	765.67	765.67	0167620128 4301	MATERIALS AND SUPPLIES
U82P4523	AMAZON.COM CORPORATE CREDIT	305.18	305.18	0190170097 4301	MATERIALS AND SUPPLIES
U82P4524	AMAZON.COM CORPORATE CREDIT	338.78	338.78	0100030255 4210	BOOKS & REFERENCE MATERIALS
U82P4525	AMAZON.COM CORPORATE CREDIT	752.73	752.73	0100030038 4301	MATERIALS AND SUPPLIES
U82P4526	HMH EDUCATION COMPANY	26,867.03	9,877.65	0163000112 4110	APPRV TEXTBOOKS
			924.38	0163000112 4301	MATERIALS AND SUPPLIES
			16,065.00	0163000112 5815	INTERNET RESOURCE
U82P4527	HMH EDUCATION COMPANY	30,620.87	15,620.87	0163000110 4301	MATERIALS AND SUPPLIES
			15,000.00	0163000110 5815	INTERNET RESOURCE
2P4528	HMH EDUCATION COMPANY	279,628.56	106,537.93	0163000112 4110	APPRV TEXTBOOKS
			2,990.63	0163000112 4301	MATERIALS AND SUPPLIES
			170,100.00	0163000112 5815	INTERNET RESOURCE
2P4529	AMAZON.COM CORPORATE CREDIT	264.26	264.26	0126000007 4301	MATERIALS AND SUPPLIES
2P4530	HMH EDUCATION COMPANY	378,799.15	146,102.27	0163000112 4110	APPRV TEXTBOOKS
			3,534.38	0163000112 4301	MATERIALS AND SUPPLIES
			229,162.50	0163000112 5815	INTERNET RESOURCE

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U82P4531	**HMH EDUCATION COMPANY**	**256,285.62**	100,360.62	0163000112 4110	APPRV TEXTBOOKS
			155,925.00	0163000112 5815	INTERNET RESOURCE
U82P4532	**U.S. BANK**	**7,740.17**	7,740.17	0100040582 4343	COMP HRDWARE UNDER $500
U82P4533	**HMH EDUCATION COMPANY**	**34,624.52**	12,638.27	0163000112 4110	APPRV TEXTBOOKS
			1,196.25	0163000112 4301	MATERIALS AND SUPPLIES
			20,790.00	0163000112 5815	INTERNET RESOURCE
U82P4538	**AMAZON.COM CORPORATE CREDIT**	**394.65**	394.65	0167620119 4301	MATERIALS AND SUPPLIES
U82P4539	**AMAZON.COM CORPORATE CREDIT**	**410.74**	410.74	0100030038 4210	BOOKS & REFERENCE MATERIALS
U82P4540	**U.S. BANK**	**870.00**	870.00	0100030085 5240	TRAINING & TRAVEL & CONFERENCE
U82P4541	**HMH EDUCATION COMPANY**	**26,091.28**	9,601.59	0163000112 4110	APPRV TEXTBOOKS
			897.19	0163000112 4301	MATERIALS AND SUPPLIES
			15,592.50	0163000112 5815	INTERNET RESOURCE
U82P4542	**HMH EDUCATION COMPANY**	**222,084.50**	85,420.44	0163000112 4110	APPRV TEXTBOOKS
			2,474.06	0163000112 4301	MATERIALS AND SUPPLIES
			134,190.00	0163000112 5815	INTERNET RESOURCE
U82P4543	**HMH EDUCATION COMPANY**	**54,976.34**	19,748.37	0163000112 4110	APPRV TEXTBOOKS
			1,916.72	0163000112 4301	MATERIALS AND SUPPLIES
			33,311.25	0163000112 5815	INTERNET RESOURCE
U82P4544	**HMH EDUCATION COMPANY**	**53,044.19**	19,065.44	0163000112 4110	APPRV TEXTBOOKS
			1,848.75	0163000112 4301	MATERIALS AND SUPPLIES
			32,130.00	0163000112 5815	INTERNET RESOURCE
U82P4545	**HMH EDUCATION COMPANY**	**24,151.89**	8,911.42	0163000112 4110	APPRV TEXTBOOKS
			829.22	0163000112 4301	MATERIALS AND SUPPLIES
			14,411.25	0163000112 5815	INTERNET RESOURCE
U82P4546	**AMAZON.COM CORPORATE CREDIT**	**186.39**	186.39	0190170012 4301	MATERIALS AND SUPPLIES
U82P4547	**AMAZON.COM CORPORATE CREDIT**	**292.54**	292.54	0100030117 4343	COMP HRDWARE UNDER $500
U82P4548	**AMAZON.COM CORPORATE CREDIT**	**234.40**	234.40	0100030038 4210	BOOKS & REFERENCE MATERIALS
U82P4549	**AMAZON.COM CORPORATE CREDIT**	**261.47**	261.47	0100030019 4301	MATERIALS AND SUPPLIES
U82P4550	**ROSE BRAND**	**5,469.38**	5,469.38	0181501308 5690	CONTRACTS-OTHER SERVICES
U82P4551	**AVID CENTER**	**4,200.00**	4,200.00	0130100024 5240	TRAINING & TRAVEL & CONFERENCE
U82P4552	**PERMA BOUND**	**259.72**	259.72	0107910935 4210	BOOKS & REFERENCE MATERIALS
2P4553	**AVID CENTER**	**2,100.00**	2,100.00	0107911095 5240	TRAINING & TRAVEL & CONFERENCE
2P4554	**AVID CENTER**	**10,200.00**	10,200.00	010791166 5815	INTERNET RESOURCE
2P4555	**CONVERGEONE INC FOUNDATION**	**2,995.00**	2,995.00	0163870079 5660	CONTRACTS-REPAIRS MAINT.
2P4556	**PRESIDENTS EDUC AWARDS PROG**	**153.16**	153.16	0100030277 4301	MATERIALS AND SUPPLIES
2P4557	**MACMILLAN HOLDINGS LLC**	**20,401.21**	13,569.49	0163000131 4110	APPRV TEXTBOOKS
			6,831.72	0163000131 5815	INTERNET RESOURCE
2P4558	**HMH EDUCATION COMPANY**	**72,752.25**	26,031.47	0163000112 4110	APPRV TEXTBOOKS

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U82P4558	***** CONTINUED *****				
			2,542.03	0163000112 4301	MATERIALS AND SUPPLIES
			44,178.75	0163000112 5815	INTERNET RESOURCE
U82P4559	**HMH EDUCATION COMPANY**	**21,824.64**	8,083.23	0163000112 4110	APPRV TEXTBOOKS
			747.66	0163000112 4301	MATERIALS AND SUPPLIES
			12,993.75	0163000112 5815	INTERNET RESOURCE
U82P4560	**LEARNING WITHOUT TEARS**	**8,280.19**	8,280.19	0160530029 4301	MATERIALS AND SUPPLIES
U82P4561	**HMH EDUCATION COMPANY**	**26,091.28**	9,601.59	0163000112 4110	APPRV TEXTBOOKS
			897.19	0163000112 4301	MATERIALS AND SUPPLIES
			15,592.50	0163000112 5815	INTERNET RESOURCE
U82P4562	**HMH EDUCATION COMPANY**	**26,091.28**	9,601.59	0163000112 4110	APPRV TEXTBOOKS
			897.19	0163000112 4301	MATERIALS AND SUPPLIES
			15,592.50	0163000112 5815	INTERNET RESOURCE
U82P4564	**RADIO SERVICE INC**	**1,643.50**	1,643.50	0181502620 5690	CONTRACTS-OTHER SERVICES
U82P4565	**STUDIO PLUS ARCHITECTURE CORP**	**133,558.00**	1,000.00	0126000154 6211	REIMBURSABLE COST ITEMS
			132,558.00	0126000154 6270	MAIN BUIDLING CONTRACTOR
U82P4566	**KVA CONSTRUCTION MANAGAMENT &**	**4,500.00**	4,500.00	0167620145 6290	INSPECTIONS
U82P4567	**KVA CONSTRUCTION MANAGAMENT &**	**4,500.00**	4,500.00	0167620143 6290	INSPECTIONS
U82P4568	**ORANGE COUNTY FIRE PROTECTION**	**25,000.00**	25,000.00	0181502346 5670	CONTRACTS-OTHER MAINT.
U82P4571	**LEGO EDUCATION**	**3,588.21**	3,588.21	0100030263 4301	MATERIALS AND SUPPLIES
U82P4572	**REFRIGERATION SUPPLIES DIST**	**3,276.25**	3,276.25	0181501120 4410	EQUIP NO DEP $500-$4999
U82P4573	**REFRIGERATION SUPPLIES DIST**	**5,698.46**	5,698.46	0181500737 4410	EQUIP NO DEP $500-$4999
U82P4574	**CONVERT TEMP HVAC MECHANICAL S**	**2,900.00**	2,900.00	0181501314 5690	CONTRACTS-OTHER SERVICES
U82P4575	**BOLT MECHANICAL INC**	**7,995.00**	7,995.00	0181502413 5690	CONTRACTS-OTHER SERVICES
U82P4578	**HMH EDUCATION COMPANY**	**41,218.40**	14,984.81	0163000112 4110	APPRV TEXTBOOKS
			1,427.34	0163000112 4301	MATERIALS AND SUPPLIES
			24,806.25	0163000112 5815	INTERNET RESOURCE
U82P4579	**HMH EDUCATION COMPANY**	**3,884.47**	1,994.47	0163000112 4110	APPRV TEXTBOOKS
			1,890.00	0163000112 5815	INTERNET RESOURCE
U82P4580	**U.S. BANK**	**1,745.42**	1,745.42	0163870079 4301	MATERIALS AND SUPPLIES
U82P4581	**AMAZON.COM CORPORATE CREDIT**	**384.64**	384.64	0100030038 4210	BOOKS & REFERENCE MATERIALS
2P4582	**PMC CONCRETE CONTRACTORS INC**	**5,150.00**	5,150.00	0181502868 5690	CONTRACTS-OTHER SERVICES
2P4583	**AMAZON.COM CORPORATE CREDIT**	**8,153.27**	-2.94	0100030105 4301	MATERIALS AND SUPPLIES
			8,156.21	0167620123 4301	MATERIALS AND SUPPLIES
2P4584	**AMAZON.COM CORPORATE CREDIT**	**13,677.58**	13,677.58	0167620123 4301	MATERIALS AND SUPPLIES
2P4585	**THE DBQ PROJECT**	**8,800.00**	8,800.00	0163000130 5815	INTERNET RESOURCE
2P4586	**STANBURY UNIFORMS INC**	**58,181.25**	58,181.25	0167620132 4341	BAND UNIFORMS
2P4587	**REACH FOUNDATION**	**3,080.80**	3,080.80	0167620063 4301	MATERIALS AND SUPPLIES

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U82P4588	SHAR PRODUCTS	1,008.94	1,008.94	0167620119 4301	MATERIALS AND SUPPLIES
U82P4589	M2 IMAGE SOLUTIONS INC	5,665.88	5,665.88	0181502324 4313	MAINTENANCE
U82P4590	AMAZON.COM CORPORATE CREDIT	15,861.29	15,861.29	0167620123 4301	MATERIALS AND SUPPLIES
U82P4591	ORANGE COUNTY FIRE PROTECTION	3,738.28	3,738.28	0181502346 4313	MAINTENANCE
U82P4592	AMAZON.COM CORPORATE CREDIT	299.94	299.94	0126000007 4301	MATERIALS AND SUPPLIES
U82P4593	THE POCKETLAB	5,373.30	5,373.30	0163000125 4301	MATERIALS AND SUPPLIES
U82P4594	CENTER FOR CIVIC EDUCATION	327.75	327.75	0100041599 4301	MATERIALS AND SUPPLIES
U82P4595	AMAZON.COM CORPORATE CREDIT	4,658.79	3,372.00	0167620029 4301	MATERIALS AND SUPPLIES
			1,286.79	0167620119 4301	MATERIALS AND SUPPLIES
U82P4596	AMAZON.COM CORPORATE CREDIT	1,141.55	1,141.55	0167620119 4301	MATERIALS AND SUPPLIES
U82P4597	AMAZON.COM CORPORATE CREDIT	419.28	419.28	0167620119 4301	MATERIALS AND SUPPLIES
U82P4598	AMAZON.COM CORPORATE CREDIT	222.88	222.88	0100040582 4343	COMP HRDWARE UNDER $500
U82P4599	AMAZON.COM CORPORATE CREDIT	2,004.80	2,004.80	0100040582 4343	COMP HRDWARE UNDER $500
U82P4600	SOUTHWEST SCHOOL & OFFICE SUPP	49,235.09	49,235.09	0167620123 4301	MATERIALS AND SUPPLIES
U82P4601	SO CAL GRAD	86.20	86.20	0100030095 4301	MATERIALS AND SUPPLIES
U82P4602	AMAZON.COM CORPORATE CREDIT	2,763.48	2,763.48	0167620030 4343	COMP HRDWARE UNDER $500
U82P4603	CENGAGE LEARNING	23,416.00	23,416.00	0163000110 4301	MATERIALS AND SUPPLIES
U82P4605	LEARNING WITHOUT TEARS	7,057.75	7,057.75	0160530029 4410	EQUIP NO DEP $500-$4999
U82P4606	SO CAL GRAD	3,012.38	3,012.38	0100030082 4301	MATERIALS AND SUPPLIES
U82P4607	APPLE COMPUTER INC	781.77	419.98	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4610	BAYER HVAC	4,140.56	4,140.56	0181501742 5690	CONTRACTS-OTHER SERVICES
U82P4611	CENGAGE LEARNING	93,687.50	93,687.50	0163000131 5815	INTERNET RESOURCE
U82P4612	LEXIA VOYAGER SOPRIS INC	8,869.00	4,557.00	0163000112 5815	INTERNET RESOURCE
			4,312.00	0163000113 5815	INTERNET RESOURCE
U82P4613	RED MOUNTAIN INC	3,357.07	3,357.07	0107230005 5690	CONTRACTS-OTHER SERVICES
U82P4614	AVID CENTER	1,050.00	1,050.00	010791244 5240	TRAINING & TRAVEL & CONFERENCE
U82P4615	AMAZON.COM CORPORATE CREDIT	124.76	87.44	0165000162 4301	MATERIALS AND SUPPLIES
			37.32	0165000162 4308	OFFICE SUPPLIES
U82P4616	AMAZON.COM CORPORATE CREDIT	152.24	152.24	0156400400 4301	MATERIALS AND SUPPLIES
U82P4618	AMAZON.COM CORPORATE CREDIT	200.72	200.72	0100030647 4343	COMP HRDWARE UNDER $500
82P4619	AMAZON.COM CORPORATE CREDIT	221.06	221.06	0100030114 4301	MATERIALS AND SUPPLIES
82P4620	AMAZON.COM CORPORATE CREDIT	15.06	15.06	0165000162 4308	OFFICE SUPPLIES
82P4621	AMAZON.COM CORPORATE CREDIT	67.66	67.66	0190170079 4301	MATERIALS AND SUPPLIES
82P4622	AMAZON.COM CORPORATE CREDIT	234.11	97.88	0165000074 4301	MATERIALS AND SUPPLIES
			102.15	0165000141 4301	MATERIALS AND SUPPLIES
			34.08	0165000162 4308	OFFICE SUPPLIES
82P4623	AVID CENTER	200.00	200.00	0107910932 4301	MATERIALS AND SUPPLIES

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U82P4624	SCHMIDT, STEVEN	2,500.00	2,500.00	0167620115 4301	MATERIALS AND SUPPLIES
U82P4625	SO CAL GRAD	898.75	898.75	0100030095 4301	MATERIALS AND SUPPLIES
U82P4626	AMAZON.COM CORPORATE CREDIT	58.32	9.87	0100080086 4301	MATERIALS AND SUPPLIES
			48.45	0100080145 4301	MATERIALS AND SUPPLIES
U82P4627	AMAZON.COM CORPORATE CREDIT	76.11	76.11	0100080086 4301	MATERIALS AND SUPPLIES
U82P4628	PRESIDENTS EDUC AWARDS PROG	177.09	177.09	0100030271 4301	MATERIALS AND SUPPLIES
U82P4629	AMAZON.COM CORPORATE CREDIT	248.57	248.57	0100030268 4301	MATERIALS AND SUPPLIES
U82P4630	ORANGE COUNTY ZOO	1,200.00	1,200.00	0126000007 5816	FIELD TRIPS / ADMISSION
U82P4631	B & C BURGERS	1,087.50	1,087.50	0107911049 4301	MATERIALS AND SUPPLIES
U82P4632	CAMBRIDGE UNIVERSITY PRESS & A	192.55	192.55	0167620067 4301	MATERIALS AND SUPPLIES
U82P4633	HOME DEPOT	195.68	195.68	0100030509 4309	CUSTODIAL
U82P4634	GREAT LAKES SPORTS	3,454.30	3,454.30	0167620053 4301	MATERIALS AND SUPPLIES
U82P4635	AMAZON.COM CORPORATE CREDIT	258.59	258.59	0100030162 4301	MATERIALS AND SUPPLIES
U82P4636	AMAZON.COM CORPORATE CREDIT	65.24	65.24	0126000007 4301	MATERIALS AND SUPPLIES
U82P4637	GUIDA	8,600.00	8,600.00	0126000154 6290	INSPECTIONS
U82P4638	SHOWCHOIRSTOCK.COM	1,300.00	1,300.00	0167700017 4301	MATERIALS AND SUPPLIES
U82P4640	AMAZON.COM CORPORATE CREDIT	1,322.01	1,322.01	0100040582 4343	COMP HRDWARE UNDER $500
U82P4641	AMAZON.COM CORPORATE CREDIT	1,073.87	1,073.87	0107910593 4301	MATERIALS AND SUPPLIES
U82P4642	AMAZON.COM CORPORATE CREDIT	523.60	207.83	0107910599 4210	BOOKS & REFERENCE MATERIALS
			315.77	0107910599 4301	MATERIALS AND SUPPLIES
U82P4643	GOPHER SPORT	637.49	637.49	0107910913 4301	MATERIALS AND SUPPLIES
U82P4644	HMH EDUCATION COMPANY	83,800.00	800.00	0178110001 5810	PROFESSIONAL/CONSULTING SRV.
			83,000.00	0178110001 5815	INTERNET RESOURCE
U82P4645	SHAR PRODUCTS	2,004.79	2,004.79	0167620115 4301	MATERIALS AND SUPPLIES
U82P4646	JAMEY CLARK INC	5,600.00	5,600.00	0181502864 5660	CONTRACTS-REPAIRS MAINT.
U82P4647	FAIRWAY FORD	1,345.98	1,345.98	0100040788 5660	CONTRACTS-REPAIRS MAINT.
U82P4648	JAMEY CLARK INC	6,875.00	6,875.00	0181502863 5660	CONTRACTS-REPAIRS MAINT.
U82P4649	U.S. BANK	700.00	700.00	0100041562 5240	TRAINING & TRAVEL & CONFERENCE
U82P4650	AVID CENTER	1,550.00	500.00	0100041163 5240	TRAINING & TRAVEL & CONFERENCE
			1,050.00	0156400388 5240	TRAINING & TRAVEL & CONFERENCE
U82P4651	AVID CENTER	1,050.00	1,050.00	0156400388 5240	TRAINING & TRAVEL & CONFERENCE
2P4652	AVID CENTER	6,300.00	6,300.00	0173990002 5240	TRAINING & TRAVEL & CONFERENCE
2P4653	AMAZON.COM CORPORATE CREDIT	239.75	239.75	0100031023 4301	MATERIALS AND SUPPLIES
2P4654	ADVANCE TRUCK PAINTING INC	5,956.50	5,956.50	0107200004 5660	CONTRACTS-REPAIRS MAINT.
2P4655	AMAZON.COM CORPORATE CREDIT	206.58	206.58	0100030253 4301	MATERIALS AND SUPPLIES
2P4656	AVID CENTER	1,050.00	1,050.00	010791243 5240	TRAINING & TRAVEL & CONFERENCE
2P4657	AMAZON.COM CORPORATE CREDIT	113.24	113.24	0100030173 4301	MATERIALS AND SUPPLIES
2P4658	RIFTON EQUIPMENT	232.73	232.73	0165000074 4301	MATERIALS AND SUPPLIES

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U82P4659	AMAZON.COM CORPORATE CREDIT	706.69	706.69	0100040582 4343	COMP HRDWARE UNDER $500
U82P4660	W.W. NORTON & COMPANY INC	16,162.37	13,264.37	0163000129 4110	APPRV TEXTBOOKS
			2,898.00	0163000129 5815	INTERNET RESOURCE
U82P4661	ORANGE COUNTY DEPT OF ED	650.00	650.00	0100030049 5240	TRAINING & TRAVEL & CONFERENCE
U82P4662	U.S. BANK	300.00	300.00	0100040063 5815	INTERNET RESOURCE
U82P4663	U.S. BANK	590.95	590.95	0165000022 5240	TRAINING & TRAVEL & CONFERENCE
U82P4664	U.S. BANK	977.49	977.49	0165000022 5240	TRAINING & TRAVEL & CONFERENCE
U82P4665	U.S. BANK	634.98	634.98	0167620122 5240	TRAINING & TRAVEL & CONFERENCE
U82P4666	SCHOOL HEALTH CORP	137.35	137.35	0165000150 4301	MATERIALS AND SUPPLIES
U82P4667	GLASBY MAINTENANCE SUPPLY	124.84	124.84	0165000150 4301	MATERIALS AND SUPPLIES
U82P4669	OMAX	1,460.52	1,460.52	0163870079 5660	CONTRACTS-REPAIRS MAINT.
U82P4670	U.S. BANK	1,389.95	1,389.95	0140350186 5240	TRAINING & TRAVEL & CONFERENCE
U82P4671	BC TRAFFIC SPECIALIST	1,398.01	1,398.01	0181502330 4313	MAINTENANCE
U82P4672	MONJARAS & WISMEYER GROUP INC	1,498.07	708.87	0100040620 4308	OFFICE SUPPLIES
			789.20	0100040620 4410	EQUIP NO DEP $500-$4999
U82P4674	SOUTHERN CALIFORNIA NEWS GROUP	3,381.83	3,381.83	0181502346 5806	ADVERTISEMENT EXPENSE
U82P4676	U.S. BANK	1,190.32	1,190.32	0100041562 5240	TRAINING & TRAVEL & CONFERENCE
U82P4677	APPLE COMPUTER INC	2,244.60	2,244.60	0167620030 4343	COMP HRDWARE UNDER $500
U82P4678	APPLE COMPUTER INC	411.78	49.99	0165000156 4342	COMP SOFTWRE UNDER $500
			361.79	0165000156 4343	COMP HRDWARE UNDER $500
U82P4680	COLONIAL CHESTERFIELD AT RILEY	2,596.00	2,596.00	0190170093 5816	FIELD TRIPS / ADMISSION
U82P4681	AVID CENTER	1,050.00	1,050.00	0100030085 5240	TRAINING & TRAVEL & CONFERENCE
U82P4682	AMAZON.COM CORPORATE CREDIT	35.88	35.88	0181502324 4313	MAINTENANCE
U82P4683	AMAZON.COM CORPORATE CREDIT	130.11	130.11	0181502324 4313	MAINTENANCE
U82P4684	AVID CENTER	4,200.00	4,200.00	0174350090 5240	TRAINING & TRAVEL & CONFERENCE
U82P4685	LE, LUCY	60,000.00	60,000.00	0165000162 5817	LEGAL FEES SETTLEMENT AGMT
U82P4686	LAW OFFICE OF CARL S JUNG APC	9,990.00	9,990.00	0165000162 5817	LEGAL FEES SETTLEMENT AGMT
U82P4687	PAPE MATERIAL HANDLING INC	484.04	484.04	0181500078 5690	CONTRACTS-OTHER SERVICES
U82P4689	AMAZON.COM CORPORATE CREDIT	319.76	319.76	0165000156 4301	MATERIALS AND SUPPLIES
U82P4690	AMAZON.COM CORPORATE CREDIT	108.70	108.70	0100030114 4301	MATERIALS AND SUPPLIES
U82P4691	M2 IMAGE SOLUTIONS INC	268.61	268.61	0181502324 4308	OFFICE SUPPLIES
2P4692	AMAZON.COM CORPORATE CREDIT	2,595.39	2,595.39	0126000083 4301	MATERIALS AND SUPPLIES
2P4693	MUHL TECH	525.58	525.58	0126000033 4301	MATERIALS AND SUPPLIES
2P4694	AMAZON.COM CORPORATE CREDIT	322.24	322.24	0126000007 4301	MATERIALS AND SUPPLIES
2P4695	AMAZON.COM CORPORATE CREDIT	944.29	944.29	0126000033 4301	MATERIALS AND SUPPLIES
2P4696	AVID CENTER	6,500.00	4,200.00	0190170326 5240	TRAINING & TRAVEL & CONFERENCE
			2,300.00	0190170327 5240	TRAINING & TRAVEL & CONFERENCE
2P4697	AMAZON.COM CORPORATE CREDIT	40.27	40.27	0126000033 4301	MATERIALS AND SUPPLIES

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U82P4698	AMAZON.COM CORPORATE CREDIT	875.43	875.43	0126000033 4301	MATERIALS AND SUPPLIES
U82P4699	CROWN AWARDS	849.26	849.26	0100041562 4301	MATERIALS AND SUPPLIES
U82P4700	BREA URGENT CARE INC.	65.00	65.00	0100040057 5802	EMPLY PHYSIC&OTH INDUCTION EXP
U82P4701	COGHILL, JESSICA	418.25	418.25	0165000070 5157	SETTLEMENT CLAIMS
U82P4702	AMERICAN CASUAL	1,758.37	1,758.37	0190730003 4308	OFFICE SUPPLIES
U82P4703	AMAZON.COM CORPORATE CREDIT	252.40	252.40	0126000033 4301	MATERIALS AND SUPPLIES
U82P4704	AVID CENTER	4,200.00	4,200.00	0174350090 5240	TRAINING & TRAVEL & CONFERENCE
U82P4705	MISSION SAN JUAN CAPISTRANO	656.00	656.00	0190170112 5816	FIELD TRIPS / ADMISSION
U82V0429	DEFOE FURNITURE 4 KIDS	5,583.87	1,644.60	0160530029 4330	FURNITURE
			3,939.27	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0454	MIRACLE RECREATION EQUIP CO	1,768.65	1,768.65	0181501068 4410	EQUIP NO DEP $500-$4999
U82V0455	PRODUCTION ACCESS GROUP INC.	4,696.36	1,625.77	0100080145 4301	MATERIALS AND SUPPLIES
			3,070.59	0100080145 4410	EQUIP NO DEP $500-$4999
U82V0458	MIRACLE RECREATION EQUIP CO	3,163.62	3,163.62	0181500875 4410	EQUIP NO DEP $500-$4999
U82V0459	MIRACLE RECREATION EQUIP CO	8,510.60	8,510.60	0181500875 4410	EQUIP NO DEP $500-$4999
U82V0460	MIRACLE RECREATION EQUIP CO	8,288.66	8,288.66	0181501943 4410	EQUIP NO DEP $500-$4999
U82V0461	MUSIC & ARTS CENTER	8,905.71	589.93	0167620115 4301	MATERIALS AND SUPPLIES
			8,315.78	0167620115 4410	EQUIP NO DEP $500-$4999
U82V0462	TIME & ALARM SYSTEMS	1,111.98	1,111.98	0181502346 4410	EQUIP NO DEP $500-$4999
U82V0463	DEFOE FURNITURE 4 KIDS	953.77	953.77	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0465	AMAZON.COM CORPORATE CREDIT	971.79	971.79	0190170012 4411	COMP HARDWRE NO DEP $500-$4999
U82V0466	PRODUCTION ACCESS GROUP INC.	1,207.37	41.73	0100080086 4301	MATERIALS AND SUPPLIES
			1,165.64	0100080086 4410	EQUIP NO DEP $500-$4999
U82V0467	FRITTS FORD	62,015.90	62,015.90	0100040374 6490	EQUIPMENT DEP $5000 & OVER
U82V0468	B & H PHOTO VIDEO	750.74	750.74	0163870079 4410	EQUIP NO DEP $500-$4999
U82V0469	DEFOE FURNITURE 4 KIDS	4,288.18	810.79	0160530029 4330	FURNITURE
			3,477.39	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0470	AMAZON.COM CORPORATE CREDIT	898.81	138.65	0167620128 4301	MATERIALS AND SUPPLIES
			760.16	0167620128 4410	EQUIP NO DEP $500-$4999
U82V0471	AMAZON.COM CORPORATE CREDIT	2,177.66	1,352.36	0167700005 4301	MATERIALS AND SUPPLIES
			825.30	0167700005 4411	COMP HARDWRE NO DEP $500-$4999
2V0472	HOME DEPOT	897.91	897.91	0100030286 4410	EQUIP NO DEP $500-$4999
2V0473	SAMY S CAMERA INC	15,633.90	15,633.90	0167700023 4410	EQUIP NO DEP $500-$4999
2V0474	STEVE WEISS MUSIC INC	10,897.55	3,940.81	0167620129 4301	MATERIALS AND SUPPLIES
			6,956.74	0167620129 4410	EQUIP NO DEP $500-$4999
2V0475	AMAZON.COM CORPORATE CREDIT	598.01	598.01	0126000024 4411	COMP HARDWRE NO DEP $500-$4999
2V0476	AMAZON.COM CORPORATE CREDIT	1,693.73	157.71	0190170098 4301	MATERIALS AND SUPPLIES
			1,536.02	0190170098 4410	EQUIP NO DEP $500-$4999

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82V0477	**INTERNATIONAL HOUSE OF MUSIC I**	**14,396.28**	1,221.22	0167620119 4301	MATERIALS AND SUPPLIES
			13,175.06	0167620119 4410	EQUIP NO DEP $500-$4999
U82V0478	**MOREY S MUSIC STORE INC**	**1,172.33**	1,172.33	0167620130 4410	EQUIP NO DEP $500-$4999
U82V0479	**CDW G INC**	**14,351.20**	11,488.35	0167700005 4343	COMP HRDWARE UNDER $500
			1,633.43	0167700005 4411	COMP HARDWRE NO DEP $500-$4999
			1,229.42	0167700005 5815	INTERNET RESOURCE
U82V0480	**CALI ELECTRIC MOTORS INC**	**7,014.38**	7,014.38	0181502866 4410	EQUIP NO DEP $500-$4999
U82V0481	**AMAZON.COM CORPORATE CREDIT**	**838.85**	4.00	0167620119 4301	MATERIALS AND SUPPLIES
			834.85	0167620119 4410	EQUIP NO DEP $500-$4999
U82V0482	**CULVER-NEWLIN**	**7,329.60**	7,329.60	0126000024 4410	EQUIP NO DEP $500-$4999
U82V0483	**PRODUCTION ACCESS GROUP INC.**	**36,372.77**	2,732.84	0100080145 4301	MATERIALS AND SUPPLIES
			1,399.68	0100080145 4410	EQUIP NO DEP $500-$4999
			32,240.25	0100080145 6410	AUDIO/DEP $5,000 AN ABOVE
U82V0484	**MODEL 1 COMMERCIAL VEHICLES IN**	**579,845.36**	579,845.36	0107200004 6490	EQUIPMENT DEP $5000 & OVER
U82V0486	**MODERN ILLUMINATION INC**	**2,290.28**	271.88	0167620055 4301	MATERIALS AND SUPPLIES
			2,018.40	0167620055 4410	EQUIP NO DEP $500-$4999
U82V0487	**DEFOE FURNITURE 4 KIDS**	**6,295.59**	1,285.36	0160530029 4330	FURNITURE
			5,010.23	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0488	**DEFOE FURNITURE 4 KIDS**	**6,295.59**	1,285.36	0160530029 4330	FURNITURE
			5,010.23	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0489	**WENGER CORP**	**5,053.52**	816.71	0167620128 4301	MATERIALS AND SUPPLIES
			4,236.81	0167620128 4410	EQUIP NO DEP $500-$4999
U82V0490	**AMAZON.COM CORPORATE CREDIT**	**927.29**	927.29	0107910930 4411	COMP HARDWRE NO DEP $500-$4999
U82V0492	**INTERNATIONAL HOUSE OF MUSIC I**	**1,709.54**	1,105.98	0167620057 4301	MATERIALS AND SUPPLIES
			603.56	0167620057 4410	EQUIP NO DEP $500-$4999
U82V0493	**CULVER-NEWLIN**	**1,382.00**	1,382.00	0107910930 4410	EQUIP NO DEP $500-$4999
U82V0494	**B & H PHOTO VIDEO**	**983.59**	396.39	0163870079 4301	MATERIALS AND SUPPLIES
			587.20	0163870079 4410	EQUIP NO DEP $500-$4999
U82V0499	**PACIFIC COAST ENTERTAINMENT**	**4,599.25**	2,145.85	0190170038 4301	MATERIALS AND SUPPLIES
			2,453.40	0190170038 4410	EQUIP NO DEP $500-$4999
U82V0501	**WENGER CORP**	**7,150.64**	407.16	0167620129 4301	MATERIALS AND SUPPLIES
			6,743.48	0167620129 4410	EQUIP NO DEP $500-$4999
2V0502	**ROSE BRAND**	**5,943.19**	4,311.94	0190170090 4410	EQUIP NO DEP $500-$4999
			1,631.25	0190170090 5660	CONTRACTS-REPAIRS MAINT.
2V0503	**WENGER CORP**	**85,406.66**	1,076.63	0167620124 4301	MATERIALS AND SUPPLIES
			61,450.23	0167620124 4410	EQUIP NO DEP $500-$4999
			22,879.80	0167620124 6490	EQUIPMENT DEP $5000 & OVER
2V0504	**U.S. BANK**	**9,021.47**	7,934.08	0100040582 4343	COMP HRDWARE UNDER $500

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82V0504	***** CONTINUED *****				
			1,087.39	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
U82V0505	**U.S. BANK**	**12,845.13**	10,572.30	0167620030 4343	COMP HRDWARE UNDER $500
			2,272.83	0167620030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0506	**INTERNATIONAL HOUSE OF MUSIC I**	**5,325.49**	5,325.49	0167620126 6490	EQUIPMENT DEP $5000 & OVER
U82V0507	**DEFOE FURNITURE 4 KIDS**	**729.31**	729.31	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0508	**THE CTI GROUP INC**	**84,533.63**	138.00	0100040582 4301	MATERIALS AND SUPPLIES
			58,779.38	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
			60.00	0167620030 4301	MATERIALS AND SUPPLIES
			25,556.25	0167620030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0509	**EKC ENTERPRISES INC**	**27,563.78**	27,563.78	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
U82V0511	**DEFOE FURNITURE 4 KIDS**	**729.31**	729.31	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0512	**EKC ENTERPRISES INC**	**28,293.71**	28,293.71	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
U82V0513	**AMAZON.COM CORPORATE CREDIT**	**4,883.44**	3,779.81	0100030105 4301	MATERIALS AND SUPPLIES
			962.27	0100030509 4309	CUSTODIAL
			141.36	0100030540 4309	CUSTODIAL
U82V0514	**SONOVA USA INC**	**3,893.99**	3,893.99	0165000074 4410	EQUIP NO DEP $500-$4999
U82V0515	**U.S. BANK**	**2,391.39**	2,391.39	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
U82V0516	**CDW G INC**	**6,866.47**	4,915.50	0130100183 4343	COMP HRDWARE UNDER $500
			1,303.91	0130100183 4411	COMP HARDWRE NO DEP $500-$4999
			647.06	0130100183 5815	INTERNET RESOURCE
U82V0517	**CULVER-NEWLIN**	**9,543.63**	5,330.11	0167620048 4301	MATERIALS AND SUPPLIES
			4,213.52	0167620048 4410	EQUIP NO DEP $500-$4999
U82V0518	**LAKESHORE LEARNING MATERIALS**	**5,282.87**	2,732.69	0160530029 4301	MATERIALS AND SUPPLIES
			1,920.52	0160530029 4330	FURNITURE
			629.66	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0519	**CDW G INC**	**17,041.19**	17,041.19	0135500030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0520	**FLINN SCIENTIFIC INC**	**5,508.41**	5,508.41	0163000124 4410	EQUIP NO DEP $500-$4999
U82V0521	**MUSIC & ARTS CENTER**	**17,480.01**	5,871.27	0167620128 4301	MATERIALS AND SUPPLIES
			11,608.74	0167620128 4410	EQUIP NO DEP $500-$4999
U82V0522	**CULVER-NEWLIN**	**13,253.39**	430.13	0167620058 4301	MATERIALS AND SUPPLIES
			4,932.90	0167620058 4410	EQUIP NO DEP $500-$4999
			6,202.83	0167700015 4301	MATERIALS AND SUPPLIES
			1,687.53	0167700015 4410	EQUIP NO DEP $500-$4999
2V0523	**AMAZON.COM CORPORATE CREDIT**	**23,945.92**	12,589.81	0100040582 4343	COMP HRDWARE UNDER $500
			11,356.11	0100040582 4411	COMP HARDWRE NO DEP $500-$4999
2V0524	**LAKESHORE LEARNING MATERIALS**	**5,282.87**	2,732.69	0160530029 4301	MATERIALS AND SUPPLIES
			1,920.52	0160530029 4330	FURNITURE

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U82V0524	***** CONTINUED *****				
			629.66	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0525	**LAKESHORE LEARNING MATERIALS**	**5,282.87**	2,732.69	0160530029 4301	MATERIALS AND SUPPLIES
			1,920.52	0160530029 4330	FURNITURE
			629.66	0160530029 4410	EQUIP NO DEP $500-$4999
U82V0526	**AMAZON.COM CORPORATE CREDIT**	**1,357.20**	379.54	0167620030 4343	COMP HRDWARE UNDER $500
			977.66	0167620030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0527	**AMAZON.COM CORPORATE CREDIT**	**7,570.70**	2,086.37	0167620030 4343	COMP HRDWARE UNDER $500
			5,484.33	0167620030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0528	**U.S. BANK**	**35,170.91**	35,170.91	0167620030 4411	COMP HARDWRE NO DEP $500-$4999
U82V0529	**SOUTHWEST SCHOOL & OFFICE SUPP**	**2,733.98**	66.69	0100030286 4301	MATERIALS AND SUPPLIES
			2,667.29	0100030286 4410	EQUIP NO DEP $500-$4999
U82V0530	**VISUAL EDGE IT INC**	**2,122.25**	2,122.25	0100030049 4410	EQUIP NO DEP $500-$4999
	Fund 01 Total:	**10,194,103.34**	**10,177,999.14**		

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82C0846	TIME & ALARM SYSTEMS	3,380.00	3,380.00	1290610062 6274	OTHER CONSTRUCTION
U82C0850	JOHNSON LANDSCAPES	14,273.85	14,273.85	1290610064 6274	OTHER CONSTRUCTION
U82C0867	JM JUSTUS FENCE COMPANY	12,100.00	12,100.00	1290610064 6274	OTHER CONSTRUCTION
U82C0887	OC SAFETY INC	1,820.00	70.00	1250250010 5810	PROFESSIONAL/CONSULTING SRV.
			280.00	1261050003 5810	PROFESSIONAL/CONSULTING SRV.
			1,470.00	1290620002 5810	PROFESSIONAL/CONSULTING SRV.
U82C0895	IRONWOOD PLUMBING INC	37,250.00	37,250.00	1290610063 6274	OTHER CONSTRUCTION
U82P4028	REFRIGERATION SUPPLIES DIST	1,590.40	1,590.40	1290610074 4313	MAINTENANCE
U82P4068	SUNBURST WINDOW COVERINGS	874.35	874.35	1250250012 4301	MATERIALS AND SUPPLIES
U82P4076	GEORGE BRYANT CONSTRUCTION INC	2,500.00	2,500.00	1290610062 6274	OTHER CONSTRUCTION
U82P4095	DEPARTMENT OF SOCIAL SERVICES	242.00	242.00	1261050004 5809	OTHER OPERATING EXPENDITURES
U82P4141	AMAZON.COM CORPORATE CREDIT	196.21	196.21	1290440012 4301	MATERIALS AND SUPPLIES
U82P4160	PRECISION DYNAMICS CORPORATION	455.05	455.05	1290610010 4301	MATERIALS AND SUPPLIES
U82P4180	AMAZON.COM CORPORATE CREDIT	108.41	108.41	1290620016 4301	MATERIALS AND SUPPLIES
U82P4220	AMAZON.COM CORPORATE CREDIT	97.86	97.86	1290620016 4301	MATERIALS AND SUPPLIES
U82P4222	AMAZON.COM CORPORATE CREDIT	103.28	40.51	1290620009 4301	MATERIALS AND SUPPLIES
U82P4293	GEORGE BRYANT CONSTRUCTION INC	6,200.00	6,200.00	1290610062 6274	OTHER CONSTRUCTION
U82P4328	AMAZON.COM CORPORATE CREDIT	232.05	11.61	1290620007 4301	MATERIALS AND SUPPLIES
U82P4341	TEACHING STRATEGIES LLC	110,141.68	110,141.68	1290620002 4210	BOOKS & REFERENCE MATERIALS
U82P4384	RAISING A READER	27,176.63	27,176.63	1261050003 4301	MATERIALS AND SUPPLIES
U82P4394	AMAZON.COM CORPORATE CREDIT	190.11	190.11	1290440015 4301	MATERIALS AND SUPPLIES
U82P4459	LAKESHORE LEARNING	930.74	930.74	1290440015 4301	MATERIALS AND SUPPLIES
U82P4463	LAKESHORE LEARNING	5,008.82	5,008.82	1290240009 4301	MATERIALS AND SUPPLIES
U82P4464	GOPHER SPORT	10,866.30	10,866.30	1290620002 4210	BOOKS & REFERENCE MATERIALS
U82P4569	GEORGE BRYANT CONSTRUCTION INC	4,100.00	4,100.00	1290610064 6280	CONSTRUCTION TESTING
U82P4608	GOPHER SPORT	2,635.08	526.38	1250250012 4210	BOOKS & REFERENCE MATERIALS
			2,108.70	1250250012 4410	EQUIP NO DEP $500-$4999
U82P4609	TEACHING STRATEGIES LLC	62,938.10	62,938.10	1261050003 4210	BOOKS & REFERENCE MATERIALS
U82P4639	GOPHER SPORT	21,732.60	4,341.30	1261050003 4210	BOOKS & REFERENCE MATERIALS
			17,391.30	1261050003 4410	EQUIP NO DEP $500-$4999
U82V0510	LAKESHORE LEARNING	1,519.78	324.62	1290240009 4301	MATERIALS AND SUPPLIES
			1,195.16	1290240009 4410	EQUIP NO DEP $500-$4999
	Fund 12 Total:	**328,663.30**	**328,380.09**		

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U82N0084	**AMAZON.COM CORPORATE CREDIT**	**155.07**	155.07	1353100015 4308	OFFICE SUPPLIES
U82N0085	**AMAZON.COM CORPORATE CREDIT**	**20.31**	20.31	1353100015 4308	OFFICE SUPPLIES
U82N0086	**SOUTHERN CALIFORNIA NEWS GROUP**	**1,911.46**	1,911.46	1353100015 5806	ADVERTISEMENT EXPENSE
U82N0087	**M2 IMAGE SOLUTIONS INC**	**516.56**	516.56	1353100015 4308	OFFICE SUPPLIES
U82N0088	**EAST BAY RESTAURANT SUPPLY**	**57.10**	57.10	1353100015 4344	KITCHEN EQUIP UNDER $500
U82N0089	**AMAZON.COM CORPORATE CREDIT**	**18.31**	18.31	1353100015 4308	OFFICE SUPPLIES
U82N0090	**M2 IMAGE SOLUTIONS INC**	**1,211.48**	1,211.48	1353100015 4308	OFFICE SUPPLIES
U82V0456	**ARROW RESTAURANT EQUIPMENT**	**10,387.98**	4,452.23	1353100015 4410	EQUIP NO DEP $500-$4999
			5,935.75	1353100015 6430	FOOD SERV. EQUIPMENT
U82V0457	**COMMERCIAL VAN INTERIORS LLC**	**2,961.95**	2,961.95	1353100015 4410	EQUIP NO DEP $500-$4999
U82V0464	**ACTION SALES**	**3,401.71**	432.83	1353100015 4344	KITCHEN EQUIP UNDER $500
			2,968.88	1353100015 4410	EQUIP NO DEP $500-$4999
U82V0491	**SYSCO**	**2,223.82**	546.76	1353100015 4344	KITCHEN EQUIP UNDER $500
			1,677.06	1353100015 4410	EQUIP NO DEP $500-$4999
	Fund 13 Total:	**22,865.75**	**22,865.75**		

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U82P4070	**DIVISION OF THE STATE ARCHITEC**	**1,461.33**	1,461.33	1402030003 6220	DSA FEES
	Fund 14 Total:	**1,461.33**	**1,461.33**		

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82C0842	**MICHAEL BAKER INTERNATIONAL IN**	**10,000.00**	500.00	2592560009 6250	OTHER COSTS-PLANNING
			1,000.00	2592560013 6250	OTHER COSTS-PLANNING
			1,000.00	2592560014 6250	OTHER COSTS-PLANNING
U82C0843	**KNOWLAND CONSTRUCTION SERVICES**	**17,640.00**	17,640.00	2592560014 6290	INSPECTIONS
U82C0844	**KNOWLAND CONSTRUCTION SERVICES**	**17,640.00**	17,640.00	2592560013 6290	INSPECTIONS
U82C0860	**NEW DIMENSION GEN CONSTRUCTION**	**398,000.00**	323,000.00	2592560009 6270	MAIN BUIDLING CONTRACTOR
			75,000.00	2592560009 6279	CONSTRUCTION/CHANGE ORDER
U82C0861	**NEW DIMENSION GEN CONSTRUCTION**	**491,000.00**	416,000.00	2592560013 6270	MAIN BUIDLING CONTRACTOR
			75,000.00	2592560013 6279	CONSTRUCTION/CHANGE ORDER
U82C0862	**NEW DIMENSION GEN CONSTRUCTION**	**521,000.00**	75,000.00	2592560013 6279	CONSTRUCTION/CHANGE ORDER
			446,000.00	2592560014 6270	MAIN BUIDLING CONTRACTOR
U82C0880	**IRONWOOD PLUMBING INC**	**4,880.00**	4,880.00	2592650004 6274	OTHER CONSTRUCTION
U82P4092	**WATER AND WIFI LLC**	**25,104.15**	12,552.08	2592470039 6170	LAND IMPROVEMENTS
U82P4273	**WATER AND WIFI LLC**	**214.02**	214.02	2592650009 6274	OTHER CONSTRUCTION
U82P4274	**WATER AND WIFI LLC**	**321.03**	321.03	2592650009 6274	OTHER CONSTRUCTION
U82P4303	**KVA CONSTRUCTION MANAGAMENT &**	**15,720.00**	15,720.00	2592560009 6290	INSPECTIONS
	Fund 25 Total:	**1,501,519.20**	**1,481,467.13**		

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U82C0842	**MICHAEL BAKER INTERNATIONAL IN**	**10,000.00**	1,000.00	4592610061 6250	OTHER COSTS-PLANNING
U82C0845	**STUDIO PLUS ARCHITECTURE CORP**	**97,000.00**	79,500.00	4592610063 6210	ARCHITECT/ENGINEERING FEES
			500.00	4592610063 6211	REIMBURSABLE COST ITEMS
			17,000.00	4592610063 6219	ARCH/ENGINEERING/CHANGE ORDER
U82C0854	**PRODUCTION ACCESS GROUP INC.**	**96,778.35**	96,778.35	4592610067 6270	MAIN BUIDLING CONTRACTOR
U82P4563	**VECTOR ENVIRONMENTAL CONSULTIN**	**1,500.00**	1,500.00	4592610061 6280	CONSTRUCTION TESTING
U82P4576	**GUIDA**	**6,532.00**	6,532.00	4592610063 6290	INSPECTIONS
U82P4673	**SOUTHERN CALIFORNIA NEWS GROUP**	**3,323.01**	3,323.01	4592610061 5806	ADVERTISEMENT EXPENSE
U82P4688	**DIVISION OF THE STATE ARCHITEC**	**800.00**	800.00	4592610068 6220	DSA FEES
	Fund 45 Total:	**215,933.36**	**206,933.36**		

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
U82P4604	**AMAZON.COM CORPORATE CREDIT**	**220.62**	220.62	6900040002 4308	OFFICE SUPPLIES
	Fund 69 Total:	**220.62**	**220.62**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/17/2025 **FROM 04/20/2025 TO 05/31/2025**

PO NUMBER	VENDOR		PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
		Total Account Amount:		**12,219,327.42**		

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

REPORT OF WARRANT TOTALS ISSUED

Background

Expenditures (April 20, 2025 through May 31, 2025)	$11,918,700.65
Payroll Registers	$37,211,819.36
Total	$49,130,520.01

Administrator
Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
June 17, 2025

Check Numbers: 274203 - 275537

Approve Expenditures April 20,2025 through May 31,2025

General	Fund 0101	$ 6,021,706.35	
Special Education Pass Through	Fund 1010	$ 460,110.74	
Child Development	Fund 1212	$ 363,772.48	
Cafeteria	Fund 1313	$ 477,020.23	
Deferred Maintenance	Fund 1414	$ 53,877.71	
Capital Facilities Fund/2525	Fund 2525	$ 25,591.15	
Capital Facilities/2545	Fund 2545	$ 207,204.29	
School Facilities Fund Prop 47/3539	Fund 3539	$ 0.00	
Special Reserve	Fund 4040	$ 7,954.37	
Insurance - Workers Comp	Fund 6768	$ 403,204.52	
Insurance - Health & Welfare	Fund 6769	$ 3,882,798.91	
Insurance - Property Loss	Fund 6770	$ 15,459.90	
Total Expenditures:			$11,918,700.65

Payroll Registers:

Certificated	10A	$15,409,811.70
Classified	10B	$ 6,496,931.32
Certificated	11A	$15,305,076.34
Total Payroll Registers:		$37,211,819.36

PLACENTIA USD
Consolidated Check Register w. Account
from 4/20/2025 to 5/31/2025

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274203	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/21/25		MW	0101-2600-0-5110-1110-1000-670	12,979.60
82	00274204	V8214198	AMERICAN PRINT CONSULTANTS LLC	04/21/25		MW	0101-0003-0-4301-1110-1000-100	144.00
82	00274205	V8200185	ARBOR SCIENTIFIC	04/21/25		MW	0101-0003-0-4301-1110-1000-100	577.00
82	00274206	V8214325	EDUCATORS.COOP	04/21/25		MW	0101-6388-0-4301-3800-1000-646	598.13
82	00274207	V8210315	FAIRMONT ELEMENTARY SCHOOL PTA	04/21/25		MW	0101-0008-0-5808-0000-8200-111	16,291.00
82	00274208	V8200224	CITY OF ANAHEIM	04/22/25		MW	0101-0001-0-5540-1110-8200-990	10,070.37
82	00274208	V8200224	CITY OF ANAHEIM	04/22/25		MW	0101-0001-0-5550-1110-8200-990	1,312.91
82	00274209	V8214485	CRLA YORBA LINDA	04/22/25		MW	0101-0000-0-8096-0000-0000-000	110,286.00
82	00274210	V8214626	PEAC SOLUTIONS	04/22/25		MW	0101-0003-0-5640-1110-1000-140	681.72
82	00274210	V8214626	PEAC SOLUTIONS	04/22/25		MW	0101-0003-0-5640-1110-1000-360	287.84
82	00274210	V8214626	PEAC SOLUTIONS	04/22/25		MW	0101-0004-0-5640-0000-7530-830	107.45
82	00274211	V8206754	SCHOOL SPECIALTY LLC	04/22/25		MW	0101-6300-0-4301-1110-1000-635	1,778.82
82	00274212	V8203736	SHAR PRODUCTS	04/22/25		MW	0101-6762-0-4301-1110-1000-621	0.00
82	00274212	V8203736	SHAR PRODUCTS	04/22/25		MW	0101-6762-0-4410-1110-1000-621	14,096.46
82	00274213	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/22/25		MW	0101-0791-0-4301-1110-1000-110	425.67
82	00274214	V8211268	SOUTHWEST STRINGS	04/22/25		MW	0101-6762-0-4301-1110-1000-390	308.90
82	00274214	V8211268	SOUTHWEST STRINGS	04/22/25		MW	0101-6762-0-4410-1110-1000-390	1,032.10
82	00274214	V8211268	SOUTHWEST STRINGS	04/22/25		MW	0101-6762-0-4301-1110-1000-621	44.37
82	00274214	V8211268	SOUTHWEST STRINGS	04/22/25		MW	0101-6762-0-4410-1110-1000-621	795.50
82	00274214	V8211268	SOUTHWEST STRINGS	04/22/25		MW	0101-6762-0-4301-1110-1000-621	6,779.09
82	00274215	V8207529	STEVE WEISS MUSIC INC	04/22/25		MW	0101-6762-0-4301-1110-1000-621	552.61
82	00274216	V8200463	STUDENT TRANSPORTATION OF AMER	04/22/25		MW	0101-0723-0-5816-1110-3600-865	1,551.50
82	00274217	V8201006	SUPPLYMASTER INC	04/22/25		MW	0101-0003-0-4343-1110-1000-500	466.91
82	00274217	V8201006	SUPPLYMASTER INC	04/22/25		MW	0101-0003-0-4308-0000-2700-110	473.98
82	00274218	V8207148	THINK SOCIAL PUBLISHING INC	04/22/25		MW	0101-6500-0-4301-5770-1190-650	93.64
82	00274219	V8213748	TPRS BOOKS	04/22/25		MW	0101-0003-0-4210-1110-1000-200	51.00
82	00274220	V8201075	VERIZON WIRELESS	04/22/25		MW	0101-0720-0-5940-5001-3600-865	153.67
82	00274221	V8214042	VISUAL EDGE IT INC	04/22/25		MW	0101-0004-0-5660-0000-7530-830	9.19
82	00274221	V8214042	VISUAL EDGE IT INC	04/22/25		MW	0101-0004-0-5660-0000-7540-832	15.45
82	00274222	V8201132	YORBA LINDA WATER DISTRICT	04/22/25		MW	0101-0001-0-5550-1110-8200-990	5,072.02
82	00274223	V8214343	ZEN EDUCATE INC	04/22/25		MW	0101-2600-0-5110-1110-1000-670	5,634.10
	00274227	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/23/25		MW	0101-2600-0-5110-1110-1000-670	14,372.94
	00274227	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/23/25		MW	0101-6500-0-5151-5770-1180-650	12,859.54
	00274228	V8203559	AT & T	04/23/25		MW	0101-0001-0-5910-1110-8200-990	10,007.09
	00274229	E8200020	CASABA, ROBERT A	04/23/25		MW	0101-6010-0-5220-1110-2100-670	45.71
	00274230	V8214512	CHATTERBOXES	04/23/25		MW	0101-9108-0-5810-5770-1190-650	7,844.34
	00274231	V8210752	EMERALD COVE OUTDOOR SCIENCE I	04/23/25		MW	0101-9015-0-5812-1110-1000-330	55,555.04

PLACENTIA USD
Consolidated Check Register w. Account
from 4/20/2025 to 5/31/2025

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274232	E8204310	FIEN, SAMANTHA	04/23/25		MW	0101-0004-0-5220-1110-3140-705	53.06
82	00274233	E8200373	GIBBONS, BLANCA E	04/23/25		MW	0101-0791-0-5220-1110-2100-625	163.66
82	00274234	E8202875	HA, NANCY	04/23/25		MW	0101-6500-0-5220-5770-1190-650	108.36
82	00274235	V8200547	HOME DEPOT	04/23/25		MW	0101-0004-0-4343-1110-1000-810	312.91
82	00274235	V8200547	HOME DEPOT	04/23/25		MW	0101-8150-0-4313-0000-8110-850	1,435.23
82	00274236	V8204888	HOME DEPOT	04/23/25		MW	0101-0003-0-4301-1110-1000-140	19.51
82	00274237	E8203131	HOMSTAD, MATTHEW S	04/23/25		MW	0101-6300-0-4301-1110-1000-685	85.91
82	00274238	V8213701	INTERNATIONAL HOUSE OF MUSIC I	04/23/25		MW	0101-6500-0-5220-5750-1130-650	151.20
82	00274238	V8213701	INTERNATIONAL HOUSE OF MUSIC I	04/23/25		MW	0101-6762-0-4410-1110-1000-621	4,121.63
82	00274239	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/23/25		MW	0101-6500-0-5660-5001-2100-650	15.53
82	00274240	E8204314	MAMROT, KERRY	04/23/25		MW	0101-6500-0-5240-5050-2100-650	155.73
82	00274241	E8203595	MASONE, JULIE	04/23/25		MW	0101-9017-0-4301-1110-1000-220	166.83
82	00274242	V8214638	MATBOSS LLC	04/23/25		MW	0101-6762-0-5815-1110-1000-130	599.00
82	00274243	V8206325	MUSIC THEATRE INTERNATIONAL	04/23/25		MW	0101-0003-0-4301-1110-1000-220	786.58
82	00274244	V8204527	MUSICIANS FRIEND	04/23/25		MW	0101-6762-0-4301-1110-1000-621	1,321.31
82	00274245	V8200764	ORANGE COUNTY DEPT OF ED	04/23/25		MW	0101-0791-0-5810-1110-1000-685	5,750.00
82	00274245	V8200764	ORANGE COUNTY DEPT OF ED	04/23/25		MW	0101-0791-0-5810-1110-1000-635	4,000.00
82	00274245	V8200764	ORANGE COUNTY DEPT OF ED	04/23/25		MW	0101-0004-0-5240-1110-2100-635	960.00
82	00274245	V8200764	ORANGE COUNTY DEPT OF ED	04/23/25		MW	0101-6500-0-5155-5750-1110-650	82,745.04
82	00274245	V8200764	ORANGE COUNTY DEPT OF ED	04/23/25		MW	0101-6500-0-5807-5001-2100-650	427.20
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0000-0-3353-0000-0000-000	755.27
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0000-0-3354-0000-0000-000	9,921.24
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0000-0-8699-0000-0000-000	3,703.97
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0003-0-4301-1110-1000-100	1,000.00
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0003-0-5809-1110-1000-110	243.96
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-0004-0-4343-1110-1000-810	17.00
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-9017-0-5816-1110-1000-330	238.00
82	00274246	V8200250	P Y L U S D	04/23/25		MW	0101-9017-0-5816-1110-1000-510	67.00
82	00274247	E8203478	PARIS, DANIELLE M	04/23/25		MW	0101-0791-0-5220-1110-1000-706	71.54
82	00274248	V8205966	PEARSON EDUCATION	04/23/25		MW	0101-6300-0-5815-1110-1000-640	6,240.00
82	00274248	V8205966	PEARSON EDUCATION	04/23/25		MW	0101-6500-0-4305-5770-1190-650	257.98
	00274249	E8204423	PEDRAZA JR, BALDWIN	04/23/25		MW	0101-0791-0-5240-1110-1000-706	38.00
	00274250	V8200247	PERMA BOUND	04/23/25		MW	0101-0003-0-4210-1110-1000-130	27.23
	00274250	V8200247	PERMA BOUND	04/23/25		MW	0101-0003-0-4210-1110-1000-240	127.02
	00274250	V8200247	PERMA BOUND	04/23/25		MW	0101-3010-0-4210-1110-1000-450	20.08
	00274251	E8200120	PIKE, PEYTON L	04/23/25		MW	0101-0791-0-5220-1110-1000-706	76.58
	00274252	V8211710	PITSCO EDUCATION LLC	04/23/25		MW	0101-9017-0-4301-1110-1000-230	498.78

PLACENTIA USD
Consolidated Check Register w. Account
from 4/20/2025 to 5/31/2025

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274253	V8212353	PRODUCTION ACCESS GROUP LLC	04/23/25		MW	0101-0008-0-4301-0000-8200-805	8,364.92
82	00274254	V8214252	READY AMERICA INC	04/23/25		MW	0101-0004-0-4301-1110-1000-706	798.90
82	00274255	V8200921	SCHOOL HEALTH CORP	04/23/25		MW	0101-0004-0-5660-1110-3140-705	1,536.19
82	00274256	V8211700	SOCCER 2 FUTBOL	04/23/25		MW	0101-6762-0-4301-1110-1000-130	1,036.80
82	00274257	V8208251	STEWART SIGNS	04/23/25		MW	0101-8150-0-4410-0000-8110-450	1,773.00
82	00274258	V8200346	TRANSPORTATION CHARTER SERVICE	04/23/25		MW	0101-0723-0-5816-1110-3600-865	1,247.00
82	00274259	E8204074	VANDERHOOK, APRIL	04/23/25		MW	0101-9017-0-4301-1110-1000-130	441.93
82	00274260	V8214042	VISUAL EDGE IT INC	04/23/25		MW	0101-0003-0-5660-1110-1000-250	349.90
82	00274261	V8214343	ZEN EDUCATE INC	04/23/25		MW	0101-2600-0-5110-1110-1000-670	5,518.25
82	00274268	V8200080	ABLE NET INC	04/24/25		MW	0101-6500-0-4301-5750-1190-650	288.19
82	00274269	V8207366	AUGUSTIN EGELSEE LLP	04/24/25		MW	0101-6500-0-5812-5001-2100-650	16,000.00
82	00274270	V8205929	AVID CENTER	04/24/25		MW	0101-0003-0-5240-1110-1000-410	2,100.00
82	00274271	E8201241	CASTILLO, YESENIA D	04/24/25		MW	0101-0791-0-5240-1110-1000-100	142.44
82	00274272	V8200224	CITY OF ANAHEIM	04/24/25		MW	0101-0001-0-5540-1110-8200-990	55,210.77
82	00274272	V8200224	CITY OF ANAHEIM	04/24/25		MW	0101-0001-0-5550-1110-8200-990	12,587.81
82	00274273	V8200304	COLONIAL CHESTERFIELD AT RILEY	04/24/25		MW	0101-9017-0-5816-1110-1000-350	506.00
82	00274274	V8200367	GOLDEN STATE PAVING CO INC	04/24/25		MW	0101-8150-0-5690-0000-8110-110	21,945.00
82	00274275	V8203675	HAL LEONARD CORP	04/24/25		MW	0101-6770-0-4301-1110-1000-230	2,016.88
82	00274276	V8213641	HANNA INTERPRETING SERVICES LL	04/24/25		MW	0101-6500-0-5810-5760-1110-650	5,291.25
82	00274277	V8208315	HARBOTTLE LAW GROUP	04/24/25		MW	0101-6500-0-5807-5001-2100-650	12,161.50
82	00274278	V8210148	JM JUSTUS FENCE COMPANY	04/24/25		MW	0101-2600-0-6274-0000-8500-430	4,775.00
82	00274278	V8210148	JM JUSTUS FENCE COMPANY	04/24/25		MW	0101-8150-0-5690-0000-8110-140	7,910.00
82	00274279	V8203582	MIRACLE RECREATION EQUIP CO	04/24/25		MW	0101-2600-0-6490-0000-8500-320	23,203.81
82	00274280	V8213850	OLIVE CREST ACADEMY	04/24/25		MW	0101-6500-0-5150-5750-1180-650	6,389.05
82	00274280	V8213850	OLIVE CREST ACADEMY	04/24/25		MW	0101-6500-0-5851-5001-3600-650	1,387.80
82	00274281	V8200764	ORANGE COUNTY DEPT OF ED	04/24/25		MW	0101-9017-0-5816-1110-1000-480	1,046.25
82	00274282	V8205804	ORTCO INC	04/24/25		MW	0101-2600-0-6274-0000-8500-430	4,500.00
82	00274282	V8205804	ORTCO INC	04/24/25		MW	0101-8150-0-5690-0000-8110-380	2,500.00
82	00274282	V8205804	ORTCO INC	04/24/25		MW	0101-8150-0-5690-0000-8110-420	4,100.00
82	00274283	V8208514	PRETEND CITY CHILDRENS MUSEUM	04/24/25		MW	0101-9017-0-5816-1110-1000-530	756.00
82	00274284	V8213766	ROSE DRIVE ELEMENTARY PTA	04/24/25		MW	0101-0008-0-5808-0000-8200-111	10,032.00
	00274285	E8204391	SAGALIEV, ELLEN	04/24/25		MW	0101-0003-0-4301-1110-1000-140	29.73
	00274286	V8200932	SECO ELECTRIC & LIGHTING	04/24/25		MW	0101-2600-0-6270-0000-8500-430	7,065.29
	00274287	V8214249	SKC COMPANY	04/24/25		MW	0101-2600-0-6270-0000-8500-430	44,646.23
	00274287	V8214249	SKC COMPANY	04/24/25		MW	0101-2600-0-6279-0000-8500-430	3,488.17
	00274288	V8210712	SO CAL GRAD	04/24/25		MW	0101-0003-0-4301-1110-1000-140	131.89
	00274289	V8211143	SOLIANT HEALTH LLC	04/24/25		MW	0101-6500-0-5151-5770-1190-650	8,320.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/20/2025 to 5/31/2025

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-200	195.71
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-200	100.90
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-340	54.65
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-360	17.84
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-490	149.76
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4301-1110-1000-510	24.20
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-0003-0-4308-0000-2700-200	72.59
82	00274290	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/24/25		MW	0101-6762-0-4301-1110-1000-360	27.41
82	00274291	V8209170	STARFALL EDUCATION	04/24/25		MW	0101-9017-0-5815-1110-1000-480	355.00
82	00274292	V8201006	SUPPLYMASTER INC	04/24/25		MW	0101-0003-0-4301-1110-1000-140	3,049.04
82	00274292	V8201006	SUPPLYMASTER INC	04/24/25		MW	0101-0003-0-4301-1110-1000-320	230.87
82	00274293	V8206405	TANAKA FARMS	04/24/25		MW	0101-9017-0-5816-1110-1000-490	1,332.00
82	00274294	V8214193	THE SPEECH PATHOLOGY GROUP INC	04/24/25		MW	0101-9108-0-5151-5770-1190-650	25,015.66
82	00274295	V8213643	THE STEPPING STONES GROUP LLC	04/24/25		MW	0101-9108-0-5810-5770-1190-650	18,135.60
82	00274296	V8201989	UNIVERSITY TRAINING CENTER INC	04/24/25		MW	0101-0004-0-5810-1110-1000-636	1,700.00
82	00274297	V8214042	VISUAL EDGE IT INC	04/24/25		MW	0101-0003-0-5660-1110-1000-140	11.84
82	00274297	V8214042	VISUAL EDGE IT INC	04/24/25		MW	0101-0003-0-5660-1110-1000-500	170.40
82	00274297	V8214042	VISUAL EDGE IT INC	04/24/25		MW	0101-0004-0-5660-0000-7551-833	8.17
82	00274298	V8214343	ZEN EDUCATE INC	04/24/25		MW	0101-6500-0-5151-5770-1180-650	14,855.84
82	00274310	V8200078	AARDVARK CLAY & SUPPLIES INC	04/25/25		MW	0101-0003-0-4301-1110-1000-110	911.76
82	00274311	E8203040	ALVAREZ, CYNTHIA	04/25/25		MW	0101-0791-0-4301-1110-1000-380	67.87
82	00274312	V8214416	ASCD	04/25/25		MW	0101-6500-0-5310-5050-2100-650	289.00
82	00274313	V8209673	BSN SPORTS LLC	04/25/25		MW	0101-0003-0-4301-1110-1000-110	985.04
82	00274313	V8209673	BSN SPORTS LLC	04/25/25		MW	0101-0004-0-4301-1110-1000-620	159.21
82	00274314	V8212180	CINTAS CORPORATION	04/25/25		MW	0101-0004-0-5640-0000-7540-832	86.32
82	00274315	V8213489	CONGRUENT LIVES INC.	04/25/25		MW	0101-6500-0-5851-5750-1180-650	14,700.00
82	00274316	V8200332	COSTCO WHOLESALE	04/25/25		MW	0101-0791-0-4301-1110-1000-100	365.29
82	00274317	V8212349	DREAMS FOR SCHOOLS	04/25/25		MW	0101-2600-0-5110-1110-1000-670	1,491.44
82	00274318	V8200438	FEDERAL EXPRESS	04/25/25		MW	0101-6500-0-5930-5001-2100-650	113.75
82	00274319	V8200444	FISHER SCIENTIFIC LLC	04/25/25		MW	0101-9017-0-4301-1110-1000-100	626.46
82	00274320	V8200493	GLASBY MAINTENANCE SUPPLY	04/25/25		MW	0101-0003-0-4309-1110-8200-220	961.42
	00274320	V8200493	GLASBY MAINTENANCE SUPPLY	04/25/25		MW	0101-0003-0-4309-1110-8200-250	1,414.38
	00274320	V8200493	GLASBY MAINTENANCE SUPPLY	04/25/25		MW	0101-0003-0-4309-1110-8200-440	1,159.43
	00274320	V8200493	GLASBY MAINTENANCE SUPPLY	04/25/25		MW	0101-0003-0-4309-1110-8200-441	405.20
	00274320	V8200493	GLASBY MAINTENANCE SUPPLY	04/25/25		MW	0101-0004-0-4313-0000-8210-840	4,067.23
	00274321	E8201239	GORDILLO, TONYA	04/25/25		MW	0101-0791-0-5240-1110-1000-706	38.00
	00274322	V8204932	J S EASTERDAY CONSTRUCTION INC	04/25/25		MW	0101-0003-0-6274-0000-8500-220	1,521.38

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82	00274323	E8204456	KUPENOV, ANA	04/25/25		MW	0101-0003-0-5220-1110-1000-110	24.08
82	00274324	V8206810	LAKESHORE LEARNING	04/25/25		MW	0101-2600-0-4301-1110-1000-670	251.54
82	00274324	V8206810	LAKESHORE LEARNING	04/25/25		MW	0101-3310-0-4301-5750-1190-650	259.90
82	00274325	V8210141	MUSIC & ARTS CENTER	04/25/25		MW	0101-6762-0-4301-1110-1000-621	179.74
82	00274326	V8207435	NATIONAL PEN	04/25/25		MW	0101-0791-0-4301-1110-1000-450	285.95
82	00274327	V8213236	NIGRO & NIGRO PC	04/25/25		MW	0101-0004-0-5803-0000-7191-815	20,800.00
82	00274328	E8204315	PARK, DANIEL	04/25/25		MW	0101-0001-0-5220-1110-1000-180	1.12
82	00274329	V8200247	PERMA BOUND	04/25/25		MW	0101-0003-0-4210-1110-1000-130	95.10
82	00274329	V8200247	PERMA BOUND	04/25/25		MW	0101-0003-0-4210-1110-1000-240	104.28
82	00274330	V8211658	SMART & FINAL	04/25/25		MW	0101-2600-0-4301-1110-1000-670	34.36
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-210	70.97
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-330	418.80
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-350	15.44
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-360	17.84
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-380	329.30
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-450	129.06
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-5750-1110-440	995.32
82	00274331	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-5001-2700-441	392.05
82	00274332	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-140	932.27
82	00274332	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-240	398.67
82	00274332	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-420	418.72
82	00274332	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4301-1110-1000-480	202.71
82	00274332	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/25/25		MW	0101-0003-0-4308-0000-2700-110	429.08
82	00274333	V8200558	STILLS, PAIGE	04/25/25		MW	0101-6762-0-5240-1110-1000-600	191.08
82	00274334	V8201006	SUPPLYMASTER INC	04/25/25		MW	0101-0003-0-4301-1110-1000-240	660.04
82	00274334	V8201006	SUPPLYMASTER INC	04/25/25		MW	0101-0003-0-4308-0000-2700-110	1,122.07
82	00274334	V8201006	SUPPLYMASTER INC	04/25/25		MW	0101-0003-0-4308-0000-2700-170	37.34
82	00274335	V8214470	THE CRAIG SCHOOL	04/25/25		MW	0101-6500-0-5150-5750-1180-650	11,176.67
82	00274336	V8214649	TROPHIES PLUS INC	04/25/25		MW	0101-0003-0-4301-1110-1000-100	20.00
82	00274337	V8214042	VISUAL EDGE IT INC	04/25/25		MW	0101-0003-0-5660-1110-1000-310	182.47
82	00274337	V8214042	VISUAL EDGE IT INC	04/25/25		MW	0101-0003-0-5660-1110-1000-330	34.84
	00274338	V8203700	WAYSIDE PUBLISHING	04/25/25		MW	0101-0003-0-4210-1110-1000-200	146.36
	00274339	V8213331	WEVIDEO INC	04/25/25		MW	0101-6500-0-5815-5001-2100-650	392.70
	00274346	V8211082	3D MOLECULAR DESIGNS LLC	04/28/25		MW	0101-0003-0-4301-1110-1000-110	67.43
	00274347	E8203040	ALVAREZ, CYNTHIA	04/28/25		MW	0101-0791-0-4338-1110-2495-380	49.87
	00274348	E8204457	ARROYO, STACHYS	04/28/25		MW	0101-4035-0-5240-1110-1000-635	151.62
	00274349	V8200267	CERTIFIED TRANS SERVICES INC	04/28/25		MW	0101-0723-0-5816-1110-3600-865	2,440.24

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82	00274350	E8204422	CHAPMAN, HANNAH	04/28/25		MW	0101-0791-0-4301-1110-1000-210	170.17
82	00274351	V8212180	CINTAS CORPORATION	04/28/25		MW	0101-0723-0-5560-5001-3600-865	191.59
82	00274352	V8210752	EMERALD COVE OUTDOOR SCIENCE I	04/28/25		MW	0101-9015-0-5816-1110-1000-220	25,179.30
82	00274353	V8213838	EVERDRIVEN TECHNOLOGIES	04/28/25		MW	0101-0720-0-5812-5001-3600-865	7,134.32
82	00274354	E8202840	FABRIZIO, DAVID	04/28/25		MW	0101-0723-0-5240-1110-3600-865	69.59
82	00274355	V8210119	FACTORY MOTOR PARTS	04/28/25		MW	0101-0004-0-4313-1110-8200-865	124.32
82	00274355	V8210119	FACTORY MOTOR PARTS	04/28/25		MW	0101-0720-0-4315-5001-3600-865	795.52
82	00274356	V8200446	FLEET SERVICES	04/28/25		MW	0101-0720-0-4315-5001-3600-865	965.35
82	00274357	V8208360	GOLD COAST TOURS	04/28/25		MW	0101-0723-0-5816-1110-3600-865	32,249.00
82	00274358	V8211238	HIGGINSON ARCHITECTS INC	04/28/25		MW	0101-2600-0-6210-0000-8500-855	1,680.00
82	00274359	V8200542	HIRSCH PIPE & SUPPLY CO	04/28/25		MW	0101-8150-0-4410-0000-8110-140	2,494.30
82	00274360	V8200547	HOME DEPOT	04/28/25		MW	0101-9017-0-4301-1110-1000-110	477.09
82	00274361	V8202138	I & B FLOORING	04/28/25		MW	0101-8150-0-5690-0000-8110-490	879.58
82	00274362	V8214547	ICS SERVICE	04/28/25		MW	0101-8150-0-5670-0000-8110-220	47.00
82	00274363	V8200561	IMPERIAL SPRINKLER SUPPLY INC	04/28/25		MW	0101-0004-0-4313-0000-8220-845	311.62
82	00274364	V8213701	INTERNATIONAL HOUSE OF MUSIC I	04/28/25		MW	0101-6762-0-4410-1110-1000-621	4,121.63
82	00274365	V8213672	IRONWOOD PLUMBING INC	04/28/25		MW	0101-8150-0-5670-0000-8110-850	350.00
82	00274366	V8200579	J W PEPPER OF LOS ANGELES	04/28/25		MW	0101-0003-0-4301-1110-1000-100	99.99
82	00274366	V8200579	J W PEPPER OF LOS ANGELES	04/28/25		MW	0101-6770-0-4301-1110-1000-100	112.00
82	00274367	V8209845	JACKSON'S AUTO SUPPLY	04/28/25		MW	0101-0720-0-4315-5001-3600-865	359.48
82	00274368	V8205640	KNOWLAND CONSTRUCTION SERVICES	04/28/25		MW	0101-2600-0-6299-0000-8500-310	2,310.00
82	00274368	V8205640	KNOWLAND CONSTRUCTION SERVICES	04/28/25		MW	0101-2600-0-6299-0000-8500-430	1,470.00
82	00274369	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/28/25		MW	0101-0003-0-5660-1110-1000-430	491.74
82	00274370	V8207399	KUTA SOFTWARE	04/28/25		MW	0101-0003-0-5815-1110-1000-100	552.00
82	00274371	V8206810	LAKESHORE LEARNING	04/28/25		MW	0101-2600-0-4301-1110-1000-670	50.61
82	00274372	E8204458	MARGARIT, AMANDA	04/28/25		MW	0101-6500-0-5220-5750-1130-650	151.20
82	00274373	E8203595	MASONE, JULIE	04/28/25		MW	0101-9017-0-4301-1110-1000-220	86.37
82	00274374	V8211731	MCKINLEY ELEVATOR CORP	04/28/25		MW	0101-8150-0-5670-0000-8110-850	450.00
82	00274375	V8203582	MIRACLE RECREATION EQUIP CO	04/28/25		MW	0101-2600-0-6490-0000-8500-320	1,221.25
82	00274376	V8200723	N O C R O P	04/28/25		MW	0101-0000-0-7143-0000-9200-990	214,382.00
82	00274376	V8200723	N O C R O P	04/28/25		MW	0101-6387-0-7143-3800-9200-646	24,500.80
	00274377	V8214445	OPTIMUM ENERGY DESIGN LLC	04/28/25		MW	0101-6762-0-6210-0000-8500-110	3,400.00
	00274377	V8214445	OPTIMUM ENERGY DESIGN LLC	04/28/25		MW	0101-6762-0-6210-0000-8500-100	3,400.00
	00274378	V8207666	PEST OPTIONS INC	04/28/25		MW	0101-0004-0-5670-0000-8210-840	2,029.03
	00274379	V8212960	PEST SCIENCE LLC	04/28/25		MW	0101-8150-0-5670-0000-8110-850	4,919.24
	00274380	V8211718	PINNACLE PETROLEUM	04/28/25		MW	0101-0723-0-9322-0000-0000-000	28,498.67
	00274381	V8200834	POWERSTRIDE BATTERY CO INC	04/28/25		MW	0101-0004-0-4313-1110-8200-865	837.18

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82	00274381	V8200834	POWERSTRIDE BATTERY CO INC	04/28/25		MW	0101-0720-0-4315-5001-3600-865	247.14
82	00274382	V8211590	PRO LINE GYM FLOORS	04/28/25		MW	0101-8150-0-5690-0000-8110-100	750.00
82	00274383	V8211214	RAINMASTER IRRIGATION SYSTEMS	04/28/25		MW	0101-0004-0-5670-0000-8220-845	3,204.40
82	00274384	V8200932	SECO ELECTRIC & LIGHTING	04/28/25		MW	0101-2600-0-6270-0000-8500-430	1,782.01
82	00274384	V8200932	SECO ELECTRIC & LIGHTING	04/28/25		MW	0101-8150-0-4313-0000-8110-850	657.26
82	00274384	V8200932	SECO ELECTRIC & LIGHTING	04/28/25		MW	0101-8150-0-5690-0000-8110-850	231.25
82	00274385	V8211126	SENECA FAMILY OF AGENCIES	04/28/25		MW	0101-6500-0-5851-5750-1180-650	3,947.04
82	00274386	V8210222	SINGER MUSIC	04/28/25		MW	0101-6762-0-4410-1110-1000-390	2,827.46
82	00274386	V8210222	SINGER MUSIC	04/28/25		MW	0101-6770-0-4410-1110-1000-380	2,585.96
82	00274387	V8211658	SMART & FINAL	04/28/25		MW	0101-9017-0-4301-1110-1000-230	55.25
82	00274388	V8200954	SO CALIF EDISON CO	04/28/25		MW	0101-0001-0-5540-1110-8200-990	68.68
82	00274389	V8200955	SO CALIF GAS CO	04/28/25		MW	0101-0001-0-5530-1110-8200-990	649.50
82	00274390	V8200955	SO CALIF GAS CO	04/28/25		MW	0101-0723-0-4348-1110-3600-865	13.00
82	00274391	V8200709	SONOVA USA INC	04/28/25		MW	0101-6500-0-5690-5750-1190-650	7,395.00
82	00274392	V8205750	SOURCE GRAPHICS	04/28/25		MW	0101-0004-0-4308-0000-7550-831	1,272.39
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-0003-0-4301-1110-1000-100	273.31
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-0003-0-4301-1110-1000-400	131.85
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-0004-0-4308-1110-1000-706	76.13
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-2600-0-4301-1110-1000-670	675.43
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-3310-0-4301-5770-1120-650	262.10
82	00274393	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-3310-0-4308-5001-2100-650	74.28
82	00274394	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-2600-0-4301-1110-1000-625	1,803.96
82	00274394	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/28/25		MW	0101-2600-0-4308-1110-1000-625	183.19
82	00274395	V8211268	SOUTHWEST STRINGS	04/28/25		MW	0101-6762-0-4301-1110-1000-621	947.38
82	00274396	V8207529	STEVE WEISS MUSIC INC	04/28/25		MW	0101-6762-0-4301-1110-1000-621	194.55
82	00274397	V8206263	SUPER SIGNMART	04/28/25		MW	0101-0004-0-4308-0000-7550-831	2,028.60
82	00274398	V8201006	SUPPLYMASTER INC	04/28/25		MW	0101-0003-0-4301-1110-1000-210	95.08
82	00274398	V8201006	SUPPLYMASTER INC	04/28/25		MW	0101-0003-0-4308-0000-2700-500	538.30
82	00274398	V8201006	SUPPLYMASTER INC	04/28/25		MW	0101-3310-0-4301-5750-1130-650	345.69
82	00274399	V8201030	TIME & ALARM SYSTEMS	04/28/25		MW	0101-2600-0-6274-0000-8500-310	8,393.25
82	00274399	V8201030	TIME & ALARM SYSTEMS	04/28/25		MW	0101-2600-0-6274-0000-8500-430	12,778.07
	00274400	V8209344	TRILLIUM USA COMPANY	04/28/25		MW	0101-0723-0-4348-1110-3600-865	10,649.34
	00274401	V8213491	TWIG EDUCATION INC.	04/28/25		MW	0101-6300-0-4301-1110-1000-635	4,404.48
	00274402	V8214522	UNITED BEHAVIOR CONSULTANTS	04/28/25		MW	0101-6500-0-5810-5750-1000-650	500.00
	00274403	V8214042	VISUAL EDGE IT INC	04/28/25		MW	0101-0003-0-5660-1110-1000-100	5,086.97
	00274404	E8202005	VOLLAND-CHAPLUK, MARY R	04/28/25		MW	0101-9017-0-4301-1110-1000-230	25.64
	00274405	V8214303	WELLS FARGO BANK N.A.	04/28/25		MW	0101-0003-0-5640-1110-1000-170	157.68

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82	00274406	V8214007	WIRTH GAS EQUIPMENT INC	04/28/25		MW	0101-8150-0-5660-0000-8110-850	2,200.00
82	00274407	V8201132	YORBA LINDA WATER DISTRICT	04/28/25		MW	0101-0001-0-5550-1110-8200-990	3,806.91
82	00274413	V8210792	APRINTIS INC	04/29/25		MW	0101-0003-0-4301-1110-1000-130	639.00
82	00274414	V8200146	ATKINSON ANDEL LOYA RUUD & ROM	04/29/25		MW	0101-0001-0-5807-0000-7200-990	57,704.63
82	00274415	V8205929	AVID CENTER	04/29/25		MW	0101-9017-0-5240-1110-1000-410	1,050.00
82	00274416	V8200161	B & M LAWN & GARDEN CENTER	04/29/25		MW	0101-0004-0-4313-0000-8220-845	593.70
82	00274416	V8200161	B & M LAWN & GARDEN CENTER	04/29/25		MW	0101-0004-0-5660-0000-8220-845	3,854.08
82	00274417	E8203482	BOAZ, RODNEY	04/29/25		MW	0101-6387-0-5240-3800-1000-646	434.80
82	00274418	V8200266	CERTIFIED LABORATORIES	04/29/25		MW	0101-0720-0-4315-5001-3600-865	510.56
82	00274419	E8202725	COLE, MAURINE E	04/29/25		MW	0101-6500-0-5220-5770-1190-650	47.04
82	00274420	V8200332	COSTCO WHOLESALE	04/29/25		MW	0101-0003-0-4338-0000-2700-130	62.56
82	00274421	V8213119	COUNTRY CITY TOWING INC.	04/29/25		MW	0101-8150-0-5690-0000-8110-100	545.00
82	00274422	V8211534	CRAFTSMAN WOOD FIRED PIZZA	04/29/25		MW	0101-0003-0-4338-0000-2700-100	76.68
82	00274423	E8203409	CURRIER, LYNNETTE	04/29/25		MW	0101-0004-0-5220-1110-1000-706	9.52
82	00274424	E8203627	FANG, WEI	04/29/25		MW	0101-6762-0-5220-1110-1000-621	107.73
82	00274425	V8209770	FULLER ENGINEERING INC	04/29/25		MW	0101-8150-0-5670-0000-8110-850	1,270.20
82	00274426	V8201464	FULLERTON COLLEGE	04/29/25		MW	0101-0003-0-5640-0000-2700-110	1,080.00
82	00274427	V8200482	GANAHL LUMBER CO	04/29/25		MW	0101-8150-0-4313-0000-8110-850	8,449.23
82	00274428	V8200493	GLASBY MAINTENANCE SUPPLY	04/29/25		MW	0101-0004-0-4313-0000-8210-840	3,015.21
82	00274429	V8200957	GOLDEN STATE WATER COMPANY	04/29/25		MW	0101-0001-0-5550-1110-8200-990	71.21
82	00274430	V8208315	HARBOTTLE LAW GROUP	04/29/25		MW	0101-0004-0-5807-1110-2100-705	430.00
82	00274431	V8214623	HEATHER MIETHE WONG & GERRY WO	04/29/25		MW	0101-6500-0-5812-5001-2100-650	1,114.40
82	00274432	V8200542	HIRSCH PIPE & SUPPLY CO	04/29/25		MW	0101-8150-0-4313-0000-8110-850	1,034.56
82	00274433	V8200561	IMPERIAL SPRINKLER SUPPLY INC	04/29/25		MW	0101-0004-0-4313-0000-8220-845	45.50
82	00274434	V8213701	INTERNATIONAL HOUSE OF MUSIC I	04/29/25		MW	0101-6770-0-4301-1110-1000-100	661.20
82	00274435	V8213069	INTERQUEST GROUP INC	04/29/25		MW	0101-0004-0-5690-1110-1000-705	1,950.00
82	00274436	E8203755	IPPOLITO, JOHN	04/29/25		MW	0101-0723-0-5240-1110-3600-865	12.84
82	00274437	E8204386	JACK, TAMMY RAE	04/29/25		MW	0101-9017-0-4301-1110-1000-240	16.97
82	00274438	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/25		MW	0101-0004-0-5660-1110-3140-705	11.45
82	00274439	V8200626	LECTORUM PUBLICATIONS INC	04/29/25		MW	0101-0004-0-4301-1110-1000-635	188.85
82	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-0723-0-6250-0000-8500-865	1,000.00
	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-2600-0-6250-0000-8500-380	1,000.00
	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-2600-0-6250-0000-8500-510	500.00
	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-6762-0-6250-0000-8500-110	1,000.00
	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-6762-0-6250-0000-8500-100	1,980.00
	00274440	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	0101-7032-0-6250-0000-8500-835	1,000.00
	00274441	V8209775	NATIONAL SPORTS APPAREL LLC	04/29/25		MW	0101-6762-0-6490-1110-1000-130	7,485.39

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82	00274442	V8214445	OPTIMUM ENERGY DESIGN LLC	04/29/25		MW	0101-7032-0-6210-0000-8500-835	4,122.00
82	00274443	E8204251	PARLAPIANO, CHRIS	04/29/25		MW	0101-9017-0-4301-1110-1000-220	448.57
82	00274444	V8214626	PEAC SOLUTIONS	04/29/25		MW	0101-0003-0-5640-1110-1000-250	602.27
82	00274444	V8214626	PEAC SOLUTIONS	04/29/25		MW	0101-0003-0-5640-1110-1000-330	600.46
82	00274445	V8200247	PERMA BOUND	04/29/25		MW	0101-0791-0-4210-1110-2420-420	18.66
82	00274446	V8214613	PROFESSIONAL SAFE CRACKING	04/29/25		MW	0101-8150-0-5690-0000-8110-850	2,000.00
82	00274447	E8204391	SAGALIEV, ELLEN	04/29/25		MW	0101-0003-0-4301-1110-1000-140	33.87
82	00274448	V8200932	SECO ELECTRIC & LIGHTING	04/29/25		MW	0101-8150-0-5690-0000-8110-850	547.50
82	00274449	V8206958	SIERRA SCHOOL EQUIPMENT CO	04/29/25		MW	0101-6762-0-6270-0000-8500-210	28,500.00
82	00274450	V8211314	SITEONE LANDSCAPE SUPPLY LLC	04/29/25		MW	0101-0004-0-4313-0000-8220-845	2,499.59
82	00274451	V8200955	SO CALIF GAS CO	04/29/25		MW	0101-0001-0-5530-1110-8200-990	8,003.14
82	00274452	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/25		MW	0101-0003-0-4301-1110-1000-500	650.59
82	00274452	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/25		MW	0101-0003-0-4308-0000-2700-120	456.46
82	00274453	V8214247	TAO ROSSINI A PROFESSIONAL COR	04/29/25		MW	0101-0001-0-5807-0000-7200-990	2,437.50
82	00274454	V8207751	ULINE INC	04/29/25		MW	0101-0003-0-4301-1110-1000-100	155.65
82	00274454	V8207751	ULINE INC	04/29/25		MW	0101-6762-0-4301-1110-1000-621	565.72
82	00274455	V8213728	UNIVERSITY OF CALIFORNIA IRVIN	04/29/25		MW	0101-6266-0-5810-1110-1000-635	13,365.00
82	00274456	E8203836	WALTEMEYER, MADISON	04/29/25		MW	0101-3550-0-5240-3800-1000-646	300.59
82	00274457	V8214303	WELLS FARGO BANK N.A.	04/29/25		MW	0101-0004-0-5650-0000-7200-800	151.16
82	00274458	E8203784	WILSON, LENAE	04/29/25		MW	0101-0004-0-5220-1110-2100-635	28.28
82	00274459	V8201132	YORBA LINDA WATER DISTRICT	04/29/25		MW	0101-0001-0-5550-1110-8200-990	9,714.25
82	00274469	V8200074	A Z BUS SALES INC	05/02/25		MW	0101-0723-0-4315-1110-3600-865	1,177.56
82	00274470	V8211563	A-LINE INC CRANE RENTAL	05/02/25		MW	0101-8150-0-5640-0000-8110-850	2,075.00
82	00274471	V8211254	ALL CITY MANAGEMENT SERVICES I	05/02/25		MW	0101-0004-0-5809-1110-1000-865	45,459.89
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-100	8.53
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-130	331.62
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-140	38.25
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-140	725.63
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-210	105.48
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-240	316.21
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-240	147.28
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-310	29.36
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-350	72.62
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-360	43.49
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0003-0-4301-1110-1000-420	148.70
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0004-0-4301-1110-1000-810	64.16
	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0791-0-4210-1110-1000-360	74.99

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82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0791-0-4210-1110-1000-200	43.89
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-0791-0-4301-1110-1000-200	65.22
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-4127-0-4301-1110-1000-706	327.78
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6300-0-4301-1110-1000-635	38.75
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6387-0-4301-3800-1000-646	328.21
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6387-0-4410-3800-1000-646	847.15
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6500-0-4301-5770-1190-650	74.69
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6500-0-4301-5770-1110-650	90.25
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6762-0-4301-1110-1000-510	513.76
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6762-0-4301-1110-1000-530	6.51
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6762-0-4301-1110-1000-621	450.22
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-6770-0-4301-1110-1000-100	178.59
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-9017-0-4301-1110-1000-100	538.00
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-9017-0-4301-1110-1000-400	69.54
82	00274473	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	0101-9017-0-4301-1110-1000-240	250.30
82	00274474	V8213740	AMBASSADOR AUTOMOTIVE INC	05/02/25		MW	0101-0004-0-5690-1110-8200-865	4,453.80
82	00274475	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/02/25		MW	0101-2600-0-5110-1110-1000-670	857.93
82	00274476	V8201312	AQUARIUM OF THE PACIFIC	05/02/25		MW	0101-9017-0-5816-1110-1000-400	754.00
82	00274477	V8207089	BC TRAFFIC SPECIALIST	05/02/25		MW	0101-8150-0-4313-0000-8110-850	395.86
82	00274478	E8202105	BERESFORD, JULIA L	05/02/25		MW	0101-6500-0-5220-5770-1190-650	64.54
82	00274479	V8213802	BURNETT, MARK	05/02/25		MW	0101-9017-0-5810-1110-1000-240	400.00
82	00274480	E8200972	CABRERA, JOSE A	05/02/25		MW	0101-0004-0-5240-1110-2100-625	64.08
82	00274481	V8200009	CALIF WEEKLY EXPLORER INC	05/02/25		MW	0101-9017-0-5821-1110-1000-510	1,702.99
82	00274482	E8203064	CAMPUZANO, ERON	05/02/25		MW	0101-0003-0-4338-0000-2700-110	45.00
82	00274483	V8200267	CERTIFIED TRANS SERVICES INC	05/02/25		MW	0101-0723-0-5816-1110-3600-865	780.67
82	00274484	V8213392	CHEFS' TOYS LLC	05/02/25		MW	0101-3550-0-4301-3800-1000-646	6,098.81
82	00274484	V8213392	CHEFS' TOYS LLC	05/02/25		MW	0101-3550-0-4410-3800-1000-646	4,768.69
82	00274485	V8212180	CINTAS CORPORATION	05/02/25		MW	0101-0723-0-5560-5001-3600-865	191.59
82	00274485	V8212180	CINTAS CORPORATION	05/02/25		MW	0101-8150-0-5640-0000-8110-850	1,420.47
82	00274486	V8213262	CINTAS FIRST AID & SAFETY	05/02/25		MW	0101-0723-0-4317-1110-3600-865	530.33
82	00274487	V8206979	CITY OF FULLERTON	05/02/25		MW	0101-0001-0-5550-1110-8200-990	554.61
	00274488	V8201131	CITY OF YORBA LINDA	05/02/25		MW	0101-8150-0-5680-0000-8110-240	43,489.53
	00274488	V8201131	CITY OF YORBA LINDA	05/02/25		MW	0101-8150-0-5680-0000-8110-470	5,429.39
	00274489	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/02/25		MW	0101-0003-0-4301-1110-1000-330	176.00
	00274490	V8213826	CONVERT TEMP HVAC MECHANICAL S	05/02/25		MW	0101-8150-0-5690-0000-8110-340	6,892.00
	00274491	V8200332	COSTCO WHOLESALE	05/02/25		MW	0101-0791-0-4338-1110-2495-380	290.47
	00274492	V8200245	CVT RECYCLING	05/02/25		MW	0101-0004-0-5670-0000-8220-845	250.96

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82	00274493	V8207165	DIRECT DOOR & HARDWARE INC	05/02/25		MW	0101-8150-0-4313-0000-8110-850	269.54
82	00274494	V8208714	DS WATER OF AMERICA INC.	05/02/25		MW	0101-8150-0-5640-0000-8110-850	317.29
82	00274495	V8212152	EKC ENTERPRISES INC	05/02/25		MW	0101-2600-0-4343-1110-1000-670	5,388.98
82	00274496	E8202937	ESPINOZA, PATRICIA	05/02/25		MW	0101-0004-0-4308-0000-7300-815	46.00
82	00274497	V8213838	EVERDRIVEN TECHNOLOGIES	05/02/25		MW	0101-0720-0-5812-5001-3600-865	8,578.12
82	00274498	E8202840	FABRIZIO, DAVID	05/02/25		MW	0101-0723-0-5240-1110-3600-865	87.80
82	00274499	V8214442	FACILITRON INC	05/02/25		MW	0101-8150-0-5670-0000-8110-850	15,000.00
82	00274500	V8210119	FACTORY MOTOR PARTS	05/02/25		MW	0101-0004-0-4313-1110-8200-865	365.48
82	00274500	V8210119	FACTORY MOTOR PARTS	05/02/25		MW	0101-0720-0-4315-5001-3600-865	1,338.78
82	00274501	V8200438	FEDERAL EXPRESS	05/02/25		MW	0101-6500-0-5930-5001-2100-650	34.52
82	00274502	V8200446	FLEET SERVICES	05/02/25		MW	0101-0004-0-4313-1110-8200-865	869.60
82	00274502	V8200446	FLEET SERVICES	05/02/25		MW	0101-0720-0-4315-5001-3600-865	136.39
82	00274502	V8200446	FLEET SERVICES	05/02/25		MW	0101-0723-0-4315-1110-3600-865	463.69
82	00274503	E8203876	FOULADI, JENNIFER	05/02/25		MW	0101-0004-0-5220-1110-2100-635	47.18
82	00274504	V8200016	FOX MARKETING PRODUCTS	05/02/25		MW	0101-2600-0-4301-1110-1000-670	13,344.28
82	00274505	V8209770	FULLER ENGINEERING INC	05/02/25		MW	0101-8150-0-5670-0000-8110-850	4,174.11
82	00274506	E8201709	GANDY, JENELL	05/02/25		MW	0101-0791-0-5220-1110-1000-706	46.48
82	00274507	V8200486	GEARY PACIFIC SUPPLY	05/02/25		MW	0101-8150-0-4313-0000-8110-850	470.38
82	00274508	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/02/25		MW	0101-8150-0-5670-0000-8110-850	325.00
82	00274509	E8200373	GIBBONS, BLANCA E	05/02/25		MW	0101-0004-0-5240-1110-2100-625	22.54
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-100	663.41
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-110	4,689.52
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-130	2,271.83
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-170	1,421.58
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-200	1,258.33
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-240	456.72
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-380	2,780.65
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-410	380.40
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0003-0-4309-1110-8200-441	31.89
82	00274510	V8200493	GLASBY MAINTENANCE SUPPLY	05/02/25		MW	0101-0008-0-4309-0000-8210-805	212.63
82	00274511	V8208445	GOALS	05/02/25		MW	0101-2600-0-5110-1110-1000-670	48,792.54
	00274512	V8208360	GOLD COAST TOURS	05/02/25		MW	0101-0723-0-5816-1110-3600-865	1,073.50
	00274513	V8200957	GOLDEN STATE WATER COMPANY	05/02/25		MW	0101-0001-0-5550-1110-8200-990	57,487.88
	00274514	V8200957	GOLDEN STATE WATER COMPANY	05/02/25		MW	0101-0001-0-5550-1110-8200-990	1,091.42
	00274515	E8204153	GUIROLA, EMMA	05/02/25		MW	0101-6500-0-5220-5770-1190-650	52.01
	00274516	V8213641	HANNA INTERPRETING SERVICES LL	05/02/25		MW	0101-0004-0-5810-1110-2495-646	712.19
	00274517	V8200547	HOME DEPOT	05/02/25		MW	0101-0003-0-4309-1110-8200-110	223.39

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82	00274517	V8200547	HOME DEPOT	05/02/25		MW	0101-0004-0-4343-1110-1000-810	193.72
82	00274518	V8213269	HOULIHAN, PATRICIA K	05/02/25		MW	0101-6500-0-5810-5770-1190-650	480.00
82	00274519	V8210211	IMPERIAL BAND INSTRUMENTS	05/02/25		MW	0101-6762-0-5660-1110-1000-621	338.85
82	00274520	E8203755	IPPOLITO, JOHN	05/02/25		MW	0101-0723-0-5240-1110-3600-865	47.17
82	00274521	V8200579	J W PEPPER OF LOS ANGELES	05/02/25		MW	0101-6770-0-4301-1110-1000-100	1,256.00
82	00274522	V8213874	LAWSON PRODUCTS INC	05/02/25		MW	0101-0720-0-4315-5001-3600-865	219.02
82	00274523	E8203872	LUNA, KARINA	05/02/25		MW	0101-0791-0-5240-1110-1000-706	66.00
82	00274524	V8213445	NATOCI, KAREN O	05/02/25		MW	0101-6500-0-5810-5770-1190-650	537.50
82	00274525	V8200742	NICK RAIL MUSIC	05/02/25		MW	0101-6762-0-4301-1110-1000-621	475.18
82	00274526	V8214605	NOREGON SYSTEMS LLC	05/02/25		MW	0101-0723-0-4317-1110-3600-865	21.72
82	00274526	V8214605	NOREGON SYSTEMS LLC	05/02/25		MW	0101-0723-0-5815-1110-3600-865	2,444.38
82	00274527	V8214432	NULL EDUCATION SERVICES LLC	05/02/25		MW	0101-0791-0-5810-1110-1000-640	5,000.00
82	00274528	E8202883	OKUNO, MARTHA I	05/02/25		MW	0101-6500-0-5220-5770-1190-650	73.99
82	00274529	V8200764	ORANGE COUNTY DEPT OF ED	05/02/25		MW	0101-0720-0-5812-5001-3600-865	23,889.07
82	00274530	V8200793	PARADIGM HEALTHCARE SVCS	05/02/25		MW	0101-9108-0-5110-1110-2100-650	8,500.00
82	00274531	V8204752	PROFESSIONAL TUTORS OF AMERICA	05/02/25		MW	0101-6500-0-5151-5770-1190-650	582.00
82	00274532	E8203252	SALIBY, GEORGE B	05/02/25		MW	0101-0723-0-5240-1110-3600-865	180.32
82	00274533	V8213352	SAVVAS LEARNING COMPANY LLC	05/02/25		MW	0101-6300-0-4110-1110-1000-640	36,140.00
82	00274534	E8202481	SHILL, JAYMIE L	05/02/25		MW	0101-0004-0-5240-1110-2100-705	8.40
82	00274535	V8210807	SILVER LINING TRAVEL	05/02/25		MW	0101-3310-0-5240-5770-1110-650	120.00
82	00274535	V8210807	SILVER LINING TRAVEL	05/02/25		MW	0101-6500-0-5240-5050-2100-650	200.00
82	00274536	E8201735	SIMESTER, DONNA K	05/02/25		MW	0101-0791-0-5240-1110-1000-706	66.00
82	00274537	E8203009	SLANKARD, KAMELIA R	05/02/25		MW	0101-6500-0-5220-5770-1190-650	23.24
82	00274538	V8200949	SMART & FINAL	05/02/25		MW	0101-0004-0-4338-1110-1000-640	121.76
82	00274538	V8200949	SMART & FINAL	05/02/25		MW	0101-0791-0-4338-1110-2495-250	332.77
82	00274539	V8211658	SMART & FINAL	05/02/25		MW	0101-2600-0-4301-1110-1000-670	68.97
82	00274540	V8210712	SO CAL GRAD	05/02/25		MW	0101-0003-0-4301-1110-1000-140	928.50
82	00274541	V8200954	SO CALIF EDISON CO	05/02/25		MW	0101-0001-0-5540-1110-8200-990	4,166.62
82	00274542	V8200955	SO CALIF GAS CO	05/02/25		MW	0101-0001-0-5530-1110-8200-990	8,027.20
82	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-230	115.15
82	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-450	453.82
	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-460	183.41
	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-480	9.16
	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-510	85.11
	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-0003-0-4301-1110-1000-530	478.11
	00274543	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	0101-6010-0-4301-1110-1000-670	471.87
	00274544	V8211268	SOUTHWEST STRINGS	05/02/25		MW	0101-6762-0-4301-1110-1000-130	709.76

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82	00274544	V8211268	SOUTHWEST STRINGS	05/02/25		MW	0101-6762-0-4301-1110-1000-621	401.67
82	00274545	V8207529	STEVE WEISS MUSIC INC	05/02/25		MW	0101-6762-0-4301-1110-1000-621	546.09
82	00274546	V8200463	STUDENT TRANSPORTATION OF AMER	05/02/25		MW	0101-0723-0-5816-1110-3600-865	1,807.00
82	00274547	V8201001	SUPER DUPER SCHOOL INC	05/02/25		MW	0101-6500-0-5815-5770-1190-650	199.00
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-0003-0-4301-1110-1000-110	440.83
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-0003-0-4301-1110-1000-460	345.10
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-0003-0-4301-1110-1000-480	964.65
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-0003-0-4308-0000-2700-110	272.79
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-0004-0-4308-0000-7300-815	319.70
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-6211-0-4301-1110-1000-520	279.92
82	00274548	V8201006	SUPPLYMASTER INC	05/02/25		MW	0101-9017-0-4301-1110-1000-400	751.74
82	00274549	V8205445	TEACHING STRATEGIES LLC	05/02/25		MW	0101-3315-0-4301-5730-1110-650	1,523.58
82	00274550	V8211057	TEAMTALK NETWORKS LLC	05/02/25		MW	0101-0723-0-5910-1110-3600-865	867.00
82	00274551	V8214641	THE ALGEBROS LLC	05/02/25		MW	0101-0003-0-4210-1110-1000-110	78.49
82	00274552	V8200384	THREADCRAFT EMBROIDERY	05/02/25		MW	0101-0008-0-4301-0000-8200-805	486.73
82	00274553	V8200346	TRANSPORTATION CHARTER SERVICE	05/02/25		MW	0101-0723-0-5816-1110-3600-865	795.00
82	00274554	V8211523	TROPHIES2GO.COM INC	05/02/25		MW	0101-0004-0-4308-0000-7400-730	1,946.54
82	00274555	V8211201	TRUCKPRO HOLDING CORPORATION	05/02/25		MW	0101-0723-0-4315-1110-3600-865	378.21
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-130	635.73
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-140	824.54
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-240	438.45
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-310	118.54
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-430	141.68
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0003-0-5660-1110-1000-450	373.86
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0004-0-5660-0000-7300-815	203.12
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0004-0-5660-0000-7400-730	111.16
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0720-0-5660-5001-3600-865	28.32
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-0791-0-5660-1110-1000-625	12.94
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-6500-0-5660-5001-2100-650	35.92
82	00274556	V8214042	VISUAL EDGE IT INC	05/02/25		MW	0101-9017-0-5660-1110-1000-530	81.25
82	00274557	V8214303	WELLS FARGO BANK N.A.	05/02/25		MW	0101-0003-0-5650-1110-1000-420	399.68
	00274557	V8214303	WELLS FARGO BANK N.A.	05/02/25		MW	0101-0004-0-5650-1110-1000-600	160.63
	00274557	V8214303	WELLS FARGO BANK N.A.	05/02/25		MW	0101-0004-0-5660-1110-3140-705	122.07
	00274558	V8201132	YORBA LINDA WATER DISTRICT	05/02/25		MW	0101-0001-0-5550-1110-8200-990	6,143.20
	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-110	431.70
	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4210-1110-1000-110	447.53
	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-130	271.80

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82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-140	1,588.49
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4343-1110-1000-140	1,058.12
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4343-1110-1000-140	453.48
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-210	322.73
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4210-1110-1000-230	117.65
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-240	139.16
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-240	148.80
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-320	26.24
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-350	128.42
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4343-1110-1000-350	260.99
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-360	59.73
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-390	87.54
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-5750-1110-441	247.92
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-530	225.10
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0003-0-4301-1110-1000-420	283.61
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0004-0-4343-1110-1000-810	3,264.41
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0008-0-4343-0000-8200-805	217.49
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0720-0-4317-1110-3600-865	173.98
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-0791-0-4301-1110-1000-250	623.61
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-2600-0-4301-1110-1000-670	781.30
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-3315-0-4301-5730-1110-650	94.98
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-4127-0-4301-1110-1000-706	90.29
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6266-0-4301-1110-1000-645	437.00
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6500-0-4301-5770-1190-650	62.73
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6500-0-4301-5750-1190-650	831.16
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6762-0-4301-1110-1000-230	8.64
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6762-0-4301-1110-1000-635	20.63
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6762-0-4343-1110-1000-635	108.25
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6762-0-4301-1110-1000-621	6,361.01
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6770-0-4301-1110-1000-210	48.93
82	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-6770-0-4343-1110-1000-210	380.61
	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-8150-0-4313-0000-8110-850	1,261.44
	00274581	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	0101-9017-0-4301-1110-1000-400	30.44
	00274582	V8214626	PEAC SOLUTIONS	05/05/25		MW	0101-0003-0-5640-1110-1000-130	1,246.34
	00274582	V8214626	PEAC SOLUTIONS	05/05/25		MW	0101-0003-0-5640-1110-1000-240	87.26
	00274583	V8200932	SECO ELECTRIC & LIGHTING	05/05/25		MW	0101-8150-0-4313-0000-8110-850	225.74
	00274584	V8210222	SINGER MUSIC	05/05/25		MW	0101-6762-0-4410-1110-1000-621	9,515.48

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82	00274585	V8200949	SMART & FINAL	05/05/25		MW	0101-6300-0-4301-1110-1000-310	97.45
82	00274586	V8210712	SO CAL GRAD	05/05/25		MW	0101-0003-0-4301-1110-1000-100	2,255.82
82	00274587	V8200954	SO CALIF EDISON CO	05/05/25		MW	0101-0001-0-5540-1110-8200-990	42,156.66
82	00274588	V8200955	SO CALIF GAS CO	05/05/25		MW	0101-0001-0-5530-1110-8200-990	7,422.06
82	00274589	V8211024	SOUTH COAST WATER CO	05/05/25		MW	0101-8150-0-5660-0000-8110-100	150.00
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-100	106.44
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-130	6.45
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-170	71.71
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-230	224.76
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-310	357.11
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-360	545.02
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-400	141.66
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4301-1110-1000-480	154.94
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4308-0000-2700-130	108.33
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0003-0-4308-0000-2700-110	905.86
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-0004-0-4301-1110-2100-640	235.26
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-2600-0-4301-1110-1000-670	78.00
82	00274590	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	0101-6762-0-4301-1110-1000-360	146.86
82	00274591	V8207529	STEVE WEISS MUSIC INC	05/05/25		MW	0101-6762-0-4301-1110-1000-621	61.99
82	00274591	V8207529	STEVE WEISS MUSIC INC	05/05/25		MW	0101-6762-0-4410-1110-1000-621	1,653.00
82	00274592	V8201006	SUPPLYMASTER INC	05/05/25		MW	0101-0003-0-4301-1110-1000-100	122.56
82	00274593	V8201030	TIME & ALARM SYSTEMS	05/05/25		MW	0101-8150-0-4313-0000-8110-850	366.41
82	00274593	V8201030	TIME & ALARM SYSTEMS	05/05/25		MW	0101-8150-0-5660-0000-8110-850	1,956.11
82	00274594	V8201075	VERIZON WIRELESS	05/05/25		MW	0101-0004-0-5940-0000-7150-700	124.01
82	00274594	V8201075	VERIZON WIRELESS	05/05/25		MW	0101-0004-0-5940-1110-2100-705	40.01
82	00274594	V8201075	VERIZON WIRELESS	05/05/25		MW	0101-0008-0-5940-0000-8200-805	51.69
82	00274594	V8201075	VERIZON WIRELESS	05/05/25		MW	0101-0791-0-5940-1110-1000-120	103.38
82	00274594	V8201075	VERIZON WIRELESS	05/05/25		MW	0101-6500-0-5940-5001-2100-650	38.01
82	00274595	V8214042	VISUAL EDGE IT INC	05/05/25		MW	0101-0003-0-5660-1110-1000-360	381.34
82	00274595	V8214042	VISUAL EDGE IT INC	05/05/25		MW	0101-0003-0-5660-1110-1000-480	93.30
82	00274596	V8214072	WATER AND WIFI LLC	05/05/25		MW	0101-8150-0-5690-0000-8110-130	1,996.69
	00274604	V8200078	AARDVARK CLAY & SUPPLIES INC	05/06/25		MW	0101-0003-0-4301-1110-1000-110	45.68
	00274604	V8200078	AARDVARK CLAY & SUPPLIES INC	05/06/25		MW	0101-6770-0-4301-1110-1000-210	1,848.21
	00274604	V8200078	AARDVARK CLAY & SUPPLIES INC	05/06/25		MW	0101-6770-0-4410-1110-1000-210	900.45
	00274605	E8202473	AGUILAR, LINDSEY N	05/06/25		MW	0101-6500-0-5220-5750-1130-650	88.06
	00274606	V8208874	AMERICAN SCHOOL COUNSELOR	05/06/25		MW	0101-3010-0-5240-1110-1000-250	509.00
	00274607	V8206590	APPLE COMPUTER INC	05/06/25		MW	0101-6500-0-4342-5770-1190-650	1,399.94

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82	00274607	V8206590	APPLE COMPUTER INC	05/06/25		MW	0101-6500-0-4342-5001-2100-650	249.99
82	00274607	V8206590	APPLE COMPUTER INC	05/06/25		MW	0101-6762-0-4301-1110-1000-621	20.00
82	00274607	V8206590	APPLE COMPUTER INC	05/06/25		MW	0101-6762-0-4410-1110-1000-621	2,985.19
82	00274607	V8206590	APPLE COMPUTER INC	05/06/25		MW	0101-9017-0-4411-1110-1000-510	1,526.41
82	00274608	V8200185	ARBOR SCIENTIFIC	05/06/25		MW	0101-6300-0-4301-1110-1000-640	156.80
82	00274608	V8200185	ARBOR SCIENTIFIC	05/06/25		MW	0101-6300-0-4410-1110-1000-640	940.69
82	00274609	V8205929	AVID CENTER	05/06/25		MW	0101-9017-0-5240-1110-1000-410	1,050.00
82	00274610	V8201624	B & H PHOTO VIDEO	05/06/25		MW	0101-6770-0-4411-1110-1000-210	1,637.24
82	00274611	V8200174	BEARCOM	05/06/25		MW	0101-0003-0-4308-0000-2700-130	1,348.46
82	00274612	E8204143	CAMPUZANO, ISAIAS	05/06/25		MW	0101-6300-0-4301-1110-1000-685	132.31
82	00274613	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/06/25		MW	0101-0003-0-4301-1110-1000-110	248.36
82	00274613	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/06/25		MW	0101-6300-0-4301-1110-1000-640	62.38
82	00274613	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/06/25		MW	0101-6300-0-4301-1110-1000-640	1,294.89
82	00274613	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/06/25		MW	0101-6300-0-4301-1110-1000-685	3,681.52
82	00274614	V8200258	CDW G INC	05/06/25		MW	0101-8150-0-4410-0000-8110-850	3,721.38
82	00274615	V8200332	COSTCO WHOLESALE	05/06/25		MW	0101-0004-0-4338-1110-7150-700	131.85
82	00274615	V8200332	COSTCO WHOLESALE	05/06/25		MW	0101-5630-0-4301-1110-1000-706	2,784.40
82	00274616	E8203292	CROSSNO, LINDA	05/06/25		MW	0101-3010-0-5240-1110-1000-120	160.94
82	00274617	V8200119	DEMCO INC	05/06/25		MW	0101-0003-0-4301-1110-1000-130	45.33
82	00274618	V8210752	EMERALD COVE OUTDOOR SCIENCE I	05/06/25		MW	0101-9015-0-5816-1110-1000-430	16,820.70
82	00274619	V8206229	ENVIRONMENTAL NATURE CENTER	05/06/25		MW	0101-9017-0-5816-1110-1000-530	600.00
82	00274620	E8203323	FARRELL, KELLY M	05/06/25		MW	0101-9017-0-5809-1110-1000-340	110.01
82	00274621	E8204310	FIEN, SAMANTHA	05/06/25		MW	0101-2600-0-5220-0000-3140-670	34.37
82	00274622	V8200444	FISHER SCIENTIFIC LLC	05/06/25		MW	0101-0003-0-4301-1110-1000-100	421.94
82	00274622	V8200444	FISHER SCIENTIFIC LLC	05/06/25		MW	0101-0003-0-4301-1110-1000-120	65.25
82	00274622	V8200444	FISHER SCIENTIFIC LLC	05/06/25		MW	0101-0005-0-4301-1110-1000-100	167.59
82	00274623	V8200448	FLINN SCIENTIFIC INC	05/06/25		MW	0101-0005-0-4301-1110-1000-100	487.64
82	00274623	V8200448	FLINN SCIENTIFIC INC	05/06/25		MW	0101-6300-0-4301-1110-1000-640	343.30
82	00274623	V8200448	FLINN SCIENTIFIC INC	05/06/25		MW	0101-6300-0-4410-1110-1000-640	7,375.73
82	00274624	V8213202	FRAUD HOTLINE LLC	05/06/25		MW	0101-0004-0-5815-1110-1000-810	1,200.00
82	00274625	V8210277	FULL COMPASS SYSTEMS LTD	05/06/25		MW	0101-0008-0-4410-0000-8200-805	8,067.95
	00274626	E8203324	GANGANO, TALIA R	05/06/25		MW	0101-6500-0-5220-5770-1190-650	99.47
	00274627	V8200493	GLASBY MAINTENANCE SUPPLY	05/06/25		MW	0101-0003-0-4309-1110-8200-100	2,955.34
	00274627	V8200493	GLASBY MAINTENANCE SUPPLY	05/06/25		MW	0101-0003-0-4309-1110-8200-130	1,397.30
	00274627	V8200493	GLASBY MAINTENANCE SUPPLY	05/06/25		MW	0101-0003-0-4309-1110-8200-340	667.68
	00274627	V8200493	GLASBY MAINTENANCE SUPPLY	05/06/25		MW	0101-0003-0-4309-1110-8200-380	12.78
	00274628	E8202592	GODOWN, JENNIFER L	05/06/25		MW	0101-6500-0-5220-5770-1190-650	78.61

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82	00274629	V8200498	GOPHER SPORT	05/06/25		MW	0101-0003-0-4301-1110-1000-200	162.26
82	00274629	V8200498	GOPHER SPORT	05/06/25		MW	0101-0004-0-4301-1110-1000-620	503.11
82	00274630	V8200537	HEATING & COOLING SUPPLY INC	05/06/25		MW	0101-8150-0-4313-0000-8110-850	1,560.98
82	00274631	E8201347	HEPPS, MARIA T	05/06/25		MW	0101-0004-0-5220-1110-2100-635	34.16
82	00274632	E8203542	HIPWELL, CONNER	05/06/25		MW	0101-0003-0-4301-1110-1000-140	20.30
82	00274633	E8202118	HIRAGA-NITZEL, PATRICIA S	05/06/25		MW	0101-0004-0-5220-1110-3140-705	117.81
82	00274634	V8200542	HIRSCH PIPE & SUPPLY CO	05/06/25		MW	0101-8150-0-4313-0000-8110-850	1,090.41
82	00274635	V8200547	HOME DEPOT	05/06/25		MW	0101-0004-0-4343-1110-1000-810	215.91
82	00274635	V8200547	HOME DEPOT	05/06/25		MW	0101-8150-0-4313-0000-8110-850	1,943.07
82	00274636	E8203801	IGUCHI, JORDAN	05/06/25		MW	0101-6500-0-5220-5770-1190-650	151.69
82	00274637	V8200561	IMPERIAL SPRINKLER SUPPLY INC	05/06/25		MW	0101-0004-0-4313-0000-8220-845	858.90
82	00274638	V8213672	IRONWOOD PLUMBING INC	05/06/25		MW	0101-8150-0-5670-0000-8110-850	3,630.00
82	00274639	V8211197	IXL LEARNING INC	05/06/25		MW	0101-0791-0-5815-1110-1000-100	2,318.75
82	00274640	E8202626	JACK, TAMMY R	05/06/25		MW	0101-9017-0-4301-1110-1000-240	164.89
82	00274641	V8207480	KNOTT'S BERRY FARM	05/06/25		MW	0101-2600-0-5816-1110-1000-670	27,324.00
82	00274642	E8202877	LIN, WILLIAM	05/06/25		MW	0101-0004-0-5220-1110-2100-635	83.58
82	00274643	E8202267	MARINO, ELAINE	05/06/25		MW	0101-6500-0-5220-5770-1190-650	125.86
82	00274644	V8200679	MCFADDEN DALE HARDWARE	05/06/25		MW	0101-8150-0-4313-0000-8110-850	424.19
82	00274645	V8211731	MCKINLEY ELEVATOR CORP	05/06/25		MW	0101-8150-0-5670-0000-8110-850	900.00
82	00274646	V8210644	OCSNO	05/06/25		MW	0101-0004-0-5240-1110-3140-705	655.00
82	00274647	V8214471	ONE DAY SIGNS INC	05/06/25		MW	0101-8150-0-4313-0000-8110-850	113.14
82	00274648	V8200764	ORANGE COUNTY DEPT OF ED	05/06/25		MW	0101-9017-0-5816-1110-1000-330	2,282.50
82	00274648	V8200764	ORANGE COUNTY DEPT OF ED	05/06/25		MW	0101-9017-0-5816-1110-1000-520	756.25
82	00274649	V8200773	ORVAC ELECTRONICS	05/06/25		MW	0101-8150-0-4410-0000-8110-850	5,926.25
82	00274650	E8202994	PE, MARK A	05/06/25		MW	0101-6500-0-5220-5770-1190-650	94.85
82	00274651	V8214626	PEAC SOLUTIONS	05/06/25		MW	0101-0003-0-5640-1110-1000-100	80.98
82	00274651	V8214626	PEAC SOLUTIONS	05/06/25		MW	0101-0003-0-5640-1110-1000-130	623.17
82	00274651	V8214626	PEAC SOLUTIONS	05/06/25		MW	0101-0003-0-5640-1110-1000-320	409.94
82	00274652	V8200869	REFRIGERATION SUPPLIES DIST	05/06/25		MW	0101-8150-0-4313-0000-8110-850	919.88
82	00274653	E8204312	RIBBE, PIA	05/06/25		MW	0101-6387-0-5240-3800-1000-646	23.52
82	00274654	E8204444	SAUCEDO, JUANA	05/06/25		MW	0101-6500-0-5220-5750-1190-650	63.98
	00274655	E8201735	SIMESTER, DONNA K	05/06/25		MW	0101-3010-0-5240-1110-1000-120	191.51
	00274656	E8200481	SLATER, BARBARA B	05/06/25		MW	0101-6500-0-5220-5770-1190-650	40.81
	00274657	V8211658	SMART & FINAL	05/06/25		MW	0101-2600-0-4301-1110-1000-670	599.65
	00274658	V8200955	SO CALIF GAS CO	05/06/25		MW	0101-0001-0-5530-1110-8200-990	278.50
	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-0003-0-4301-1110-1000-170	59.80
	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-0003-0-4301-1110-1000-340	86.22

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82	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-0003-0-4301-1110-1000-530	145.23
82	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-0003-0-4308-0000-2700-530	214.14
82	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-0004-0-4308-1110-1000-706	186.11
82	00274659	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/25		MW	0101-6762-0-4301-1110-1000-480	968.07
82	00274660	V8200586	SPERLING, EDITH	05/06/25		MW	0101-0004-0-5220-1110-3140-705	24.85
82	00274661	V8214042	VISUAL EDGE IT INC	05/06/25		MW	0101-0003-0-5660-1110-1000-110	1,136.17
82	00274662	E8202071	WEIRICH, SALLY	05/06/25		MW	0101-0003-0-5815-0000-2700-240	120.00
82	00274663	E8204249	WESTON, KEITH	05/06/25		MW	0101-0723-0-5240-1110-3600-865	136.42
82	00274664	V8214253	WRESTLINGMART.COM LLC	05/06/25		MW	0101-6762-0-4301-1110-1000-685	173.83
82	00274669	V8200571	A LATENT IMPRESSION	05/07/25		MW	0101-6500-0-5810-5001-2100-650	444.00
82	00274670	V8214241	ADVANCE AUTO PARTS	05/07/25		MW	0101-0720-0-4315-5001-3600-865	382.18
82	00274671	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/07/25		MW	0101-6500-0-5151-5770-1180-650	11,129.40
82	00274672	E8204425	AMINI, MICHAEL	05/07/25		MW	0101-6500-0-5220-5750-1190-650	193.20
82	00274673	E8204292	AVILA, XITLALI	05/07/25		MW	0101-0003-0-5240-1110-1000-250	42.14
82	00274674	E8203907	BARNES, MICHELLE	05/07/25		MW	0101-6500-0-5220-5001-2100-650	40.46
82	00274675	E8204443	BEAULIEU, RACHEL DOUGE	05/07/25		MW	0101-2600-0-5240-1110-2100-670	102.12
82	00274676	V8213396	BJOREM SPEECH PUBLICATIONS	05/07/25		MW	0101-3315-0-4301-5730-1110-650	287.94
82	00274676	V8213396	BJOREM SPEECH PUBLICATIONS	05/07/25		MW	0101-6500-0-4301-5770-1190-650	73.17
82	00274677	V8200206	BREA SWEEPING SERVICE	05/07/25		MW	0101-0004-0-5670-0000-8220-610	2,940.00
82	00274677	V8200206	BREA SWEEPING SERVICE	05/07/25		MW	0101-0004-0-5670-0000-8220-855	1,950.00
82	00274678	E8200462	BROWNING, ANGEL D	05/07/25		MW	0101-6500-0-5220-5770-1190-650	89.04
82	00274679	E8204035	CAHOON, HALEY	05/07/25		MW	0101-6500-0-5220-5770-1190-650	147.00
82	00274680	E8200020	CASABA, ROBERT A	05/07/25		MW	0101-6010-0-5220-1110-2100-670	77.49
82	00274681	V8214512	CHATTERBOXES	05/07/25		MW	0101-9108-0-5810-5770-1190-650	5,070.00
82	00274682	E8204306	CHRISTY, SAMUEL	05/07/25		MW	0101-0003-0-5220-1110-1000-200	41.30
82	00274683	V8212180	CINTAS CORPORATION	05/07/25		MW	0101-8150-0-5640-0000-8110-850	86.73
82	00274684	V8213939	CNJ ASSOCIATES	05/07/25		MW	0101-2600-0-5110-1110-1000-670	16,150.00
82	00274685	V8200332	COSTCO WHOLESALE	05/07/25		MW	0101-2600-0-4301-1110-1000-670	7,527.80
82	00274686	V8200119	DEMCO INC	05/07/25		MW	0101-0003-0-4301-1110-1000-200	328.15
82	00274687	E8204266	DISCHIAVI, SIERRA	05/07/25		MW	0101-6762-0-5220-1110-1000-621	49.63
82	00274688	V8211023	ECE 4 AUTISM	05/07/25		MW	0101-6500-0-5150-5750-1180-650	7,790.88
	00274689	E8200236	EDMONDSON, SHARON M	05/07/25		MW	0101-6762-0-5220-1110-1000-621	43.12
	00274690	V8213709	EMBI TEC	05/07/25		MW	0101-0003-0-4301-1110-1000-130	109.35
	00274691	V8207042	FAGEN FRIEDMAN & FULFROST LLP	05/07/25		MW	0101-0003-0-5240-1110-1000-250	510.00
	00274692	E8203627	FANG, WEI	05/07/25		MW	0101-6762-0-5220-1110-1000-621	7.56
	00274693	V8201181	FRANKLIN HAYNES MARIONETTES	05/07/25		MW	0101-9017-0-5821-1110-1000-330	500.00
	00274694	E8203437	GLENDAY, IRENE F	05/07/25		MW	0101-2600-0-5240-1110-2100-670	183.57

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82	00274695	E8202594	GREER, AMY M	05/07/25		MW	0101-6500-0-5220-5770-1190-650	81.34
82	00274696	E8203750	GRIFFITHS, WALT	05/07/25		MW	0101-0723-0-5240-1110-3600-865	16.97
82	00274697	E8204082	HAND, JUSTIN	05/07/25		MW	0101-2600-0-5240-1110-2100-670	215.17
82	00274698	V8206271	HOME SCIENCE TOOLS	05/07/25		MW	0101-6300-0-4301-1110-1000-640	965.04
82	00274699	E8203615	HWANG, RUBIN	05/07/25		MW	0101-0003-0-5240-1110-1000-220	32.34
82	00274700	V8200574	IRVINE PARK RAILROAD	05/07/25		MW	0101-9017-0-5816-1110-1000-500	1,214.00
82	00274701	V8206781	LANGUAGE NETWORK INC	05/07/25		MW	0101-6500-0-5810-5760-1110-650	787.41
82	00274702	E8200245	LLEWELLYN JR., RAYMOND T	05/07/25		MW	0101-6762-0-5220-1110-1000-621	53.97
82	00274703	E8203328	MANN, JONATHAN O	05/07/25		MW	0101-6762-0-5220-1110-1000-621	80.64
82	00274704	V8200597	MASAMI, KAWANA	05/07/25		MW	0101-6500-0-5157-5750-1180-650	250.00
82	00274705	E8203730	MENDOZA PAZ, GUADALUPE	05/07/25		MW	0101-2600-0-5240-1110-2100-670	82.73
82	00274706	V8214491	MILESTONES THERAPY GROUP	05/07/25		MW	0101-6500-0-5810-5770-1190-650	36,018.00
82	00274707	V8211641	MYSTERY SCIENCE INC	05/07/25		MW	0101-0003-0-5815-1110-1000-170	499.00
82	00274708	E8203729	NASH, JAYME	05/07/25		MW	0101-3310-0-5240-5730-1110-650	225.36
82	00274709	E8204460	OBNAMIA, SABRINA GRACE	05/07/25		MW	0101-6500-0-5220-5750-1190-650	209.65
82	00274710	V8203799	OCEAN VIEW NONPUBLIC SCHOOL	05/07/25		MW	0101-6500-0-5150-5750-1180-650	11,330.71
82	00274710	V8203799	OCEAN VIEW NONPUBLIC SCHOOL	05/07/25		MW	0101-6500-0-5851-5001-3600-650	2,352.00
82	00274711	V8214031	ORANGE CIRCLE SPEECH SERVICES	05/07/25		MW	0101-9108-0-5810-5770-1190-650	9,383.75
82	00274712	V8200764	ORANGE COUNTY DEPT OF ED	05/07/25		MW	0101-6500-0-5155-5750-1110-650	92,264.90
82	00274712	V8200764	ORANGE COUNTY DEPT OF ED	05/07/25		MW	0101-9017-0-5816-1110-1000-420	2,103.75
82	00274712	V8200764	ORANGE COUNTY DEPT OF ED	05/07/25		MW	0101-9017-0-5816-1110-1000-460	742.50
82	00274713	V8204634	ORANGE COUNTY ZOO	05/07/25		MW	0101-9017-0-5816-1110-1000-360	255.00
82	00274714	V8214629	PARK, HYUN JOO	05/07/25		MW	0101-6500-0-5812-5001-2100-650	103.84
82	00274715	E8202753	PEREZ, LYNNMARIE C	05/07/25		MW	0101-2600-0-5240-1110-2100-670	232.22
82	00274716	V8203630	ROCHESTER 100 INC	05/07/25		MW	0101-6762-0-4301-1110-1000-310	1,392.00
82	00274717	E8202082	ROTKOSKY, SUSAN E	05/07/25		MW	0101-0791-0-5220-1110-2100-640	28.49
82	00274718	V8207649	SCHOOLOUTLET.COM	05/07/25		MW	0101-6500-0-4301-5750-1190-650	234.73
82	00274719	E8202786	SCHROEDER, JACQUELYN H	05/07/25		MW	0101-0791-0-5240-1110-1000-706	66.00
82	00274720	V8213744	SCS SIGN COMPANY	05/07/25		MW	0101-0003-0-4301-1110-1000-250	613.73
82	00274721	V8210574	SHADE STRUCTURES INC	05/07/25		MW	0101-2600-0-6170-0000-8500-430	2,325.25
82	00274722	V8210712	SO CAL GRAD	05/07/25		MW	0101-0003-0-4301-1110-1000-110	1,224.89
	00274723	V8211143	SOLIANT HEALTH LLC	05/07/25		MW	0101-6500-0-5151-5770-1190-650	7,930.00
	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4301-1110-1000-170	203.97
	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4301-1110-1000-230	183.99
	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4301-1110-1000-410	1,021.16
	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4301-1110-1000-480	43.34
	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4301-1110-1000-510	256.73

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82	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0003-0-4308-0000-2700-130	243.15
82	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-0004-0-4308-1110-2100-635	460.94
82	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-6010-0-4301-1110-1000-670	2,268.31
82	00274724	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-6762-0-4301-1110-1000-480	93.17
82	00274725	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/25		MW	0101-7412-0-4301-1110-1000-646	1,310.42
82	00274726	V8206405	TANAKA FARMS	05/07/25		MW	0101-9017-0-5816-1110-1000-460	954.00
82	00274727	E8202244	TENDOLKAR, SUNITA	05/07/25		MW	0101-0004-0-5220-1110-2100-635	82.74
82	00274728	E8202334	TORRES, DIANNE E	05/07/25		MW	0101-0003-0-5240-1110-1000-220	40.60
82	00274729	V8211201	TRUCKPRO HOLDING CORPORATION	05/07/25		MW	0101-0723-0-4315-1110-3600-865	83.14
82	00274730	V8212931	TTC4SUCCESS	05/07/25		MW	0101-6500-0-5851-5750-1180-650	913.50
82	00274731	V8200338	USPS	05/07/25		MW	0101-0000-0-9324-0000-0000-000	30,000.00
82	00274732	V8213682	VBO TICKETS INC	05/07/25		MW	0101-0008-0-6412-0000-8200-111	140.25
82	00274733	V8214657	VELASCO, RICHARD & AMY	05/07/25		MW	0101-6500-0-5812-5001-2100-650	130.20
82	00274734	V8213823	WHITTIER CHRISTIAN HIGH SCHOOL	05/07/25		MW	0101-0720-0-5812-5001-3600-865	11,955.25
82	00274734	V8213823	WHITTIER CHRISTIAN HIGH SCHOOL	05/07/25		MW	0101-0723-0-5812-1110-3600-865	26,529.50
82	00274735	V8213623	YOUTH CARE OF UTAH INC	05/07/25		MW	0101-6500-0-5150-5750-1180-650	21,900.00
82	00274736	E8204311	YURINA, MICHELLE	05/07/25		MW	0101-2600-0-5240-1110-2100-670	243.30
82	00274743	V8200571	A LATENT IMPRESSION	05/08/25		MW	0101-2600-0-5810-1110-1000-670	74.00
82	00274744	V8200074	A Z BUS SALES INC	05/08/25		MW	0101-0723-0-4315-1110-3600-865	1,575.18
82	00274745	V8212370	ALONTI CAFE & CATERING	05/08/25		MW	0101-7435-0-4338-1110-1000-640	334.93
82	00274746	E8200227	ALVARADO, MARIA D	05/08/25		MW	0101-0791-0-5220-1110-1000-625	36.96
82	00274747	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/08/25		MW	0101-2600-0-5110-1110-1000-670	13,619.06
82	00274748	E8204380	ARAGON, RIGOBERTO	05/08/25		MW	0101-0003-0-5240-1110-1000-130	14.56
82	00274749	V8214450	BC ADAPTIVE FITNESS LLC	05/08/25		MW	0101-6500-0-5810-5770-1190-650	12,888.89
82	00274750	V8206633	BEACON DAY SCHOOL	05/08/25		MW	0101-6500-0-5150-5750-1180-650	11,071.72
82	00274750	V8206633	BEACON DAY SCHOOL	05/08/25		MW	0101-6500-0-5851-5001-3600-650	1,440.00
82	00274751	E8203432	BEELNER, GINA M	05/08/25		MW	0101-6300-0-4301-1110-1000-685	119.57
82	00274752	E8204461	BENNETT, SEAN	05/08/25		MW	0101-2600-0-5240-1110-2100-670	209.18
82	00274753	E8203001	BRAUN, ERIN L	05/08/25		MW	0101-0003-0-4301-1110-1000-210	80.28
82	00274753	E8203001	BRAUN, ERIN L	05/08/25		MW	0101-6762-0-4301-1110-1000-210	238.09
82	00274754	V8213647	BREA URGENT CARE INC.	05/08/25		MW	0101-0004-0-5810-0000-3600-865	40.00
	00274755	V8200648	BROCK, STEPHANIE	05/08/25		MW	0101-6762-0-4301-1110-1000-210	140.58
	00274756	E8200462	BROWNING, ANGEL D	05/08/25		MW	0101-6500-0-5220-5770-1190-650	46.13
	00274757	E8204143	CAMPUZANO, ISAIAS	05/08/25		MW	0101-0003-0-4301-1110-1000-210	238.06
	00274757	E8204143	CAMPUZANO, ISAIAS	05/08/25		MW	0101-0003-0-4301-1110-1000-210	261.60
	00274758	E8204086	CAVISH, BRENNEN	05/08/25		MW	0101-0004-0-5220-1110-1000-810	58.73
	00274759	V8200267	CERTIFIED TRANS SERVICES INC	05/08/25		MW	0101-0723-0-5816-1110-3600-865	3,607.44

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82	00274760	V8206737	CHAPIN TOLLEY BROWN ENTERPRISE	05/08/25		MW	0101-0720-0-5812-5001-3600-865	27,086.00
82	00274761	V8212180	CINTAS CORPORATION	05/08/25		MW	0101-0723-0-5560-5001-3600-865	383.18
82	00274762	V8206979	CITY OF FULLERTON	05/08/25		MW	0101-0001-0-5550-1110-8200-990	495.54
82	00274763	V8213489	CONGRUENT LIVES INC.	05/08/25		MW	0101-6500-0-5851-5750-1180-650	13,125.00
82	00274764	V8200332	COSTCO WHOLESALE	05/08/25		MW	0101-3310-0-4338-5001-2100-650	109.56
82	00274765	V8210818	DISCOVERY CUBE ORANGE COUNTY	05/08/25		MW	0101-9017-0-5816-1110-1000-390	660.00
82	00274766	E8204243	ESTEANEH, SADAF	05/08/25		MW	0101-6300-0-4301-1110-1000-685	121.19
82	00274767	V8210119	FACTORY MOTOR PARTS	05/08/25		MW	0101-0004-0-4313-1110-8200-865	434.18
82	00274767	V8210119	FACTORY MOTOR PARTS	05/08/25		MW	0101-0720-0-4315-5001-3600-865	384.74
82	00274768	V8210083	FIRST STUDENT INC	05/08/25		MW	0101-0720-0-5812-5001-3600-865	125,252.50
82	00274769	E8203929	FLECKENSTEIN, MARLEE	05/08/25		MW	0101-6500-0-5220-5770-1190-650	150.43
82	00274770	V8200446	FLEET SERVICES	05/08/25		MW	0101-0004-0-4313-1110-8200-865	28.06
82	00274770	V8200446	FLEET SERVICES	05/08/25		MW	0101-0004-0-5660-1110-8200-865	2,261.69
82	00274770	V8200446	FLEET SERVICES	05/08/25		MW	0101-0720-0-4315-5001-3600-865	32.24
82	00274770	V8200446	FLEET SERVICES	05/08/25		MW	0101-0723-0-4315-1110-3600-865	25.78
82	00274771	V8214612	G1 DESIGN LLC	05/08/25		MW	0101-6762-0-4301-1110-1000-621	487.77
82	00274771	V8214612	G1 DESIGN LLC	05/08/25		MW	0101-6762-0-4410-1110-1000-621	3,890.90
82	00274772	V8200493	GLASBY MAINTENANCE SUPPLY	05/08/25		MW	0101-0003-0-4309-1110-8200-360	1,171.41
82	00274772	V8200493	GLASBY MAINTENANCE SUPPLY	05/08/25		MW	0101-0003-0-4309-1110-8200-480	133.30
82	00274772	V8200493	GLASBY MAINTENANCE SUPPLY	05/08/25		MW	0101-0003-0-4309-1110-8200-490	1,097.55
82	00274773	V8208360	GOLD COAST TOURS	05/08/25		MW	0101-0723-0-5816-1110-3600-865	12,898.38
82	00274774	E8204153	GUIROLA, EMMA	05/08/25		MW	0101-6500-0-5220-5770-1190-650	38.22
82	00274775	V8200547	HOME DEPOT	05/08/25		MW	0101-0004-0-4343-1110-1000-810	57.98
82	00274776	V8210211	IMPERIAL BAND INSTRUMENTS	05/08/25		MW	0101-6762-0-5660-1110-1000-621	1,495.47
82	00274777	V8211372	INDOFF INC	05/08/25		MW	0101-0004-0-4308-0000-7340-825	915.24
82	00274778	V8209845	JACKSON'S AUTO SUPPLY	05/08/25		MW	0101-0004-0-4313-1110-8200-865	14.38
82	00274778	V8209845	JACKSON'S AUTO SUPPLY	05/08/25		MW	0101-0720-0-4315-5001-3600-865	241.89
82	00274779	E8200341	LAPORTE, PAUL D	05/08/25		MW	0101-0791-0-5220-1110-2100-625	80.08
82	00274780	V8213874	LAWSON PRODUCTS INC	05/08/25		MW	0101-0720-0-4315-5001-3600-865	334.39
82	00274781	V8200626	LECTORUM PUBLICATIONS INC	05/08/25		MW	0101-0004-0-4301-1110-1000-635	177.22
82	00274782	E8203696	LEGRAND, MATTHEW	05/08/25		MW	0101-0003-0-5815-1110-1000-210	120.00
	00274783	E8203103	LOPEZ, JENNIFER N	05/08/25		MW	0101-0004-0-5220-1110-3140-705	55.65
	00274784	E8203575	MCGOWAN, ERIN	05/08/25		MW	0101-6500-0-5220-5770-1190-650	298.20
	00274785	E8204462	MELENDREZ, GENESSIS	05/08/25		MW	0101-0003-0-5240-1110-1000-250	42.14
	00274786	V8214185	MODEL 1 COMMERCIAL VEHICLES IN	05/08/25		MW	0101-0720-0-5660-5001-3600-865	2,721.01
	00274787	V8207174	MOREY S MUSIC STORE INC	05/08/25		MW	0101-6762-0-4301-1110-1000-621	2,240.10
	00274787	V8207174	MOREY S MUSIC STORE INC	05/08/25		MW	0101-6762-0-4410-1110-1000-621	17,404.35

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82	00274788	V8200721	N A S S P	05/08/25		MW	0101-0003-0-5310-1110-1000-130	385.00
82	00274789	E8203928	NGUYEN, NANCY	05/08/25		MW	0101-0791-0-5220-1110-1000-706	78.96
82	00274790	E8204460	OBNAMIA, SABRINA GRACE	05/08/25		MW	0101-6500-0-5220-5750-1190-650	213.15
82	00274791	V8200775	OUTREACH CONCERN INC	05/08/25		MW	0101-0791-0-5810-1110-1000-705	21,150.00
82	00274792	V8204700	PACIFIC COACHWAYS CHARTER SERV	05/08/25		MW	0101-0723-0-5816-1110-3600-865	9,902.00
82	00274793	V8200793	PARADIGM HEALTHCARE SVCS	05/08/25		MW	0101-9108-0-5809-1110-2100-650	11,978.29
82	00274794	V8214626	PEAC SOLUTIONS	05/08/25		MW	0101-0004-0-5640-0000-7530-830	107.45
82	00274795	V8214626	PEAC SOLUTIONS	05/08/25		MW	0101-0003-0-5640-1110-1000-240	87.26
82	00274796	V8214626	PEAC SOLUTIONS	05/08/25		MW	0101-0003-0-5640-1110-1000-100	80.98
82	00274797	V8214626	PEAC SOLUTIONS	05/08/25		MW	0101-0003-0-5640-1110-1000-310	75.38
82	00274798	V8200247	PERMA BOUND	05/08/25		MW	0101-0003-0-4210-1110-1000-200	580.20
82	00274799	V8211718	PINNACLE PETROLEUM	05/08/25		MW	0101-0723-0-9322-0000-0000-000	28,521.83
82	00274800	V8210672	PORTVIEW PREPARATORY INC	05/08/25		MW	0101-6500-0-5150-5750-1180-650	44,928.00
82	00274800	V8210672	PORTVIEW PREPARATORY INC	05/08/25		MW	0101-6500-0-5851-5001-3600-650	3,510.00
82	00274801	V8200834	POWERSTRIDE BATTERY CO INC	05/08/25		MW	0101-0004-0-4313-1110-8200-865	744.89
82	00274802	V8214458	RUSH TRUCK CENTERS OF CALIFORN	05/08/25		MW	0101-0004-0-5690-1110-8200-865	2,405.44
82	00274802	V8214458	RUSH TRUCK CENTERS OF CALIFORN	05/08/25		MW	0101-0723-0-4315-1110-3600-865	379.21
82	00274803	E8200840	SANDOVAL, MARTINA M	05/08/25		MW	0101-0791-0-5220-1110-1000-625	34.72
82	00274804	E8203368	SANTANGELO, GINA	05/08/25		MW	0101-0004-0-5220-1110-3140-705	72.87
82	00274805	E8202686	SAYLORS, ELISE	05/08/25		MW	0101-0004-0-5220-1110-3140-705	111.23
82	00274806	V8210712	SO CAL GRAD	05/08/25		MW	0101-0003-0-4301-1110-1000-130	1,017.46
82	00274806	V8210712	SO CAL GRAD	05/08/25		MW	0101-7435-0-4301-1110-1000-646	6,388.52
82	00274807	V8200954	SO CALIF EDISON CO	05/08/25		MW	0101-0001-0-5540-1110-8200-990	223,600.89
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-0003-0-4301-1110-1000-230	1,201.24
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-0003-0-4301-1110-1000-240	25.64
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-0003-0-4301-1110-1000-490	7.22
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-0003-0-4308-0000-2700-110	99.38
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-0004-0-4308-1110-2100-625	178.52
82	00274808	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	0101-9017-0-4308-0000-2700-110	91.35
82	00274809	E8200144	TARDAGUILA, CARMEN Y	05/08/25		MW	0101-6500-0-5220-5770-1190-650	49.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0003-0-5815-0000-2700-240	28.03
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0003-0-5240-1110-1000-120	625.00
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0003-0-5815-1110-1000-120	28.04
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0003-0-5815-1110-1000-170	179.00
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0003-0-5815-0000-2700-130	28.03
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4338-0000-7150-700	217.77
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-0000-7150-700	950.00

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82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4310-0000-7400-730	31.40
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4338-0000-7400-730	211.91
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-0000-7400-730	600.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5806-0000-7400-730	445.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5809-0000-7400-730	50.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5660-0000-7550-831	574.76
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5809-1110-1000-130	3,139.64
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-1110-1000-600	2,350.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4338-1110-1000-640	45.59
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4343-1110-1000-810	108.74
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5815-1110-1000-810	28.04
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4338-1110-2100-600	219.50
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-1110-2100-600	10.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4338-1110-2100-635	434.63
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-4313-1110-8200-865	238.06
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-0000-7110-700	1,240.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5240-0000-7180-700	470.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0004-0-5806-0000-7180-710	48.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0008-0-5660-0000-8200-805	19.99
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0723-0-4315-1110-3600-865	555.89
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0723-0-5240-1110-3600-865	1,621.39
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0791-0-5815-1110-1000-200	28.03
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0791-0-5815-1110-1000-230	28.03
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-0791-0-4338-1110-1000-625	502.88
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-2600-0-5816-1110-1000-670	6,954.00
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-2600-0-4301-1110-1000-670	16.05
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-2600-0-4343-1110-1000-670	96.79
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-5630-0-4301-1110-1000-685	3,184.40
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-6387-0-5240-3800-1000-646	555.56
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-6762-0-4343-1110-1000-635	255.81
82	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-6762-0-5240-1110-1000-621	394.96
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-6770-0-5816-1110-1000-130	66.00
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-7435-0-4338-1110-1000-646	46.66
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-8150-0-4313-0000-8110-850	1,511.84
	00274810	V8201419	U.S. BANK	05/08/25		MW	0101-8150-0-4313-0000-8110-850	665.47
	00274811	E8200612	VALDEZ-SCHRADER, STEPHANIE A	05/08/25		MW	0101-0791-0-5220-1110-2100-625	70.07
	00274812	E8202005	VOLLAND-CHAPLUK, MARY R	05/08/25		MW	0101-6300-0-4301-1110-1000-685	84.08

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82	00274813	V8213265	W.W. NORTON & COMPANY INC	05/08/25		MW	0101-6300-0-4110-1110-1000-640	2,778.16
82	00274813	V8213265	W.W. NORTON & COMPANY INC	05/08/25		MW	0101-6300-0-5815-1110-1000-640	0.00
82	00274814	V8201132	YORBA LINDA WATER DISTRICT	05/08/25		MW	0101-0001-0-5550-1110-8200-990	9,104.76
82	00274815	V8214343	ZEN EDUCATE INC	05/08/25		MW	0101-6500-0-5151-5770-1180-650	13,583.57
82	00274816	V8214343	ZEN EDUCATE INC	05/08/25		MW	0101-2600-0-5110-1110-1000-670	6,179.15
82	00274820	V8200078	AARDVARK CLAY & SUPPLIES INC	05/09/25		MW	0101-0003-0-4301-1110-1000-100	298.73
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-100	30.22
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-110	343.39
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-110	589.96
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-120	19.56
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-130	-24.74
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-140	1,563.74
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4343-1110-1000-140	216.41
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-200	15.20
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-200	142.66
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-210	115.76
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-230	6.62
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-240	173.76
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-250	355.86
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-350	97.59
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4343-1110-1000-360	183.79
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4308-0000-2700-210	59.70
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0003-0-4301-1110-1000-200	176.68
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-0004-0-4343-1110-1000-810	130.35
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-2600-0-4301-1110-1000-670	172.83
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-2600-0-4301-1110-3140-670	164.48
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-3010-0-4301-1110-1000-520	678.20
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-4127-0-4301-1110-1000-706	120.59
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6500-0-4301-5770-1120-650	561.77
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6500-0-4301-5770-1190-650	229.02
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6500-0-4301-5770-1110-650	539.96
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6500-0-4308-5001-2100-650	115.91
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6500-0-4301-5750-1190-650	1,289.44
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6762-0-4301-1110-1000-510	590.66
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6762-0-4343-1110-1000-510	281.66
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6762-0-4301-1110-1000-490	254.37
	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-6762-0-4301-1110-1000-621	-78.04

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82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-9017-0-4301-1110-1000-110	168.42
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-9017-0-4343-1110-1000-110	428.44
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-9017-0-4301-1110-1000-170	-79.82
82	00274822	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	0101-9017-0-4301-1110-1000-250	364.73
82	00274823	V8214544	AT10 EDUCATION LLC	05/09/25		MW	0101-6500-0-5810-5770-1190-650	4,387.50
82	00274824	V8200161	B & M LAWN & GARDEN CENTER	05/09/25		MW	0101-0004-0-5660-0000-8220-845	2,085.28
82	00274825	E8200972	CABRERA, JOSE A	05/09/25		MW	0101-6762-0-5240-1110-2100-625	68.46
82	00274826	V8214513	CALIFORNIA ARTS AND BEYOND	05/09/25		MW	0101-6770-0-5690-1110-1000-200	7,000.00
82	00274827	E8201362	CHRISTIANSEN, JEFFREY W	05/09/25		MW	0101-6300-0-4338-1110-1000-685	17.92
82	00274828	V8200332	COSTCO WHOLESALE	05/09/25		MW	0101-2600-0-4301-1110-1000-670	41.59
82	00274829	V8213119	COUNTRY CITY TOWING INC.	05/09/25		MW	0101-8150-0-5690-0000-8110-100	900.00
82	00274830	V8210309	DEL SOL SCHOOL	05/09/25		MW	0101-6500-0-5150-5750-1180-650	12,288.00
82	00274831	V8214614	DYNAMIC EDUCATION SERVICES INC	05/09/25		MW	0101-6500-0-5151-5770-1190-650	617.50
82	00274832	V8200547	HOME DEPOT	05/09/25		MW	0101-0003-0-4309-1110-8200-110	96.94
82	00274833	V8210211	IMPERIAL BAND INSTRUMENTS	05/09/25		MW	0101-6762-0-4410-1110-1000-621	18,298.11
82	00274834	V8210148	JM JUSTUS FENCE COMPANY	05/09/25		MW	0101-2600-0-6274-0000-8500-430	957.75
82	00274835	V8206810	LAKESHORE LEARNING	05/09/25		MW	0101-2600-0-4301-1110-1000-670	404.93
82	00274836	V8206781	LANGUAGE NETWORK INC	05/09/25		MW	0101-6500-0-5810-5760-1110-650	404.20
82	00274837	V8207584	MACMILLAN HOLDINGS LLC	05/09/25		MW	0101-6300-0-4110-1110-1000-640	10,430.09
82	00274837	V8207584	MACMILLAN HOLDINGS LLC	05/09/25		MW	0101-6300-0-5815-1110-1000-640	2,156.00
82	00274838	V8203582	MIRACLE RECREATION EQUIP CO	05/09/25		MW	0101-2600-0-6490-0000-8500-430	2,911.00
82	00274839	V8214626	PEAC SOLUTIONS	05/09/25		MW	0101-0003-0-5640-1110-1000-310	176.14
82	00274840	V8200470	REPUBLIC SERVICES INC	05/09/25		MW	0101-0001-0-5580-1110-8200-990	17,155.17
82	00274840	V8200470	REPUBLIC SERVICES INC	05/09/25		MW	0101-0004-0-5580-1110-1000-810	72.44
82	00274841	V8203630	ROCHESTER 100 INC	05/09/25		MW	0101-3010-0-4301-1110-1000-450	469.80
82	00274842	V8200927	SCHORR METALS INC	05/09/25		MW	0101-8150-0-4313-0000-8110-850	51.80
82	00274843	V8203736	SHAR PRODUCTS	05/09/25		MW	0101-6762-0-4301-1110-1000-621	15,447.81
82	00274843	V8203736	SHAR PRODUCTS	05/09/25		MW	0101-6762-0-4410-1110-1000-621	7,822.17
82	00274844	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/09/25		MW	0101-0004-0-4313-0000-8220-845	22.06
82	00274845	V8211658	SMART & FINAL	05/09/25		MW	0101-2600-0-4301-1110-1000-670	251.91
82	00274845	V8211658	SMART & FINAL	05/09/25		MW	0101-0004-0-4301-1110-1000-636	84.60
	00274846	V8211658	SMART & FINAL	05/09/25		MW	0101-2600-0-4301-1110-1000-670	141.53
	00274847	V8200955	SO CALIF GAS CO	05/09/25		MW	0101-0001-0-5530-1110-8200-990	111.49
	00274848	V8211024	SOUTH COAST WATER CO	05/09/25		MW	0101-8150-0-5670-0000-8110-100	100.00
	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-200	510.14
	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-360	265.07
	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-380	819.39

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82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-400	108.08
82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-420	1,176.51
82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-430	5.50
82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4308-0000-2700-200	87.80
82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0004-0-4308-1110-3140-705	458.06
82	00274849	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-9108-0-4308-1110-3140-705	595.90
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-230	330.01
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-310	582.04
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-330	520.04
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-340	22.57
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-480	14.44
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-5001-2700-441	22.91
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0791-0-4308-1110-1000-625	43.84
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0791-0-4338-1110-1000-625	145.85
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-6010-0-4301-1110-1000-670	399.65
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-6762-0-4301-1110-1000-480	70.31
82	00274850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-6762-0-4301-1110-1000-360	81.69
82	00274851	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/09/25		MW	0101-0003-0-4301-1110-1000-210	337.02
82	00274852	V8214212	SUNBURST WINDOW COVERINGS	05/09/25		MW	0101-8150-0-4313-0000-8110-850	383.58
82	00274853	V8208943	SWEETWATER SOUND INC	05/09/25		MW	0101-6762-0-6490-1110-1000-621	8,022.27
82	00274854	V8200198	T MOBILE USA INC	05/09/25		MW	0101-0004-0-5820-0000-7150-700	8.39
82	00274854	V8200198	T MOBILE USA INC	05/09/25		MW	0101-0004-0-5940-0000-7700-810	185.39
82	00274855	V8208827	THYSSENKRUPP ELEVATOR CORP	05/09/25		MW	0101-8150-0-5670-0000-8110-850	2,579.85
82	00274856	V8201030	TIME & ALARM SYSTEMS	05/09/25		MW	0101-8150-0-5660-0000-8110-850	2,296.41
82	00274857	V8201524	U S AIRCONDITIONING DISTRIBUTO	05/09/25		MW	0101-8150-0-4313-0000-8110-850	1,631.78
82	00274858	V8205738	VISTA PAINT	05/09/25		MW	0101-8150-0-4313-0000-8110-850	94.58
82	00274859	V8201091	WALTERS WHOLESALE ELECTRIC	05/09/25		MW	0101-8150-0-4313-0000-8110-850	1,318.85
82	00274860	V8214072	WATER AND WIFI LLC	05/09/25		MW	0101-8150-0-4313-0000-8110-850	121.04
82	00274874	E8204438	AGUILAR, NAYELY	05/12/25		MW	0101-0791-0-5220-1110-1000-706	116.62
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-110	41.93
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-230	86.99
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-350	115.52
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-360	143.54
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-390	157.68
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-420	191.16
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0003-0-4301-1110-1000-420	163.07
	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0004-0-4343-1110-1000-810	167.26

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82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0004-0-4301-1110-1000-706	33.70
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-0004-0-4301-1110-1000-620	675.36
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4308-5001-2100-651	53.26
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4301-5770-1120-650	536.89
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4301-5770-1190-650	64.60
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4301-5770-1110-650	664.07
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4301-5001-2100-650	21.68
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6500-0-4301-5750-1190-650	345.14
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6762-0-4301-1110-1000-510	1,067.79
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6770-0-4301-1110-1000-420	243.73
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6770-0-4343-1110-1000-420	433.91
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-6770-0-4301-1110-1000-230	15.21
82	00274875	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/25		MW	0101-9017-0-4301-1110-1000-670	152.49
82	00274876	E8202861	CORONADO, VICTOR F	05/12/25		MW	0101-0723-0-5240-1110-3600-865	56.34
82	00274877	E8202806	DIAZ, ERICA	05/12/25		MW	0101-0004-0-5220-0000-7400-730	29.54
82	00274878	E8203385	DOMINGUEZ, REBECCA	05/12/25		MW	0101-6762-0-5220-1110-1000-621	34.58
82	00274879	V8200542	HIRSCH PIPE & SUPPLY CO	05/12/25		MW	0101-8150-0-4313-0000-8110-850	1,673.46
82	00274880	V8200547	HOME DEPOT	05/12/25		MW	0101-8150-0-4313-0000-8110-850	169.56
82	00274880	V8200547	HOME DEPOT	05/12/25		MW	0101-8150-0-4313-0000-8110-850	301.61
82	00274881	V8214547	ICS SERVICE	05/12/25		MW	0101-8150-0-5670-0000-8110-220	47.00
82	00274882	E8203755	IPPOLITO, JOHN	05/12/25		MW	0101-0723-0-5240-1110-3600-865	39.51
82	00274883	E8204450	KOLLENBORN, NANCY	05/12/25		MW	0101-0791-0-5220-1110-1000-706	45.92
82	00274884	V8201934	LOS ANGELES COUNTY OFFICE ED	05/12/25		MW	0101-8150-0-5809-0000-8110-850	800.00
82	00274885	E8203872	LUNA, KARINA	05/12/25		MW	0101-0791-0-5220-1110-1000-706	145.11
82	00274886	E8203595	MASONE, JULIE	05/12/25		MW	0101-0003-0-4301-1110-1000-220	39.06
82	00274887	V8201157	N & A ENTERPRISES INC	05/12/25		MW	0101-0004-0-4313-0000-8210-840	100.37
82	00274888	V8200721	N A S S P	05/12/25		MW	0101-0003-0-5310-1110-1000-170	770.00
82	00274889	E8202361	NAGY, RICHARD G	05/12/25		MW	0101-9017-0-4338-1110-1000-240	94.45
82	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-100	1,248.08
82	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-110	807.80
82	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-240	94.80
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-310	81.97
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-390	578.95
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-400	206.27
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0003-0-5640-1110-1000-450	404.27
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0004-0-5640-0000-7551-833	107.48
	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0004-0-5640-0000-7400-730	240.29

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82	00274890	V8214626	PEAC SOLUTIONS	05/12/25		MW	0101-0004-0-7438-1110-9100-831	8,080.98
82	00274891	V8214052	REECE PLUMBING	05/12/25		MW	0101-8150-0-4313-0000-8110-850	3,100.12
82	00274892	V8209154	REHABMART LLC	05/12/25		MW	0101-6500-0-4301-5750-1190-650	207.77
82	00274893	E8202082	ROTKOSKY, SUSAN E	05/12/25		MW	0101-0791-0-5240-1110-2100-685	24.64
82	00274894	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/12/25		MW	0101-0004-0-4313-0000-8220-845	669.30
82	00274895	V8200948	SMART & FINAL	05/12/25		MW	0101-0003-0-4338-0000-2700-210	104.63
82	00274896	V8200949	SMART & FINAL	05/12/25		MW	0101-0791-0-4338-1110-2495-250	156.68
82	00274897	V8210712	SO CAL GRAD	05/12/25		MW	0101-0003-0-4301-1110-1000-170	720.42
82	00274898	V8200955	SO CALIF GAS CO	05/12/25		MW	0101-0001-0-5530-1110-8200-990	245.46
82	00274899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	0101-0003-0-4301-1110-1000-230	126.14
82	00274899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	0101-0003-0-4301-1110-1000-510	90.33
82	00274899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	0101-2600-0-4301-1110-1000-670	1,345.43
82	00274900	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	0101-0791-0-4301-1110-1000-110	621.04
82	00274900	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	0101-0791-0-4410-1110-1000-110	769.95
82	00274901	E8203873	STAMP, EVIN	05/12/25		MW	0101-6762-0-5220-1110-1000-621	53.20
82	00274902	V8207529	STEVE WEISS MUSIC INC	05/12/25		MW	0101-6762-0-6490-1110-1000-621	5,905.13
82	00274903	V8200558	STILLS, PAIGE	05/12/25		MW	0101-9017-0-4338-1110-1000-240	106.00
82	00274904	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/12/25		MW	0101-2600-0-6210-0000-8500-310	435.00
82	00274904	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/12/25		MW	0101-2600-0-6210-0000-8500-430	536.25
82	00274905	E8202013	TABERSKI, DENNIS J	05/12/25		MW	0101-0003-0-4301-1110-1000-210	23.64
82	00274906	E8204415	THOMPSON, VICTORIA	05/12/25		MW	0101-0003-0-4301-1110-1000-130	25.20
82	00274906	E8204415	THOMPSON, VICTORIA	05/12/25		MW	0101-0004-0-4301-1110-1000-130	81.36
82	00274907	E8204287	TOWSON, MARY	05/12/25		MW	0101-6762-0-5220-1110-1000-621	59.29
82	00274908	V8201063	UNITED STATES ACADEMIC DECATHL	05/12/25		MW	0101-0003-0-5310-1110-1000-130	1,041.00
82	00274909	V8208939	WEST COAST ARBORISTS	05/12/25		MW	0101-0004-0-5690-0000-8220-130	3,250.00
82	00274910	V8201132	YORBA LINDA WATER DISTRICT	05/12/25		MW	0101-0001-0-5550-1110-8200-990	8,485.65
82	00274911	V8210279	ZIERER, HARRISON	05/12/25		MW	0101-6762-0-5640-1110-1000-320	7,260.00
82	00274911	V8210279	ZIERER, HARRISON	05/12/25		MW	0101-6770-0-5640-1110-1000-320	5,940.00
82	00274924	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/13/25		MW	0101-2600-0-5110-1110-1000-670	14,784.00
82	00274925	V8210792	APRINTIS INC	05/13/25		MW	0101-0003-0-4301-1110-1000-100	1,652.00
82	00274926	V8214378	AW INDUSTRIES INC	05/13/25		MW	0101-2600-0-6290-0000-8500-510	5,500.00
	00274927	V8200161	B & M LAWN & GARDEN CENTER	05/13/25		MW	0101-0004-0-5660-0000-8220-845	2,687.40
	00274928	V8200206	BREA SWEEPING SERVICE	05/13/25		MW	0101-0004-0-5670-0000-8220-610	980.00
	00274929	V8200206	BREA SWEEPING SERVICE	05/13/25		MW	0101-0004-0-5670-0000-8220-855	650.00
	00274930	V8213761	BRIGHTLY SOFTWARE INC	05/13/25		MW	0101-0008-0-5815-0000-8200-805	29,261.54
	00274931	V8208522	BUBBLEMANIA AND COMPANY	05/13/25		MW	0101-9017-0-5821-1110-1000-320	320.00
	00274932	V8214512	CHATTERBOXES	05/13/25		MW	0101-9108-0-5810-5770-1190-650	5,475.00

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82	00274933	V8213479	CONEXWEST	05/13/25		MW	0101-2600-0-5640-1110-2100-670	162.04
82	00274934	V8211758	EDPUZZLE INC	05/13/25		MW	0101-0003-0-5815-1110-1000-170	1,757.50
82	00274935	V8200438	FEDERAL EXPRESS	05/13/25		MW	0101-6762-0-5930-1110-1000-100	321.91
82	00274936	V8209273	FIRST BOOK NATIONAL BOOK BANK	05/13/25		MW	0101-3010-0-4210-1110-1000-250	311.44
82	00274936	V8209273	FIRST BOOK NATIONAL BOOK BANK	05/13/25		MW	0101-3010-0-4210-1110-1000-380	327.34
82	00274937	E8204298	GARCIA, JORGE	05/13/25		MW	0101-4203-0-5240-1110-1000-625	34.16
82	00274938	V8214518	GHATAODE BANNON ARCHITECS LLP	05/13/25		MW	0101-7032-0-6210-0000-8500-100	19,425.00
82	00274939	V8211829	HELP FOR BRAIN INJURED CHILDRE	05/13/25		MW	0101-6500-0-5150-5750-1180-650	6,817.20
82	00274940	V8200542	HIRSCH PIPE & SUPPLY CO	05/13/25		MW	0101-8150-0-4313-0000-8110-850	3,032.76
82	00274941	V8200543	HITT MARKING DEVICES INC	05/13/25		MW	0101-0003-0-4308-0000-2700-200	43.67
82	00274942	V8200547	HOME DEPOT	05/13/25		MW	0101-8150-0-4313-0000-8110-850	2,424.47
82	00274943	V8200561	IMPERIAL SPRINKLER SUPPLY INC	05/13/25		MW	0101-0004-0-4313-0000-8220-845	119.69
82	00274944	E8200341	LAPORTE, PAUL D	05/13/25		MW	0101-0791-0-5240-1110-2100-625	35.97
82	00274945	V8213493	MODERN ILLUMINATION INC	05/13/25		MW	0101-6770-0-5640-1110-1000-380	500.00
82	00274946	V8210141	MUSIC & ARTS CENTER	05/13/25		MW	0101-6762-0-4301-1110-1000-621	512.15
82	00274946	V8210141	MUSIC & ARTS CENTER	05/13/25		MW	0101-6762-0-4301-1110-1000-621	1,830.23
82	00274946	V8210141	MUSIC & ARTS CENTER	05/13/25		MW	0101-6762-0-4410-1110-1000-621	3,334.39
82	00274947	V8214471	ONE DAY SIGNS INC	05/13/25		MW	0101-8150-0-4313-0000-8110-850	414.84
82	00274948	V8204752	PROFESSIONAL TUTORS OF AMERICA	05/13/25		MW	0101-0791-0-5810-1110-1000-706	1,543.75
82	00274949	V8214052	REECE PLUMBING	05/13/25		MW	0101-8150-0-4313-0000-8110-850	1,372.81
82	00274950	V8200869	REFRIGERATION SUPPLIES DIST	05/13/25		MW	0101-8150-0-4313-0000-8110-850	1,582.99
82	00274951	V8211143	SOLIANT HEALTH LLC	05/13/25		MW	0101-6500-0-5151-5770-1190-650	7,930.00
82	00274952	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/25		MW	0101-0003-0-4301-1110-1000-520	151.82
82	00274952	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/25		MW	0101-0723-0-4308-0000-3600-865	1,759.94
82	00274952	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/25		MW	0101-3310-0-4308-5001-2100-650	49.95
82	00274953	V8213700	STRATEGIC KIDS LLC	05/13/25		MW	0101-6762-0-5821-1110-1000-410	4,428.46
82	00274954	V8214660	STUBBS, BEN AND MARIA	05/13/25		MW	0101-6500-0-5812-5001-2100-650	1,800.00
82	00274955	V8213350	SUPER TEACHER WORKSHEETS	05/13/25		MW	0101-6500-0-5815-5750-1190-650	24.95
82	00274956	V8201006	SUPPLYMASTER INC	05/13/25		MW	0101-0003-0-4301-1110-1000-140	1,411.95
82	00274956	V8201006	SUPPLYMASTER INC	05/13/25		MW	0101-0003-0-4301-1110-1000-350	285.44
82	00274956	V8201006	SUPPLYMASTER INC	05/13/25		MW	0101-0003-0-4301-1110-1000-490	963.60
	00274956	V8201006	SUPPLYMASTER INC	05/13/25		MW	0101-0003-0-4301-1110-1000-510	342.19
	00274956	V8201006	SUPPLYMASTER INC	05/13/25		MW	0101-6762-0-4301-1110-1000-230	439.80
	00274957	V8211201	TRUCKPRO HOLDING CORPORATION	05/13/25		MW	0101-0723-0-4315-1110-3600-865	115.97
	00274958	V8209247	TYLER TECHNOLOGIES	05/13/25		MW	0101-0723-0-5660-1110-3600-865	102.50
	00274959	V8214522	UNITED BEHAVIOR CONSULTANTS	05/13/25		MW	0101-6500-0-5810-5750-1000-650	1,350.00
	00274960	V8213682	VBO TICKETS INC	05/13/25		MW	0101-0008-0-6412-0000-8200-111	101.20

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82	00274961	V8200354	VERBAL BEHAVIOR ASSOCIATES	05/13/25		MW	0101-6500-0-5810-5750-1000-650	20,284.50
82	00274962	V8201075	VERIZON WIRELESS	05/13/25		MW	0101-8150-0-5940-0000-8110-850	2,755.70
82	00274963	V8201075	VERIZON WIRELESS	05/13/25		MW	0101-0720-0-5940-5001-3600-865	153.67
82	00274964	V8214303	WELLS FARGO BANK N.A.	05/13/25		MW	0101-0003-0-5650-1110-1000-220	531.00
82	00274965	V8214253	WRESTLINGMART.COM LLC	05/13/25		MW	0101-6762-0-4301-1110-1000-130	3,990.98
82	00274979	V8200074	A Z BUS SALES INC	05/14/25		MW	0101-0720-0-4315-5001-3600-865	2,813.83
82	00274979	V8200074	A Z BUS SALES INC	05/14/25		MW	0101-0723-0-4315-1110-3600-865	-537.84
82	00274980	V8211254	ALL CITY MANAGEMENT SERVICES I	05/14/25		MW	0101-0004-0-5809-1110-1000-865	7,593.95
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0003-0-4210-1110-1000-110	14.08
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0003-0-4301-1110-1000-140	169.31
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0003-0-4301-1110-1000-240	18.48
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0003-0-4210-1110-1000-360	44.64
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0003-0-4301-1110-1000-420	9.23
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-0004-0-4343-1110-1000-810	9,517.86
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-2600-0-4301-1110-1000-670	13.67
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-6300-0-4301-1110-1000-635	18.44
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-6762-0-4301-1110-1000-621	150.00
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-6762-0-4301-1110-1000-621	911.41
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-6762-0-4410-1110-1000-621	2,282.66
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-9017-0-4301-1110-1000-170	222.42
82	00274981	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	0101-9017-0-4301-1110-1000-250	11.95
82	00274982	V8213740	AMBASSADOR AUTOMOTIVE INC	05/14/25		MW	0101-0720-0-5690-5001-3600-865	110.00
82	00274983	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/14/25		MW	0101-6500-0-5151-5770-1180-650	12,451.45
82	00274984	E8204292	AVILA, XITLALI	05/14/25		MW	0101-0004-0-5240-1110-1000-625	26.60
82	00274985	V8200161	B & M LAWN & GARDEN CENTER	05/14/25		MW	0101-0004-0-5660-0000-8210-840	225.62
82	00274986	E8203001	BRAUN, ERIN L	05/14/25		MW	0101-0003-0-4301-1110-1000-210	17.38
82	00274986	E8203001	BRAUN, ERIN L	05/14/25		MW	0101-0003-0-4301-1110-1000-210	89.23
82	00274987	E8203358	BULTSMA, LORI L	05/14/25		MW	0101-0004-0-5220-1110-3140-705	13.65
82	00274988	E8200972	CABRERA, JOSE A	05/14/25		MW	0101-6762-0-5240-1110-2100-625	26.60
82	00274989	V8213119	COUNTRY CITY TOWING INC.	05/14/25		MW	0101-0723-0-5809-1110-3600-865	450.00
82	00274990	E8204463	CRAIK, MELISSA	05/14/25		MW	0101-4035-0-5240-1110-1000-620	226.54
	00274991	E8201707	DE HAVEN, MICHELLE R	05/14/25		MW	0101-0001-0-5240-1110-3140-705	10.78
	00274992	V8213838	EVERDRIVEN TECHNOLOGIES	05/14/25		MW	0101-0720-0-5812-5001-3600-865	6,519.21
	00274993	V8210119	FACTORY MOTOR PARTS	05/14/25		MW	0101-0004-0-4313-1110-8200-865	165.79
	00274993	V8210119	FACTORY MOTOR PARTS	05/14/25		MW	0101-0720-0-4315-5001-3600-865	1,315.97
	00274994	V8200446	FLEET SERVICES	05/14/25		MW	0101-0004-0-4313-1110-8200-865	640.17
	00274994	V8200446	FLEET SERVICES	05/14/25		MW	0101-0720-0-4315-5001-3600-865	226.31

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82	00274995	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/14/25		MW	0101-8150-0-5670-0000-8110-850	1,800.00
82	00274996	V8200367	GOLDEN STATE PAVING CO INC	05/14/25		MW	0101-8150-0-5690-0000-8110-490	5,100.00
82	00274997	V8200547	HOME DEPOT	05/14/25		MW	0101-0004-0-4343-1110-1000-810	89.77
82	00274997	V8200547	HOME DEPOT	05/14/25		MW	0101-8150-0-4313-0000-8110-850	664.84
82	00274998	V8210148	JM JUSTUS FENCE COMPANY	05/14/25		MW	0101-8150-0-5690-0000-8110-140	3,960.00
82	00274999	V8200696	KLINER, AMY	05/14/25		MW	0101-0004-0-5240-1110-3140-705	10.78
82	00275000	E8202272	KOWALSKI, KEVIN P	05/14/25		MW	0101-6762-0-5240-1110-1000-621	289.42
82	00275001	V8206810	LAKESHORE LEARNING	05/14/25		MW	0101-6500-0-4301-5770-1110-650	450.00
82	00275001	V8206810	LAKESHORE LEARNING	05/14/25		MW	0101-6500-0-4301-5750-1190-650	450.00
82	00275002	V8213874	LAWSON PRODUCTS INC	05/14/25		MW	0101-0720-0-4315-5001-3600-865	190.41
82	00275003	E8203716	LEON, ELIZABETH	05/14/25		MW	0101-0004-0-5240-1110-2100-705	8.40
82	00275004	E8204290	LOPEZ, MORGAN	05/14/25		MW	0101-0004-0-5220-1110-3140-705	12.60
82	00275005	V8200679	MCFADDEN DALE HARDWARE	05/14/25		MW	0101-0723-0-4315-1110-3600-865	150.44
82	00275006	V8212348	MOBILE SCREENING SOLUTIONS INC	05/14/25		MW	0101-0004-0-5810-0000-3600-865	1,151.00
82	00275007	V8210159	MONOPRICE INC	05/14/25		MW	0101-0004-0-4343-1110-1000-810	305.45
82	00275008	V8211527	MONTGOMERY HARDWARE CO	05/14/25		MW	0101-8150-0-5690-0000-8110-510	4,365.09
82	00275009	E8203897	NGUYEN, ANH	05/14/25		MW	0101-0791-0-5220-1110-1000-706	78.96
82	00275010	E8203793	NORRBOM, WHITNEY	05/14/25		MW	0101-0004-0-5240-1110-3140-705	10.78
82	00275011	V8210095	ORANGE COUNTY FIRE PROTECTION	05/14/25		MW	0101-8150-0-5690-0000-8110-110	10,932.58
82	00275012	E8204115	ORNELAS, KARINA	05/14/25		MW	0101-0003-0-5220-1110-1000-140	10.64
82	00275013	V8213400	PARADISE DRINKING WATER	05/14/25		MW	0101-0720-0-4338-5001-3600-865	197.00
82	00275014	V8200795	PARKHOUSE TIRE INC	05/14/25		MW	0101-0004-0-4312-1110-8200-865	99.66
82	00275014	V8200795	PARKHOUSE TIRE INC	05/14/25		MW	0101-0720-0-4312-5001-3600-865	1,887.02
82	00275015	V8214626	PEAC SOLUTIONS	05/14/25		MW	0101-0003-0-5640-1110-1000-310	75.38
82	00275016	V8212960	PEST SCIENCE LLC	05/14/25		MW	0101-8150-0-5670-0000-8110-850	325.09
82	00275017	V8211718	PINNACLE PETROLEUM	05/14/25		MW	0101-0723-0-9323-0000-0000-000	26,535.08
82	00275018	E8204138	REED, JENNIFER	05/14/25		MW	0101-9017-0-4301-1110-1000-360	303.75
82	00275019	V8200869	REFRIGERATION SUPPLIES DIST	05/14/25		MW	0101-8150-0-4313-0000-8110-850	50.67
82	00275020	E8204278	ROMERO, JILL	05/14/25		MW	0101-9017-0-5240-1110-1000-140	121.72
82	00275021	E8203252	SALIBY, GEORGE B	05/14/25		MW	0101-0723-0-5240-1110-3600-865	189.91
82	00275022	V8200430	SCHOOL SERVICES OF CALIF	05/14/25		MW	0101-0004-0-5310-0000-7200-800	550.00
	00275023	V8206754	SCHOOL SPECIALTY LLC	05/14/25		MW	0101-6300-0-4301-1110-1000-635	1,289.45
	00275024	V8209413	SERVPRO OF DOWNEY	05/14/25		MW	0101-8150-0-5690-0000-8110-470	5,431.16
	00275025	V8210574	SHADE STRUCTURES INC	05/14/25		MW	0101-2600-0-6270-0000-8500-510	55,934.65
	00275026	V8210712	SO CAL GRAD	05/14/25		MW	0101-0003-0-4301-1110-1000-120	252.52
	00275027	V8200954	SO CALIF EDISON CO	05/14/25		MW	0101-0001-0-5540-1110-8200-990	14,634.62
	00275028	V8200955	SO CALIF GAS CO	05/14/25		MW	0101-0001-0-5530-1110-8200-990	14,523.36

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82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-0003-0-4301-1110-1000-230	227.44
82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-0003-0-4301-1110-1000-450	114.32
82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-0003-0-4301-1110-1000-510	37.22
82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-0004-0-4301-1110-2100-640	342.06
82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-2600-0-4301-1110-1000-670	55.28
82	00275029	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-6010-0-4301-1110-1000-670	37.71
82	00275030	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-3010-0-4301-1110-1000-520	429.34
82	00275031	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	0101-6762-0-4301-1110-1000-621	44.22
82	00275032	V8213605	SPECTRUM CENTER - ROSSIER PARK	05/14/25		MW	0101-6500-0-5851-5001-3600-650	3,895.35
82	00275033	V8201006	SUPPLYMASTER INC	05/14/25		MW	0101-0003-0-4301-1110-1000-240	290.61
82	00275033	V8201006	SUPPLYMASTER INC	05/14/25		MW	0101-0003-0-4308-0000-2700-430	305.88
82	00275034	E8202387	SWINFARD, SUSAN A	05/14/25		MW	0101-6762-0-5240-1110-2100-625	27.72
82	00275035	V8214656	TOTAL SAFETY SOLUTIONS LLC	05/14/25		MW	0101-3010-0-5810-1110-1000-250	1,600.00
82	00275036	E8202610	TRUONG, WILLIAM	05/14/25		MW	0101-6762-0-5240-1110-2100-625	26.60
82	00275037	V8213866	VECTOR ENVIRONMENTAL CONSULTIN	05/14/25		MW	0101-2600-0-6280-0000-8500-490	500.00
82	00275038	V8214344	VILLAGES OF CALIFORNIA	05/14/25		MW	0101-3310-0-5150-5750-1180-650	900.00
82	00275039	V8214042	VISUAL EDGE IT INC	05/14/25		MW	0101-0003-0-5660-1110-1000-140	14.86
82	00275039	V8214042	VISUAL EDGE IT INC	05/14/25		MW	0101-0004-0-5660-0000-7550-831	96.21
82	00275039	V8214042	VISUAL EDGE IT INC	05/14/25		MW	0101-6500-0-5660-5001-2100-650	31.13
82	00275040	V8214072	WATER AND WIFI LLC	05/14/25		MW	0101-8150-0-4313-0000-8110-210	731.07
82	00275041	V8214343	ZEN EDUCATE INC	05/14/25		MW	0101-6500-0-5151-5770-1180-650	14,517.02
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4308-0000-2700-410	5.37
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-110	38.48
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-110	-254.34
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-130	24.74
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-210	24.32
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-230	67.71
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4301-1110-1000-250	61.98
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0003-0-4308-0000-2700-210	13.04
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-0004-0-4343-1110-1000-810	7,547.90
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-2600-0-4301-1110-3140-670	7.93
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6500-0-4301-5770-1120-650	103.28
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6500-0-4301-5770-1190-650	231.37
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6500-0-4301-5770-1110-650	121.78
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6500-0-4301-5750-1190-650	222.86
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6770-0-4301-1110-1000-420	12.00
	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-6770-0-4343-1110-1000-420	877.62

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82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-9017-0-4301-1110-1000-230	36.47
82	00275055	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/25		MW	0101-9017-0-4301-1110-1000-670	8.40
82	00275056	V8200161	B & M LAWN & GARDEN CENTER	05/15/25		MW	0101-0004-0-5660-0000-8220-845	3,693.76
82	00275057	V8213624	BEYOND BLINDNESS INC	05/15/25		MW	0101-6500-0-5810-5750-1190-650	203.55
82	00275058	V8204758	BIG TOP RENTALS	05/15/25		MW	0101-8150-0-5640-0000-8110-140	2,547.59
82	00275059	V8200206	BREA SWEEPING SERVICE	05/15/25		MW	0101-0004-0-5670-0000-8220-610	980.00
82	00275059	V8200206	BREA SWEEPING SERVICE	05/15/25		MW	0101-0004-0-5670-0000-8220-855	650.00
82	00275060	V8203372	BUREAU OF EDUCATION & RESEARCH	05/15/25		MW	0101-3010-0-5240-1110-1000-250	695.00
82	00275061	V8211283	CALIFORNIA FBLA	05/15/25		MW	0101-6387-0-5816-3800-1000-646	8,760.00
82	00275062	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/15/25		MW	0101-0003-0-4301-1110-1000-470	3,970.00
82	00275063	V8200332	COSTCO WHOLESALE	05/15/25		MW	0101-0003-0-4338-0000-2700-200	220.36
82	00275064	V8200245	CVT RECYCLING	05/15/25		MW	0101-0004-0-5670-0000-8220-845	1,451.01
82	00275065	V8207078	EDWARDS, BROCK	05/15/25		MW	0101-9017-0-5821-1110-1000-510	3,250.00
82	00275066	V8209770	FULLER ENGINEERING INC	05/15/25		MW	0101-8150-0-5670-0000-8110-850	996.47
82	00275067	V8200547	HOME DEPOT	05/15/25		MW	0101-0003-0-4309-1110-8200-200	201.03
82	00275068	V8204816	HOME DEPOT	05/15/25		MW	0101-0003-0-4410-1110-1000-410	846.08
82	00275069	V8200561	IMPERIAL SPRINKLER SUPPLY INC	05/15/25		MW	0101-0004-0-4313-0000-8220-845	84.05
82	00275070	V8200617	LAKESHORE LEARNING MATERIALS	05/15/25		MW	0101-6053-0-4301-1110-1000-635	65.23
82	00275071	V8200626	LECTORUM PUBLICATIONS INC	05/15/25		MW	0101-0004-0-4301-1110-1000-635	544.08
82	00275072	V8204527	MUSICIANS FRIEND	05/15/25		MW	0101-6762-0-4301-1110-1000-621	548.10
82	00275073	V8214114	OCVIOLIN SHOP	05/15/25		MW	0101-0003-0-4301-1110-1000-130	600.00
82	00275073	V8214114	OCVIOLIN SHOP	05/15/25		MW	0101-6762-0-5660-1110-1000-621	1,500.00
82	00275074	V8210095	ORANGE COUNTY FIRE PROTECTION	05/15/25		MW	0101-8150-0-5660-0000-8110-850	883.10
82	00275075	V8201481	ORANGE COUNTY SUPERINTENDENT O	05/15/25		MW	0101-6500-0-5156-5750-1110-650	1,400.00
82	00275076	V8214626	PEAC SOLUTIONS	05/15/25		MW	0101-0003-0-5640-1110-1000-140	1,149.24
82	00275076	V8214626	PEAC SOLUTIONS	05/15/25		MW	0101-0003-0-5640-1110-1000-360	287.84
82	00275076	V8214626	PEAC SOLUTIONS	05/15/25		MW	0101-0004-0-5640-0000-7540-832	107.48
82	00275076	V8214626	PEAC SOLUTIONS	05/15/25		MW	0101-6500-0-5640-5001-2100-650	218.70
82	00275077	V8214626	PEAC SOLUTIONS	05/15/25		MW	0101-0003-0-5640-1110-1000-140	156.92
82	00275078	V8212353	PRODUCTION ACCESS GROUP LLC	05/15/25		MW	0101-0008-0-4301-0000-8200-805	1,651.62
82	00275079	V8201928	PROMOTE MARKETING CONCEPTS	05/15/25		MW	0101-6762-0-4301-1110-1000-530	1,210.01
	00275080	V8206838	SECTRAN SECURITY INC	05/15/25		MW	0101-0004-0-5809-0000-7350-815	2,461.34
	00275081	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/15/25		MW	0101-0004-0-4313-0000-8220-845	8,804.28
	00275082	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-0003-0-4301-1110-1000-230	51.16
	00275082	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-0003-0-4301-1110-1000-450	416.77
	00275082	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-0003-0-4301-1110-1000-510	14.76
	00275082	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-2600-0-4301-1110-1000-670	477.85

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82	00275082	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-6010-0-4301-1110-1000-670	255.78
82	00275083	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/25		MW	0101-0003-0-4301-1110-1000-210	153.56
82	00275084	V8200998	SUNSTATE EQUIPMENT CO	05/15/25		MW	0101-8150-0-5640-0000-8110-850	1,311.31
82	00275085	V8201006	SUPPLYMASTER INC	05/15/25		MW	0101-0003-0-4301-1110-1000-380	337.27
82	00275085	V8201006	SUPPLYMASTER INC	05/15/25		MW	0101-0004-0-4308-1110-3130-706	434.35
82	00275086	V8214042	VISUAL EDGE IT INC	05/15/25		MW	0101-0003-0-5660-1110-1000-250	278.96
82	00275086	V8214042	VISUAL EDGE IT INC	05/15/25		MW	0101-0003-0-5660-1110-1000-400	317.15
82	00275086	V8214042	VISUAL EDGE IT INC	05/15/25		MW	0101-0003-0-5660-1110-1000-480	119.35
82	00275087	V8214303	WELLS FARGO BANK N.A.	05/15/25		MW	0101-0003-0-5640-1110-1000-460	211.83
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0003-0-4301-1110-1000-130	349.56
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0003-0-4301-1110-1000-130	13.03
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0003-0-4301-1110-1000-230	231.08
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0003-0-4301-1110-1000-250	96.97
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0003-0-4301-1110-1000-340	209.90
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0004-0-4308-1110-2100-635	77.95
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0004-0-4301-1110-1000-706	17.36
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0720-0-4317-5001-3600-865	151.15
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-2600-0-4301-1110-1000-670	199.04
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-0004-0-4301-1110-1000-620	113.97
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6300-0-4301-1110-1000-635	245.93
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6500-0-4301-5770-1120-650	911.13
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6500-0-4301-5770-1190-650	168.63
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6500-0-4301-5770-1110-650	444.35
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6500-0-4301-5001-2100-650	239.15
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6500-0-4301-5750-1190-650	275.57
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6762-0-4301-1110-1000-240	250.04
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6762-0-4301-1110-1000-510	96.93
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-6770-0-4301-1110-1000-230	449.75
82	00275092	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	0101-9017-0-4301-1110-1000-170	81.89
82	00275093	E8203291	BELTRAN, BERLIO	05/16/25		MW	0101-0001-0-5220-1110-1000-620	35.49
82	00275094	E8200020	CASABA, ROBERT A	05/16/25		MW	0101-6010-0-5220-1110-2100-670	37.94
	00275095	V8205777	CDE PRESS	05/16/25		MW	0101-0001-0-5814-0000-7200-990	1,434.31
	00275096	E8204422	CHAPMAN, HANNAH	05/16/25		MW	0101-0003-0-4301-1110-1000-210	143.48
	00275097	V8200332	COSTCO WHOLESALE	05/16/25		MW	0101-5630-0-4301-1110-1000-706	4,502.90
	00275098	V8200119	DEMCO INC	05/16/25		MW	0101-0003-0-4301-1110-1000-130	2.86
	00275099	V8214288	DEMIDEC CORPORATION	05/16/25		MW	0101-0003-0-5310-1110-1000-130	266.44
	00275100	E8200235	EVANS, JEFFREY P	05/16/25		MW	0101-6762-0-5220-1110-1000-621	36.12

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82	00275101	E8202840	FABRIZIO, DAVID	05/16/25		MW	0101-0723-0-5240-1110-3600-865	48.84
82	00275102	V8207042	FAGEN FRIEDMAN & FULFROST LLP	05/16/25		MW	0101-0004-0-5807-0000-7400-730	3,978.00
82	00275103	V8200438	FEDERAL EXPRESS	05/16/25		MW	0101-0005-0-4310-1110-1000-100	184.81
82	00275103	V8200438	FEDERAL EXPRESS	05/16/25		MW	0101-6762-0-5930-1110-1000-100	1,099.18
82	00275104	E8204389	GARCIA, VINCENT	05/16/25		MW	0101-0723-0-5240-1110-3600-865	43.72
82	00275105	E8202917	HUNG, GARY	05/16/25		MW	0101-6762-0-5220-1110-1000-621	66.71
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-2600-0-6270-0000-8500-420	23,724.92
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-2600-0-6270-0000-8500-510	17,841.19
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-2600-0-6270-0000-8500-460	17,841.19
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-2600-0-6270-0000-8500-410	12,806.00
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-8150-0-5690-0000-8110-200	1,500.00
82	00275106	V8202138	I & B FLOORING	05/16/25		MW	0101-8150-0-5690-0000-8110-240	800.00
82	00275107	V8213672	IRONWOOD PLUMBING INC	05/16/25		MW	0101-8150-0-5690-0000-8110-130	1,594.00
82	00275107	V8213672	IRONWOOD PLUMBING INC	05/16/25		MW	0101-8150-0-5690-0000-8110-110	3,599.50
82	00275107	V8213672	IRONWOOD PLUMBING INC	05/16/25		MW	0101-8150-0-5690-0000-8110-480	2,433.00
82	00275108	E8204426	KNIGHT, TYLER	05/16/25		MW	0101-0001-0-5220-1110-1000-620	31.36
82	00275109	E8202272	KOWALSKI, KEVIN P	05/16/25		MW	0101-6762-0-5240-1110-1000-621	100.00
82	00275110	E8203872	LUNA, KARINA	05/16/25		MW	0101-0791-0-5220-1110-1000-706	57.54
82	00275111	E8204359	ORTEGA, ENRIQUE	05/16/25		MW	0101-6762-0-5220-1110-1000-621	125.37
82	00275113	V8212960	PEST SCIENCE LLC	05/16/25		MW	0101-8150-0-5670-0000-8110-850	4,522.94
82	00275114	E8204377	PLAZA, FRANCISCA	05/16/25		MW	0101-6500-0-5220-5750-1130-650	61.67
82	00275115	V8200913	SCHOLASTIC BOOK CLUBS INC	05/16/25		MW	0101-6762-0-4210-1110-1000-390	100.05
82	00275116	V8206754	SCHOOL SPECIALTY LLC	05/16/25		MW	0101-6500-0-4308-5001-2100-650	61.53
82	00275117	E8200481	SLATER, BARBARA B	05/16/25		MW	0101-6500-0-5220-5770-1190-650	48.37
82	00275118	V8211658	SMART & FINAL	05/16/25		MW	0101-2600-0-4301-1110-1000-670	215.93
82	00275119	V8200954	SO CALIF EDISON CO	05/16/25		MW	0101-0001-0-5540-1110-8200-990	1,311.56
82	00275120	E8203975	SOTELO, SAMANTHA	05/16/25		MW	0101-0003-0-4301-1110-1000-450	194.94
82	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-360	-60.90
82	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-420	860.03
82	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-450	530.02
82	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-490	190.55
	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-510	249.16
	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-6010-0-4301-1110-1000-670	159.94
	00275121	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-6762-0-4301-1110-1000-360	116.01
	00275122	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-0003-0-4301-1110-1000-210	102.58
	00275122	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-3315-0-4301-5730-1110-650	279.93
	00275122	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/16/25		MW	0101-6300-0-4301-1110-1000-685	197.54

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82	00275123	E8200335	SPEED, KARRITA E	05/16/25		MW	0101-0723-0-5240-1110-3600-865	265.43
82	00275124	V8207529	STEVE WEISS MUSIC INC	05/16/25		MW	0101-6762-0-4301-1110-1000-621	3,018.58
82	00275125	V8200463	STUDENT TRANSPORTATION OF AMER	05/16/25		MW	0101-0723-0-5816-1110-3600-865	4,455.50
82	00275126	V8201006	SUPPLYMASTER INC	05/16/25		MW	0101-0003-0-4308-0000-2700-130	241.60
82	00275127	V8214042	VISUAL EDGE IT INC	05/16/25		MW	0101-8150-0-5809-0000-8110-850	27.80
82	00275128	E8203461	VITO, SPENCER	05/16/25		MW	0101-0004-0-5220-1110-1000-810	274.47
82	00275129	V8213265	W.W. NORTON & COMPANY INC	05/16/25		MW	0101-6300-0-5815-1110-1000-640	29,988.00
82	00275130	V8200674	WALTERS, KERI	05/16/25		MW	0101-0003-0-4301-1110-1000-130	93.49
82	00275131	E8202191	WEBER, JANICE M	05/16/25		MW	0101-6762-0-5240-1110-2100-625	27.72
82	00275132	V8214343	ZEN EDUCATE INC	05/16/25		MW	0101-2600-0-5110-1110-1000-670	6,397.18
82	00275141	V8200074	A Z BUS SALES INC	05/19/25		MW	0101-0723-0-4315-1110-3600-865	600.40
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0003-0-4301-1110-1000-230	135.46
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0003-0-4301-1110-1000-320	4.33
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0003-0-4308-0000-2700-130	6.00
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0003-0-4410-0000-2700-130	868.90
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0004-0-4308-1110-3130-706	282.74
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0791-0-4301-1110-1000-100	699.56
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0791-0-4210-1110-1000-430	454.31
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0791-0-4301-1110-1000-340	77.60
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-0791-0-4210-1110-1000-340	351.69
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-2600-0-4301-1110-1000-670	292.56
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4301-5750-1190-650	47.85
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4411-5750-1190-650	332.32
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4301-5770-1120-650	310.17
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4301-5770-1190-650	334.11
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4301-5001-2100-650	78.48
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4308-5001-2100-650	239.90
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6500-0-4301-5750-1190-650	68.93
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6762-0-4301-1110-1000-230	1,624.76
82	00275142	V8204532	AMAZON.COM CORPORATE CREDIT	05/19/25		MW	0101-6762-0-4301-1110-1000-621	2,626.95
82	00275143	V8205929	AVID CENTER	05/19/25		MW	0101-0791-0-5240-1110-1000-450	9,450.00
	00275143	V8205929	AVID CENTER	05/19/25		MW	0101-0791-0-5240-1110-1000-240	6,300.00
	00275143	V8205929	AVID CENTER	05/19/25		MW	0101-3010-0-5240-1110-1000-430	7,350.00
	00275144	V8200159	AWARDS BY PAUL	05/19/25		MW	0101-0004-0-4308-0000-7150-700	1,245.25
	00275145	V8214089	B2 LLC SERVICES	05/19/25		MW	0101-0004-0-5815-0000-7700-810	5,978.24
	00275146	E8204245	BUI, SABRINA	05/19/25		MW	0101-6300-0-4301-1110-1000-685	132.34
	00275147	E8204466	CASTILLO, ISABEL	05/19/25		MW	0101-6300-0-4301-1110-1000-685	115.56

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82	00275148	V8200267	CERTIFIED TRANS SERVICES INC	05/19/25		MW	0101-0723-0-5816-1110-3600-865	4,608.97
82	00275149	V8214051	CHILD AND FAMILY POLICY INSTIT	05/19/25		MW	0101-0791-0-5240-1110-1000-706	595.00
82	00275150	V8213262	CINTAS FIRST AID & SAFETY	05/19/25		MW	0101-0723-0-4317-1110-3600-865	95.32
82	00275151	V8200332	COSTCO WHOLESALE	05/19/25		MW	0101-0004-0-4338-1110-1000-640	122.94
82	00275151	V8200332	COSTCO WHOLESALE	05/19/25		MW	0101-0004-0-4338-1110-1000-685	122.94
82	00275152	V8214021	CREATIVE BEHAVIOR INTERVENTION	05/19/25		MW	0101-6500-0-5151-5770-1190-650	7,422.50
82	00275153	V8213838	EVERDRIVEN TECHNOLOGIES	05/19/25		MW	0101-0720-0-5812-5001-3600-865	7,330.52
82	00275154	V8210119	FACTORY MOTOR PARTS	05/19/25		MW	0101-0004-0-4313-1110-8200-865	52.67
82	00275154	V8210119	FACTORY MOTOR PARTS	05/19/25		MW	0101-0720-0-4315-5001-3600-865	663.73
82	00275155	E8203323	FARRELL, KELLY M	05/19/25		MW	0101-9017-0-5809-1110-1000-340	319.34
82	00275156	V8200444	FISHER SCIENTIFIC LLC	05/19/25		MW	0101-0005-0-4301-1110-1000-100	1,445.12
82	00275157	V8200446	FLEET SERVICES	05/19/25		MW	0101-0723-0-4315-1110-3600-865	3,230.96
82	00275158	E8204221	GOOCH, BRANDON	05/19/25		MW	0101-0004-0-5220-1110-1000-810	168.07
82	00275159	E8204235	GUTIERREZ, CHRISTIE	05/19/25		MW	0101-0723-0-5240-1110-3600-865	18.80
82	00275160	V8200547	HOME DEPOT	05/19/25		MW	0101-0003-0-4309-1110-8200-250	183.34
82	00275160	V8200547	HOME DEPOT	05/19/25		MW	0101-0004-0-4343-1110-1000-810	19.29
82	00275161	V8211615	INDUSTRIAL METAL SUPPLY	05/19/25		MW	0101-6387-0-4301-3800-1000-646	7,446.57
82	00275162	V8203647	INTL BACCALAUREATE NORTH AMER	05/19/25		MW	0101-0004-0-5240-1110-2100-635	900.00
82	00275163	V8209845	JACKSON'S AUTO SUPPLY	05/19/25		MW	0101-0004-0-4313-1110-8200-865	17.99
82	00275164	V8214509	JOHNSON, AMBER	05/19/25		MW	0101-6500-0-5157-5750-1180-650	900.48
82	00275165	E8201922	KIRUI, LESLIE C	05/19/25		MW	0101-3310-0-5240-5770-1110-650	325.00
82	00275166	E8204467	KWAN, KALENA	05/19/25		MW	0101-6300-0-4301-1110-1000-685	125.92
82	00275167	V8200617	LAKESHORE LEARNING MATERIALS	05/19/25		MW	0101-6053-0-4301-1110-1000-635	2,057.55
82	00275167	V8200617	LAKESHORE LEARNING MATERIALS	05/19/25		MW	0101-6053-0-4330-1110-1000-635	3,890.53
82	00275168	V8213874	LAWSON PRODUCTS INC	05/19/25		MW	0101-0720-0-4315-5001-3600-865	207.65
82	00275169	E8204468	LAYANA, COLLIN	05/19/25		MW	0101-0003-0-4301-1110-1000-140	157.50
82	00275170	E8203447	LOPEZ, GEORGE	05/19/25		MW	0101-2600-0-5240-1110-2100-670	232.97
82	00275171	E8204314	MAMROT, KERRY	05/19/25		MW	0101-6500-0-5240-5050-2100-650	100.42
82	00275172	V8214347	MOXIEBOX ART INC	05/19/25		MW	0101-2600-0-4301-1110-1000-625	23,510.34
82	00275173	E8204465	NAVARRO, ADRIAN	05/19/25		MW	0101-0003-0-5240-1110-1000-220	32.34
82	00275174	V8211614	NEWPORT BAY CONSERVANCY	05/19/25		MW	0101-9017-0-5816-1110-1000-340	355.00
	00275175	V8200764	ORANGE COUNTY DEPT OF ED	05/19/25		MW	0101-0791-0-5810-1110-1000-635	1,600.00
	00275175	V8200764	ORANGE COUNTY DEPT OF ED	05/19/25		MW	0101-2600-0-5810-1110-1000-670	500.00
	00275175	V8200764	ORANGE COUNTY DEPT OF ED	05/19/25		MW	0101-6266-0-5810-1110-1000-635	2,500.00
	00275176	V8214626	PEAC SOLUTIONS	05/19/25		MW	0101-0003-0-5640-1110-1000-140	156.92
	00275176	V8214626	PEAC SOLUTIONS	05/19/25		MW	0101-0004-0-5640-0000-7530-830	107.45
	00275177	V8200247	PERMA BOUND	05/19/25		MW	0101-0003-0-4210-1110-1000-240	37.58

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82	00275178	V8200834	POWERSTRIDE BATTERY CO INC	05/19/25		MW	0101-0720-0-4315-5001-3600-865	232.74
82	00275179	V8206361	RADIO SERVICE INC	05/19/25		MW	0101-0791-0-4301-1110-1000-340	1,239.75
82	00275180	V8214052	REECE PLUMBING	05/19/25		MW	0101-8150-0-4313-0000-8110-850	1,972.56
82	00275181	V8200671	RHO, REBECCA	05/19/25		MW	0101-9017-0-4301-1110-1000-230	97.58
82	00275182	E8202665	RUEDAS, NOEMI	05/19/25		MW	0101-0723-0-5240-1110-3600-865	62.19
82	00275183	E8204464	SHROCK, MATT	05/19/25		MW	0101-4035-0-5240-1110-1000-620	246.38
82	00275184	V8200949	SMART & FINAL	05/19/25		MW	0101-0004-0-4338-1110-1000-640	155.69
82	00275185	V8200954	SO CALIF EDISON CO	05/19/25		MW	0101-0001-0-5540-1110-8200-990	5,613.30
82	00275186	V8200955	SO CALIF GAS CO	05/19/25		MW	0101-0723-0-4348-1110-3600-865	13.09
82	00275187	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/25		MW	0101-0003-0-4301-1110-1000-330	158.67
82	00275187	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/25		MW	0101-0003-0-4301-1110-1000-510	48.69
82	00275187	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/25		MW	0101-0004-0-4308-0000-7150-700	182.65
82	00275188	V8207529	STEVE WEISS MUSIC INC	05/19/25		MW	0101-6762-0-4301-1110-1000-621	44.93
82	00275189	V8213700	STRATEGIC KIDS LLC	05/19/25		MW	0101-2600-0-5110-1110-1000-670	39,773.75
82	00275190	E8204285	TAN, ALICIA	05/19/25		MW	0101-4203-0-5240-1110-1000-625	34.16
82	00275191	V8209344	TRILLIUM USA COMPANY	05/19/25		MW	0101-0723-0-4348-1110-3600-865	8,542.37
82	00275192	V8211201	TRUCKPRO HOLDING CORPORATION	05/19/25		MW	0101-0720-0-4315-5001-3600-865	225.44
82	00275193	V8214042	VISUAL EDGE IT INC	05/19/25		MW	0101-0003-0-5660-1110-1000-120	32.92
82	00275193	V8214042	VISUAL EDGE IT INC	05/19/25		MW	0101-0003-0-5660-1110-1000-310	204.37
82	00275193	V8214042	VISUAL EDGE IT INC	05/19/25		MW	0101-0004-0-5660-0000-7530-830	4.30
82	00275193	V8214042	VISUAL EDGE IT INC	05/19/25		MW	0101-0004-0-5660-0000-7540-832	13.38
82	00275193	V8214042	VISUAL EDGE IT INC	05/19/25		MW	0101-0720-0-5660-5001-3600-865	92.65
82	00275194	V8214303	WELLS FARGO BANK N.A.	05/19/25		MW	0101-0003-0-5640-1110-1000-380	387.70
82	00275195	V8213135	WESTCOAST WOODWORKING MACHINE	05/19/25		MW	0101-6387-0-5660-3800-1000-646	2,208.85
82	00275196	V8213559	XTREME SOCCER	05/19/25		MW	0101-6762-0-6490-1110-1000-130	11,835.26
82	00275197	V8201132	YORBA LINDA WATER DISTRICT	05/19/25		MW	0101-0001-0-5550-1110-8200-990	2,561.88
82	00275202	V8200078	AARDVARK CLAY & SUPPLIES INC	05/20/25		MW	0101-6770-0-4301-1110-1000-130	341.04
82	00275203	E8203040	ALVAREZ, CYNTHIA	05/20/25		MW	0101-9017-0-4301-1110-1000-380	109.81
82	00275204	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/20/25		MW	0101-2600-0-5110-1110-1000-670	14,777.36
82	00275204	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/20/25		MW	0101-6500-0-5151-5770-1180-650	12,835.04
82	00275205	V8214174	ANATOMY WAREHOUSE	05/20/25		MW	0101-6300-0-4301-1110-1000-685	977.49
	00275206	V8206590	APPLE COMPUTER INC	05/20/25		MW	0101-6500-0-4342-5770-1190-650	699.96
	00275206	V8206590	APPLE COMPUTER INC	05/20/25		MW	0101-6500-0-4343-5770-1190-650	2,532.53
	00275206	V8206590	APPLE COMPUTER INC	05/20/25		MW	0101-6500-0-4343-5001-2100-650	361.79
	00275207	V8201312	AQUARIUM OF THE PACIFIC	05/20/25		MW	0101-9017-0-5816-1110-1000-410	1,056.00
	00275208	E8204147	CAMMARATO, MATTHEW	05/20/25		MW	0101-0004-0-5220-1110-1000-810	20.30
	00275209	V8214512	CHATTERBOXES	05/20/25		MW	0101-9108-0-5810-5770-1190-650	5,070.00

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82	00275210	V8200224	CITY OF ANAHEIM	05/20/25		MW	0101-0001-0-5540-1110-8200-990	10,534.08
82	00275210	V8200224	CITY OF ANAHEIM	05/20/25		MW	0101-0001-0-5550-1110-8200-990	1,495.28
82	00275211	E8204221	GOOCH, BRANDON	05/20/25		MW	0101-0004-0-5220-1110-1000-810	62.02
82	00275212	V8213641	HANNA INTERPRETING SERVICES LL	05/20/25		MW	0101-0004-0-5810-1110-2495-646	29.77
82	00275212	V8213641	HANNA INTERPRETING SERVICES LL	05/20/25		MW	0101-6500-0-5810-5760-1110-650	4,792.50
82	00275213	E8201111	MATSON, JON S	05/20/25		MW	0101-5630-0-5220-1110-3110-706	332.15
82	00275214	E8204462	MELENDREZ, GENESSIS	05/20/25		MW	0101-0004-0-5240-1110-1000-625	26.60
82	00275215	V8200434	PIKE, JASON	05/20/25		MW	0101-0004-0-5240-1110-3130-706	279.85
82	00275215	V8200434	PIKE, JASON	05/20/25		MW	0101-5630-0-5220-1110-3110-706	128.03
82	00275216	V8210712	SO CAL GRAD	05/20/25		MW	0101-0003-0-4301-1110-1000-100	587.25
82	00275217	V8211143	SOLIANT HEALTH LLC	05/20/25		MW	0101-6500-0-5151-5770-1190-650	7,995.00
82	00275218	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/25		MW	0101-0003-0-4301-1110-1000-100	107.54
82	00275218	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/25		MW	0101-0003-0-4301-1110-1000-170	30.02
82	00275218	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/25		MW	0101-0003-0-4301-1110-1000-230	75.80
82	00275218	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/25		MW	0101-0003-0-4301-1110-1000-330	48.40
82	00275218	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/25		MW	0101-0003-0-4301-1110-1000-340	41.69
82	00275219	V8201006	SUPPLYMASTER INC	05/20/25		MW	0101-0003-0-4301-1110-1000-100	710.67
82	00275220	E8202610	TRUONG, WILLIAM	05/20/25		MW	0101-0003-0-4301-1110-1000-250	80.00
82	00275220	E8202610	TRUONG, WILLIAM	05/20/25		MW	0101-0003-0-4338-1110-2495-250	419.28
82	00275221	V8212919	VALENCIA HIGH SCHOOL ASB	05/20/25		MW	0101-0000-0-8699-0000-0000-000	1,758.69
82	00275222	V8214042	VISUAL EDGE IT INC	05/20/25		MW	0101-0003-0-5660-1110-1000-400	280.56
82	00275222	V8214042	VISUAL EDGE IT INC	05/20/25		MW	0101-0003-0-5660-1110-1000-430	63.77
82	00275222	V8214042	VISUAL EDGE IT INC	05/20/25		MW	0101-0004-0-5660-0000-7551-833	7.55
82	00275227	V8200095	ALBRIGHT LIGHTING PLASTICS	05/21/25		MW	0101-8150-0-4313-0000-8110-850	747.18
82	00275228	V8201311	AQUA SERV ENGINEERS INC	05/21/25		MW	0101-8150-0-5670-0000-8110-110	175.00
82	00275228	V8201311	AQUA SERV ENGINEERS INC	05/21/25		MW	0101-8150-0-5670-0000-8110-130	475.00
82	00275228	V8201311	AQUA SERV ENGINEERS INC	05/21/25		MW	0101-8150-0-5670-0000-8110-410	300.00
82	00275228	V8201311	AQUA SERV ENGINEERS INC	05/21/25		MW	0101-8150-0-5670-0000-8110-420	300.00
82	00275229	V8203559	AT & T	05/21/25		MW	0101-0001-0-5910-1110-8200-990	9,612.83
82	00275230	V8214190	AUTOLIFT SERVICES INC	05/21/25		MW	0101-0004-0-5690-1110-8200-865	263.94
82	00275230	V8214190	AUTOLIFT SERVICES INC	05/21/25		MW	0101-0720-0-5690-5001-3600-865	263.95
	00275230	V8214190	AUTOLIFT SERVICES INC	05/21/25		MW	0101-0723-0-5690-1110-3600-865	263.94
	00275231	V8205929	AVID CENTER	05/21/25		MW	0101-0791-0-5240-1110-1000-310	2,100.00
	00275231	V8205929	AVID CENTER	05/21/25		MW	0101-3010-0-5240-1110-1000-250	4,200.00
	00275232	V8201624	B & H PHOTO VIDEO	05/21/25		MW	0101-6387-0-4301-3800-1000-646	1,510.70
	00275232	V8201624	B & H PHOTO VIDEO	05/21/25		MW	0101-9017-0-4301-1110-1000-240	575.07
	00275233	V8200161	B & M LAWN & GARDEN CENTER	05/21/25		MW	0101-0004-0-5660-0000-8210-840	122.76

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82	00275233	V8200161	B & M LAWN & GARDEN CENTER	05/21/25		MW	0101-0004-0-5660-0000-8220-845	2,276.34
82	00275234	V8213712	BAND SHOPPE	05/21/25		MW	0101-6762-0-4301-1110-1000-621	220.93
82	00275235	V8207089	BC TRAFFIC SPECIALIST	05/21/25		MW	0101-8150-0-4313-0000-8110-850	530.17
82	00275236	V8200174	BEARCOM	05/21/25		MW	0101-0791-0-4301-1110-1000-140	5,514.76
82	00275237	V8201322	BENCHMARK EDUCATION CO	05/21/25		MW	0101-6300-0-4301-1110-1000-635	5,820.30
82	00275238	V8200182	BENRICH SERVICE CO IN	05/21/25		MW	0101-8150-0-5670-0000-8110-610	207.00
82	00275239	V8214663	CABLEWHOLESALE.COM	05/21/25		MW	0101-0004-0-4343-1110-1000-810	439.79
82	00275239	V8214663	CABLEWHOLESALE.COM	05/21/25		MW	0101-0004-0-4411-1110-1000-810	7,966.69
82	00275240	V8214326	CALI ELECTRIC MOTORS INC	05/21/25		MW	0101-8150-0-4410-0000-8110-480	6,949.88
82	00275241	V8200009	CALIF WEEKLY EXPLORER INC	05/21/25		MW	0101-9017-0-5821-1110-1000-340	1,715.98
82	00275241	V8200009	CALIF WEEKLY EXPLORER INC	05/21/25		MW	0101-9017-0-5821-1110-1000-390	1,702.99
82	00275242	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/21/25		MW	0101-6300-0-4301-1110-1000-685	193.35
82	00275243	E8204086	CAVISH, BRENNEN	05/21/25		MW	0101-0004-0-5220-1110-1000-810	46.97
82	00275244	V8212180	CINTAS CORPORATION	05/21/25		MW	0101-8150-0-5640-0000-8110-850	2,071.92
82	00275245	V8200304	COLONIAL CHESTERFIELD AT RILEY	05/21/25		MW	0101-9017-0-5816-1110-1000-410	2,235.50
82	00275246	V8212276	COMM ENTERPRISES	05/21/25		MW	0101-8150-0-5670-0000-8110-850	432.60
82	00275247	V8203404	COMMITTEE FOR CHILDREN	05/21/25		MW	0101-6053-0-4301-1110-1000-635	586.17
82	00275248	E8202861	CORONADO, VICTOR F	05/21/25		MW	0101-0723-0-5240-1110-3600-865	68.53
82	00275249	V8214664	CORWIN PRESS	05/21/25		MW	0101-6500-0-4301-5770-1190-650	86.23
82	00275250	V8200332	COSTCO WHOLESALE	05/21/25		MW	0101-5630-0-4301-1110-1000-706	3,211.07
82	00275251	V8214635	DAVID C HALL PHD	05/21/25		MW	0101-0004-0-5810-0000-7400-730	1,100.00
82	00275252	V8200119	DEMCO INC	05/21/25		MW	0101-0003-0-4308-0000-2700-400	223.83
82	00275252	V8200119	DEMCO INC	05/21/25		MW	0101-0003-0-4301-1110-1000-100	261.34
82	00275253	V8200368	DICK BLICK ART MATERIALS	05/21/25		MW	0101-0003-0-4301-1110-1000-130	226.71
82	00275253	V8200368	DICK BLICK ART MATERIALS	05/21/25		MW	0101-6387-0-4301-3800-1000-646	575.70
82	00275254	V8207165	DIRECT DOOR & HARDWARE INC	05/21/25		MW	0101-8150-0-4313-0000-8110-850	284.48
82	00275255	V8200444	FISHER SCIENTIFIC LLC	05/21/25		MW	0101-0003-0-4301-1110-1000-120	284.97
82	00275255	V8200444	FISHER SCIENTIFIC LLC	05/21/25		MW	0101-6300-0-4301-1110-1000-640	529.22
82	00275256	V8200448	FLINN SCIENTIFIC INC	05/21/25		MW	0101-0003-0-4301-1110-1000-100	1,126.59
82	00275257	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/21/25		MW	0101-8150-0-5660-0000-8110-850	325.00
82	00275257	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/21/25		MW	0101-8150-0-5670-0000-8110-855	1,650.00
	00275258	V8214229	GOLDEN WEST SECURITY SUPPLY CO	05/21/25		MW	0101-8150-0-4313-0000-8110-850	1,219.95
	00275258	V8214229	GOLDEN WEST SECURITY SUPPLY CO	05/21/25		MW	0101-8150-0-5690-0000-8110-850	596.71
	00275259	V8200498	GOPHER SPORT	05/21/25		MW	0101-6762-0-4301-1110-1000-250	218.71
	00275260	V8200500	GRAINGER	05/21/25		MW	0101-8150-0-4313-0000-8110-850	169.82
	00275261	V8200542	HIRSCH PIPE & SUPPLY CO	05/21/25		MW	0101-8150-0-4313-0000-8110-850	1,162.22
	00275262	V8200549	HMH EDUCATION COMPANY	05/21/25		MW	0101-6300-0-4301-1110-1000-685	0.00

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82	00275262	V8200549	HMH EDUCATION COMPANY	05/21/25		MW	0101-6300-0-5810-1110-1000-685	12,600.00
82	00275262	V8200549	HMH EDUCATION COMPANY	05/21/25		MW	0101-6300-0-5815-1110-1000-685	1,500.00
82	00275263	E8203095	HOHNSTEIN, BRENDA A	05/21/25		MW	0101-2600-0-4301-1110-1000-670	35.73
82	00275264	V8200547	HOME DEPOT	05/21/25		MW	0101-8150-0-4313-0000-8110-850	2,179.42
82	00275265	V8200561	IMPERIAL SPRINKLER SUPPLY INC	05/21/25		MW	0101-0004-0-4313-0000-8220-845	10,406.43
82	00275266	E8203755	IPPOLITO, JOHN	05/21/25		MW	0101-0723-0-5240-1110-3600-865	20.54
82	00275267	E8204470	JOHNSON, HALEY	05/21/25		MW	0101-9017-0-5816-1110-1000-350	150.00
82	00275268	V8210165	KONICA MINOLTA BUSINESS SOLUTI	05/21/25		MW	0101-0003-0-5660-1110-1000-120	84.94
82	00275268	V8210165	KONICA MINOLTA BUSINESS SOLUTI	05/21/25		MW	0101-0003-0-5660-1110-1000-140	81.35
82	00275269	E8204458	MARGARIT, AMANDA	05/21/25		MW	0101-6500-0-5220-5750-1130-650	134.40
82	00275270	V8200679	MCFADDEN DALE HARDWARE	05/21/25		MW	0101-0004-0-4313-0000-8210-840	10.40
82	00275270	V8200679	MCFADDEN DALE HARDWARE	05/21/25		MW	0101-0004-0-4313-0000-8220-845	7,056.32
82	00275270	V8200679	MCFADDEN DALE HARDWARE	05/21/25		MW	0101-8150-0-4313-0000-8110-850	402.87
82	00275271	V8206325	MUSIC THEATRE INTERNATIONAL	05/21/25		MW	0101-6770-0-5809-1110-1000-380	861.58
82	00275272	V8200746	NORTH COUNTY GLASS	05/21/25		MW	0101-8150-0-4313-0000-8110-850	269.38
82	00275273	V8213850	OLIVE CREST ACADEMY	05/21/25		MW	0101-6500-0-5150-5750-1180-650	4,471.79
82	00275273	V8213850	OLIVE CREST ACADEMY	05/21/25		MW	0101-6500-0-5851-5001-3600-650	1,110.24
82	00275274	V8209324	OMAX	05/21/25		MW	0101-6387-0-5660-3800-1000-646	470.84
82	00275275	V8214626	PEAC SOLUTIONS	05/21/25		MW	0101-0003-0-5640-1110-1000-140	156.92
82	00275276	V8212960	PEST SCIENCE LLC	05/21/25		MW	0101-8150-0-5670-0000-8110-850	1,759.23
82	00275277	V8212353	PRODUCTION ACCESS GROUP INC.	05/21/25		MW	0101-0008-0-4301-0000-8200-805	337.75
82	00275277	V8212353	PRODUCTION ACCESS GROUP INC.	05/21/25		MW	0101-0008-0-4410-0000-8200-805	3,070.59
82	00275278	E8204190	RAMOS, ANA	05/21/25		MW	0101-0004-0-5240-1110-3130-706	238.70
82	00275279	V8214052	REECE PLUMBING	05/21/25		MW	0101-8150-0-4313-0000-8110-850	1,000.09
82	00275280	V8200869	REFRIGERATION SUPPLIES DIST	05/21/25		MW	0101-8150-0-4313-0000-8110-850	2,406.13
82	00275281	V8200912	SCN WORLDWIDE LLC	05/21/25		MW	0101-0003-0-4301-1110-1000-110	284.48
82	00275282	V8210712	SO CAL GRAD	05/21/25		MW	0101-0003-0-4301-1110-1000-130	86.20
82	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0003-0-4301-1110-1000-230	73.05
82	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0003-0-4301-1110-1000-340	88.39
82	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0003-0-4301-1110-1000-530	162.70
82	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0003-0-4308-0000-2700-130	334.53
	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0003-0-4308-0000-2700-110	32.70
	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0004-0-4308-0000-7400-730	1,623.35
	00275283	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-6762-0-4301-1110-1000-360	53.80
	00275284	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/25		MW	0101-0791-0-4301-1110-1000-625	1,713.75
	00275285	V8213700	STRATEGIC KIDS LLC	05/21/25		MW	0101-2600-0-5110-1110-1000-670	14,199.75
	00275285	V8213700	STRATEGIC KIDS LLC	05/21/25		MW	0101-6770-0-5821-1110-1000-360	8,850.00

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82	00275286	V8201006	SUPPLYMASTER INC	05/21/25		MW	0101-0003-0-4301-1110-1000-530	534.39
82	00275287	V8201018	TEACHERS DISCOVERY	05/21/25		MW	0101-0003-0-4301-1110-1000-210	29.64
82	00275288	V8209247	TYLER TECHNOLOGIES	05/21/25		MW	0101-0723-0-5660-1110-3600-865	25,476.00
82	00275289	E8204469	VALENCIA, JACQUELYN	05/21/25		MW	0101-0001-0-5220-1110-1000-180	9.03
82	00275290	V8214042	VISUAL EDGE IT INC	05/21/25		MW	0101-0003-0-5660-1110-1000-240	286.38
82	00275291	V8214343	ZEN EDUCATE INC	05/21/25		MW	0101-6500-0-5151-5770-1180-650	14,240.43
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-110	137.53
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-130	176.33
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-130	43.40
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-140	408.75
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-140	690.05
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4210-1110-1000-200	9.93
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-200	409.37
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-200	743.26
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-220	177.88
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-250	243.85
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-320	17.08
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-420	100.78
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-510	38.50
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0003-0-4301-1110-1000-200	869.97
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4301-1110-1000-635	1,536.84
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4301-1110-1000-640	89.00
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4343-1110-1000-810	1,420.78
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4308-1110-2100-635	695.51
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4301-1110-2100-645	163.36
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0004-0-4338-1110-2100-645	95.83
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0791-0-4301-1110-1000-420	329.80
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0791-0-4301-1110-1000-430	615.33
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-0791-0-4301-1110-1000-430	1,424.52
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-3010-0-4301-1110-1000-450	1,176.57
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-4127-0-4301-1110-1000-706	61.98
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6300-0-4301-1110-1000-640	1,276.20
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6500-0-4301-5750-1190-650	417.22
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6762-0-4301-1110-1000-310	520.08
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6762-0-4301-1110-1000-460	476.83
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6762-0-4301-1110-1000-621	9,026.85
	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6762-0-4301-1110-1000-621	130.24

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82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-6770-0-4301-1110-1000-250	163.00
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-9017-0-4301-1110-1000-330	933.60
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-9017-0-4301-1110-1000-390	422.61
82	00275305	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/25		MW	0101-9017-0-4301-1110-1000-460	125.59
82	00275306	V8205929	AVID CENTER	05/22/25		MW	0101-0003-0-5240-1110-2100-500	1,050.00
82	00275307	V8214319	BEST HEARING SAN DIEGO	05/22/25		MW	0101-9108-0-5810-5770-1190-650	2,220.00
82	00275308	V8200224	CITY OF ANAHEIM	05/22/25		MW	0101-0001-0-5540-1110-8200-990	45,505.16
82	00275308	V8200224	CITY OF ANAHEIM	05/22/25		MW	0101-0001-0-5550-1110-8200-990	17,990.69
82	00275309	V8200549	HMH EDUCATION COMPANY	05/22/25		MW	0101-6300-0-5815-1110-1000-625	15,000.00
82	00275310	V8200617	LAKESHORE LEARNING MATERIALS	05/22/25		MW	0101-6053-0-4301-1110-1000-635	108.62
82	00275310	V8200617	LAKESHORE LEARNING MATERIALS	05/22/25		MW	0101-6300-0-4301-1110-1000-635	3,489.96
82	00275311	V8207584	MACMILLAN HOLDINGS LLC	05/22/25		MW	0101-6300-0-4110-1110-1000-640	16,292.26
82	00275311	V8207584	MACMILLAN HOLDINGS LLC	05/22/25		MW	0101-6300-0-5815-1110-1000-640	2,107.00
82	00275312	V8210626	MARSHALL B KETCHUM UNIVERSITY	05/22/25		MW	0101-9108-0-5810-5770-1190-650	375.87
82	00275313	V8210141	MUSIC & ARTS CENTER	05/22/25		MW	0101-6762-0-4301-1110-1000-621	169.42
82	00275314	V8200764	ORANGE COUNTY DEPT OF ED	05/22/25		MW	0101-3315-0-5240-5730-1110-650	40.00
82	00275315	V8213995	ORBACH HUFF & HENDERSON LLP	05/22/25		MW	0101-0001-0-5807-0000-7200-990	929.00
82	00275316	V8205473	PRESIDENTS EDUC AWARDS PROG	05/22/25		MW	0101-0003-0-4301-1110-1000-360	177.09
82	00275317	V8203641	RIDDELL ALL AMERICAN	05/22/25		MW	0101-0004-0-4301-1110-1000-636	15,397.71
82	00275318	V8206754	SCHOOL SPECIALTY LLC	05/22/25		MW	0101-9017-0-4301-1110-1000-500	1,957.50
82	00275319	V8206409	SEA CLEAR POOLS INC	05/22/25		MW	0101-8150-0-5670-0000-8110-100	2,390.00
82	00275319	V8206409	SEA CLEAR POOLS INC	05/22/25		MW	0101-8150-0-5670-0000-8110-110	2,390.00
82	00275319	V8206409	SEA CLEAR POOLS INC	05/22/25		MW	0101-8150-0-5670-0000-8110-130	2,390.00
82	00275319	V8206409	SEA CLEAR POOLS INC	05/22/25		MW	0101-8150-0-5670-0000-8110-140	2,590.00
82	00275320	V8200932	SECO ELECTRIC & LIGHTING	05/22/25		MW	0101-2600-0-6274-0000-8500-310	47,167.00
82	00275320	V8200932	SECO ELECTRIC & LIGHTING	05/22/25		MW	0101-8150-0-5690-0000-8110-850	1,916.95
82	00275321	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/22/25		MW	0101-0004-0-4313-0000-8220-845	79.36
82	00275322	V8200949	SMART & FINAL	05/22/25		MW	0101-3010-0-4301-1110-1000-120	359.87
82	00275323	V8211024	SOUTH COAST WATER CO	05/22/25		MW	0101-8150-0-5670-0000-8110-100	100.00
82	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4301-1110-1000-230	526.09
82	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4301-1110-1000-350	71.61
	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4301-1110-1000-530	22.74
	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4308-0000-2700-130	70.24
	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4308-0000-2700-110	38.28
	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4308-0000-2700-530	7.50
	00275324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-6762-0-4301-1110-1000-530	241.98
	00275325	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-0003-0-4301-1110-1000-210	-23.88

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82	00275325	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/25		MW	0101-6762-0-4301-1110-1000-460	304.37
82	00275326	V8201006	SUPPLYMASTER INC	05/22/25		MW	0101-0003-0-4343-1110-1000-110	162.04
82	00275326	V8201006	SUPPLYMASTER INC	05/22/25		MW	0101-0003-0-4301-1110-1000-210	121.92
82	00275326	V8201006	SUPPLYMASTER INC	05/22/25		MW	0101-0003-0-4301-1110-1000-340	845.44
82	00275326	V8201006	SUPPLYMASTER INC	05/22/25		MW	0101-3310-0-4301-5750-1130-650	240.34
82	00275326	V8201006	SUPPLYMASTER INC	05/22/25		MW	0101-3310-0-4308-5001-2100-650	540.92
82	00275327	V8214600	THE HORN GUYS	05/22/25		MW	0101-6762-0-4301-1110-1000-621	433.42
82	00275328	V8201989	UNIVERSITY TRAINING CENTER INC	05/22/25		MW	0101-0004-0-5810-1110-1000-636	1,000.00
82	00275329	V8205738	VISTA PAINT	05/22/25		MW	0101-8150-0-4313-0000-8110-850	782.33
82	00275329	V8205738	VISTA PAINT	05/22/25		MW	0101-8150-0-4313-0000-8110-850	584.99
82	00275330	V8214072	WATER AND WIFI LLC	05/22/25		MW	0101-2600-0-6274-0000-8500-310	160.52
82	00275331	V8214516	WESTLAKE HARDWARE INC	05/22/25		MW	0101-8150-0-4313-0000-8110-850	203.32
82	00275333	V8203366	4 IMPRINT	05/23/25		MW	0101-9017-0-4308-0000-2700-400	441.65
82	00275334	V8200078	AARDVARK CLAY & SUPPLIES INC	05/23/25		MW	0101-6770-0-4301-1110-1000-130	807.80
82	00275335	E8200142	AGUILAR, GINA M	05/23/25		MW	0101-0791-0-4301-1110-1000-120	105.37
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-100	95.31
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-110	36.64
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-130	441.67
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-140	667.30
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4343-1110-1000-140	704.68
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-140	819.32
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-170	129.69
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-220	80.36
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0003-0-4301-1110-1000-510	73.76
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0004-0-4301-1110-1000-810	9.78
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0004-0-4343-1110-1000-810	1,844.81
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0005-0-4301-1110-1000-100	462.54
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0791-0-4210-1110-1000-340	346.98
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0791-0-4301-1110-1000-340	1,472.24
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-2600-0-4301-1110-1000-670	294.76
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-2600-0-4301-1110-1000-625	365.04
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-0004-0-4308-1110-2100-646	48.93
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6387-0-4301-3800-1000-646	505.19
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6762-0-4301-1110-1000-200	81.51
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6762-0-4301-1110-1000-250	56.42
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6762-0-4301-1110-1000-390	93.24
	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6762-0-4301-1110-1000-530	136.47

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82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-6770-0-4301-1110-1000-530	1,736.03
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-8150-0-4313-0000-8110-850	86.96
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-8150-0-4313-0000-8110-850	17.55
82	00275336	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	0101-9017-0-4301-1110-1000-250	101.28
82	00275337	E8200972	CABRERA, JOSE A	05/23/25		MW	0101-0004-0-5240-1110-2100-625	16.03
82	00275338	E8204419	CHORN, ALEXIS	05/23/25		MW	0101-6300-0-4301-1110-1000-685	125.80
82	00275339	V8200332	COSTCO WHOLESALE	05/23/25		MW	0101-0003-0-4338-0000-2700-100	734.48
82	00275340	V8212349	DREAMS FOR SCHOOLS	05/23/25		MW	0101-2600-0-5110-1110-1000-670	20,132.07
82	00275341	V8206229	ENVIRONMENTAL NATURE CENTER	05/23/25		MW	0101-9017-0-5816-1110-1000-360	840.00
82	00275342	E8202840	FABRIZIO, DAVID	05/23/25		MW	0101-0723-0-5240-1110-3600-865	111.99
82	00275343	E8203627	FANG, WEI	05/23/25		MW	0101-6762-0-5220-1110-1000-621	97.30
82	00275344	V8200438	FEDERAL EXPRESS	05/23/25		MW	0101-0005-0-4310-1110-1000-100	1,528.55
82	00275344	V8200438	FEDERAL EXPRESS	05/23/25		MW	0101-6500-0-5930-5001-2100-650	24.06
82	00275344	V8200438	FEDERAL EXPRESS	05/23/25		MW	0101-6762-0-5930-1110-1000-100	718.41
82	00275345	E8201239	GORDILLO, TONYA	05/23/25		MW	0101-0004-0-5240-1110-2100-705	8.40
82	00275346	V8208315	HARBOTTLE LAW GROUP	05/23/25		MW	0101-6500-0-5807-5001-2100-650	23,346.71
82	00275347	V8214370	HOME CAMPUS	05/23/25		MW	0101-0004-0-5815-1110-1000-636	347.50
82	00275348	V8210211	IMPERIAL BAND INSTRUMENTS	05/23/25		MW	0101-0003-0-4301-1110-1000-200	299.35
82	00275349	V8214644	JUICED UP ATHLETICS	05/23/25		MW	0101-9015-0-4301-1110-1000-220	3,478.17
82	00275350	V8214187	KASSIRER SPORTS	05/23/25		MW	0101-2600-0-5110-1110-1000-670	77,760.00
82	00275351	V8206781	LANGUAGE NETWORK INC	05/23/25		MW	0101-6500-0-5810-5760-1110-650	1,404.24
82	00275352	E8204276	LOPEZ, NOELLE	05/23/25		MW	0101-0003-0-4338-1110-1000-350	67.17
82	00275353	E8203872	LUNA, KARINA	05/23/25		MW	0101-0004-0-5240-1110-3130-706	268.59
82	00275354	V8207584	MACMILLAN HOLDINGS LLC	05/23/25		MW	0101-6300-0-4110-1110-1000-640	8,032.16
82	00275354	V8207584	MACMILLAN HOLDINGS LLC	05/23/25		MW	0101-6300-0-5815-1110-1000-640	2,107.00
82	00275355	V8203423	MEDIEVAL TIMES	05/23/25		MW	0101-9017-0-5816-1110-1000-240	7,356.90
82	00275356	V8214491	MILESTONES THERAPY GROUP	05/23/25		MW	0101-6500-0-5810-5770-1190-650	56,257.91
82	00275357	V8210581	NATIONAL STUDENT CLEARINGHOUSE	05/23/25		MW	0101-0004-0-5310-1110-1000-640	1,980.00
82	00275358	E8203650	NEUMAYR, ROSE	05/23/25		MW	0101-6762-0-5220-1110-1000-621	173.60
82	00275359	V8213236	NIGRO & NIGRO PC	05/23/25		MW	0101-0004-0-5803-0000-7191-815	15,500.00
82	00275360	E8204472	O'BRIEN, KIMBERLY	05/23/25		MW	0101-6762-0-5220-1110-1000-621	39.48
	00275361	V8214114	OCVIOLIN SHOP	05/23/25		MW	0101-6762-0-4410-1110-1000-621	43,761.00
	00275362	V8200764	ORANGE COUNTY DEPT OF ED	05/23/25		MW	0101-0791-0-5240-1110-2100-685	150.00
	00275363	E8204428	PARK, BRIAN	05/23/25		MW	0101-6387-0-5220-3800-1000-646	11.06
	00275364	E8204471	PATEL, SHIELA	05/23/25		MW	0101-6500-0-5220-5770-1190-650	89.60
	00275365	V8214626	PEAC SOLUTIONS	05/23/25		MW	0101-0003-0-5640-1110-1000-250	602.27
	00275366	E8204078	PILKENTON, JENNIFER	05/23/25		MW	0101-0003-0-4301-1110-1000-140	90.48

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82	00275367	V8212965	RBY5 PSYCHOLOGICAL SERVICES	05/23/25		MW	0101-9108-0-5810-5770-1190-650	12,800.00
82	00275368	V8214683	SHOWCHOIRSTOCK.COM	05/23/25		MW	0101-6770-0-4301-1110-1000-230	1,300.00
82	00275369	V8211658	SMART & FINAL	05/23/25		MW	0101-9017-0-4301-1110-1000-230	83.13
82	00275370	V8210712	SO CAL GRAD	05/23/25		MW	0101-0003-0-4301-1110-1000-130	826.44
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-0003-0-4301-1110-1000-200	309.77
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-0003-0-4308-0000-2700-200	886.12
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-0004-0-4308-1110-2100-635	287.55
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-0004-0-4301-1110-2100-685	266.30
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-0004-0-4301-1110-1000-646	482.54
82	00275371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-6010-0-4301-1110-1000-670	989.15
82	00275372	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/23/25		MW	0101-6500-0-4301-5001-2100-650	103.51
82	00275373	V8213700	STRATEGIC KIDS LLC	05/23/25		MW	0101-6762-0-5809-1110-1000-330	5,200.00
82	00275374	V8213643	THE STEPPING STONES GROUP LLC	05/23/25		MW	0101-9108-0-5810-5770-1190-650	16,705.26
82	00275375	E8202610	TRUONG, WILLIAM	05/23/25		MW	0101-0791-0-5240-1110-1000-250	466.60
82	00275376	V8210709	VANAMAN GERMAN LLP	05/23/25		MW	0101-6500-0-5817-5001-2100-650	4,000.00
82	00275382	V8200074	A Z BUS SALES INC	05/27/25		MW	0101-0720-0-4315-5001-3600-865	1,230.84
82	00275382	V8200074	A Z BUS SALES INC	05/27/25		MW	0101-0723-0-4315-1110-3600-865	635.54
82	00275382	V8200074	A Z BUS SALES INC	05/27/25		MW	0101-0723-0-5690-1110-3600-865	816.88
82	00275383	E8203471	ALFARO, ALESSANDRA	05/27/25		MW	0101-0004-0-5220-1110-1000-706	220.15
82	00275384	V8211254	ALL CITY MANAGEMENT SERVICES I	05/27/25		MW	0101-0004-0-5809-1110-1000-865	15,187.90
82	00275385	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/27/25		MW	0101-6500-0-5151-5770-1180-650	12,514.11
82	00275386	V8205929	AVID CENTER	05/27/25		MW	0101-0791-0-5240-1110-2100-350	1,050.00
82	00275387	V8213647	BREA URGENT CARE INC.	05/27/25		MW	0101-0004-0-5810-0000-3600-865	365.00
82	00275388	V8209844	CALIFORNIA AUTO REFRIGERATION	05/27/25		MW	0101-0720-0-4315-5001-3600-865	253.21
82	00275389	V8213371	CAMBRIDGE UNIVERSITY PRESS & A	05/27/25		MW	0101-6762-0-4301-1110-1000-100	192.55
82	00275390	V8212180	CINTAS CORPORATION	05/27/25		MW	0101-0004-0-5640-0000-7540-832	134.46
82	00275390	V8212180	CINTAS CORPORATION	05/27/25		MW	0101-0720-0-5560-5001-3600-865	29.50
82	00275390	V8212180	CINTAS CORPORATION	05/27/25		MW	0101-0723-0-5560-5001-3600-865	947.40
82	00275391	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/27/25		MW	0101-0003-0-4301-1110-1000-330	772.00
82	00275392	V8213838	EVERDRIVEN TECHNOLOGIES	05/27/25		MW	0101-0720-0-5812-5001-3600-865	6,465.16
82	00275393	V8210119	FACTORY MOTOR PARTS	05/27/25		MW	0101-0004-0-4313-1110-8200-865	221.34
	00275393	V8210119	FACTORY MOTOR PARTS	05/27/25		MW	0101-0720-0-4315-5001-3600-865	1,518.57
	00275394	V8201847	FAIRWAY FORD	05/27/25		MW	0101-0004-0-4313-1110-8200-865	64.95
	00275395	V8200438	FEDERAL EXPRESS	05/27/25		MW	0101-0005-0-4310-1110-1000-100	1,147.04
	00275395	V8200438	FEDERAL EXPRESS	05/27/25		MW	0101-6500-0-5930-5001-2100-650	63.17
	00275396	V8213607	FILMED ACADEMY OF THE ARTS LIM	05/27/25		MW	0101-0004-0-5810-1110-1000-640	40,380.00
	00275397	V8210083	FIRST STUDENT INC	05/27/25		MW	0101-0720-0-5812-5001-3600-865	70,045.00

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82	00275398	V8200446	FLEET SERVICES	05/27/25		MW	0101-0004-0-4313-1110-8200-865	552.50
82	00275398	V8200446	FLEET SERVICES	05/27/25		MW	0101-0720-0-4315-5001-3600-865	12,377.97
82	00275398	V8200446	FLEET SERVICES	05/27/25		MW	0101-0723-0-4315-1110-3600-865	1,539.79
82	00275399	V8200535	HAZ PARTY RENTALS	05/27/25		MW	0101-9017-0-5640-0000-2700-110	1,750.00
82	00275400	V8202364	HERITAGE MUSEUM OF ORANGE COUN	05/27/25		MW	0101-9017-0-5816-1110-1000-320	44.00
82	00275401	V8213069	INTERQUEST GROUP INC	05/27/25		MW	0101-0004-0-5690-1110-1000-705	1,300.00
82	00275402	V8213874	LAWSON PRODUCTS INC	05/27/25		MW	0101-0720-0-4315-5001-3600-865	55.54
82	00275403	V8213214	MINDWORKS RESOURCES INC	05/27/25		MW	0101-2600-0-4301-1110-1000-670	6,396.51
82	00275404	V8210141	MUSIC & ARTS CENTER	05/27/25		MW	0101-6762-0-5660-1110-1000-621	458.38
82	00275405	V8210095	ORANGE COUNTY FIRE PROTECTION	05/27/25		MW	0101-0720-0-5690-5001-3600-865	1,228.59
82	00275405	V8210095	ORANGE COUNTY FIRE PROTECTION	05/27/25		MW	0101-0723-0-5690-1110-3600-865	50.00
82	00275406	E8200272	OSBORNE III, DWIGHT E	05/27/25		MW	0101-3550-0-5240-3800-1000-646	260.46
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-0000-0-3353-0000-0000-000	688.57
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-0000-0-3354-0000-0000-000	6,479.32
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-0004-0-5809-1110-1000-130	1,052.78
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-0004-0-4343-1110-1000-810	10.00
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-9015-0-5816-1110-1000-410	472.00
82	00275407	V8200250	P Y L U S D	05/27/25		MW	0101-9015-0-5816-1110-1000-220	400.00
82	00275408	V8200795	PARKHOUSE TIRE INC	05/27/25		MW	0101-0720-0-4312-5001-3600-865	5,294.50
82	00275409	V8205966	PEARSON EDUCATION	05/27/25		MW	0101-3310-0-4305-5770-1190-650	3,852.72
82	00275409	V8205966	PEARSON EDUCATION	05/27/25		MW	0101-6500-0-4305-5770-1190-650	84.83
82	00275409	V8205966	PEARSON EDUCATION	05/27/25		MW	0101-6500-0-4305-5001-2100-650	256.26
82	00275410	V8211718	PINNACLE PETROLEUM	05/27/25		MW	0101-0723-0-9322-0000-0000-000	30,523.84
82	00275411	V8200834	POWERSTRIDE BATTERY CO INC	05/27/25		MW	0101-0004-0-4313-1110-8200-865	124.15
82	00275411	V8200834	POWERSTRIDE BATTERY CO INC	05/27/25		MW	0101-0720-0-4315-5001-3600-865	120.72
82	00275412	V8205473	PRESIDENTS EDUC AWARDS PROG	05/27/25		MW	0101-9017-0-4301-1110-1000-340	210.12
82	00275413	V8211067	PRO ACT INC	05/27/25		MW	0101-6500-0-5240-5001-2100-650	2,450.00
82	00275414	V8214458	RUSH TRUCK CENTERS OF CALIFORN	05/27/25		MW	0101-0723-0-4315-1110-3600-865	294.00
82	00275414	V8214458	RUSH TRUCK CENTERS OF CALIFORN	05/27/25		MW	0101-0723-0-5690-1110-3600-865	2,832.14
82	00275415	V8210712	SO CAL GRAD	05/27/25		MW	0101-0003-0-4301-1110-1000-140	1,045.18
82	00275416	V8200955	SO CALIF GAS CO	05/27/25		MW	0101-0001-0-5530-1110-8200-990	251.18
	00275417	V8211143	SOLIANT HEALTH LLC	05/27/25		MW	0101-6500-0-5151-5770-1190-650	7,995.00
	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-310	315.58
	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-320	140.22
	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-420	411.67
	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-430	334.22
	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-510	85.54

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82	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-5750-1110-440	161.36
82	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4308-0000-2700-110	674.47
82	00275418	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0791-0-4308-1110-1000-625	141.60
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-100	147.49
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0003-0-4301-1110-1000-170	98.25
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0791-0-4308-1110-1000-625	147.78
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-0791-0-4301-1110-1000-625	205.07
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-6762-0-4301-1110-1000-621	33.61
82	00275419	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	0101-9017-0-4308-0000-2700-110	777.40
82	00275420	V8201006	SUPPLYMASTER INC	05/27/25		MW	0101-0003-0-4308-0000-2700-110	1,951.27
82	00275421	V8211057	TEAMTALK NETWORKS LLC	05/27/25		MW	0101-0723-0-5910-1110-3600-865	867.00
82	00275422	V8209247	TYLER TECHNOLOGIES	05/27/25		MW	0101-0723-0-5660-1110-3600-865	102.50
82	00275423	V8205382	UKG KRONOS SYSTEMS LLC	05/27/25		MW	0101-0720-0-5809-5001-3600-865	2,595.84
82	00275424	V8214042	VISUAL EDGE IT INC	05/27/25		MW	0101-0003-0-5660-1110-1000-100	36.59
82	00275425	V8214303	WELLS FARGO BANK N.A.	05/27/25		MW	0101-0003-0-5640-1110-1000-170	157.68
82	00275425	V8214303	WELLS FARGO BANK N.A.	05/27/25		MW	0101-0004-0-5650-0000-7200-800	151.16
82	00275426	V8213823	WHITTIER CHRISTIAN HIGH SCHOOL	05/27/25		MW	0101-0720-0-5812-5001-3600-865	23,328.50
82	00275426	V8213823	WHITTIER CHRISTIAN HIGH SCHOOL	05/27/25		MW	0101-0723-0-5812-1110-3600-865	109,658.50
82	00275427	E8202989	YAUNG-KISHI, OLIVIA	05/27/25		MW	0101-6762-0-5240-1110-2100-600	116.90
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-0003-0-4301-1110-1000-130	164.72
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-0003-0-4301-1110-1000-140	135.70
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-0003-0-4301-1110-1000-140	23.80
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-0003-0-4301-1110-1000-200	30.98
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-0004-0-4411-0000-7550-831	875.99
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-2600-0-4301-1110-1000-670	11.93
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-3010-0-4301-1110-1000-450	75.12
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6300-0-4301-1110-1000-635	73.76
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6300-0-4301-1110-1000-640	733.80
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6387-0-4301-3800-1000-646	1,453.71
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6762-0-4301-1110-1000-200	156.34
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6762-0-4301-1110-1000-510	101.74
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6762-0-4301-1110-1000-621	138.65
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6762-0-4410-1110-1000-621	760.16
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6770-0-4301-1110-1000-420	1,344.30
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6770-0-4411-1110-1000-420	825.30
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-6770-0-4301-1110-1000-250	3,856.21
	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-9017-0-4411-1110-1000-110	971.79

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82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-9017-0-4301-1110-1000-430	157.71
82	00275435	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	0101-9017-0-4410-1110-1000-430	1,536.02
82	00275436	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/28/25		MW	0101-2600-0-5110-1110-1000-670	15,122.00
82	00275437	V8205929	AVID CENTER	05/28/25		MW	0101-0791-0-4301-1110-1000-310	200.00
82	00275438	E8202506	BABCOCK, NATHANIEL P	05/28/25		MW	0101-4035-0-5240-1110-1000-620	255.34
82	00275439	E8204473	BARTA, BRIDGET	05/28/25		MW	0101-0003-0-4301-1110-1000-450	155.73
82	00275440	V8214682	BLUETRITON BRANDS INC	05/28/25		MW	0101-0004-0-4338-1110-7150-700	57.47
82	00275440	V8214682	BLUETRITON BRANDS INC	05/28/25		MW	0101-8150-0-5640-0000-8110-850	362.86
82	00275441	V8201588	CAMELOT GOLFLAND	05/28/25		MW	0101-9017-0-5816-1110-1000-380	2,604.05
82	00275441	V8201588	CAMELOT GOLFLAND	05/28/25		MW	0101-9017-0-5816-1110-1000-520	1,964.77
82	00275442	V8214512	CHATTERBOXES	05/28/25		MW	0101-9108-0-5810-5770-1190-650	4,530.00
82	00275443	V8200332	COSTCO WHOLESALE	05/28/25		MW	0101-0003-0-4338-0000-2700-100	202.82
82	00275443	V8200332	COSTCO WHOLESALE	05/28/25		MW	0101-0003-0-4338-0000-2700-130	1,123.49
82	00275444	V8211534	CRAFTSMAN WOOD FIRED PIZZA	05/28/25		MW	0101-0003-0-4338-0000-2700-100	94.63
82	00275445	E8204310	FIEN, SAMANTHA	05/28/25		MW	0101-2600-0-5220-0000-3140-670	47.25
82	00275446	V8211238	HIGGINSON ARCHITECTS INC	05/28/25		MW	0101-2600-0-6210-0000-8500-855	2,940.00
82	00275447	V8200547	HOME DEPOT	05/28/25		MW	0101-0003-0-4309-1110-8200-140	195.68
82	00275447	V8200547	HOME DEPOT	05/28/25		MW	0101-8150-0-4313-0000-8110-850	2,434.48
82	00275448	V8214155	HOPE DISPLAYS LLC	05/28/25		MW	0101-2600-0-4301-1110-1000-670	1,039.00
82	00275449	V8200561	IMPERIAL SPRINKLER SUPPLY INC	05/28/25		MW	0101-0004-0-4313-0000-8220-845	123.64
82	00275450	V8200277	LA HABRA CHILDREN'S MUSEUM	05/28/25		MW	0101-6762-0-5816-1110-1000-500	640.00
82	00275451	V8207584	MACMILLAN HOLDINGS LLC	05/28/25		MW	0101-6300-0-4110-1110-1000-640	16,064.32
82	00275451	V8207584	MACMILLAN HOLDINGS LLC	05/28/25		MW	0101-6300-0-5815-1110-1000-640	44,539.64
82	00275452	V8200723	N O C R O P	05/28/25		MW	0101-0000-0-7143-0000-9200-990	214,382.00
82	00275452	V8200723	N O C R O P	05/28/25		MW	0101-6387-0-7143-3800-9200-646	24,500.80
82	00275453	V8208830	NINYO & MOORE GEOTECHNICAL ENV	05/28/25		MW	0101-2600-0-6280-0000-8500-510	4,823.00
82	00275454	V8200746	NORTH COUNTY GLASS	05/28/25		MW	0101-8150-0-4313-0000-8110-850	210.11
82	00275455	V8214471	ONE DAY SIGNS INC	05/28/25		MW	0101-8150-0-4313-0000-8110-850	695.00
82	00275456	V8210095	ORANGE COUNTY FIRE PROTECTION	05/28/25		MW	0101-8150-0-5670-0000-8110-850	1,225.00
82	00275457	V8204634	ORANGE COUNTY ZOO	05/28/25		MW	0101-3010-0-5816-1110-1000-430	219.00
82	00275458	V8200775	OUTREACH CONCERN INC	05/28/25		MW	0101-0791-0-5810-1110-1000-705	21,150.00
	00275459	V8200247	PERMA BOUND	05/28/25		MW	0101-0003-0-4210-1110-1000-240	58.00
	00275460	E8203885	PLATT, JEFF	05/28/25		MW	0101-0003-0-5220-1110-1000-140	25.90
	00275461	V8213861	PMC CONCRETE CONTRACTORS INC	05/28/25		MW	0101-2600-0-6274-0000-8500-510	14,950.00
	00275462	V8212965	RBY5 PSYCHOLOGICAL SERVICES	05/28/25		MW	0101-9108-0-5810-5770-1190-650	6,000.00
	00275463	V8203641	RIDDELL ALL AMERICAN	05/28/25		MW	0101-0004-0-4301-1110-1000-636	14,406.24
	00275464	V8214662	SEE ME THRIVE ADAPTED TOYS	05/28/25		MW	0101-6500-0-4301-5750-1190-650	65.00

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82	00275465	V8207774	SELMAN CHEVROLET	05/28/25		MW	0101-0720-0-4315-5001-3600-865	0.00
82	00275465	V8207774	SELMAN CHEVROLET	05/28/25		MW	0101-0720-0-5690-5001-3600-865	7,004.49
82	00275466	V8200954	SO CALIF EDISON CO	05/28/25		MW	0101-0001-0-5540-1110-8200-990	63.54
82	00275467	V8200955	SO CALIF GAS CO	05/28/25		MW	0101-0001-0-5530-1110-8200-990	6,609.29
82	00275468	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-100	73.85
82	00275468	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-210	167.31
82	00275468	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-230	2,607.32
82	00275468	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-450	184.78
82	00275469	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-360	128.43
82	00275469	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-400	61.36
82	00275469	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-460	264.91
82	00275469	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-0003-0-4301-1110-1000-490	213.45
82	00275469	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/25		MW	0101-9017-0-4301-1110-1000-100	1,462.91
82	00275470	V8207529	STEVE WEISS MUSIC INC	05/28/25		MW	0101-6762-0-4410-1110-1000-621	4,496.81
82	00275471	E8204474	VELASCO, AMARYLLIS	05/28/25		MW	0101-0791-0-4301-1110-1000-120	61.28
82	00275472	V8214042	VISUAL EDGE IT INC	05/28/25		MW	0101-0003-0-5660-1110-1000-110	1,144.15
82	00275472	V8214042	VISUAL EDGE IT INC	05/28/25		MW	0101-0003-0-5660-1110-1000-140	917.56
82	00275472	V8214042	VISUAL EDGE IT INC	05/28/25		MW	0101-0003-0-5660-1110-1000-390	1,193.80
82	00275472	V8214042	VISUAL EDGE IT INC	05/28/25		MW	0101-0003-0-5660-1110-1000-500	114.82
82	00275472	V8214042	VISUAL EDGE IT INC	05/28/25		MW	0101-6500-0-5660-5001-2100-650	19.96
82	00275473	V8201132	YORBA LINDA WATER DISTRICT	05/28/25		MW	0101-0001-0-5550-1110-8200-990	5,959.56
82	00275474	V8214343	ZEN EDUCATE INC	05/28/25		MW	0101-6500-0-5151-5770-1180-650	14,380.18
82	00275475	V8214343	ZEN EDUCATE INC	05/28/25		MW	0101-2600-0-5110-1110-1000-670	7,307.68
82	00275481	E8202473	AGUILAR, LINDSEY N	05/29/25		MW	0101-6500-0-5220-5750-1130-650	87.36
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4210-1110-1000-100	190.81
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-100	1,082.66
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-140	389.87
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4343-1110-1000-140	533.02
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-140	524.76
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4343-1110-1000-140	929.82
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-140	329.66
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-140	16.29
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4343-1110-1000-140	478.48
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-200	438.18
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-210	238.17
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-210	130.84
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-220	-150.05

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82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-230	294.39
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-250	303.22
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-390	26.09
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-410	28.92
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4210-1110-1000-420	18.05
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-420	960.15
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-510	122.89
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4308-0000-2700-210	103.03
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4308-0000-2700-110	114.81
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-200	1,758.64
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-130	667.09
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-420	105.96
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0003-0-4301-1110-1000-240	175.26
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0004-0-4308-0000-7300-815	205.81
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0004-0-4308-1110-1000-810	70.30
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0004-0-4343-1110-1000-810	1,229.05
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0004-0-4301-1110-2100-640	83.11
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0004-0-4301-1110-1000-635	1,339.72
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0005-0-4301-1110-1000-100	60.88
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0720-0-4317-5001-3600-865	404.55
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0791-0-4301-1110-1000-430	150.47
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0791-0-4343-1110-1000-430	401.47
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-0791-0-4210-1110-1000-230	235.12
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-2600-0-4301-1110-1000-670	1,697.99
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-2600-0-4301-1110-1000-670	1,719.76
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-3010-0-4301-1110-1000-250	1,647.56
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-3010-0-4301-1110-1000-450	56.50
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6053-0-4301-1110-1000-635	204.45
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6300-0-4301-1110-1000-640	1,006.88
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6300-0-4301-1110-1000-685	1,333.50
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6500-0-4308-5001-2100-651	90.86
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6500-0-4301-5001-2100-650	78.40
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6500-0-4308-5001-2100-650	278.28
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4301-1110-1000-230	160.05
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4301-1110-1000-480	262.85
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4301-1110-1000-390	1,737.11
	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4301-1110-1000-510	336.00

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82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4343-1110-1000-530	281.66
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6762-0-4301-1110-1000-621	327.49
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6770-0-4301-1110-1000-530	655.28
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-6770-0-4301-1110-1000-100	39.94
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-110	1,267.07
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-170	207.03
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-200	1,290.29
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-380	232.63
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-480	228.06
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-500	438.81
82	00275484	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	0101-9017-0-4301-1110-1000-670	157.63
82	00275485	E8204425	AMINI, MICHAEL	05/29/25		MW	0101-6500-0-5220-5750-1190-650	78.54
82	00275486	V8200161	B & M LAWN & GARDEN CENTER	05/29/25		MW	0101-0004-0-5660-0000-8220-845	7,650.13
82	00275487	V8200648	BROCK, STEPHANIE	05/29/25		MW	0101-0003-0-4301-1110-1000-210	181.22
82	00275488	V8200224	CITY OF ANAHEIM	05/29/25		MW	0101-0001-0-5540-1110-8200-990	9,901.51
82	00275489	V8200304	COLONIAL CHESTERFIELD AT RILEY	05/29/25		MW	0101-9017-0-5816-1110-1000-380	1,973.40
82	00275490	V8213821	CREATE A PARTY RENTALS	05/29/25		MW	0101-8150-0-5640-0000-8110-130	1,203.00
82	00275491	V8208733	DIGITAL ELECTRIC INC.	05/29/25		MW	0101-8150-0-5690-0000-8110-855	8,550.00
82	00275492	V8209770	FULLER ENGINEERING INC	05/29/25		MW	0101-8150-0-5670-0000-8110-850	5,733.30
82	00275493	E8203110	GAGNON, PAMELA D	05/29/25		MW	0101-6500-0-5220-5750-1190-650	202.79
82	00275494	E8203324	GANGANO, TALIA R	05/29/25		MW	0101-6500-0-5220-5770-1190-650	55.16
82	00275495	E8202555	GERSBACHER, LISA A	05/29/25		MW	0101-0791-0-5220-1110-2100-640	61.32
82	00275496	V8200367	GOLDEN STATE PAVING CO INC	05/29/25		MW	0101-8150-0-5690-0000-8110-490	11,100.00
82	00275497	E8203768	HERRERA, YAEL	05/29/25		MW	0101-4127-0-5220-1110-1000-650	155.33
82	00275498	V8200157	HOBBY LOBBY	05/29/25		MW	0101-2600-0-4301-1110-1000-670	3,567.15
82	00275499	V8210211	IMPERIAL BAND INSTRUMENTS	05/29/25		MW	0101-0003-0-4301-1110-1000-200	32.85
82	00275500	V8200579	J W PEPPER OF LOS ANGELES	05/29/25		MW	0101-6762-0-4301-1110-1000-130	402.97
82	00275501	V8200626	LECTORUM PUBLICATIONS INC	05/29/25		MW	0101-0004-0-4301-1110-1000-635	9.04
82	00275502	E8204290	LOPEZ, MORGAN	05/29/25		MW	0101-0004-0-5220-1110-3140-705	71.05
82	00275503	E8203802	LUONG, JEAN	05/29/25		MW	0101-6500-0-5220-5770-1190-650	70.63
82	00275504	E8200989	MC GINNIS, WENDY L	05/29/25		MW	0101-6500-0-5220-5770-1190-650	628.37
	00275505	V8207832	MONJARAS & WISMEYER GROUP INC	05/29/25		MW	0101-0004-0-4308-1110-2100-635	718.64
	00275505	V8207832	MONJARAS & WISMEYER GROUP INC	05/29/25		MW	0101-0004-0-4410-1110-2100-635	800.09
	00275506	E8204460	OBNAMIA, SABRINA GRACE	05/29/25		MW	0101-6500-0-5220-5750-1190-650	11.27
	00275507	V8200753	OFFICE DEPOT BUSINESS SERVICE	05/29/25		MW	0101-0000-0-9320-0000-0000-000	27,267.98
	00275508	V8200247	PERMA BOUND	05/29/25		MW	0101-0003-0-4210-1110-1000-200	261.01
	00275508	V8200247	PERMA BOUND	05/29/25		MW	0101-9017-0-4210-1110-1000-460	45.95

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82	00275509	E8203885	PLATT, JEFF	05/29/25		MW	0101-0003-0-5220-1110-1000-140	410.90
82	00275510	E8204377	PLAZA, FRANCISCA	05/29/25		MW	0101-6500-0-5220-5750-1190-650	49.42
82	00275511	V8213495	SAFETY COMPLIANCE COMPANY	05/29/25		MW	0101-0004-0-5853-0000-8220-845	1,200.00
82	00275511	V8213495	SAFETY COMPLIANCE COMPANY	05/29/25		MW	0101-8150-0-5853-0000-8110-850	1,200.00
82	00275512	V8200921	SCHOOL HEALTH CORP	05/29/25		MW	0101-0004-0-4301-1110-3140-705	843.69
82	00275513	V8206409	SEA CLEAR POOLS INC	05/29/25		MW	0101-8150-0-5660-0000-8110-850	3,424.60
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-460	7,970.84
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-410	5,313.89
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-450	5,342.60
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-510	5,978.13
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-490	4,649.65
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-420	8,302.95
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-400	5,866.60
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-500	5,313.89
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-340	5,342.60
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-350	4,674.78
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-2600-0-6270-0000-8500-390	11,651.04
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-8150-0-4313-0000-8110-850	4,369.25
82	00275514	V8200932	SECO ELECTRIC & LIGHTING	05/29/25		MW	0101-8150-0-5690-0000-8110-850	277.50
82	00275515	V8211126	SENECA FAMILY OF AGENCIES	05/29/25		MW	0101-6500-0-5851-5750-1180-650	2,155.28
82	00275516	V8208769	SIGLER WHOLESALE DISTRIBUTORS	05/29/25		MW	0101-8150-0-6490-0000-8110-480	19,378.08
82	00275517	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/29/25		MW	0101-0004-0-4313-0000-8220-845	461.43
82	00275518	E8200481	SLATER, BARBARA B	05/29/25		MW	0101-6500-0-5220-5770-1190-650	19.67
82	00275519	V8200949	SMART & FINAL	05/29/25		MW	0101-2600-0-4301-1110-1000-670	346.71
82	00275520	V8211658	SMART & FINAL	05/29/25		MW	0101-2600-0-4301-1110-1000-670	347.43
82	00275521	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	0101-0003-0-4301-1110-1000-380	994.85
82	00275521	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	0101-0003-0-4301-1110-1000-520	34.84
82	00275521	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	0101-2600-0-4301-1110-1000-670	441.24
82	00275521	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	0101-6770-0-4301-1110-1000-530	1,397.58
82	00275522	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	0101-2600-0-4301-1110-1000-670	2,251.72
82	00275523	V8206971	STERLING O C ENTERPRISES LLC	05/29/25		MW	0101-6762-0-4410-1110-1000-490	8,249.07
	00275524	V8208251	STEWART SIGNS	05/29/25		MW	0101-8150-0-4313-0000-8110-450	1,468.20
	00275524	V8208251	STEWART SIGNS	05/29/25		MW	0101-8150-0-4313-0000-8110-350	1,341.66
	00275525	V8200998	SUNSTATE EQUIPMENT CO	05/29/25		MW	0101-8150-0-5640-0000-8110-850	1,253.98
	00275526	V8201006	SUPPLYMASTER INC	05/29/25		MW	0101-8150-0-4308-0000-8110-850	1,200.91
	00275527	V8214193	THE SPEECH PATHOLOGY GROUP INC	05/29/25		MW	0101-9108-0-5151-5770-1190-650	22,698.91
	00275528	E8204415	THOMPSON, VICTORIA	05/29/25		MW	0101-0003-0-5220-1110-1000-130	95.13

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00275529	V8200384	THREADCRAFT EMBROIDERY	05/29/25		MW	0101-0008-0-4301-0000-8200-805	2,395.88
82	00275530	V8201030	TIME & ALARM SYSTEMS	05/29/25		MW	0101-8150-0-5660-0000-8110-850	4,233.33
82	00275531	V8214042	VISUAL EDGE IT INC	05/29/25		MW	0101-0003-0-5660-1110-1000-450	410.61
82	00275531	V8214042	VISUAL EDGE IT INC	05/29/25		MW	0101-0004-0-5660-0000-7400-730	201.98
82	00275531	V8214042	VISUAL EDGE IT INC	05/29/25		MW	0101-6500-0-5660-5001-2100-650	36.70
82	00275532	E8203836	WALTEMEYER, MADISON	05/29/25		MW	0101-9017-0-5240-1110-1000-140	210.36
82	00275533	V8214072	WATER AND WIFI LLC	05/29/25		MW	0101-8150-0-5690-0000-8110-120	3,384.30
		SUBFUND 0101	**Total:**					6,021,706.35

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82	00274737	V8200205	BREA OLINDA UNIFIED SCHOOL DIS	05/07/25		MW	1010-6500-0-7221-5001-9200-000	460,110.74
		SUBFUND 1010	**Total:**					460,110.74

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82	00274262	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/23/25		MW	1212-6105-0-5810-8500-1000-672	1,162.50
82	00274262	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/23/25		MW	1212-9062-0-5810-1110-1000-670	3,287.50
82	00274263	V8203559	AT & T	04/23/25		MW	1212-9061-0-5910-1110-2100-670	735.20
82	00274264	E8200613	BAUCHER, KATHLEEN M	04/23/25		MW	1212-9061-0-5220-1110-2100-670	123.90
82	00274265	V8214155	HOPE DISPLAYS LLC	04/23/25		MW	1212-6105-0-4301-8500-1000-672	4,400.00
82	00274266	E8204369	MARTINEZ DE GUDIEL, MONICA	04/23/25		MW	1212-9062-0-5220-1110-2100-670	100.45
82	00274267	V8214042	VISUAL EDGE IT INC	04/23/25		MW	1212-9061-0-5660-1110-2100-670	0.83
82	00274299	V8210148	JM JUSTUS FENCE COMPANY	04/24/25		MW	1212-9061-0-6274-0000-8500-480	8,140.00
82	00274300	V8206810	LAKESHORE LEARNING	04/24/25		MW	1212-6105-0-4301-8500-1000-672	46.70
82	00274301	V8211658	SMART & FINAL	04/24/25		MW	1212-9062-0-4301-1110-1000-670	445.52
82	00274340	E8203437	GLENDAY, IRENE F	04/25/25		MW	1212-9061-0-5220-1110-2100-670	97.37
82	00274341	V8206810	LAKESHORE LEARNING	04/25/25		MW	1212-9061-0-4301-1110-1000-340	13,182.08
82	00274341	V8206810	LAKESHORE LEARNING	04/25/25		MW	1212-9061-0-4301-1110-1000-450	13,961.90
82	00274342	V8214042	VISUAL EDGE IT INC	04/25/25		MW	1212-6105-0-5660-8500-1000-672	6.42
82	00274408	V8213672	IRONWOOD PLUMBING INC	04/28/25		MW	1212-9061-0-6274-0000-8500-340	5,178.64
82	00274409	V8206810	LAKESHORE LEARNING	04/28/25		MW	1212-6105-0-4301-8500-1000-672	1,500.52
82	00274409	V8206810	LAKESHORE LEARNING	04/28/25		MW	1212-9061-0-4301-1110-1000-450	3,062.39
82	00274409	V8206810	LAKESHORE LEARNING	04/28/25		MW	1212-9061-0-4330-1110-1000-450	14,535.92
82	00274409	V8206810	LAKESHORE LEARNING	04/28/25		MW	1212-9061-0-4410-1110-1000-450	5,220.46
82	00274410	V8200869	REFRIGERATION SUPPLIES DIST	04/28/25		MW	1212-9061-0-4313-0000-8110-340	1,590.40
82	00274411	V8200949	SMART & FINAL	04/28/25		MW	1212-5025-0-4301-8500-1000-672	62.56
82	00274411	V8200949	SMART & FINAL	04/28/25		MW	1212-6105-0-4301-8500-1000-672	218.05
82	00274412	V8214212	SUNBURST WINDOW COVERINGS	04/28/25		MW	1212-5025-0-4301-8500-1000-672	874.35
82	00274460	E8204367	CORONA, MARCIA	04/29/25		MW	1212-9062-0-5220-1110-1000-670	51.59
82	00274461	V8200332	COSTCO WHOLESALE	04/29/25		MW	1212-6105-0-4301-8500-1000-672	333.47
82	00274462	V8214626	PEAC SOLUTIONS	04/29/25		MW	1212-6105-0-5640-8500-1000-672	149.04
82	00274559	V8204532	AMAZON.COM CORPORATE CREDIT	05/02/25		MW	1212-9062-0-4301-1110-1000-670	27.18
82	00274560	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/02/25		MW	1212-6105-0-5810-8500-1000-672	225.00
82	00274561	V8200332	COSTCO WHOLESALE	05/02/25		MW	1212-9062-0-4301-1110-1000-670	70.51
82	00274562	V8200183	DEPARTMENT OF SOCIAL SERVICES	05/02/25		MW	1212-6105-0-5809-8500-1000-672	242.00
82	00274563	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/02/25		MW	1212-9061-0-6274-0000-8500-420	2,500.00
	00274564	V8205640	KNOWLAND CONSTRUCTION SERVICES	05/02/25		MW	1212-9061-0-6299-0000-8500-340	1,680.00
	00274565	V8211658	SMART & FINAL	05/02/25		MW	1212-9062-0-4301-1110-1000-670	361.84
	00274566	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/02/25		MW	1212-6105-0-4301-8500-1000-672	915.42
	00274567	V8201006	SUPPLYMASTER INC	05/02/25		MW	1212-9061-0-4301-1110-2100-670	151.10
	00274568	V8214042	VISUAL EDGE IT INC	05/02/25		MW	1212-6105-0-5660-8500-1000-672	10.60
	00274597	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	1212-9062-0-4301-1110-1000-670	146.80

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82	00274598	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/25		MW	1212-9062-0-4301-1110-1000-670	112.02
82	00274599	V8201075	VERIZON WIRELESS	05/05/25		MW	1212-9061-0-5940-1110-2100-670	51.69
82	00274665	V8200493	GLASBY MAINTENANCE SUPPLY	05/06/25		MW	1212-6105-0-4309-8500-8200-672	81.95
82	00274666	V8211699	JOHNSON LANDSCAPES	05/06/25		MW	1212-9061-0-6274-0000-8500-420	35,994.33
82	00274738	E8204326	ALLISON, JACKIE	05/07/25		MW	1212-6105-0-5240-8500-1000-672	19.04
82	00274739	V8200332	COSTCO WHOLESALE	05/07/25		MW	1212-9062-0-4301-1110-1000-670	403.02
82	00274740	V8211658	SMART & FINAL	05/07/25		MW	1212-9062-0-4301-1110-1000-670	407.14
82	00274741	E8204311	YURINA, MICHELLE	05/07/25		MW	1212-9061-0-5220-1110-2100-670	70.56
82	00274817	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/25		MW	1212-6105-0-4301-8500-1000-672	384.79
82	00274861	V8206810	LAKESHORE LEARNING	05/09/25		MW	1212-6105-0-4301-8500-1000-672	130.37
82	00274862	V8200932	SECO ELECTRIC & LIGHTING	05/09/25		MW	1212-9061-0-6279-0000-8500-420	2,347.55
82	00274863	V8200198	T MOBILE USA INC	05/09/25		MW	1212-9061-0-5940-1110-2100-670	1.60
82	00274864	V8200198	T MOBILE USA INC	05/09/25		MW	1212-9061-0-5940-1110-2100-670	712.32
82	00274864	V8200198	T MOBILE USA INC	05/09/25		MW	1212-9062-0-5940-1110-2100-670	29.68
82	00274912	E8200982	PATEL, RENUKABEN C	05/12/25		MW	1212-9061-0-5220-1110-2100-670	41.58
82	00274913	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/25		MW	1212-9062-0-4301-1110-1000-670	56.08
82	00274966	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/13/25		MW	1212-6105-0-5810-8500-1000-672	525.00
82	00274966	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/13/25		MW	1212-9062-0-5810-1110-1000-670	3,475.00
82	00274967	V8200332	COSTCO WHOLESALE	05/13/25		MW	1212-6105-0-4301-8500-1000-672	391.01
82	00274968	V8211699	JOHNSON LANDSCAPES	05/13/25		MW	1212-9061-0-6274-0000-8500-340	14,273.85
82	00274969	V8214191	PRECISION DYNAMICS CORPORATION	05/13/25		MW	1212-9061-0-4301-1110-2100-670	433.11
82	00274970	V8200949	SMART & FINAL	05/13/25		MW	1212-5025-0-4301-8500-1000-672	75.49
82	00274970	V8200949	SMART & FINAL	05/13/25		MW	1212-6105-0-4301-8500-1000-672	294.34
82	00274971	V8201006	SUPPLYMASTER INC	05/13/25		MW	1212-6105-0-4301-8500-1000-672	318.49
82	00274971	V8201006	SUPPLYMASTER INC	05/13/25		MW	1212-9061-0-4301-1110-2100-670	304.15
82	00275042	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/25		MW	1212-6105-0-4411-8500-1000-672	5,988.40
82	00275043	V8200518	BEHAN, STACY	05/14/25		MW	1212-0000-0-8699-0000-0000-000	58.29
82	00275044	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/14/25		MW	1212-9061-0-6274-0000-8500-420	6,200.00
82	00275045	E8203975	SOTELO, SAMANTHA	05/14/25		MW	1212-9044-0-4301-1110-1000-450	134.29
82	00275046	V8214042	VISUAL EDGE IT INC	05/14/25		MW	1212-6105-0-5660-8500-1000-672	7.94
82	00275088	V8206810	LAKESHORE LEARNING	05/15/25		MW	1212-9061-0-4301-1110-1000-340	3,284.51
	00275088	V8206810	LAKESHORE LEARNING	05/15/25		MW	1212-9061-0-4301-1110-1000-450	2,887.01
	00275088	V8206810	LAKESHORE LEARNING	05/15/25		MW	1212-9062-0-4301-1110-1000-670	8,428.72
	00275088	V8206810	LAKESHORE LEARNING	05/15/25		MW	1212-9062-0-4410-1110-1000-670	5,907.29
	00275088	V8206810	LAKESHORE LEARNING	05/15/25		MW	1212-9062-0-4301-1110-1000-670	129.27
	00275089	V8201006	SUPPLYMASTER INC	05/15/25		MW	1212-6105-0-4301-8500-1000-672	1,126.33
	00275133	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	1212-5025-0-4343-8500-1000-672	3,523.40

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82	00275133	V8204532	AMAZON.COM CORPORATE CREDIT	05/16/25		MW	1212-6105-0-4343-8500-1000-672	2,037.33
82	00275134	E8204139	MULHALL, AMI	05/16/25		MW	1212-9044-0-4301-1110-1000-530	191.34
82	00275135	V8214042	VISUAL EDGE IT INC	05/16/25		MW	1212-9061-0-5660-1110-2100-670	156.79
82	00275198	V8206810	LAKESHORE LEARNING	05/19/25		MW	1212-9061-0-4301-1110-1000-450	96.94
82	00275199	E8203730	MENDOZA PAZ, GUADALUPE	05/19/25		MW	1212-9061-0-5220-1110-2100-670	77.14
82	00275200	E8202889	WOLCOTT, KAREN M	05/19/25		MW	1212-9061-0-5220-1110-2100-670	61.60
82	00275223	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/20/25		MW	1212-9062-0-5810-1110-1000-670	2,000.00
82	00275292	V8203559	AT & T	05/21/25		MW	1212-9061-0-5910-1110-2100-670	739.95
82	00275293	E8200613	BAUCHER, KATHLEEN M	05/21/25		MW	1212-9061-0-5220-1110-2100-670	55.23
82	00275294	V8210148	JM JUSTUS FENCE COMPANY	05/21/25		MW	1212-9061-0-6274-0000-8500-420	8,980.00
82	00275294	V8210148	JM JUSTUS FENCE COMPANY	05/21/25		MW	1212-9061-0-6274-0000-8500-340	12,100.00
82	00275295	V8214042	VISUAL EDGE IT INC	05/21/25		MW	1212-9061-0-5660-1110-2100-670	2.85
82	00275332	V8206810	LAKESHORE LEARNING	05/22/25		MW	1212-9061-0-4301-1110-1000-340	96.94
82	00275377	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	1212-9044-0-4301-1110-1000-490	644.14
82	00275377	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	1212-9044-0-4301-1110-1000-530	344.48
82	00275377	V8204532	AMAZON.COM CORPORATE CREDIT	05/23/25		MW	1212-9061-0-4301-1110-1000-670	326.10
82	00275378	V8200332	COSTCO WHOLESALE	05/23/25		MW	1212-6105-0-4301-8500-1000-672	696.75
82	00275379	V8206810	LAKESHORE LEARNING	05/23/25		MW	1212-9062-0-4301-1110-1000-670	367.58
82	00275380	V8200949	SMART & FINAL	05/23/25		MW	1212-5025-0-4301-8500-1000-672	149.27
82	00275380	V8200949	SMART & FINAL	05/23/25		MW	1212-6105-0-4301-8500-1000-672	365.11
82	00275381	V8211658	SMART & FINAL	05/23/25		MW	1212-9062-0-4301-1110-1000-670	276.95
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4301-1110-1000-670	3,311.59
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4410-1110-1000-670	8,495.23
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4301-1110-1000-670	7,051.64
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4410-1110-1000-670	18,517.19
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4301-1110-1000-670	1,184.20
82	00275428	V8204885	DEFOE FURNITURE 4 KIDS	05/27/25		MW	1212-9062-0-4410-1110-1000-670	1,760.61
82	00275429	V8211658	SMART & FINAL	05/27/25		MW	1212-9062-0-4301-1110-1000-670	369.44
82	00275430	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/25		MW	1212-6105-0-4301-8500-1000-672	66.76
82	00275476	V8204532	AMAZON.COM CORPORATE CREDIT	05/28/25		MW	1212-9061-0-4301-1110-1000-670	326.10
82	00275477	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/28/25		MW	1212-6105-0-5810-8500-1000-672	2,766.50
	00275477	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/28/25		MW	1212-9062-0-5810-1110-1000-670	2,000.00
	00275478	V8205445	TEACHING STRATEGIES LLC	05/28/25		MW	1212-9062-0-4210-1110-1000-670	104,157.55
	00275479	V8214042	VISUAL EDGE IT INC	05/28/25		MW	1212-6105-0-5660-8500-1000-672	15.93
	00275534	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	1212-9044-0-4301-1110-1000-530	196.21
	00275534	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	1212-9062-0-4301-1110-1000-670	11.61
	00275534	V8204532	AMAZON.COM CORPORATE CREDIT	05/29/25		MW	1212-9062-0-4301-1110-1000-670	40.51

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82	00275535	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/25		MW	1212-9062-0-4301-1110-1000-670	327.10
		SUBFUND 1212	**Total:**					363,772.48

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82	00274302	E8203487	CARTER, ROCHELLE DEANNE	04/24/25		MW	1313-5310-0-5220-0000-3700-835	80.08
82	00274303	V8213889	DIPPIN DOTS ICS CREAM	04/24/25		MW	1313-5310-0-4710-0000-3700-835	806.40
82	00274304	E8203013	MEZA, SUNAMITA	04/24/25		MW	1313-5310-0-5220-0000-3700-835	41.16
82	00274305	V8212328	THERMAL SERVICES INC	04/24/25		MW	1313-5310-0-5660-0000-3700-835	95.00
82	00274305	V8212328	THERMAL SERVICES INC	04/24/25		MW	1313-5310-0-5660-0000-3700-835	701.81
82	00274305	V8212328	THERMAL SERVICES INC	04/24/25		MW	1313-5310-0-5660-0000-3700-835	963.15
82	00274306	V8214042	VISUAL EDGE IT INC	04/24/25		MW	1313-5310-0-5660-0000-3700-835	191.34
82	00274600	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	1313-5310-0-4308-0000-3700-835	30.70
82	00274601	V8214626	PEAC SOLUTIONS	05/05/25		MW	1313-5310-0-5640-0000-3700-835	276.02
82	00274602	V8214042	VISUAL EDGE IT INC	05/05/25		MW	1313-5310-0-5660-0000-3700-835	12.35
82	00274742	V8200177	ARROW RESTAURANT EQUIPMENT	05/07/25		MW	1313-5310-0-6430-0000-3700-835	13,613.33
82	00274818	V8201419	U.S. BANK	05/08/25		MW	1313-5310-0-4308-0000-3700-835	1,587.16
82	00274818	V8201419	U.S. BANK	05/08/25		MW	1313-5310-0-4344-0000-3700-835	154.04
82	00274818	V8201419	U.S. BANK	05/08/25		MW	1313-5310-0-5240-0000-3700-835	1,100.97
82	00274865	V8200571	A LATENT IMPRESSION	05/09/25		MW	1313-5310-0-5810-0000-3700-835	148.00
82	00274866	V8211029	OLD GROVE ORANGE INC	05/09/25		MW	1313-5467-0-4710-0000-3700-835	30,671.00
82	00274867	V8212326	OLIVER PRODUCTS	05/09/25		MW	1313-5310-0-4339-0000-3700-835	3,887.99
82	00274868	V8200165	PAPA JOHN'S PIZZA	05/09/25		MW	1313-5467-0-4710-0000-3700-835	55,539.00
82	00274869	V8212795	SOUTHERN CALIFORNIA NEWS GROUP	05/09/25		MW	1313-5310-0-5806-0000-3700-835	3,293.60
82	00274870	V8214499	SYSCO	05/09/25		MW	1313-5310-0-4344-0000-3700-835	4,587.81
82	00274871	V8207751	ULINE INC	05/09/25		MW	1313-5310-0-4308-0000-3700-835	509.25
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	6,544.29
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	4,555.51
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,772.68
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	4,240.28
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,034.28
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	2,087.16
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,942.94
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,430.45
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,985.70
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	2,629.44
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,317.97
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,969.54
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,872.68
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,794.22
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,459.24
	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,025.72

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82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,165.69
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,423.77
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	2,174.21
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	2,110.18
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	2,040.13
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	600.75
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	3,466.88
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,525.55
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,345.91
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,626.32
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	948.53
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	902.74
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,541.97
82	00274914	V8200168	CLEARBROOK FARMS	05/12/25		MW	1313-5310-0-4710-0000-3700-835	1,558.52
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	27.45
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	1,099.80
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	29,094.79
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	18.20
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	190,958.14
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	691.50
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	10,334.93
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	150.80
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	10,706.70
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	54.60
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	8,524.76
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4713-0000-3700-835	20.80
82	00274923	V8204754	GOLD STAR FOODS INC	05/12/25		MW	1313-5310-0-4710-0000-3700-835	4,722.66
82	00275047	V8211820	CULLIGAN OF SANTA ANA	05/14/25		MW	1313-5310-0-5690-0000-3700-835	69.11
82	00275048	V8213592	INDIVIDUAL FOODSERVICE	05/14/25		MW	1313-5310-0-4339-0000-3700-835	27,430.14
82	00275049	V8206838	SECTRAN SECURITY INC	05/14/25		MW	1313-5310-0-5809-0000-3700-835	291.47
82	00275050	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/25		MW	1313-5310-0-4308-0000-3700-835	175.05
	00275051	V8212328	THERMAL SERVICES INC	05/14/25		MW	1313-5310-0-5660-0000-3700-835	340.00
	00275051	V8212328	THERMAL SERVICES INC	05/14/25		MW	1313-5310-0-5660-0000-3700-835	860.91
	00275051	V8212328	THERMAL SERVICES INC	05/14/25		MW	1313-5310-0-5660-0000-3700-835	340.00
	00275051	V8212328	THERMAL SERVICES INC	05/14/25		MW	1313-5310-0-5660-0000-3700-835	905.92
	00275051	V8212328	THERMAL SERVICES INC	05/14/25		MW	1313-5310-0-5660-0000-3700-835	987.94
	00275052	V8201075	VERIZON WIRELESS	05/14/25		MW	1313-5310-0-5940-0000-3700-835	516.90

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00275431	V8200250	P Y L U S D	05/27/25		MW	1313-5310-0-8634-0000-0000-835	314.25
		SUBFUND 1313	**Total:**					477,020.23

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82	00274307	V8211767	ACCO ENGINEERED SYSTEMS INC	04/24/25		MW	1414-9264-0-6279-0000-8500-330	1,338.55
82	00274463	V8200160	ADCO ROOFING INC	04/29/25		MW	1414-0203-0-5690-0000-8110-850	6,871.90
82	00274569	V8200375	DIVISION OF THE STATE ARCHITEC	05/02/25		MW	1414-0203-0-6220-0000-8110-100	1,461.33
82	00275296	V8200869	REFRIGERATION SUPPLIES DIST	05/21/25		MW	1414-0203-0-4313-0000-8110-850	1,047.33
82	00275536	V8200160	ADCO ROOFING INC	05/29/25		MW	1414-0203-0-5690-0000-8110-850	43,158.60
		SUBFUND 1414	**Total:**					53,877.71

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Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274464	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	2525-9256-0-6250-0000-8500-510	500.00
82	00274464	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	2525-9256-0-6250-0000-8500-360	1,000.00
82	00274464	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	2525-9256-0-6250-0000-8500-350	1,000.00
82	00274570	V8204758	BIG TOP RENTALS	05/02/25		MW	2525-9262-0-5640-0000-8500-170	2,310.08
82	00274571	V8200701	MOBILE MODULAR MGMT CORP	05/02/25		MW	2525-9262-0-5620-0000-8500-110	1,656.25
82	00274571	V8200701	MOBILE MODULAR MGMT CORP	05/02/25		MW	2525-9262-0-5620-0000-8500-100	1,656.25
82	00274571	V8200701	MOBILE MODULAR MGMT CORP	05/02/25		MW	2525-9262-0-5620-0000-8500-450	2,531.25
82	00274571	V8200701	MOBILE MODULAR MGMT CORP	05/02/25		MW	2525-9262-0-5620-0000-8500-320	843.75
82	00274571	V8200701	MOBILE MODULAR MGMT CORP	05/02/25		MW	2525-9262-0-5620-0000-8500-140	1,687.50
82	00274572	V8200700	WILLSCOT MOBILE MINI	05/02/25		MW	2525-9262-0-5620-0000-8500-170	611.16
82	00274972	V8214439	SCHOOLHAUS ADVISORS INC	05/13/25		MW	2525-9553-0-5810-0000-8500-855	4,465.00
82	00275297	V8200701	MOBILE MODULAR MGMT CORP	05/21/25		MW	2525-9262-0-5620-0000-8500-100	1,656.25
82	00275297	V8200701	MOBILE MODULAR MGMT CORP	05/21/25		MW	2525-9262-0-5620-0000-8500-450	2,531.25
82	00275297	V8200701	MOBILE MODULAR MGMT CORP	05/21/25		MW	2525-9262-0-5620-0000-8500-320	843.75
82	00275297	V8200701	MOBILE MODULAR MGMT CORP	05/21/25		MW	2525-9262-0-5620-0000-8500-140	1,687.50
82	00275298	V8200700	WILLSCOT MOBILE MINI	05/21/25		MW	2525-9262-0-5620-0000-8500-170	611.16
		SUBFUND 2525	**Total:**					25,591.15

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Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274308	V8210574	SHADE STRUCTURES INC	04/24/25		MW	2545-9265-0-6270-0000-8500-340	44,346.52
82	00274343	V8202138	I & B FLOORING	04/25/25		MW	2545-9265-0-6274-0000-8500-420	871.50
82	00274344	V8203582	MIRACLE RECREATION EQUIP CO	04/25/25		MW	2545-9261-0-6270-0000-8500-410	1,509.75
82	00274345	V8200932	SECO ELECTRIC & LIGHTING	04/25/25		MW	2545-9265-0-6270-0000-8500-340	9,053.39
82	00274345	V8200932	SECO ELECTRIC & LIGHTING	04/25/25		MW	2545-9265-0-6270-0000-8500-420	5,197.77
82	00274465	V8214624	MICHAEL BAKER INTERNATIONAL IN	04/29/25		MW	2545-9261-0-6250-0000-8500-130	1,000.00
82	00274466	V8206958	SIERRA SCHOOL EQUIPMENT CO	04/29/25		MW	2545-9261-0-6270-0000-8500-210	12,354.93
82	00274573	V8211864	APPLIED BEST PRACTICES	05/02/25		MW	2545-9010-0-5810-0000-7200-800	2,475.00
82	00274574	V8205640	KNOWLAND CONSTRUCTION SERVICES	05/02/25		MW	2545-9265-0-6299-0000-8500-450	1,680.00
82	00274575	V8203582	MIRACLE RECREATION EQUIP CO	05/02/25		MW	2545-9265-0-6170-0000-8500-340	69,314.24
82	00274576	V8200932	SECO ELECTRIC & LIGHTING	05/02/25		MW	2545-9261-0-6270-0000-8500-130	11,796.21
82	00274819	V8210574	SHADE STRUCTURES INC	05/08/25		MW	2545-9265-0-6270-0000-8500-340	2,334.03
82	00274973	V8200744	NORTH AMERICAN TECHNICAL SERV	05/13/25		MW	2545-9265-0-6290-0000-8500-480	4,100.00
82	00274974	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/13/25		MW	2545-9265-0-6219-0000-8500-450	555.00
82	00274974	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/13/25		MW	2545-9150-0-5810-0000-8500-855	3,960.00
82	00274974	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/13/25		MW	2545-9261-0-6210-0000-8500-470	8,375.00
82	00274975	V8214546	STUDIO W ARCHITECTS	05/13/25		MW	2545-9261-0-6210-0000-8500-130	8,396.25
82	00275053	V8208830	NINYO & MOORE GEOTECHNICAL ENV	05/14/25		MW	2545-9265-0-6280-0000-8500-340	8,187.75
82	00275054	V8200932	SECO ELECTRIC & LIGHTING	05/14/25		MW	2545-9261-0-6274-0000-8500-440	1,180.65
82	00275090	V8208830	NINYO & MOORE GEOTECHNICAL ENV	05/15/25		MW	2545-9265-0-6280-0000-8500-480	1,643.75
82	00275091	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/15/25		MW	2545-9265-0-6210-0000-8500-420	1,875.00
82	00275299	V8203502	PUBLIC ECONOMICS INC	05/21/25		MW	2545-9150-0-5810-0000-8500-855	4,962.50
82	00275300	V8213866	VECTOR ENVIRONMENTAL CONSULTIN	05/21/25		MW	2545-9261-0-6280-0000-8500-130	1,500.00
82	00275301	V8214072	WATER AND WIFI LLC	05/21/25		MW	2545-9265-0-6274-0000-8500-450	535.05

SUBFUND 2545 **Total:** 207,204.29

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82	00274467	V8214518	GHATAODE BANNON ARCHITECS LLP	04/29/25		MW	4040-9261-0-6210-0000-8500-100	1,429.37
82	00274467	V8214518	GHATAODE BANNON ARCHITECS LLP	04/29/25		MW	4040-9261-0-6210-0000-8500-100	2,775.00
82	00274976	V8213866	VECTOR ENVIRONMENTAL CONSULTIN	05/13/25		MW	4040-9261-0-6280-0000-8500-100	3,750.00
		SUBFUND 4040	**Total:**					7,954.37

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Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274224	V8214626	PEAC SOLUTIONS	04/22/25		MW	6768-0004-0-5640-0000-6000-820	107.45
82	00274225	V8200175	PYLUSD WORKERS COMP TRUST	04/22/25		MW	6768-0004-0-5809-0000-6000-820	23,083.81
82	00274226	V8214042	VISUAL EDGE IT INC	04/22/25		MW	6768-0004-0-5660-0000-6000-820	12.41
82	00274468	V8200175	PYLUSD WORKERS COMP TRUST	04/29/25		MW	6768-0004-0-5809-0000-6000-820	19,832.20
82	00274577	V8213647	BREA URGENT CARE INC.	05/02/25		MW	6768-0004-0-5810-0000-6000-820	180.00
82	00274578	V8200175	PYLUSD WORKERS COMP TRUST	05/02/25		MW	6768-0004-0-5809-0000-6000-820	10,675.38
82	00274667	V8214452	P I P S	05/06/25		MW	6768-0004-0-5809-0000-6000-820	239,234.67
82	00274668	V8200175	PYLUSD WORKERS COMP TRUST	05/06/25		MW	6768-0004-0-5809-0000-6000-820	20,185.49
82	00274872	V8207832	MONJARAS & WISMEYER GROUP INC	05/09/25		MW	6768-0004-0-5810-0000-6000-820	770.00
82	00274977	V8207832	MONJARAS & WISMEYER GROUP INC	05/13/25		MW	6768-0004-0-5810-0000-6000-820	1,190.00
82	00274978	V8200175	PYLUSD WORKERS COMP TRUST	05/13/25		MW	6768-0004-0-5809-0000-6000-820	19,853.33
82	00275201	V8214626	PEAC SOLUTIONS	05/19/25		MW	6768-0004-0-5640-0000-6000-820	107.45
82	00275224	V8207832	MONJARAS & WISMEYER GROUP INC	05/20/25		MW	6768-0004-0-5810-0000-6000-820	2,485.00
82	00275225	V8200175	PYLUSD WORKERS COMP TRUST	05/20/25		MW	6768-0004-0-5809-0000-6000-820	35,639.87
82	00275226	V8214042	VISUAL EDGE IT INC	05/20/25		MW	6768-0004-0-5660-0000-6000-820	9.79
82	00275302	V8213647	BREA URGENT CARE INC.	05/21/25		MW	6768-0004-0-5810-0000-6000-820	180.00
82	00275303	V8207832	MONJARAS & WISMEYER GROUP INC	05/21/25		MW	6768-0004-0-5810-0000-6000-820	1,540.00
82	00275432	V8207832	MONJARAS & WISMEYER GROUP INC	05/27/25		MW	6768-0004-0-5810-0000-6000-820	739.70
82	00275433	V8200250	P Y L U S D	05/27/25		MW	6768-0004-0-8674-0000-0000-990	439.19
82	00275480	V8200175	PYLUSD WORKERS COMP TRUST	05/28/25		MW	6768-0004-0-5809-0000-6000-820	26,938.78
		SUBFUND 6768	**Total:**					403,204.52

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Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274603	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/25		MW	6769-0004-0-4308-0000-6000-820	330.98
82	00274873	V8204532	AMAZON.COM CORPORATE CREDIT	05/09/25		MW	6769-0004-0-4308-0000-6000-820	53.38
82	00275136	V8205549	A C S I G DENTAL	05/16/25		MW	6769-0004-0-5875-0000-6000-820	264,213.66
82	00275137	V8208818	ANTHEM LIFE INSURANCE COMPANY	05/16/25		MW	6769-0004-0-5877-0000-6000-820	14,602.00
82	00275138	V8205860	CIGNA DENTAL HEALTH INC	05/16/25		MW	6769-0004-0-5875-0000-6000-820	492.89
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5870-0000-6000-820	46,568.00
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5871-0000-6000-820	888,061.00
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5872-0000-6000-820	72,928.00
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5873-0000-6000-820	1,400,001.00
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5874-0000-6000-820	1,091,504.00
82	00275139	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/16/25		MW	6769-0004-0-5878-0000-6000-820	39,300.00
82	00275140	V8201082	VISION SERVICE PLAN	05/16/25		MW	6769-0004-0-5876-0000-6000-820	64,744.00
		SUBFUND 6769	**Total:**					3,882,798.91

PLACENTIA USD
Consolidated Check Register w. Account
from 4/20/2025 to 5/31/2025

Check		Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82	00274309	V8200000	CALIFORNIA DEPARTMENT OF TAX &	04/24/25		MW	6770-0004-0-5450-0000-6000-820	806.00
82	00274579	V8206826	KEENAN & ASSOCIATES	05/02/25		MW	6770-0004-0-5450-0000-6000-820	6,519.78
82	00275434	V8200250	P Y L U S D	05/27/25		MW	6770-0004-0-5809-0000-6000-820	1,296.45
82	00275537	V8200364	P Y L U S D PROP/LOSS LIAB	05/29/25		MW	6770-0004-0-5450-0000-6000-820	6,837.67
		SUBFUND 6770	**Total:**					15,459.90

Grand Total: 11,918,700.65

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

NOTICES OF COMPLETION

Projects may only be accepted as complete by action of the Governing Board. The following projects have been inspected by district staff and found to be substantially complete:

P.O. Number	Contractor	Project
U82C0789	ADCO Roofing, Inc.	Bryant Ranch Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0790	ADCO Roofing, Inc.	Glenview Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0791	ADCO Roofing, Inc.	Glenview Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0816	ADCO Roofing, Inc.	Golden Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0817	ADCO Roofing, Inc.	Rose Drive Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0818	ADCO Roofing, Inc.	Woodsboro Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0819	ADCO Roofing, Inc.	Sierra Vista Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0820	ADCO Roofing, Inc.	Mabel Paine Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0821	ADCO Roofing, Inc.	Van Buren Elementary School Bid No. 224-12 Roofing project for Expanded Learning

U82C0822	ADCO Roofing, Inc.	Morse Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0823	ADCO Roofing, Inc.	Linda Vista Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0824	ADCO Roofing, Inc.	Brookhaven Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82C0825	ADCO Roofing, Inc.	Bryant Ranch Elementary School Bid No. 224-12 Roofing project for Expanded Learning
U82P1177	Coast Arbor	Yorba Linda High School General landscape cleanup
U82C0530	Easterday Construction, Inc.	George Key School Bid No. 223-06 Installation of door controls, gate, trenching, and post for automatic doors
T82C0910	I & B Flooring, Inc.	Ruby Drive Elementary School Bid No. 223-10 Installation of flooring for three portables for Expanded Learning
T82C0911	I & B Flooring, Inc.	Topaz Elementary School Bid No. 223-10 Installation of flooring for three portables for Expanded Learning
U82C0810	I & B Flooring, Inc.	Glenview Elementary School Bid No. 223-10 Flooring project for Expanded Learning
U82C0812	I & B Flooring, Inc.	Linda Vista Elementary School Bid No. 223-10 Flooring project for Expanded Learning
U82C0827	I & B Flooring, Inc.	Woodsboro Elementary School Bid No. 223-10 Flooring project for Expanded Learning
U82C0828	I & B Flooring, Inc.	Bryant Ranch Elementary School Bid No. 223-10 Flooring project for Expanded Learning

U82C0857	Ironwood Plumbing, Inc.	El Dorado High School Bid No. 222-01 Repairs for underground water leak on south side access road
U82C0063	Johnson Landscapes	Topaz Elementary School Bid No. 221-06 Provide supervision, labor, material, equipment, and disposal fees for landscaping for new Expanded Learning
U82C0064	Johnson Landscapes	Morse Elementary School Bid No. 221-06 Provide supervision, labor, material, equipment, and disposal fees for landscaping for new Expanded Learning
U82C0772	Johnson Landscapes	Glenview Elementary School Bid No. 221-06 Provide labor and materials for landscape and irrigation at new field modules for new preschool
U82C0881	New Dimension General Construction, Inc.	OCSCS Bid No. 223-06 Demo and remove casework, repair wall, repair broken ceiling tiles, and repair carpet
U82P3443	Orange County Fire Protection	El Dorado High School Remove and replace hydrant valve
U82C0765	Shade Structure, Inc.	Linda Vista Elementary School Purchase and warranty of a fabric shade structure
U82V0313	Sierra School Equipment Co.	Tuffree Middle School Installation of cabinets for music storage
U82P4018	T3 Contractors Corp.	Yorba Linda Yard Remove and demo portable building
T82C0863	Time & Alarm Systems	Topaz Elementary School Bid No. 220-07 Provide low voltage and data network system additions required for new Expanded Learning
T82C0864	Time & Alarm Systems	Ruby Drive Elementary School Bid No. 220-07 Provide low voltage and data network

system additions required for new Expanded Learning

Administrator
Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

REDEVELOPMENT AGENCY CONSULTING

Background

Consultant services are needed to provide redevelopment agency consulting services. Public Economics, Inc. (PEI) provides services to the district, which include reviewing, analyzing, and reporting on the status of Redevelopment Agency agreements and pass-through payments, as well as legislative changes.

Approval of Amendment No. 2 to the consultant services agreement is required to continue to engage the support and services of Public Economics, Inc. for the 2025-26 school year.

Financial Impact

Capital Facilities Agency Fund (2545)	$20,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Amendment 2 to Agreement between Public Economics, Inc. and Placentia-Yorba Linda Unified School District Consulting Services Regarding Former Redevelopment Agencies

Background

In completing the previous amended Scope of Work regarding RDA Pass-Throughs for FY 2024-25, Consultant has, among other things:

- Confirmed that District continue to have nine separate entitlements to RDA Pass-Throughs from nine redevelopment project areas ("Project Areas") or portions thereof, with projected future duration from FY 2024-24 of:
  - 33 years for 2 Anaheim RDA Pass-Throughs
  - 11 years for 1 Brea RDA Pass-Through
  - 4 years for 2 Fullerton RDA Pass-Throughs
  - 8 years for 2 Placentia RDA Pass-Throughs
  - 8 years for 2 Yorba Linda RDA Pass-Throughs
- Rigorously modeled and projected from FY 2024-25 portion of future Pass-Through amounts for all nine RDA Pass-Throughs restricted to educational facilities, assuming range of future assumed growth rates in assessed value ("AV") within each of the nine Project Areas, including:
  - $336.17 million with 2% AV growth (baseline)
  - $422.95 million with 3% AV growth
  - $531.56 million with 4% AV growth
  - $831.78 million with 5.96% historical average AV growth

  Less amounts that may have already been pledged or budgeted to existing COPs or other projects.

Term of Agreement

The Agreement became effective on July 1, 2023 and continued in effect through June 30, 2024. Amendment 1 extended the Term of Agreement through June 30, 2025, with an option to extend duration of same by up to three additional FYs. Amendment 2 extends the Term of Agreement through June 30, 2026 (FY 2025-26). However, pursuant to Section 2 of the Agreement, the Agreement will "continue in effect until the contracted services have been performed or until otherwise terminated by either party."

Amended Scope of Work

Amendment 1 amended the previous Scope of Work to include performance of all relevant recurring tasks for FY 2024-25. Amendment 2 amends the Scope of Work to:

i. Extend all relevant recurring tasks through FY 2025-26

ii. Extend Other Tasks (as defined in Exhibit A) through 2025-26, including expand Other Tasks to include potential use of restricted RDA Pass-Throughs to reimburse General Fund for portion of 3% RMA expenditures to facilitate AB 1200 compliance and/or fund AB 218 awards

The amended Scope of Work also includes status updates and technical support that may be required pursuant to (i) and (ii) above.

Amended Budget

Amendment 1 provided an Amended Budget of $30,000 to cover the amended Scope of Work for FY 2024-25, of which an estimated $14,405.51 was remaining as of April 30, 2025. Amendment 2 provides an Amended Budget of $20,000 to cover the amended Scope of Work for FY 2025-26.

Other Terms of Agreement

All other terms of the Agreement remain the same, including, but not limited to:

- The Additional Budget of $20,000 represents a not-to-exceed amount
  - *If the Amended Scope of Work can be completed for less than the Additional Budget, District will be charged only for services actually provided.*
  - However, the Additional Budget may not be sufficient to complete all required tasks, depending on future requests by District and on responses and/or actions by third parties (e.g., the County A-C or District's Municipal Advisor) that are beyond PEI's control.
- The entire cost of services rendered under the Scope of Work can be paid:
  - From the facilities portion of Pass-Throughs *(i.e., without imposing any burden on District's General Fund)*, and/or
  - With the approval of bond counsel, as reimbursements from the proceeds of lease purchase financings repaid, in whole or in part, by such Pass-Throughs

IN WITNESS WHEREOF, the parties hereto have caused this Amendment 1 to be executed:

Dated: May 30, 2025

Public Economics, Inc.
EIN 33-0501261
2230 W. Chapman Ave.
Orange, California 92868-2316
714-647-6242
www.pub-econ.com

By: _____
Dante Gumucio
Chief Executive Officer

Dated: _____

Placentia-Yorba Linda Unified School District

By: _____

Its: _____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

STORM WATER MONITORING SERVICES

Background

Consultant services are needed to provide annual storm water monitoring between the Los Angeles County Office of Education, WSP USA Environment & Infrastructure, Inc, and the Placentia-Yorba Linda Unified School District, effective July 1, 2025 through June 30, 2026.

A consultant services agreement is required to engage the support and services of an outside consultant.

Financial Impact

General Fund (0101) – Routine Restricted Maintenance $3,500

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

LOS ANGELES COUNTY OFFICE OF EDUCATION

CONTRACT
FOR CONSULTANT SERVICES
RELATED TO
THE CALIFORNIA SCHOOLS STORM WATER
COMPLIANCE GROUP

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public educational agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT, hereinafter referred to as "District," and

WSP USA INC., located at 3560 Hyland Avenue, Suite 100, Costa Mesa, California 92626, hereinafter referred to as "Contractor", mutually agree as follows:

1. BASIS OF CONTRACT AND SCOPE OF WORK

1.1 LACOE's Division of Business Advisory Services has determined that it is desirable to coordinate the group of school and community college districts listed on Exhibit A, attached hereto and made a part hereof, hereafter referred to as the California Schools Storm Water Compliance Group (CSSWCG), Los Angeles Area, for the purpose of preparing plans and documents, and conducting analysis required for compliance with provisions of the Federal Clean Water Act (FCWA) and regulations of the California State Water Resources Control Board (SWRCB) as they relate to the requirements of the California General Industrial Storm Water Permit (General Permit).

1.2 Contractor will provide technical services to the CSSWCG. Any conflict with Contractor's activities and this Contract shall be referred for resolution to LACOE, whose decisions in such matters shall be final and binding on all parties. District and Contractor have the required background, training and expertise to perform the work to be done and agrees to do so in accordance with the terms and conditions of this Contract. All work shall be coordinated with LACOE's representative who is Phillip Downing and Contractor's representative who is Brent Smith.

2. TERM AND TERMINATION OF CONTRACT

This Contract is effective July 1, 2025 and shall remain in effect through June 30, 2026. The Contract may be amended by mutual written consent of the parties and may be terminated by any party upon thirty (30) days advanced written notification. This Contract supersedes all previous contract for services related to storm water disclosure monitoring by the parties.

3. PAYMENT

3.1 District shall pay Contractor an amount not to exceed Three Thousand Five Hundred Dollars ($3,500.00) per year, for work performed hereunder. Any work performed by the Contractor in excess of this amount shall be considered as having been done so at no additional cost to the District, unless this Contract is so amended by written amendment. Payment shall be made upon completion and acceptance by the District of the work performed and within thirty (30) days of receipt of an itemized invoice submitted to the District. The invoice shall indicate the work performed by the Contractor with regard to analysis required for the compliance with the provisions of the FCWA and regulations of the Board as they relate to the implementation permit for California facilities with storm water discharges associated with industrial activity. The amount not to exceed includes a lump sum support fee of Two Thousand Six Hundred Dollars ($2,600.00) per year, unless there is a decrease in CSSWCG members per section 3.3. Districts requiring additional services as specified in Sections 5 and 6 will be charged at cost for outside services such as additional FedEx charges and laboratory fees. Additional labor will be charged as specified in Section 6.

3.2 District shall pay LACOE an amount not to exceed Eight Hundred Dollars ($800.00) annually for services specified herein. Payment shall be made within thirty (30) days of receipt of an invoice submitted to the District.

3.3 If the total number of districts participating in the CSSWCG decreases to 15 members, District agrees to increase annual payment to the Contractor to an amount of Two Thousand Eight Hundred Dollars ($2,800.00) per year plus additional charges in accordance with Sections 3.1, 4, and 5 for the current year of the contract term.

3.4 The General Permit includes requirements for the Compliance Group Leader to prepare a Consolidated Level 1 Exceedance Response Actions (ERA) Report as needed to address ERA Level 1 status. Level 2 ERA Action Plans and Technical Reports are required for Participants with Level 2 status. The status of each District will be evaluated during the 2025-2026 Compliance Year. If a Consolidated Level 1 ERA Report is required for the District, the Contractor will prepare the report by the deadline on January 1, 2026. The Contract amount may be amended during future Contract terms to cover the additional services such as the Level 2 ERA Action Plan.

3.5 If at any time the District elects to terminate the contract, the District will pay LACOE and Contractor a prorated cost based on effort completed. A detailed invoice will be prepared by the Contractor for services completed.

4. RESPONSIBILITIES OF LACOE

4.1 LACOE shall provide assistance to the Contractor as required, provide information to the CSSWCG on compliance requirements and on determinations of the applicability of the California storm water permit regulations and other such information as may be required to complete the work to be done.

4.2 LACOE is coordinating the services between participating Districts and Contractor. LACOE is not responsible for payments to the Contractor.

5. RESPONSIBILITIES OF THE DISTRICT

5.1 District shall collect storm water runoff samples for testing and submit the samples to the Contractor's approved laboratory, (when required). District shall submit the samples by the next work day after collection for analysis using the Contractor's prepaid FedEx account (or similar method). The lump sum contract amount in Section 3 covers up to Two Hundred Dollars ($200.00) in FedEx (or similar method) delivery fees and up to Five Hundred Dollars ($500.00) in laboratory charges. District shall notify Contractor upon successful sample completion for tracking.

5.2 District shall pay Contractor and LACOE promptly upon receipt of an invoice as specified in Section 3 Payment.

5.3 District shall pay any penalty or assessment that may be levied against the District by State or Regional Water Resources Board or other agency having jurisdiction.

5.4 District shall complete, implement, certify and submit electronically via the SWRCB's Storm Water Multiple Application and Report Tracking System (SMARTS), Permit Registration Documents including a Storm Water Pollution Prevention Plan (SWPPP).

5.5 District shall register as a member of CSSWCG in SMARTS.

5.6 District shall add Contractor as a Data Submitter in SMARTS.

5.7 District shall provide Contractor with necessary data to update the annual report information in SMARTS.

5.8 District shall be responsible for certification and submittal of documents required via SMARTS.

5.9 Conduct one Annual Evaluation each reporting year (July 1 to June 30).

6. RESPONSIBILITIES OF THE CONTRACTOR

The responsibilities of the Contractor include, but may not be limited to the following:

6.1 Serve as the required Compliance Group Leader. Contractor is required to complete State Water Board sponsored and approved training program. Contractor shall register in SMARTS as the Compliance Group Leader following the completion of the training program.

6.2 Assist Compliance Group Participants with compliance activities required by the General Permit as identified below.

6.3 Contractor shall provide an annual storm water compliance seminar. Contractor will provide presentation materials to Districts following the training. Training shall include general BMP implementation, monitoring and SMARTS demonstration and guidance.

6.4 Contractor shall provide District with necessary forms and guidance for preparing or updating the site-specific SWPPP including providing a Compliance Group SWPPP Template and necessary forms.

6.5 Contractor shall coordinate with laboratory to provide sample containers, labels, litmus paper to test pH, and provide a prepaid FedEx shipping label. Contractor's laboratory shall conduct analytical testing including total suspended solids and oil and grease. The Contractor's lump sum fee of $2,600.00 includes up to $200.00 in FedEx and/or similar delivery method fees and up to $500.00 in laboratory charges. Additional outside service fees will be charged by the Contractor at cost to District. Backup of any additional charges will be provided by the Contractor with the detailed invoice.

6.6 Contractor shall inspect all the facilities of the Compliance Group Participants at a minimum of once per reporting year (July 1 to June 30). Additional inspection services may be requested by the District, which will be charged an hourly rate fee and mileage will be charged at the IRS Mileage Rate. The project bill rates will be based on the Contractor's Schedule of Charges. No additional charges will be added to the District invoices without prior consent.

6.7 Contractor shall compile monthly sample visual observation forms. Where necessary, Contractor will contact District to discuss results and possible revisions to site specific best management practices. Maintain records of contact and discussions with District for incorporation into annual report in SMARTS.

6.8 Contractor shall assist with the preparation of the Annual Report in SMARTS as a data submitter including uploading analytical data, assistance with the annual report checklists, and preparation of summaries of analytical data and visual monitoring results.

6.9 Provide storm water consultation to the District through the Compliance year.

6.10 Provide consulting related to industrial permit compliance as needed.

7. CANCELLATION DUE TO ELIMINATION OF REGULATORY REQUIREMENTS

In the event storm water discharge sampling and related analysis is eliminated as a requirement for District by the Board, this Contract shall be cancelled and any amounts due under the Contract shall be prorated to the date of cancellation. This Contract shall be amended to reflect that Contractor shall not perform such sampling and analysis, and the Contract payment for services rendered by Contractor during the year in which the exemption was granted, shall be proportionately reduced. Thereafter, LACOE may terminate this Contract. If SWPPP or other requirements are added or deleted by federal or state agencies, payment as specified in Section 3 PAYMENT, shall be amended by the parties.

8. DISTRICT CHANGE IN STATUS

8.1 If District discontinues bus service or the maintenance facility and/or facilities operated by the District, the District may withdraw from the CSSWCG upon payment for all services rendered by LACOE and the Contractor.

8.2 Any District wishing to join the CSSWCG may do so by submitting a request to LACOE and paying LACOE as required to bring the District to the current CSSWCG member status.

9. INDEMNIFICATION

9.1 District agrees to defend, indemnify, save, and hold harmless the Contractor and LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of the District. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

9.2 Contractor agrees to defend, indemnify, save, and hold harmless the District and LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of the Contractor. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

9.3 LACOE agrees to defend, indemnify, save, and hold harmless the District and the Contractor from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

10. INSURANCE

District and Contractor shall maintain such general liability, property damage, workers' compensation, and auto insurance as is required to protect District and Contractor and LACOE as their interests may appear.

11. INDEPENDENT CONTRACTOR

While performing their obligations under this Contract, District and Contractor are independent contractors and not an officer, employee or agent of LACOE. The District and Contractor shall not at any time or in any manner represent that they or any of their officers, employees, or agents are employees of LACOE.

While performing their obligations under this Contract, Contractor is an independent contractor and not an officer, employee or agent of the District. The Contractor shall not at any time or in any manner represent that they or any of their officers, employees, or agents are employees of the District.

12. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, the District agrees to comply with all federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

13. RECORD RETENTION AND INSPECTION

District and Contractor agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by District and Contractor and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years after final payment hereunder by LACOE.

14. MODIFICATION

This Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of all contracting parties appear beside such deletion or change.

15. SEVERABILITY/WAIVER

15.1 If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

15.2 No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

16. ASSIGNMENT

District and Contractor shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer, or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void. In addition, District and Contractor shall not subcontract the work to be performed pursuant to this Contract without prior written approval of LACOE. The names and qualifications of subcontractors or others whom District and Contractor intends to employ, other than those identified, shall be submitted to LACOE for prior written approval.

17. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except by a writing expressly purporting to be such an amendment, signed and acknowledged by all of the parties hereto.

18. ATTORNEY'S FEES

Should any party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

19. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into and executed in Los Angeles County, California, and any legal action, claim or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. This Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

20. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addressed to the party for whom intended as follows:

LACOE:

Procurement Services
LOS ANGELES COUNTY OFFICE OF EDUCATION
9300 Imperial Highway, ECW Room 157

Downey, CA 90242-2890

DISTRICT:

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870

CONTRACTOR:

WSP USA INC.
3560 Hyland Avenue, Suite 100
Costa Mesa, CA 92626

21. EMPLOYEE FINGERPRINTING

During the entire term of the Contract, District and Contractor, including all subcontractors, shall fully comply with the provisions of the Education Code Section 45125.1.

22. TOBACCO AND MARIJUANA-FREE SCHOOLS AND FACILITIES

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco and/or marijuana products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco and/or marijuana products at any time in LACOE-owned or leased buildings, on LACOE property and in LACOE vehicles. This includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

23. ALCOHOL AND DRUG-FREE WORKPLACE

District and Contractor hereby certifies under penalty of perjury under the laws of the State of California that District and Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy 4020.

24. PROVISIONS REQUIRED BY LAW DEEMED INSERTED

Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and the Contract shall be read and enforced as though it were so inserted and included.

25. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract; (2) the exhibits of the

Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

26. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILTY (Federal Executive Order 12549)

By executing this contractual instrument, District and Contractor certifies to the best of its knowledge and belief that it and its principals:

26.1 Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntary excluded from covered transactions by any Federal Department or Agency;

26.2 Have not, within a three-year period preceding the execution of this contractual instrument, 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 public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of record, making false statements, or receiving stolen property.

26.3 Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 26.2 above, of this certification; and

26.4 Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

27. PUBLIC RETIREMENT SYSTEM RETIREE

Contractor must disclose to LACOE if any of Contractor's employees working under this Contract have retired from the California State Teachers' Retirement System ("CalSTRS") or the California Public Employees' Retirement System ("CalPERS"). Pursuant to California Education Code Section 24214 and 24214.5, there are postretirement limitations on earnings if Contractor's employees have retired from CalSTRS and hours worked limitations if Contractor's employees have retired from CalPERS. If Contractor's employees have retired from either CalSTRS or CalPERS, Contractor should be aware that LACOE is required to report all payments under this and any additional Agreements in any given year.

28. SEXUAL HARASSMENT PREVENTION TRAINING

If Contractor employs 5 or more employees, Contractor must provide at least two (2) hours of sexual harassment prevention training and education to all supervisory employees and one (1) hour of such training to all non-supervisory employees. Contractor must also provide sexual harassment prevention training to its temporary *or seasonal employees within thirty (30) calendar days after the hire date or within one hundred (100) hours worked* if the employee will work for less than six (6) months. Training and education must be provided once every two (2) years thereafter, pursuant to California Government Code 12950.1.

LACOE reserves the right to request for certification of completion of such training and to terminate this Contract if Contractor fails to comply with this section.

29. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This instrument may be executed in counterparts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy.

WSP USA INC.

By_____
Brent Smith
Vice President, Principal Scientist

Indicate Federal Tax I.D. Number:

11-1531569

Date 6/2/2025

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

By_____

_____
Typed or Printed Name

Title_____

Date_____

LOS ANGELES COUNTY
OFFICE OF EDUCATION

By_____
Michael Choi
Procurement Services Coordinator

Date_____
DD 5-23
Report 5/7/25

EXHIBIT A

2025-2026 CALIFORNIA SCHOOLS STORM WATER COMPLIANCE GROUP

Arcadia USD

Bassett USD

Centralia ESD

Covina-Valley USD

Downey USD

Las Virgenes USD

Los Alamitos USD

Monrovia USD

Montebello USD

Murrieta Valley USD

Newport-Mesa USD

Placentia-Yorba Linda USD

Rowland USD

Santa Monica-Malibu USD

Sulphur Springs Union SD

Torrance USD

Walnut Valley USD

Whittier Union USD

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

UNIT BID NO. 225-17, NFPA 72 FIRE ALARM TESTING AND INSPECTION SERVICES AND UNIT BID LOW-VOLTAGE SERVICES

Background

The district advertised and received bids for NFPA 72 fire alarm testing and inspection services, as well as a unit bid for low-voltage services on a unit cost basis and an hourly rate cost for labor and materials when appropriate. Three bids were received with Time and Alarm Systems being the lowest responsive and responsible bidder. The unit bid will be utilized for various fire alarm testing and inspections, as well as low-voltage services needed throughout the district.

This unit bid contract may be extended yearly for a total period not to exceed five years, if mutually agreed upon by the contractor and the district. Consideration will be given at each renewal period for increases in prevailing wage rates and Consumer Price Index upon written request by the contractor.

This format will afford the district the benefits of both competitive bidding and added flexibility to respond to low-voltage service needs in the timeliest manner. Projects requiring more extensive planning and engineering will be processed in the traditional bid format when possible.

Financial Impact

General Fund (0101) - Routine Restricted Maintenance	$500,000
Deferred Maintenance Fund (1414)	
Capital Facilities Fund (2525)	
Redevelopment Agency Fund (2545)	
Special Reserve Fund (4040)	

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

SERVICE AGREEMENT
NFPA Fire Alarm Test and Inspection, and Low Voltage Services

THIS AGREEMENT, entered into this 18th day of June, 2025 in the County of Orange of the State of California, by and between the **Placentia Yorba Linda Unified School District**, hereinafter called the "Owner" or the "District", and **Time and Alarm Systems**, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Bid 225-17, NFPA Fiore Alarm Test and Inspection, and Low Voltage Services, in strict accordance with the Contract Documents enumerated in Article 7 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Substantial Completion (See Article 1.1.46) of the Work as negotiated, from receipt of the Notice to Proceed. This shall be called Contract Time. (See Article 8.1.1). It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum as specified in the bid documents, $700.00 per calendar day, per site, for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract (See Article 9.6 and 2.2 of the General Conditions).

ARTICLE 4 - CONTRACT PRICE: The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of ONE HUNDRED THIRTEEN THOUSAND FOUR HUNDRED SIXTY NINE DOLLARS ($113,469.00), and Prevailing Wage Rates as outlined in Bid 225-17, said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth in the General Conditions.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

ARTICLE 5 - HOLD HARMLESS AGREEMENT: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice Inviting Bids
Instructions to Bidders
Designation of Subcontractors
Non-Collusion Declaration
Bid Bond
Bid Form
Contractor's Certificate Regarding Worker's Compensation
Agreement Form
Payment Bond
Performance Bond
Guarantee
Escrow Agreement for Security Deposit In Lieu of Retention
Workers' Compensation/Employers Liability Endorsement
General Liability Endorsement
Automobile Liability Endorsement
General Conditions
Supplementary and Special Conditions
Specifications
All Addenda as Issued
Drawings/Plans
Requirements, Reports and/or Documents in the Project Manual or Other Documents Issued to Bidders

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 8 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)
2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 9 - RECORD AUDIT: In accordance with Government Code Section 8546.7(and Davis Bacon, if applicable) and Article 13.11 of the General Conditions, records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

ARTICLE 10 - CONTRACTOR'S LICENSE: The Contractor must possess throughout the Project a Class C10 and C7 Contractor's License, issued by the State of California, which must be current and in good standing.

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Placentia Yorba Linda Unified School District	Time and Alarm Systems
Donald Rosales_____	_____
Typed or Printed Name	Typed or Printed Name
Director, Purchasing_____	_____
Title	Title
_____	_____
Signature	Signature
Dated: _____	_____
	Type or Printed Name
	_____
	Title (Authorized Officers or Agents)
	_____
	Signature
	(CORPORATE SEAL)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AWARD OF BID NO. 225-18, POOL MODERNIZATION PROJECT AT ESPERANZA HIGH SCHOOL

Background

The district advertised for bidders and received four bids for the pool modernization project at Esperanza High School, with Marjani Builders Inc. being the lowest responsive and responsible bidder.

In order to proceed with the project identified above, a formal contract is required with licensed, bonded, and insured contractors who have participated in a formal bidding process as provided in the California Public Contracts Code. Marjani Builders Inc. has met all the standards, and all bid documents have been reviewed by the Maintenance and Facilities and Purchasing Departments and found to be acceptable. The bid amounts have been determined to be within the established budget.

Financial Impact

Redevelopment Agency Fund (2545) $1,280,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

CONSTRUCTION AGREEMENT
Bid 225-18, Esperanza High School Pool Modernization

THIS AGREEMENT, entered into this 18th day of June, 2025 in the County of Orange of the State of California, by and between the **Placentia Yorba Linda Unified School District**, hereinafter called the "Owner" or the "District", and **Marjani Builders Incorporated**, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Bid 225-18, Esperanza High School Pool Modernization, in strict accordance with the Contract Documents enumerated in Article 7 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Substantial Completion (See Article 1.1.46) of the Work as negotiated, from receipt of the Notice to Proceed. This shall be called Contract Time. (See Article 8.1.1). It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum as specified in the bid documents, per calendar day, per site, for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract (See Article 9.6 and 2.2 of the General Conditions).

ARTICLE 4 - CONTRACT PRICE: The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or

deductions as provided in the Contract Documents, the sum of ONE MILLION ONE HUNDRED SIXTY THOUSAND DOLLARS ($1,160,000.00), and ONE HUNDRED TWENTY THOUSAND DOLLARS ($120,000.00) for Allowances, if needed. Said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth in the General Conditions.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

ARTICLE 5 - HOLD HARMLESS AGREEMENT: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages

or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice Inviting Bids
Instructions to Bidders
Designation of Subcontractors
Non-Collusion Declaration
Bid Bond
Bid Form
Contractor's Certificate Regarding Worker's Compensation
Agreement Form
Payment Bond
Performance Bond
Guarantee
Escrow Agreement for Security Deposit In Lieu of Retention
Workers' Compensation/Employers Liability Endorsement
General Liability Endorsement
Automobile Liability Endorsement
General Conditions
Supplementary and Special Conditions
Specifications
All Addenda as Issued
Drawings/Plans
Requirements, Reports and/or Documents in the Project Manual or Other Documents Issued to Bidders

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 8 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)

2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 9 - RECORD AUDIT: In accordance with Government Code Section 8546.7(and Davis Bacon, if applicable) and Article 13.11 of the General Conditions, records of both the Owner and the Contractor shall be subject to examination and audit for a period of

five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

ARTICLE 10 - CONTRACTOR'S LICENSE: The Contractor must possess throughout the Project a Class B Contractor's License, issued by the State of California, which must be current and in good standing.

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Placentia Yorba Linda Unified School District	**Marjani Builders, Incorporated**
Donald Rosales	_____
Typed or Printed Name	Typed or Printed Name
Director, Purchasing	_____
Title	Title
_____	_____
Signature	Signature
Dated: _____	_____
	Type or Printed Name
	_____
	Title (Authorized Officers or Agents)
	_____
	Signature
	(CORPORATE SEAL)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (NOCROP)

Background

The district has been a longstanding member of the North Orange County Regional Occupational Program (NOCROP). The NOCROP is a Joint Powers Authority (JPA) that was formed in 1973 to provide career technical education (CTE) opportunities to students in member school districts.

NOCROP issues an annual Joint Powers Agency master agreement which allows member districts to maintain ROP programs that meet participating district requirements. The primary purpose of the program is to determine CTE requirements of participating school districts and develop and maintain programs that serve those needs. For the 2025-26 school year, the district requires a total of 70 regular sections and 7 grant-funded sections for a total of 77 sections. The total cost is estimated at $2,412,410 or $31,330 per section.

By approving this request, the district will continue to maintain ROP programs that meet district requirements.

Financial Impact

General Fund (0101)	$2,193,100
CTEIG Grant	156,650
K12 SWP Round 7 Grant	62,660
Total	$2,412,410

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

JOINT POWERS AGREEMENT

In consideration of the mutual covenants hereinafter set forth, that certain JOINT POWERS AGREEMENT entered into by and between the ANAHEIM UNION HIGH SCHOOL DISTRICT, the BREA OLINDA UNIFIED SCHOOL DISTRICT, the FULLERTON JOINT UNION HIGH SCHOOL DISTRICT, the PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT and the LOS ALAMITOS UNIFIED SCHOOL DISTRICT to establish a Regional Occupational Program in the North Orange County Region comprising the same geographic area as said school districts hereby their JOINT POWERS AGREEMENT effective July 1, 2025, as follows:

WITNESSETH:

WHEREAS, it is to the mutual benefit of the school districts participating herein and in the best interest of the public for said participating school districts to establish a Joint Powers Agreement to accomplish the purpose hereinafter set forth; and

WHEREAS, due to the results of the survey specified in the Section 52302 of the Education Code of California, the school districts participating herein have determined that there is a need to broaden career technical education in said North Orange County Region and for a Regional Occupational Program and instructional facilities to be made available therein; and

WHEREAS, the development, organization, and implementation of such a program is of such magnitude that it is necessary for the participating school districts to join together in this Joint Powers Agreement in order to accomplish the purpose hereinafter set forth; and

WHEREAS, the school districts participating in this Joint Powers Agreement are legally authorized under Sections 52300 et seq. of the Education Code of California to perform the functions relative to career technical education hereinafter set forth; and

WHEREAS, in enacting said statutes the California Legislature recognized that career technical education programs might achieve great flexibility of planning, scope, and operation by the conduct of such programs in a variety of physical facilities at various training locations; and

WHEREAS, it was the further intent of the California Legislature that Regional Occupational Programs provide career technical education instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are

upgraded, so they have the higher level skills required because of new and changing technologies or so they are prepared for enrollment in more advanced training programs;

NOW, THEREFORE, the parties mutually agree as follows:

1. EFFECT AND TERM OF AGREEMENT: This Joint Powers Agreement shall become effective and binding upon the five participating school districts. All previous agreements between the parties shall be canceled and superseded by this Joint Powers Agreement upon execution hereof by the duly authorized representatives of each of said school districts and approval hereof by the Orange County Superintendent of Schools and the State Board of Education. This Agreement shall continue in effect until terminated as hereinafter provided.

   Additional school districts may enter into this Agreement as participants subject to approval and conditions agreed upon by the requesting school district, the participating school districts, and approved by the Orange County Superintendent of Schools, and the State Board of Education.

2. ESTABLISHMENT AND NAME OF PROGRAM: A separate joint powers entity is hereby established and is named and shall hereafter be known as the NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM, herein referred to as the "PROGRAM."

3. PURPOSE OF PROGRAM: The purpose of the PROGRAM, acting under the governance of its Board of Trustees, shall be to determine the career technical education needs of the participating school districts and to develop and maintain a Regional Occupational Program to serve those needs.

4. BOARD OF TRUSTEES: The PROGRAM conducted under this Agreement shall be governed by a Board of Trustees, hereinafter referred to as the "Board." The Board shall consist of seven members, including one duly designated representative of each of the unified school districts participating in the Agreement and two duly designated representatives of each of the union high school districts participating in this Agreement. The Board shall be responsible to the participating school districts for program development, policy formulation, and program implementation to meet the career technical education needs of said school districts.

   (a) Officers of the Board: The Board, at its initial and subsequent organizational meetings, shall elect from its membership a President and a Vice President/Clerk who shall serve for concurrent terms of one year or until the election of their successors. The Superintendent of the PROGRAM shall be the Secretary of the Board.

   (b) Term of Office: Each member of the Board shall serve for a term of four years, except as hereinafter provided. A member of the Board may be appointed to serve successive terms.

   The terms of office of members of the Board shall be staggered. The three-four year terms which commenced on April 1, 1975, shall have successive four-year terms commencing in December 1979. The three two-year terms which commenced on April 1, 1975, shall have subsequent four-year terms expiring in December 1981, with successive four-year terms thereafter.

The first term of office of the member of the Board from the LOS ALAMITOS UNIFIED SCHOOL DISTRICT shall commence on July 1, 1980, and expire in December 1983, with successive four-year terms thereafter.

Interim vacancies on the Board shall be filled by the appropriate school district for the balance of the unexpired terms. In the event, legislation is enacted changing the month of the year during which school districts shall hold their annual organizational meetings, the terms of office of all members of the Board shall be extended to the newly-designated month of the following year.

(c) Statement of Facts: As provided in Section 53051 of the Government Code of California from time-to-time the Board shall file a required Statement of Facts with the Secretary of State and with the Orange County Clerk.

(d) Meetings: An organizational meeting of the Board will be held each year during the same month as the annual organizational meetings of the participating school districts, but subsequent thereto. At the organizational meeting, the Board shall adopt a calendar of its regular meetings for the ensuing year. The hour, time and place of such regular meetings shall be fixed by the Board.

The Board shall hold special meetings when deemed necessary.

All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of, The Ralph M. Brown Act, Chapter 9 (Sections 54950 et seq.) of the Government Code of California, as amended, or in such manner not inconsistent therewith as may be determined by the Board from time-to-time.

Except as otherwise provided or permitted by law, all meetings of the Board shall be open and public. The Board shall cause minutes of its public meetings to be kept and shall promptly transmit to the governing board of each of the participating school districts true and correct copies of the minutes of such meetings.

(e) Quorum: Four or more members of the Board shall constitute a quorum for the conduct or transaction of business of the Board.

(f) No action of the Board shall be valid unless a majority of the Board members constituting all of the membership of the governing board concur therein by their votes.

(g) Alternates: Each of the five participating school districts shall designate an alternate representative of the district for each regular representative who is duly designated by it to serve as a member of the Board. Such designation shall be filed in writing in the office of the Secretary of the Board. If any such regular representative is absent from any meeting or meetings of the Board, the designated alternate for such absent representative may attend such meeting or meetings and during same shall have the same rights, duties and privileges as the absent representative of such district would have if present, except that such alternate shall not then succeed to any office on the Board, which such absent representative then holds.

5. SUPERINTENDENT

(a) Responsibilities: The Superintendent of the PROGRAM shall be employed by the Board and shall be responsible to the Board for the development and operation of the PROGRAM in accordance with Board policies and all applicable laws, rules, and regulations.
(b) The Superintendent will be responsible for adhering to the Professional Governance Standards as delineated in Board Policy 2412 (a).

6. POWERS OF THE PROGRAM: Subject to the restrictions set forth in this Agreement or otherwise imposed by the participating school districts or by law, the PROGRAM shall have the following powers: To make and enter contracts, to employ agents and employees, to acquire, construct, manage, maintain, use, and operate any building, works or improvement, and to acquire, hold, lease or dispose of real and personal property.

7. OPERATION OF SPECIFIC PROGRAMS: The Board shall adopt specific programs to carry out the functions set forth in Sections 52300 et seq. of the Education Code of California as amended from time to time.

As provided in Section 52305 of the Education Code of California, specific programs may be established pursuant to Section 52301 of said code to provide day, including Saturday and Sunday, and evening full-time and part-time career technical education programs for minors and adults, the year around. Career technical training programs may include the establishment and operation of a sheltered workshop. The PROGRAM may also establish and operate such business, commercial, trade, manufacturing, or construction activities as will best serve the aims and purposes of career technical education. Such activities may include the sale of products or services to private or public corporations or companies, or to the general public.

The PROGRAM may establish and operate, fee-based, career technical education programs to adult students and other out of district high school students.

8. PUPIL TRANSPORTATION: The Board may provide transportation for pupils assigned to or enrolled in the PROGRAM.

9. FISCAL DUTIES AND RESPONSIBILITIES: The Orange County Department of Education is designated as the depositary and custodian of all monies of the PROGRAM.

Any and all expenditures of such money shall be authorized by the Board.

The Board shall exercise authority to incur obligations in excess of the funds which are appropriated annually for use by the PROGRAM in accordance with AB 1200.

The Board shall make an annual fiscal report to each participating school district, accounting for all PROGRAM receipts and disbursements. Such report shall be made within 100 days after the end of each fiscal year.

(a) Budget: The Board shall adopt a budget for each fiscal year which is prepared in accordance with the applicable provision of the Education Code of California. The proposed budget shall be prepared under the direction of the Superintendent of the PROGRAM in cooperation with

the participating school districts. Such budget shall reflect the career technical education needs of the participating school districts as determined by the Board.

(b) Operating Funds from Participating School Districts: The PROGRAM (in an amount as determined by Appendix A), shall receive annual operating funds from each of the participating districts class periods offered zero through seventh periods at the participating school district school site.

Beginning in the 2019-2020 school year, any funded COLA increase applied to the district's base grant shall also be applied to the PROGRAM'S section costs or such greater amount as all of the participating school districts may agree to provide for the operation of the PROGRAM from time to time.

In the event of any major funding changes (including deficits, deferrals, or funding reductions) the parties agree to meet and review the impact to the JPA and to the districts to determine if changes to the agreement should be made.

Notification of class section reductions shall be made and provided in writing to the PROGRAM by February 15, preceding the fiscal year the reductions will be implemented. All districts will be notified of changes to the section count of each district by March 15.

(c) Audit: The Board shall require the books and accounts of the PROGRAM to be audited at least annually in the manner provided by law.

(d) Access to Student Information: The Board permits the release of personally identifiable student information between each participating district and the PROGRAM (in accordance with Appendix B).

(e) Employee Bonding: The Board may require each employee of the PROGRAM, whose duty it is to handle funds of the PROGRAM, to be bonded under a suitable bond indemnifying the PROGRAM against loss. Such bond may be a name schedule bond, schedule position bond, or blanket bond, and shall be in such amount and type as the Board shall consider necessary and desirable. The Board shall pay from the funds of the PROGRAM the cost of the premium necessary to provide the bond.

(f) Other Funding: The Board shall have the authority to contract for funds for the PROGRAM to be used in any manner consistent with the purposes and provisions of this Agreement. As provided by law, the Board shall have the power and authority to receive, accept and utilize all funds and property, whether from private or public agencies.

(g) Contributions: The Board shall have the authority to accept and utilize personal services offered by individuals, organizations or agencies, including any participating school district, and to accept and utilize property, real, personal or mixed, offered by any individuals, organizations, or agencies, including any participating school district. Such authority shall be exercised in a manner which is consistent with law and the purposes and provisions of this Agreement.

10. LIABILITY INSURANCE: The PROGRAM shall provide necessary insurance to provide coverage in accordance with State law in regards to liability. Notwithstanding the provisions of

Education Code section 51769, it shall be the responsibility of the PROGRAM, rather than the Districts, to provide Workers' Compensation insurance coverage to students who are receiving community classroom and internship training through the PROGRAM.

The Districts shall, at their own expense, carry sufficient insurance to ensure against liabilities, errors, and omissions arising out of its performance. The Districts shall, at its own expense, obtain and maintain in force during the term of this Agreement the following insurance: (1) a policy of comprehensive single-limit general liability insurance, insuring the District and the other Participating Districts against claims and liabilities arising out of District's performance of this Agreement, (2) a policy of automobile insurance covering any owned, non-owned, leased, or hired automotive equipment used by the District or its employees in connection with District's performance of this Agreement, (3) a policy of public officials errors and omissions insurance, and (4) a policy of pollution liability insurance. The minimum coverage for all insurance shall be not less than three million dollars ($3,000,000) Combined Single Limit and at least as broad as the Insurance Service Office (ISO) Forms (CG 00 01 and CA 00 01) for bodily injury, death and property damage as a result of any one occurrence and a three million dollars ($3,000,000) general aggregate policy (to be adjusted upward as deemed appropriate). That insurance shall name Participating Districts, their employees, trustees, and agents, as additional insureds. The District shall provide a certificate of insurance, including an endorsement that names all of the Participating Districts as additional insureds, to each Participating District, upon execution of this Agreement and upon request of any of the Participating Districts during the term of this Agreement, evidencing this coverage in a form satisfactory to the Participating Districts. Liability insurance shall continue throughout the term of this Agreement.

The District shall ensure that appropriate and adequate Workers' Compensation insurance covering all persons employed by the District or engaged in the performance of this Agreement is in effect at all times during the term of this Agreement, and shall comply with all provisions of law applicable to District with respect to obtaining and maintaining Workers' Compensation insurance. Prior to the commencement and any renewal of this Agreement, or of any Workers' Compensation insurance policy, and upon the request of any of the Participating Districts, District shall provide the Participating Districts, as evidence of this required coverage, a certificate of insurance in a form satisfactory to the Participating Districts, providing that coverage shall not be canceled or reduced without thirty (30) days prior written notice to the Participating Districts.

The District shall provide endorsements requiring each insurer to provide each of the Participating Districts thirty days prior written, a notice of cancellation, alteration or reduction in coverage. All insurance of the District shall be primary, and any insurance policy or self-insurance procured by the Participating Districts be secondary. All District insurance policies shall contain a cross liability endorsement. The Participating Districts shall have the right to reassess and increase the policy limits for all insurance every three years. All SIRs and/or deductibles shall be disclosed to all Participating Districts. All insurance shall be with carriers approved by the Participating Districts. At least thirty (30) days prior to the expiration of each insurance certificate, and every subsequent certificate, District shall deliver to the Participating Districts a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described in this Liability and Indemnity Section.

11. <u>HOLD HARMLESS</u>: The PROGRAM shall defend, indemnify, save and hold harmless the

districts, its officers, directors, and employees from and against all obligations, claims or liabilities of any kind, including costs and attorneys' fees that may arise out of any negligent or intentional acts or omissions of any agent or employee of the PROGRAM. This shall include any acts of sexual abuse alleged against any agent or employee of the PROGRAM.

Each member district shall defend, indemnify, save, and hold harmless the PROGRAM, its officers, directors, and employees from and against all obligations, claims or liabilities of any kind, including costs and attorneys' fees that may arise out of any negligent or intentional acts or omissions of any agent or employee of the district. This shall include any acts of sexual abuse alleged against any agent or employee of the district.

12. WITHDRAWAL OF PARTICIPATING SCHOOL DISTRICT: Upon written notice (of not less than one year) given to all other participating school districts prior to the close of any fiscal year, any participating school district may withdraw from its status as a participant of the PROGRAM as of the end of the subsequent fiscal year in which such notice is given. A withdrawing school district will incur no liability for any obligation incurred by the PROGRAM after the date of submission of its notice of withdrawal, provided that such withdrawal is completed by the end of such fiscal year. No such notice of withdrawal may be revoked after submission without the consent of all other participating school districts.

    In the event that a participating school district withdraws from this PROGRAM and desires to retain any personal property owned by the PROGRAM and located within the geographical area of the withdrawing school district, such district shall first reimburse the PROGRAM in an amount equal to the then reasonable value of such personal property as determined by the Board, subject to such offset or adjustment, if any, as shall be determined the Board to be the fair and reasonable value of the withdrawing school district's contributed share of the acquisition cost to the PROGRAM of such personal property.

    A withdrawing district shall not be entitled to any reimbursement for, nor shall it retain any interest in real property to which the ROP has a title.

13. DISSOLUTION OF PROGRAM:

    (a) Distribution of Property: In the event of the dissolution of the PROGRAM, or the complete rescission or other final termination of the Agreement by all participating school districts, any and all surplus property remaining in the PROGRAM under control of the Board following a discharge of all the obligations of the PROGRAM, shall be distributed in kind to the school districts then participating in the PROGRAM. Such surplus property shall be apportioned among such school districts on the basis of the then fair market value of such property and in proportion to the net pro rata contributions made to the PROGRAM by each such school district that is a member at the date of resolution.

    (b) Arbitration: Distribution on the foregoing basis shall be made as said school districts shall agree, or, if they do not agree, by an arbitrator to be appointed by the Orange County Superintendent of Schools. The expenses and compensation of such arbitrator shall be shared equally by the school districts participating in the arbitration. Each such school district shall pay the expenses and compensation of any witnesses it calls.

(c) Winding Up: The addition or withdrawal of one or more school districts as participants in the PROGRAM shall not cause and shall not be deemed to be a dissolution of the PROGRAM or termination of this Agreement. The power and authority of the Board shall continue until a termination of this Agreement and the winding up of the affairs of the PROGRAM.

14. SEVERABILITY: Should any portion, term, condition, or provision of this Agreement be determined by any court of the competent jurisdiction to be illegal or in conflict with any law of the State of California or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions of this Agreement shall not be affected thereby and shall continue in full force and effect.

APPROVALS:

Signature	Date	Date of Board Approval

SUPERINTENDENT OR DESIGNEE
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Signature	Date	Date of Board Approval

DANA LYNCH
SUPERINTENDENT
NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

Joint Powers Agreement – Appendix A

North Orange County Regional Occupational Program
Operating and Funding Agreement for the 2025-2026 School Year

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Maximum Number of Sections	Projected Total Number of Sections[1]	Cost per Section[2]	Projected Total Annual Cost for District	Projected Monthly Invoice Amount for District
78	**77**	**$31,330**	**$2,412,410**	**$241,241**

[1] Projected Total Number of Sections is based on allocation from the 2024-2025 school year, unless reductions were requested in writing prior to February 15, 2025.
[2] Cost Per Section is based upon the 2024-2025 per section cost increased by the 2.30% COLA planning factor from the School Services Dart Board; however, the actual cost will be determined by the funded COLA to the DISTRICT's base grant. Calculations are current as of May 27, 2025.

THE DISTRICT:

1. Requests for additional sections must be in writing and authorized by the Superintendent or designee of the District and include budget verification by the Chief Business Officer.
2. Requests for additional instructional sections should be provided in writing to the Assistant Superintendent of Educational Services, Dr. Kelly Kennedy (kkennedy@nocrop.us).
3. As noted in Section 9 (b) of the JPA, notification of total class section reductions by the DISTRICT shall be made and provided in writing to the PROGRAM by **February 15th**, proceeding
4. the fiscal year the reductions will be implemented.

THE PROGRAM:

1. The PROGRAM Educational Services Division will provide a Section Count document each semester. The document will reflect the breakdown of PROGRAM sections by pathway and instructor for each campus.
2. The PROGRAM shall be responsible for invoicing the DISTRICT ten (10) equal monthly amounts, September through June.
3. A final version of the Appendix A document will be updated by the PROGRAM and provided to the DISTRICT by **May 30th** of each year.

BOTH THE DISTRICT AND THE PROGRAM:

1. A change in the type of program offered by the PROGRAM to the DISTRICT may be made at any time, with the written approval from the Educational Services Assistant Superintendents, from both the DISTRICT and the PROGRAM.
2. In the case of a new instructional program, or an existing program that requires a significant upgrade financial investment, the DISTRICT and the PROGRAM will determine what additional one-time and/or ongoing funding is required.
3. A periodic review of the per section cost funding model by the Chief Business Officers for the JPA member DISTRICTS and the PROGRAM is recommended every three (3) years. The next scheduled review is **November 2025** or sooner.

The multi-year projection reflected in the table below is for planning purposes and includes the Funded COLA increases as projected by the School Services Dart Board for the 2025-2026 Governor's Proposed Budget.

School Year	Projected Total Number of Sections	COLA Planning Factor	Cost Per Section	Total Projected Annual District Cost	Monthly Projected District Invoice Amount
2026-2027	*77*	*3.02%*	*$32,276*	*$2,485,252*	*$248,525*
2027-2028	*77*	*3.42%*	*$33,380*	*$2,570,260*	*$257,026*

May 27, 2025

Joint Powers Agreement – Appendix B

North Orange County Regional Occupational Program
Student Data Sharing Agreement

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
The Family Educational Rights Privacy Act ("FERPA") permits the release of personally identifiable student data without prior written parental consent if the release is to "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instructions, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representative of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted." 20 USC 1232g(b)(1)(F). each party agrees to comply with FERPA in its performance of this agreement.

DATA SHARING
To accomplish the purposes stated above each participating district and the PROGRAM will share student data relative to the PROGRAM. Both parties will work jointly to determine the provisions of the data request delivery.

DATA REQUIREMENTS AND DELIVERY FOR EACH ACADEMIC YEAR
The participating district and the PROGRAM agree to share data with student and teacher level data elements ("Shared Data") for all students attending the participating district pertaining to Career Technical Education. Student and teacher data will be delivered securely and directly from both parties.

With the participating district's approval, data may be matched to other administrative data. In these instances both parties shall use a secure, mutually agreed upon means and schedule of transferring confidential information.

In addition, this agreement will meet the requirements requested by Aeries, the student information system used by NOCROP and all five District partners, that an agreement to share student information by approved between the parties each year.

CONFIDENTIALITY
Student records contain sensitive information, the disclosure of which is governed by California Education Code section 49060 et seq. and implementing regulations contained in title 5 of the California Code of Regulations, "Directory information," as defined in Education Code section 49061, subdivision
(c) may be released pursuant to Governing Board policy.

Pupil record information, as defined in Education Code section 49061, subdivision (b), may be released by the College on a limited basis. The sole use of the student data will be for research and educational program evaluation for programs directly related to the improvement of both parties.

In accordance with the Education Code section 49076, subdivision (b)(5), parties shall not use pupil record information in any manner that will permit the personal identification of students by persons other than representatives of either party or others authorized by the participating district and the PROGRAM. Teacher data will have the same protections. All data will be stored in a secure area in a locked office at all sites. All data collected will remain confidential, and any reports generated from the data will be made in aggregate form to ensure that student or teacher identifiers, such as name and identification number are not disclosed to others besides representatives of either party and others authorized by the participating district and the PROGRAM. Student and teacher identifiers will be used for longitudinal data tracking and data linking only.

Both parties shall not release or disclose any student information to any outside research department, institution, school or individual not mentioned in the agreement under any circumstances, without express written approval of either party. Projects requiring the sharing of personal identifiable information will be clearly explained prior to releasing data. Both parties agree to destroy all student and teacher data when no longer needed for program evaluation purposes.

Notwithstanding, both parties grant the right to use the Shared Data for each other's lawful education and research purposes. This grant shall include, but not limited to, the use of de- identified Shared Data as part of the parties' published works in accordance to and compliant with the terms in this section. The de-identification of the Shared Data shall include the removal of the school district, PROGRAM, student, and teacher identification information.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

PALM SPRINGS UNIFIED SCHOOL DISTRICT RFP NO. NS-24-02, DAIRY PRODUCTS

Background

On May 9, 2023, Palm Springs Unified School District (PSUSD) awarded RFP No. NS-24-02 for the purchase and distribution of dairy products to Clearbrook Dairy. This is a competitive piggyback RFP that ensures the best pricing for the purchase of these items. PSUSD has renewed the RFP for the 2025-26 school year.

Authorization to use PSUSD RFP No. NS-24-02 will provide Nutrition Services access to a variety of products to meet the needs of the National School Lunch Program, School Breakfast Program, and the At-Risk Afterschool Supper Program.

Financial Impact

Cafeteria Fund (1313)	$900,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AWARD OF BID NO. 225-12, FRESH PRODUCE AND SERVICES

Background

The district advertised for bidders for the purchase and distribution of produce products and services. The bid was structured to be able to award to multiple bidders: one for annual pricing for purchase of produce; one to be used for monthly pricing of seasonal crops. This award additionally prioritized businesses that contract with small businesses, businesses that support socioeconomically disadvantaged farmers and ranchers, and minority or veteran owned businesses. Seven bids were received with Sunrise Produce being the lowest responsive and responsible bidder for the annual purchase of produce, and Old Grove Orange and The FruitGuys for the monthly local purchases. The bid contract may be extended yearly for a total period not to exceed five years, if mutually agreed upon by Sunrise Produce, Old Grove Orange, The FruitGuys, and the district. Consideration will be given at each renewal period for increases in prevailing wage rates and Consumer Price Index upon written request by the contractors.

Sunrise Produce (Annual)	$450,000
Old Grove Orange (Monthly/Seasonal)	$250,000
The FruitGuys (Monthly/Seasonal)	$100,000
Total Authorized Amount	$800,000

Award of Bid No. 225-12 will afford the Nutrition Services Department the benefits of both competitive bidding and added flexibility for the purchase and distribution of produce products for the 2025-26 school year.

Financial Impact

Cafeteria Fund (1313) $800,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

PRODUCT SERVICES AGREEMENT

THIS AGREEMENT, dated the 18TH day of June, 2025, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **Old Grove Orange, Incorporated**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The initial agreement term will be for one year beginning July 01, 2025 and expiring June 30, 2026.

2. BIDDER agrees to complete the Project known as **BID 225-12 Fresh Produce and Services -Nutrition Services**, according to all the terms and conditions set forth in the Bid Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Information Required of Bidder, Noncollusion Affidavit, Workers' Compensation Certificate, Drug-Free Workplace Certification, Criminal Records Check Certification, Insurance Certificates and Endorsements, Warranties, General Conditions, Supplemental Conditions, if any, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

3. BIDDER shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, and all taxes, utility and transportation services required for the Project. All of said work shall be performed and completed in a good workmanlike manner in accordance with all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The BIDDER shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the BIDDER shall not be excused with respect to any failure to so comply by any act or omission of the District, or it's representative, unless such act or omission actually prevents the BIDDER from fully complying with the requirements of the Project Documents, and unless the BIDDER protests at the time of such alleged prevention that the act or omission is preventing the BIDDER from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the BIDDER from fully complying with the Project Documents.

4. DISTRICT shall pay to the BIDDER, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents.

5. The work shall be commenced after receiving a DISTRICT Purchase Order.

6. **Time is of the essence**.

7. Termination for Cause or Non-appropriation. In the event BIDDER defaults in the performance of the Agreement or if there is a non-appropriation of funds or insufficient funds as ordered or certified by action of the Board of Education of the District, then this Agreement shall terminate or be suspended and the BIDDER shall be paid sums due up to, but not beyond said action of the Board.

Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require BIDDER to cease all work on the Project by providing BIDDER written notice of termination

specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT's convenience, BIDDER shall:

(i) Cease operations as directed by DISTRICT in the notice;

(ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and

(iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT's convenience, BIDDER shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. The BIDDER agrees to and does hereby indemnify and hold harmless the DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Any injury to or death of any person(s) or damage to, loss or theft of any property sustained by the BIDDER or any person, firm or corporation employed by the BIDDER, either directly or by independent contract, upon or in connection with the work called for in this AGREEMENT, except for liability resulting from the sole active negligence, or willful misconduct of the DISTRICT.

(b) Any injury to or death of any person(s) or damage, loss or theft of any property caused by any act, neglect, default or omission of the BIDDER, or any person, firm, or corporation employed by the BIDDER, either directly or by independent contract, arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off DISTRICT property, if the liability arose due to the negligence or willful misconduct of anyone employed by the BIDDER, either directly or by independent contract,

The BIDDER, at BIDDER'S own expense, cost, and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its Governing Board, officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its Governing Board, officers, agents or employees in any action, suit or other proceedings as a result thereof.

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the BIDDER under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the BIDDER provides the DISTRICT with reasonable assurance of protection of the DISTRICT's interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. BIDDER shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General

Conditions. BIDDER agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

and

Subject to the same limit for each person on account of one accident, in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate
Property Damage Insurance in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above.

Certificate Holders and Additional Insureds:
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Ave.
Placentia, CA 92870

The following verbiage is required in the endorsement:

The Placentia Yorba Linda Unified School District, its Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by (BIDDER) shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

District shall be in receipt of all insurance certificates prior to working beginning.

10. If BIDDER is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of _____, and that _____, whose title is _____, is authorized to act for and bind the corporation.

11. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

12. Severability. If any term, condition or provision of this Agreement is held by a court of

competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California. This Agreement is made in and shall be performed in Orange County, California.

14. Assignment. The obligations of both parties pursuant to this Agreement shall not be assigned by either party. This agreement is intended for the benefit of the parties hereto and is not for the benefit of, nor may any provision hereof be enforced by, any other person.

15. Nondiscrimination. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, sex, marital status, age, or other characteristics protected by federal or state laws of such persons.

16. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

17. Agreement. This Agreement and any exhibits attached hereto constitute the entire Agreement among the parties to it and supersedes any prior or contemporaneous understanding or Agreement with respect to the Services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement. This Agreement incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

Placentia-Yorba Linda Unified School District	Old Grove Orange, Inc.
By: _____	By: _____
Signature	Signature
Donald Rosales	_____
Print Name	Print Name
Director, Purchasing	_____
Title	Title

_____
Tax ID/Social Security No.

(CORPORATE SEAL OF BIDDER, if corporation)

PRODUCT SERVICES AGREEMENT

THIS AGREEMENT, dated the 18TH day of June, 2025, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **Sunrise Produce**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The initial agreement term will be for one year beginning July 01, 2025 and expiring June 30, 2026.

2. BIDDER agrees to complete the Project known as **BID 225-12 Fresh Produce and Services -Nutrition Services**, according to all the terms and conditions set forth in the Bid Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Information Required of Bidder, Noncollusion Affidavit, Workers' Compensation Certificate, Drug-Free Workplace Certification, Criminal Records Check Certification, Insurance Certificates and Endorsements, Warranties, General Conditions, Supplemental Conditions, if any, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

3. BIDDER shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, and all taxes, utility and transportation services required for the Project. All of said work shall be performed and completed in a good workmanlike manner in accordance with all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The BIDDER shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the BIDDER shall not be excused with respect to any failure to so comply by any act or omission of the District, or it's representative, unless such act or omission actually prevents the BIDDER from fully complying with the requirements of the Project Documents, and unless the BIDDER protests at the time of such alleged prevention that the act or omission is preventing the BIDDER from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the BIDDER from fully complying with the Project Documents.

4. DISTRICT shall pay to the BIDDER, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents.

5. The work shall be commenced after receiving a DISTRICT Purchase Order.

6. **Time is of the essence**.

7. Termination for Cause or Non-appropriation. In the event BIDDER defaults in the performance of the Agreement or if there is a non-appropriation of funds or insufficient funds as ordered or certified by action of the Board of Education of the District, then this Agreement shall terminate or be suspended and the BIDDER shall be paid sums due up to, but not beyond said action of the Board.

Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require BIDDER to cease all work on the Project by providing BIDDER written notice of termination

specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT's convenience, BIDDER shall:

(i) Cease operations as directed by DISTRICT in the notice;

(ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and

(iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT's convenience, BIDDER shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. The BIDDER agrees to and does hereby indemnify and hold harmless the DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Any injury to or death of any person(s) or damage to, loss or theft of any property sustained by the BIDDER or any person, firm or corporation employed by the BIDDER, either directly or by independent contract, upon or in connection with the work called for in this AGREEMENT, except for liability resulting from the sole active negligence, or willful misconduct of the DISTRICT.

(b) Any injury to or death of any person(s) or damage, loss or theft of any property caused by any act, neglect, default or omission of the BIDDER, or any person, firm, or corporation employed by the BIDDER, either directly or by independent contract, arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off DISTRICT property, if the liability arose due to the negligence or willful misconduct of anyone employed by the BIDDER, either directly or by independent contract,

The BIDDER, at BIDDER'S own expense, cost, and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its Governing Board, officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its Governing Board, officers, agents or employees in any action, suit or other proceedings as a result thereof.

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the BIDDER under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the BIDDER provides the DISTRICT with reasonable assurance of protection of the DISTRICT's interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. BIDDER shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General

Conditions. BIDDER agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

and

Subject to the same limit for each person on account of one accident, in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate
Property Damage Insurance in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above.

Certificate Holders and Additional Insureds:
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Ave.
Placentia, CA 92870

The following verbiage is required in the endorsement:

The Placentia Yorba Linda Unified School District, its Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by (BIDDER) shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

District shall be in receipt of all insurance certificates prior to working beginning.

10. If BIDDER is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of _____, and that _____, whose title is _____, is authorized to act for and bind the corporation.

11. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

12. Severability. If any term, condition or provision of this Agreement is held by a court of

competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California. This Agreement is made in and shall be performed in Orange County, California.

14. Assignment. The obligations of both parties pursuant to this Agreement shall not be assigned by either party. This agreement is intended for the benefit of the parties hereto and is not for the benefit of, nor may any provision hereof be enforced by, any other person.

15. Nondiscrimination. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, sex, marital status, age, or other characteristics protected by federal or state laws of such persons.

16. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

17. Agreement. This Agreement and any exhibits attached hereto constitute the entire Agreement among the parties to it and supersedes any prior or contemporaneous understanding or Agreement with respect to the Services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement. This Agreement incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

Placentia-Yorba Linda Unified School District	Sunrise Produce
By: _____	By: _____
Signature	Signature
Donald Rosales	_____
Print Name	Print Name
Director, Purchasing	_____
Title	Title

_____
Tax ID/Social Security No.

(CORPORATE SEAL OF BIDDER, if corporation)

PRODUCT SERVICES AGREEMENT

THIS AGREEMENT, dated the 18TH day of June, 2025, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **The FruitGuys**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The initial agreement term will be for one year beginning July 01, 2025 and expiring June 30, 2026.

2. BIDDER agrees to complete the Project known as **BID 225-12 Fresh Produce and Services -Nutrition Services**, according to all the terms and conditions set forth in the Bid Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Information Required of Bidder, Noncollusion Affidavit, Workers' Compensation Certificate, Drug-Free Workplace Certification, Criminal Records Check Certification, Insurance Certificates and Endorsements, Warranties, General Conditions, Supplemental Conditions, if any, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

3. BIDDER shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, and all taxes, utility and transportation services required for the Project. All of said work shall be performed and completed in a good workmanlike manner in accordance with all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The BIDDER shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the BIDDER shall not be excused with respect to any failure to so comply by any act or omission of the District, or it's representative, unless such act or omission actually prevents the BIDDER from fully complying with the requirements of the Project Documents, and unless the BIDDER protests at the time of such alleged prevention that the act or omission is preventing the BIDDER from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the BIDDER from fully complying with the Project Documents.

4. DISTRICT shall pay to the BIDDER, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents.

5. The work shall be commenced after receiving a DISTRICT Purchase Order.

6. **Time is of the essence**.

7. Termination for Cause or Non-appropriation. In the event BIDDER defaults in the performance of the Agreement or if there is a non-appropriation of funds or insufficient funds as ordered or certified by action of the Board of Education of the District, then this Agreement shall terminate or be suspended and the BIDDER shall be paid sums due up to, but not beyond said action of the Board.

Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require BIDDER to cease all work on the Project by providing BIDDER written notice of termination

specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT's convenience, BIDDER shall:

(i) Cease operations as directed by DISTRICT in the notice;

(ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and

(iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT's convenience, BIDDER shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. The BIDDER agrees to and does hereby indemnify and hold harmless the DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Any injury to or death of any person(s) or damage to, loss or theft of any property sustained by the BIDDER or any person, firm or corporation employed by the BIDDER, either directly or by independent contract, upon or in connection with the work called for in this AGREEMENT, except for liability resulting from the sole active negligence, or willful misconduct of the DISTRICT.

(b) Any injury to or death of any person(s) or damage, loss or theft of any property caused by any act, neglect, default or omission of the BIDDER, or any person, firm, or corporation employed by the BIDDER, either directly or by independent contract, arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off DISTRICT property, if the liability arose due to the negligence or willful misconduct of anyone employed by the BIDDER, either directly or by independent contract,

The BIDDER, at BIDDER'S own expense, cost, and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its Governing Board, officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its Governing Board, officers, agents or employees in any action, suit or other proceedings as a result thereof.

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the BIDDER under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the BIDDER provides the DISTRICT with reasonable assurance of protection of the DISTRICT's interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. BIDDER shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General

Conditions. BIDDER agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

and

Subject to the same limit for each person on account of one accident, in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate
Property Damage Insurance in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above.

Certificate Holders and Additional Insureds:
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Ave.
Placentia, CA 92870

The following verbiage is required in the endorsement:

The Placentia Yorba Linda Unified School District, its Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by (BIDDER) shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

District shall be in receipt of all insurance certificates prior to working beginning.

10. If BIDDER is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of _____, and that _____, whose title is _____, is authorized to act for and bind the corporation.

11. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

12. Severability. If any term, condition or provision of this Agreement is held by a court of

competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California. This Agreement is made in and shall be performed in Orange County, California.

14. Assignment. The obligations of both parties pursuant to this Agreement shall not be assigned by either party. This agreement is intended for the benefit of the parties hereto and is not for the benefit of, nor may any provision hereof be enforced by, any other person.

15. Nondiscrimination. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, sex, marital status, age, or other characteristics protected by federal or state laws of such persons.

16. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

17. Agreement. This Agreement and any exhibits attached hereto constitute the entire Agreement among the parties to it and supersedes any prior or contemporaneous understanding or Agreement with respect to the Services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement. This Agreement incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

Placentia-Yorba Linda Unified School District	The FruitGuys
By: _____	By: _____
Signature	Signature
_____Donald Rosales_____	_____
Print Name	Print Name
____Director, Purchasing_____	_____
Title	Title

_____
Tax ID/Social Security No.

(CORPORATE SEAL OF BIDDER, if corporation)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

BID NO. 225-14, DISTRIBUTION OF FROZEN, REFRIGERATED, PROCESSED COMMODITIES, AND DRY FOOD PRODUCTS

Background

On April 28, 2025, the district advertised for bidders for the distribution of frozen, refrigerated, processed commodities and dry food products. The bid was solicited with Brea Olinda Unified School District to increase the buying power of the bid. One bid was received from Gold Star Foods. The initial contract term is for one year after award of bid, and can be extended for three additional one-year periods in accordance with provisions contained in Education Code Section 17596 and 81644, not to exceed a total of four years.

Award of Bid No. 225-14 with Gold Star Foods will enable the district to utilize distribution pricing established through competitive bidding for the distribution of frozen, refrigerated, processed commodities and dry food products for the 2025-26 school year.

Financial Impact

Cafeteria Fund (1313)	$3,000,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

PRODUCT SERVICES AGREEMENT

THIS AGREEMENT, dated the 18TH day of June, 2025, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **GoldStar Foods, Inc.**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The initial agreement term will be for one year beginning July 01, 2025 and expiring June 30, 2026.

2. BIDDER agrees to complete the Project known as **BID 225-14 Distribution of Frozen, Refrigerated, Processed Commodity and Dry Food Products for PYLUSD – Nutrition Services**, according to all the terms and conditions set forth in the Bid Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Information Required of Bidder, Noncollusion Affidavit, Workers' Compensation Certificate, Drug-Free Workplace Certification, Criminal Records Check Certification, Insurance Certificates and Endorsements, Warranties, General Conditions, Supplemental Conditions, if any, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

3. BIDDER shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, and all taxes, utility and transportation services required for the Project. All of said work shall be performed and completed in a good workmanlike manner in accordance with all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The BIDDER shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the BIDDER shall not be excused with respect to any failure to so comply by any act or omission of the District, or it's representative, unless such act or omission actually prevents the BIDDER from fully complying with the requirements of the Project Documents, and unless the BIDDER protests at the time of such alleged prevention that the act or omission is preventing the BIDDER from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the BIDDER from fully complying with the Project Documents.

4. DISTRICT shall pay to the BIDDER, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents.

5. The work shall be commenced after receiving a DISTRICT Purchase Order.

6. **Time is of the essence**.

7. Termination for Cause or Non-appropriation. In the event BIDDER defaults in the performance of the Agreement or if there is a non-appropriation of funds or insufficient funds as ordered or certified by action of the Board of Education of the District, then this Agreement shall terminate or be suspended and the BIDDER shall be paid sums due up to, but not beyond said action of the Board.

Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require BIDDER to cease all work on the Project by providing BIDDER written notice of termination specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT's convenience, BIDDER shall:

(i) Cease operations as directed by DISTRICT in the notice;

(ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and

(iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT's convenience, BIDDER shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. The BIDDER agrees to and does hereby indemnify and hold harmless the DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Any injury to or death of any person(s) or damage to, loss or theft of any property sustained by the BIDDER or any person, firm or corporation employed by the BIDDER, either directly or by independent contract, upon or in connection with the work called for in this AGREEMENT, except for liability resulting from the sole active negligence, or willful misconduct of the DISTRICT.

(b) Any injury to or death of any person(s) or damage, loss or theft of any property caused by any act, neglect, default or omission of the BIDDER, or any person, firm, or corporation employed by the BIDDER, either directly or by independent contract, arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off DISTRICT property, if the liability arose due to the negligence or willful misconduct of anyone employed by the BIDDER, either directly or by independent contract,

The BIDDER, at BIDDER'S own expense, cost, and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its Governing Board, officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its Governing Board, officers, agents or employees in any action, suit or other proceedings as a result thereof.

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the BIDDER under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the BIDDER provides the DISTRICT with reasonable assurance of protection of the DISTRICT's interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. BIDDER shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and

maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General Conditions. BIDDER agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

and

Subject to the same limit for each person on account of one accident, in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate
Property Damage Insurance in an amount not less than	$1,000,000.00 per occurrence, $2,000,000 aggregate

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above.

Certificate Holders and Additional Insureds:
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Ave.
Placentia, CA 92870

The following verbiage is required in the endorsement:

The Placentia Yorba Linda Unified School District, its Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by (BIDDER) shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

District shall be in receipt of all insurance certificates prior to working beginning.

10. If BIDDER is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of _____, and that _____, whose title is _____, is authorized to act for and bind the corporation.

11. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

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14. Assignment. The obligations of both parties pursuant to this Agreement shall not be assigned by either party. This agreement is intended for the benefit of the parties hereto and is not for the benefit of, nor may any provision hereof be enforced by, any other person.

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IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

Placentia-Yorba Linda Unified School District	Goldstar Foods, Inc.
By: _____	By: _____
Signature	Signature
_____Donald Rosales_____	_____
Print Name	Print Name
____Director, Purchasing_____	_____
Title	Title

_____
Tax ID/Social Security No.

(CORPORATE SEAL OF BIDDER, if corporation)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ISITE SOFTWARE FOR NUTRITION SERVICES WEBPAGE

Background

The ISITE software provided by EMS LINQ, LLC provides the Nutrition Services Department website management services specific to nutrition related needs. The website format allows for posting of grade level specific menus, allergy information, school specific forms such as field trip meals request, meal accommodations requests, district provided pizza parties and special requests. The website also provides and maintains the USDA mandated non-discrimination language, Earned Income Tax Credit and Cal Fresh reporting requirements, among other nutrition specific highlights. The service is cost effective and interfaces well with district technology.

Approval of the agreement with ISITE will enable the district to continue use of the software for the 2025-26 school year.

Financial Impact

Cafeteria Fund (1313)	$1,176

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

EMS LINQ, LLC

Empowering the Business of K-12

2801 Via Fortuna, Suite 400
Austin, TX 78746

Phone: (888) 464-5467
Fax: (737) 358-9282
Email: rick.duany@linq.com

Quote #:	Q-135370-4
Start Date:	7/1/2025
End Date:	6/30/2026
Expires On:	6/30/2025

Customer Contact
Suzanne Morales
714-985-8610
smorales@pylusd.org

Superintendent:

Bill To
Placentia-Yorba Linda Unified School District
1301 E Orangethorpe Ave
Placentia, California 92870

SALESPERSON	EMAIL	SERVICE PERIOD	PAYMENT METHOD
Rick Duany	rick.duany@linq.com	12 months	Net 30

Terms & Conditions

QTY	PRODUCT	NET PRICE	EXTENDED
1	ISITE Support - SNAF Website and Menu - 5-10	$1,175.80	$1,175.80
		Subtotal:	$1,175.80

Tax:	$0.00
Shipping:	
Grand Total:	$1,175.80

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Q-135370

- The Order Form term will renew for subsequent 12 month terms (each a "Renewal Term"), unless either party gives the other written notice of non-renewal at least 90 days before the end of the current term.
- For subsequent years within the term bound by the Start Date and End Date detailed on this quote, LINQ is entitled to increase the fees specified in the Order Form to the then-current subscription fees for the LINQ Products, as set forth in the LINQ price list in effect as of such date.
- Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that LINQ receives your purchase order.
- In the event that this quote includes promotional pricing, such promotional pricing may not be valid for the entire period stated on this quote.
- Ground shipping or most reasonable shipping costs will be added to the invoice after shipment for all Hardware orders.
- You will be required to pay LINQ for travel expenses (lodging, meals, transportation, and other related expenses) incurred in the performance of Professional and Support Services.
- All invoices shall be paid within thirty (30) days of the date of invoice.
- All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and shall not impact the terms or conditions reflected in this quote and the applicable LINQ Master Subscription Agreement.
- This quote is subject to and incorporates the terms and conditions of the LINQ Master Subscription Agreement found at https://www.linq.com/legal-msa
- The parties below acknowledge that they have read the agreement, understand it and agree to be bound by its terms.

Customer: Placentia-Yorba Linda USD

Signature:

Name:

Business Title:

Authority Level:

Date:

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Q-135370

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

STATE OF CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS) CONTRACT NO. 3-25-04-1008, INFORMATION TECHNOLOGY GOODS AND SERVICES

Background

The State of California Department of General Services Procurement Division annually bids the acquisition of certain goods and services. The State of California Multiple Award Schedule (CMAS) Contract No. 3-25-04-1008 provides for the purchase, warranty, installation, maintenance, and repair of Information Technology (IT) hardware, professional audio/video products, and software and software maintenance. The contract was awarded to Production Access Group, Inc. The CMAS contract is valid through October 15, 2029. Staff has reviewed the contract and deemed it a cost-efficient means of procurement.

Per the provisions of Public Contract Code Sections 10299, 10298, 12100, and 20118, the Governing Board may authorize by purchase order or contract the purchase of equipment, furniture, or supplies without advertising for bid if the board has determined it to be in the best interest of the district. Approval of the request will allow the district to utilize this cost-effective means of procurement.

Financial Impact

General Fund (0101)	$450,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS BID NO. 23/24-0005, FURNITURE

Background

The San Bernardino County Superintendent of Schools awarded Bid No. 23/24-0005 to Culver-Newlin School and Office Solutions for the purchase of office and classroom furniture on July 1, 2023. The award is valid through June 30, 2026. The contract allows other public agencies to purchase the same items at the same unit price(s) and subject to the same terms and conditions pursuant to section 20118 of the Public Contract Code. The district will utilize the bid on an as needed basis district wide.

The San Bernardino County Superintendent of Schools bid has been reviewed by purchasing staff and has been found to be an appropriate piggyback bid to utilize for the purchase or classroom and office furniture.

Financial Impact

General Fund (0101)	$400,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

VAL VERDE UNIFIED SCHOOL DISTRICT BID NO. 24/25-001, CLASSROOM AND OFFICE SUPPLIES

Background

Val Verde Unified School District awarded Bid No. 24/25-001 to Southwest School & Office Supplies for the purchase of school and office supplies on April 9, 2023. The award is valid through June 30, 2026. The contract allows other public agencies to purchase the same items at the same unit price(s) and subject to the same terms and conditions pursuant to section 20118 of the Public Contract Code. The district will utilize this bid on an as needed basis district wide.

The Val Verde Unified School District bid has been reviewed by purchasing staff and has been found to be an appropriate piggyback bid to utilize for the purchase of classroom and office supplies for district schools and departments.

Financial Impact

General Fund (0101)	$450,000

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

EXPANDED LEARNING INSURANCE

Background

Expanded Learning secures insurance for all students within its programs with Myers-Stevens & Toohey & Co., Inc. The insurance provides coverage for sponsored activities including travel to and from home while participating in preschool and daycare activities.

The purchase of this insurance protection helps reduce the liability exposure for the district.

Financial Impact

Expanded Learning ASES (0101)	$22,000
Expanded Learning Before and After School Fund (1212)	
Expanded Learning Fee-Based Preschool Fund (1212)	
Expanded Learning State Preschool (1212)	

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SOFTWARE/LICENSE SUPPORT SUBSCRIPTION

Background

Aeries Software, Inc., dba Eagle Software, has been providing the district's Student Information System (SIS) since January 2006. The district continues to pay for a software/license support subscription that includes annual maintenance and software updates. The SIS provides functionality critical to district business, administrative, and instructional operations that include enrollment, attendance, scheduling, gradebook, progress reports, report cards, discipline tracking, transcripts, progress towards graduation, college eligibility and counseling, guidance, and intervention tracking.

Renewing the software license/support subscription with Aeries Software, Inc. dba Eagle Software will ensure the district has an up-to-date SIS that meets district needs and legal requirements.

Financial Impact

General Fund (0101)	$124,423.40

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Order Form

770 The City Drive South
Orange, CA 92868
US

Prepared by: Breana Lobo
Phone:
Email: breanal@aeries.com

Terms: Net 30

Quote Date: 5/28/2025
Quote Number: Q-05048
Expiration Date: 8/26/2025

Prepared for: Placentia-Yorba Linda Unified School District
Phone: (714) 985-8680
Email: jepowell@pylusd.org

Bill to: Placentia-Yorba Linda Unified School District
Attn: Jeremy Powell
Address: 1031 Orangethorpe Ave.
Placentia, CA 92870

Aeries Renewal 2025/2026

Product Name	Qty	List Price	Start Date	End Date	Extended
Aeries Classic Student Information System	22,705	$4.40	7/1/2025	6/30/2026	$99,902.00
Aeries Online Enrollment	22,705	$1.08	7/1/2025	6/30/2026	$24,521.40
Aeries Analytics	22,705	$0.00	7/1/2025	6/30/2026	$0.00
				Aeries Renewal 2025/2026 TOTAL:	$124,423.40

SUBTOTAL	$124,423.40
DISCOUNT	$0.00
GRAND TOTAL	$124,423.40

Order Form

One-time services will be invoiced immediately. Subscription services will be invoiced on the start date listed above. For quoting and pricing purposes, Aeries uses the most recent available data provided by public agencies such as NCES/Data Quest to determine enrollment numbers for public school districts. Given year-to-year fluctuations in enrollment numbers, Aeries reserves the right to rely on these public data sets and reserves the right not to change quoted enrollment numbers unless Customer can provide evidence that the variance is greater than 5%. Prices shown above do not include any state or local taxes that may apply. Any such taxes are the responsibility of the customer and will appear on the final invoice. Customer is responsible for deducting and remitting any withholding taxes as required by local tax regulations and should provide a copy of the WHT certificate to Aeries within 3 days of receipt.

Terms and Conditions:
This Order Form shall become legally binding upon signing and returning it to Aeries by the Customer. Orders are non-cancelable before the Contract End Date. This Order Form is exclusively governed by the terms and policies stated below.

Aeries Master Services Agreement (MSA) found at: https://www.aeries.com/master-services-agreement/
Aeries Terms of Services found at: https://www.aeries.com/terms-of-service/
Aeries Privacy Policy found at: https://www.aeries.com/privacy-policy/

By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Order Form and any documents incorporated herein.

To place your order, please sign and return to sales@aeries.com.

Name	Signature
Title	Date

Notes:

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

E-RATE COMPLIANCE SERVICES

Background

The district requires services to assist in the Federal Education Rate (E-Rate) fund recovery grant program, assessment, and follow through on E-Rate applications, along with managing inquiries from various governmental agencies with regard to required applications. Federal Funding Advisors is a trained, experienced, competent provider of these services, and is more cost efficient than the previous contract.

The E-Rate program saves the district at least $200,000 annually on its telecommunication and network hardware replacement costs. The term of this contract is for three years, effective July 1, 2025 through June 30, 2028.

Financial Impact

General Fund (0101)	$19,000 annually

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Agreement Number: 10007502

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
ELECTRONIC DOCUMENT MANAGEMENT SYSTEM
(IMAGING, SCANNING AND WORKFLOW)
SOFTWARE SUPPORT SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and the Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. The SUPERINTENDENT will provide professional services for the operation of a web based imaging/scanning/workflow system. SUPERINTENDENT'S staff will configure an imaging/scanning/workflow system to meet the DISTRICT'S requirements for workflow, document archival and retrieval. The imaging/scanning/workflow system and all images/data will be maintained on servers and storage at SUPERINTENDENT'S office. SUPERINTENDENT'S imaging/scanning/workflow system service will include on-going training services for present and future employees, future software enhancements and support services. DISTRICT'S staff is responsible for scanning all images on a local scanner.

2.0 USE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to the imaging/scanning/workflow system software solely for use by DISTRICT internally, and only for workflow, capturing, storing, processing and accessing DISTRICT'S own data.

DISTRICT will have the right to use the imaging/scanning/workflow system as long as the imaging/scanning/workflow system is maintained and supported by the SUPERINTENDENT.

3.0 NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses the imaging/scanning/workflow system must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT'S sole expense connect to SUPERINTENDENT'S County-wide computer network via high speed data circuit and data communication devices for the services set forth in this AGREEMENT. DISTRICT costs associated with connectivity will be invoiced separately according to the terms of the DISTRICT'S Network Support Service Agreement with SUPERINTENDENT. DISTRICT will access imaging/scanning/workflow system software from DISTRICT desktop computers through the DISTRICT'S LAN and from similar desktop computers located at each of the DISTRICT'S school sites.

4.0 ANNUAL SOFTWARE SUPPORT SERVICES.

A. SUPERINTENDENT agrees to provide DISTRICT access to the imaging/scanning/workflow applications via a leased high speed data circuit to the SUPERINTENDENT'S servers located at 200 Kalmus Drive, Costa Mesa.

B. The DISTRICT shall be entitled to ongoing software support and assistance during normal business hours, provided however, that the availability or performance of this software support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT. SUPERINTENDENT'S technical support via telephone shall be provided to DISTRICT without charge Monday through Friday from 8:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT'S

holidays.

C. SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include but not be limited to: Application Integration, and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

5.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

6.0 TERM. The term of this AGREEMENT shall commence beginning July

1, 2025, and ending June 30, 2026, subject to termination as set forth in this AGREEMENT.

7.0 PAYMENT.

A. Implementation. DISTRICT agrees to pay SUPERINTENDENT for implementation of the imaging/scanning/workflow System the sum of One hundred twenty-five dollars ($125.00) per hour. Payment shall be made upon execution of this AGREEMENT and receipt of an itemized invoice from SUPERINTENDENT. Any additional implementation services requested by DISTRICT will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour. Changes, updates and additional customization to imaging/scanning/workflow will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour.

B. Annual Support Service Fees. DISTRICT agrees to pay SUPERINTENDENT annual support fees for the imaging/scanning/workflow system the base amount of Seven thousand four hundred fifty-two dollars ($7,452.00) per year based on DISTRICT'S ADA. This amount includes imaging/scanning/workflow licensing and software maintenance purchased by SUPERINTENDENT for DISTRICT, and includes unlimited images per year, support for scanners and workflow. Payment shall be made upon execution of this AGREEMENT and receipt of an invoice from SUPERINTENDENT. There is no additional annual support fee to use the imaging/scanning/workflow system. SUPERINTENDENT shall evaluate support fees annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support the hardware and software. SUPERINTENDENT will provide DISTRICT written notice of the annual support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

8.0 HARDWARE EQUIPMENT REQUIREMENTS. Local hardware for the imaging/scanning/workflow system services, such as desktop computers, monitors and scanners are the responsibility of the DISTRICT. Each DISTRICT site that uses SUPERINTENDENT'S imaging/scanning/workflow system must have a scanner connected to a Local Area Network connected via the DISTRICT office.

9.0 TRAINING. SUPERINTENDENT will provide on-going training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the imaging/scanning/workflow system. Training will be provided at DISTRICT'S office between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, excluding SUPERINTENDENT'S holidays.

10.0 FUTURE MODULES/OPTIONS. SUPERINTENDENT may offer additional imaging/scanning/workflow system modules and optional services in the future. Each new capacity may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

11.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights,

and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

12.0 HOLD HARMLESS

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

13.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

14.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and

ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

15.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the services in this AGREEMENT without prior written approval of the other party.

16.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

17.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party. Upon termination of this AGREEMENT by either party, SUPERINTENDENT agrees to provide all of DISTRICT's stored images and indexes to DISTRICT in a readable electronic format i.e.,.tif within three (3) month of termination of this AGREEMENT.

18.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit

in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92628
Attn: Patricia McCaughey

19.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

20.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

21.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

22.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed

for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

23.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

24.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

25.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

26.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 22, 2025

PYLUSD-Elec Doc Manage SYSTEM(10007502)2025-26
Zip 6

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

DATA CENTER SITE SERVICES

Background

Since 2016, the Orange County Department of Education (OCDE) has been providing the district's required data center site services to increase reliability and capacity of Internet access and phone services. The district continues to be satisfied with OCDE's services.

Approval of the OCDE agreement for data center site services will provide the most cost-effective way for the district to increase the reliability and capacity of Internet access and phone services.

Financial Impact

General Fund (0101)	$16,500

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Agreement Number: 10007445

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
DATA CENTER SITE SERVICES-KALMUS

This AGREEMENT is hereby made and entered into this 1st day of July, 2025 by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Placentia-Yorba Linda Unified Schools District, 1301 East Orangethorpe Avenue, Placentia, California 91870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. The purpose of this AGREEMENT is to provide a secure off-site location for DISTRICT to store its servers, storage and back-up appliances for its data application systems. SUPERINTENDENT'S Data Center facilities are located at 200 Kalmus Drive, Costa Mesa, California 92628-9050 will serve as DISTRICT'S Data Center.

2.0 TERM. The term of this AGREEMENT shall be for one (1) year commencing July 1, 2025, and ending on June 30, 2026, subject to termination set forth in this AGREEMENT.

3.0 NETWORK SECURITY. DISTRICT will be on a virtual network specific for school districts participating in Data Center site services. DISTRICT will be responsible for server security for hardware located in SUPERINTENDENT'S Data Center facility. SUPERINTENDENT assumes no responsibility for any security or data breach on DISTRICT'S hardware, software, and data.

4.0 USE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to store its servers, storage and back-up applications for its data application systems in SUPERINTENDENT'S Data Center solely for the purposes of serving as a Data Center site. DISTRICT will have the right to use SUPERINTENDENT'S Data Center facilities as long as the Data Center is maintained and supported by the SUPERINTENDENT.

5.0 SERVICES.

A. SUPERINTENDENT will use industry standard efforts to maintain SUPERINTENDENT'S facilities and equipment required to deliver data co-location site services to DISTRICT. SUPERINTENDENT'S services shall include the following:

1. All utilities necessary to operate an appropriate system environment including air conditioning, power distribution, uninterrupted power supply, redundant generated power supply.
2. An access control system to access building during off hours for SUPERINTENENT'S staff.
3. An access control system to access SUPERINTENDENT's Data Center during off hours for SUPERINTENDENT's IT staff.
4. Dual (redundant) electrical circuits in Data Center.
5. Each electrical circuit has its own 150 KVA UPS currently running at 18% capacity.
6. Each UPS feeds a PDU that has 82 circuits.
7. Each PDU provides electrical circuits to each rack so that there is redundant power going into each rack.

8. A diesel generator rated at 985 horse power/600kW with a 3,000 gallon fuel tank that should sustain power for 3-5 days. (Note: During previous outages, the UPS have kept the servers running with no disruption of services. Within 8-10 seconds, the generator turns on with power transferring from the UPS to the generator. When power is restored and has run continuously with no additional outages for 30 minutes, the generator turns off and transfers power back to the dedicated power through the UPS.)

9. Redundant air conditioning units so that the system can provide adequate cooling in the event of a unit failure. Staff is notified of heat increase in the Data Center.

10. Inergen gas fire suppression system with a full discharge reducing the oxygen level from 24% to 14% which will not sustain a fire.

11. Pre-active sprinkler system so that there is no water in the system until it is needed.

B. DISTRICT shall be solely responsible for all of DISTRICT's data and maintenance and upkeep of its servers, storage and back-up appliances for its data application system equipment. SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which include but are not limited to troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

C. SUPERINTENDENT shall provide escorted access of authorized DISTRICT personnel to hosted equipment during normal Monday through Friday from 7:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT'S holidays. DISTRICT shall provide SUPERINTENDENT a list of personnel authorized to access SUPERINTENDENT'S Data Center.

6.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

7.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT the sum of One

hundred twenty-five dollars ($125.00) per 2U space per month. DISTRICT will receive quantity of one connection handoff up to 10 gigabits connection to SUPERINTENDENT'S equipment. Any additional connections will incur a cost of Fifty dollars ($50.00) per month for each 1 gigabit connection and One hundred twenty-five dollars ($125.00) per month for each 10 gigabits connection. Payment shall be made upon execution of this AGREEMENT and receipt of an invoice from SUPERINTENDENT.

8.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

9.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County

Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

10.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

11.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT's business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

12.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the services in this AGREEMENT without prior written approval of the other party.

13.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles,

and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

14.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party.

15.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 91870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

16.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired

or invalidated in any way.

17.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

18.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

19.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

20.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

21.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT

and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

22.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

23.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

24.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

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IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 21, 2025

PYLUSD-DATA CENTER SITE SERVICE-KALMUS (10007445)2025-2026

Zip 6

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ELECTRONIC DOCUMENTS MANAGEMENT SYSTEM

Background

The Orange County Department of Education (OCDE) has been providing electronic document management system services (imaging, scanning and workflow systems) to school districts since 2017. OCDE has issued the agreement for the 2025-26 school year to continue to provide these services.

The electronic document management system is a web-based imaging, scanning, and workflow system that meets the district's requirements for business services document archival and retrieval. The system is hosted and supported by OCDE. All archived documents are backed up by OCDE as well.

Financial Impact

General Fund (0101)	$7,452

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Agreement Number: 10007502

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
ELECTRONIC DOCUMENT MANAGEMENT SYSTEM
(IMAGING, SCANNING AND WORKFLOW)
SOFTWARE SUPPORT SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and the Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. The SUPERINTENDENT will provide professional services for the operation of a web based imaging/scanning/workflow system. SUPERINTENDENT'S staff will configure an imaging/scanning/workflow system to meet the DISTRICT'S requirements for workflow, document archival and retrieval. The imaging/scanning/workflow system and all images/data will be maintained on servers and storage at SUPERINTENDENT'S office. SUPERINTENDENT'S imaging/scanning/workflow system service will include on-going training services for present and future employees, future software enhancements and support services. DISTRICT'S staff is responsible for scanning all images on a local scanner.

2.0 USE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to the imaging/scanning/workflow system software solely for use by DISTRICT internally, and only for workflow, capturing, storing, processing and accessing DISTRICT'S own data.

DISTRICT will have the right to use the imaging/scanning/workflow system as long as the imaging/scanning/workflow system is maintained and supported by the SUPERINTENDENT.

3.0 NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses the imaging/scanning/workflow system must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT'S sole expense connect to SUPERINTENDENT'S County-wide computer network via high speed data circuit and data communication devices for the services set forth in this AGREEMENT. DISTRICT costs associated with connectivity will be invoiced separately according to the terms of the DISTRICT'S Network Support Service Agreement with SUPERINTENDENT. DISTRICT will access imaging/scanning/workflow system software from DISTRICT desktop computers through the DISTRICT'S LAN and from similar desktop computers located at each of the DISTRICT'S school sites.

4.0 ANNUAL SOFTWARE SUPPORT SERVICES.

A. SUPERINTENDENT agrees to provide DISTRICT access to the imaging/scanning/workflow applications via a leased high speed data circuit to the SUPERINTENDENT'S servers located at 200 Kalmus Drive, Costa Mesa.

B. The DISTRICT shall be entitled to ongoing software support and assistance during normal business hours, provided however, that the availability or performance of this software support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT. SUPERINTENDENT'S technical support via telephone shall be provided to DISTRICT without charge Monday through Friday from 8:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT'S

holidays.

C. SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include but not be limited to: Application Integration, and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

5.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

6.0 TERM. The term of this AGREEMENT shall commence beginning July

1, 2025, and ending June 30, 2026, subject to termination as set forth in this AGREEMENT.

7.0 PAYMENT.

A. Implementation. DISTRICT agrees to pay SUPERINTENDENT for implementation of the imaging/scanning/workflow System the sum of One hundred twenty-five dollars ($125.00) per hour. Payment shall be made upon execution of this AGREEMENT and receipt of an itemized invoice from SUPERINTENDENT. Any additional implementation services requested by DISTRICT will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour. Changes, updates and additional customization to imaging/scanning/workflow will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour.

B. Annual Support Service Fees. DISTRICT agrees to pay SUPERINTENDENT annual support fees for the imaging/scanning/workflow system the base amount of Seven thousand four hundred fifty-two dollars ($7,452.00) per year based on DISTRICT'S ADA. This amount includes imaging/scanning/workflow licensing and software maintenance purchased by SUPERINTENDENT for DISTRICT, and includes unlimited images per year, support for scanners and workflow. Payment shall be made upon execution of this AGREEMENT and receipt of an invoice from SUPERINTENDENT. There is no additional annual support fee to use the imaging/scanning/workflow system. SUPERINTENDENT shall evaluate support fees annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support the hardware and software. SUPERINTENDENT will provide DISTRICT written notice of the annual support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

8.0 HARDWARE EQUIPMENT REQUIREMENTS. Local hardware for the imaging/scanning/workflow system services, such as desktop computers, monitors and scanners are the responsibility of the DISTRICT. Each DISTRICT site that uses SUPERINTENDENT'S imaging/scanning/workflow system must have a scanner connected to a Local Area Network connected via the DISTRICT office.

9.0 TRAINING. SUPERINTENDENT will provide on-going training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the imaging/scanning/workflow system. Training will be provided at DISTRICT'S office between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, excluding SUPERINTENDENT'S holidays.

10.0 FUTURE MODULES/OPTIONS. SUPERINTENDENT may offer additional imaging/scanning/workflow system modules and optional services in the future. Each new capacity may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

11.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights,

and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

12.0 HOLD HARMLESS

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

13.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

14.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and

ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

15.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the services in this AGREEMENT without prior written approval of the other party.

16.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

17.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party. Upon termination of this AGREEMENT by either party, SUPERINTENDENT agrees to provide all of DISTRICT's stored images and indexes to DISTRICT in a readable electronic format i.e.,.tif within three (3) month of termination of this AGREEMENT.

18.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit

in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92628
Attn: Patricia McCaughey

19.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

20.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

21.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

22.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed

for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

23.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

24.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

25.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

26.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 22, 2025

PYLUSD-Elec Doc Manage SYSTEM(10007502)2025-26
Zip 6

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

NETWORK SUPPORT AND CYBERSECURITY SERVICES

Background

The Orange County Superintendent of Schools provides network support and cybersecurity services to all school districts in Orange County. The school districts share in the cost of staff, equipment, tools, and resources that provide these services and support.

Approval of the agreement with the Orange County Department of Education will continue to provide network support and cybersecurity services that are much more economical than individual school districts could procure.

Financial Impact

General Fund (0101)	$13,400

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Agreement Number: 10007547

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
NETWORK SUPPORT AND CYBER SECURITY SERVICES

This AGREEMENT is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT and Placentia-Yorba Linda Unified School District, Placentia, California 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, SUPERINTENDENT is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. Provide network support services for data connectivity and support along with DISTRICT internet circuits(s) handoff and Distributed Denial of Services (DDoS) Protection and to assist DISTRICT in assessing the DISTRICT's network systems defenses against electronic and social exploits to school districts within Orange County in accordance with the terms and conditions set forth in this AGREEMENT. SUPERINTENDENT will provide up to 10gbps data connectivity. Additional or higher speeds if requested by DISTRICT will be charged based on cost incurred by SUPERINTENDENT.

2.0 TERM. The term of this AGREEMENT shall be for a period of one (1) year commence July 1, 2025, and ending on June 30, 2026, subject to termination as set forth in Section 13.0 of this AGREEMENT.

3.0 SCOPE OF WORK.

A. NETWORK SUPPORT. SUPERINTENDENT agrees to provide DISTRICT access to applications and services via the SUPERINTENDENT'S network utilized by the SUPERINTENDENT. Applications and services shall include access to the following:

1. Payroll Services
2. Financial (Separate contract required)
3. Human Resources (Separate contract required)
4. Time and Attendance (Separate contract required)
5. Imaging/Workflow (i.e. Pan, etc.) (Separate contract required)
6. Data Center Site Services-California (Separate contract required)
7. Data Center Site Services-Arizona (Separate contract required)

B. DDoS PROTECTION. SUPERINTENDENT shall make the best effort to protect against a Distributed Denial of Services (DDoS) attack against the DISTRICT. DISTRICT agrees that network traffic for the DISTRICT may be rerouted during a DDoS attack to a third-party entity for protection. District also agrees that SUPERINTENDENT may use alternative methods for DDoS protection. DDoS protection mechanism will only need to inspect META Data. A maximum of 20 total hours will be expended by SUPERINTENDENT staff to mitigate DDoS attack. SUPERINTENDENT has option

to charge DISTRICT a rate of One hundred fifty dollars ($150.00) per hour for services beyond the 20 hours for this service per DISTRICT request.

C. DISTRICT is engaging SUPERINTENDENT as an independent contractor to assist DISTRICT in assessing DISTRICT's network systems defenses against electronic and social exploits. SUPERINTENDENT's cyber security services shall include the following:

1. Security Awareness Training
2. Security Assessment against Center for Internet Security (CIS) for effective cyber defense controls
3. Security Program Road Mapping
4. Security Program Document Development
5. Vulnerability Assessment
6. Security testing

D. DISTRICT understands and agrees that SUPERINTENDENT's services do not include data breach or forensic services. SUPERINTENDENT shall perform the services referenced above as long as DISTRICT maintains a reasonable request for cyber security guidance and not for data breach or forensic services by the SUPERINTENDENT. SUPERINTENDENT assumes no responsibility for any security or data loss/breach from the guidance provided.

E. SUPERINTENDENT may, upon written request from the DISTRICT, provide other cyber security services that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

F. DISTRICT shall be solely responsible for all of DISTRICT's

remediation based on findings, end user training, data, security, maintenance and upkeep of its network hardware, servers, storage and any other equipment based upon the cyber security services provided.

G. SUPERINTENDENT shall provide DISTRICT a report analysis of cyber security services provided. DISTRICT is responsible for correcting items in written analysis.

H. The written analysis provided by the SUPERINTENDENT is solely for the use of the DISTRICT. Accordingly, before taking actions based upon such information, SUPERINTENDENT encourages DISTRICT to consult with the appropriate professionals.

4.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

5.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT the sum of Thirteen Thousand four hundred ($13,400.00) for network support services and cyber security services rendered, pursuant to Section 3.0 of this AGREEMENT. DISTRICT's agrees to pay SUPERINTENDENT charges within (30) days upon receipt of an invoice from SUPERINTENDENT. SUPERINTENDENT shall invoice DISTRICT separately for additional network support services or cyber security services requested by DISTRICT. Payment shall be mailed to: Orange County Superintendent of Schools, Attn: Accounting Manager, 200 Kalmus Drive, Costa Mesa, California 92626-9050, or at such other place as SUPERINTENDENT may designate in writing.

Charges per year shall be as follows:

1. $ 4,600.00 Network Support Services
2. $ 8,800.00 Cyber Security Services

Total Fees: $13,400.00

6.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing technical support and assistance on SUPERINTENDENT'S Network between the DISTRICT and SUPERINTENDENT, provided however, that the availability or performance of this technical support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT.

A. SUPERINTENDENT'S technical support via telephone shall be

provided to DISTRICT without charge Monday through Friday from 7:00 A.M. - 5:00 P.M., excluding SUPERINTENDENT'S holidays. Technical support outside of this timeframe will require prior authorization. SUPERINTENDENT has option to charge DISTRICT a rate of One hundred fifty dollars ($150.00) per hour for technical support outside the included days and hours noted above per DISTRICT request.

B. SUPERINTENDENT may, upon mutual agreement of the parties, provide other technical services which include but are not limited to troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

8.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees

from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for any loss or damage that results from scanning and/or security testing of the DISTRICT's network and computer systems, bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

9.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

10.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT's business, equipment and personnel engaged

in operations covered by this AGREEMENT or occurring out of the performance of such operations.

11.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the services in this AGREEMENT without prior written approval of the other party.

12.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

13.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party.

14.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

15.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

16.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

17.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

18.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

19.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

20.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

21.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

22.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

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IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 28, 2025

PYLUSD- NetworkSupport-Cybersecurity -(10007547)2025-26
Zip 6

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INTERNET ACCESS

Background

The Orange County Superintendent of Schools (OCSS) has been providing access to Internet services to the district since 2003. The service is provided through the Corporation for Education Network Initiatives in California, California's K-12 high-speed telecommunications network.

The OCSS will provide internet services to the district for the 2025-26 school year. The district will only be billed an Internet access fee if OCSS receives an invoice from California K-12 High Speed Network for Internet access.

Financial Impact

No charge to district

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

AGREEMENT NUMBER: 10007427

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INTERNET ACCESS AGREEMENT

This Internet Access Agreement is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. Provide Internet access for up to 10 GB and support to DISTRICT at no cost in accordance with the terms and conditions set forth in this AGREEMENT.

2.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2025, and ending on June 30, 2026, subject to termination as set forth in this AGREEMENT.

3.0 PAYMENT. SUPERINTENDENT shall provide Internet access and support pursuant to Section 1.0 of this AGREEMENT at no cost to the DISTRICT. SUPERINTENDENT receives Internet access at no charge from the California K-12 High Speed Network. DISTRICT shall be notified in writing if SUPERINTENDENT no longer receives Internet access at no charge at which time, SUPERINTENDENT will provide DISTRICT an itemized invoice. DISTRICT will have the option to pay the invoice or terminate this AGREEMENT at DISTRCIT'S discretion.

4.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

5.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing technical support and assistance for Internet access between the DISTRICT and SUPERINTENDENT, provided however, that the availability or performance of this technical support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT. SUPERINTENDENT'S technical support via telephone shall be provided to DISTRICT without charge Monday through Friday from 8:00 A.M. - 5:00 P.M., excluding SUPERINTENDENT'S holidays.

6.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

7.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand and every liability loss, damage, or expense of any nature whatsoever which may be incurred by reason of any negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from every claim or demand and every liability, loss, damage, or expense of any nature whatsoever which may be incurred by reason of any negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

9.0 APPLICABLE LAW. The services completed herein must meet the approval of the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

10.0 ASSIGNMENT. Neither party shall subcontract or assign this AGREEMENT or the performance of any of the services set forth in this AGREEMENT without prior written approval of the non-assigning party.

11.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT or DISTRICT with or without cause, upon the giving of sixty (60) days prior written notice to the other party.

12.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to

abide with conditions of this policy could result in the termination of this AGREEMENT.

13.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P. O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

14.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

15.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a

waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

16.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

17.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

18.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

19.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

20.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

21.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

22.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire AGREEMENT between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: Patricia McCaughey Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 20, 2025

PYLUSD-Internet-(10007427)2025-2026
Zip 6

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASS COMMUNICATION SYSTEM AND MOBILE APP

Background

FinalSite has provided the Blackboard Connect mass communication system and mobile app to the district for several years. Blackboard Connect provides easy access to district and school news, event information, lunch menus, and student grades from a mobile phone.

Renewal of the agreement with FinalSite will allow district staff and parents to continue use of the Blackboard Connect school-to-home notification system and mobile app for the 2025-26 school year.

Financial Impact

General Fund (0101)	$47,700

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

This **Finalsite Order (the 'Order')** is entered into by and between Active Internet Technologies, dba Finalsite ('Finalsite') and Placentia-Yorba Linda Unified School District ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("**Pricing Summary**"). This Order, together with the Master Terms and Conditions for Services (the "**Master Terms**") located at https://www.finalsite.com/masterterms/useducationagencies and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "**Effective Date**" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Products and Services Pricing Summary

**** Indicates products added*** ***[x] Indicates products removed***

Communications

Platform	
MASS NOTIFICATIONS	TEACHER MESSAGING
MOBILE COMMUNICATIONS APP INTG	

The above products, to include but not limited to (modules, integration, design and consulting) will be billed upon contract signature.

Application Services Subscriptions Costs:
Total Cost/Year during the Initial Term of this Order, subject to adjustment for any renewal term as provided below.

Schedule	Amount
Period 1 - Jul 01 2025	$ 47,700

B. Additional Terms

1. **Initial Term: Unless otherwise specified in the Special Provisions above, the Initial Term shall be [1] years**
2. **Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (1) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Customer provides AIT, or AIT provides Customer, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.**
3. **Effective Date: Upon execution of this Order.**
4. **AIT standard maintenance and support is included in the subscription fees for Application Services set forth in this Order.**
5. **All Upgrades and Updates to the Application Services are included in the subscription fees for Application Services set forth in this Order.**
6. **Fees shall be subject to increase upon notice by AIT for any renewal term, provided that any annual increase in fees shall be limited to the greater of 6% or the increase in US CPI.**
7. **In addition to Customer's obligations to pay the fees described in the fee table above, Customer agrees to reimburse Finalsite for all travel and other out-of-pocket expenses reasonably incurred by Finalsite in rendering any services described in this Order.**

C. Payment Terms

1. **All fees for the initial year of this Order shall be due upon execution of this Order. Unless otherwise specified, all dollars ($) are United States currency. All fees for subsequent years shall be due upon the annual anniversary of the effective date of this Order.**
2. **Customer shall be invoiced for amounts due in respect of the first year of the Initial Term upon execution of this Order Form.**
3. **Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.**

Any SOWs to which links are provided above in Section A, "Pricing Summary," are incorporated into this Order by reference, and any professional services described therein are included as part of your software package. By signing below, Finalsite and Customer each agree to the terms and conditions of this Order, the Master Terms, and any SOWs incorporated by reference.

Customer: Placentia-Yorba Linda Unified School District	**Active Internet Technologies ('AIT')**
Signature	**Signature**
Name (printed)	**Name (printed)**
Title (printed)	**Title (printed)**
Date	**Date**

D. Customer Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact
Title
Address 1301 E. Orangethorpe avenue
City, State Zip Placentia, CA 92870
Phone
Email

Project Contact
Title
Phone
Email

***Executive Sponsor (Head of School, Superintendent, Business Manager/CFO, etc.)**
Title
Email

* The Executive Sponsor should be separate from the client contact and is typically the Head of School, Business Manager/CFO, etc.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

DESTINY LIBRARY MANAGEMENT SYSTEM

Background

Follett, Inc. has provided the Destiny Library Management System to the district since 2018. The system allows all school librarians to track library, textbook, and Chromebook resources more efficiently. In addition, the Technology Department recommends the addition of a District Education Center module through the Destiny Library Management System. This will allow the tracking of electronic equipment, such as laptops, Chromebooks, iPads, etc., that have been assigned to district office staff, and/or a student who has been placed at a Non-Public School.

Renewal of the Destiny Library Management System will ensure the efficiency and accuracy of tracking library, textbook, and Chromebooks at district sites, and electronic equipment at the District Education Center for the 2025-26 school year.

Financial Impact

General Fund (0101)	$56,459

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

RENEWAL QUOTE

Page	1
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

PLACENTIA-YORBA LINDA UNIF SCH DIST
1301 E ORANGETHORPE AVE
PLACENTIA CA 92870

Quote Summary	Payable in USD
Quote Total	**$56,458.36**

Applicable taxes are NOT included
Service Expiration Dates are displayed at each line item below

Order Instructions:

Please email Purchase order, referencing Quote number, to FSSOrders@follettsoftware.com, fax to 800.365.5399 or mail Purchase Order to:

Follett Software, LLC.
1340 Ridgeview Drive
McHenry, IL 60050 USA

An invoice will be generated upon receipt of the Purchase Order. If you have any questions, contact Customer Service – 800.323.3397, Option 1 or email softwarecs@follettsoftware.com.

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
BERNARDO YORBA MDL SCH - 0403791					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
BROOKHAVEN ELEM SCH - 0447715					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
BRYANT RANCH ELEM SCH - 0400024					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
CHARLES WAGNER ELEM SCH - 0403792					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72

If you have questions, please contact our Customer Service Team at 800.323.3397, Options 1 or email softwarecs@follettsoftware.com.

Did you know that Follett has a tool to manage your textbooks and other assets? Visit k12.follett.com/drmcomplete to learn more about Destiny® Resource Manager Complete Edition.

Purchase Follett technology products 24/7 on www.destinyexpress.com.

RENEWAL QUOTE

Page	2
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
COL J K TUFFREE MDL SCH - 0403793					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
EL DORADO HIGH SCH - 0403795					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$844.68
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,844.82**
ESPERANZA HIGH SCH - 0403796					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$844.68
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,844.82**
FAIRMONT ELEM SCH - 0481930					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
GLENKNOLL ELEM SCH - 0403797					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
GLENVIEW ELEM SCH - 0403798					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50

If you have questions, please contact our Customer Service Team at 800.323.3397, Options 1 or email softwarecs@follettsoftware.com.

Did you know that Follett has a tool to manage your textbooks and other assets? Visit k12.follett.com/drmcomplete to learn more about Destiny® Resource Manager Complete Edition.

Purchase Follett technology products 24/7 on www.destinyexpress.com.

RENEWAL QUOTE

Page	3
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
				Site Total	**$1,840.86**
GOLDEN ELEM SCH - 0403800					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
JOHN TYNES ELEM SCH - 0407431					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
KRAEMER MDL SCH - 0403801					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
LAKEVIEW ELEM SCH - 0420638					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
LINDA VISTA ELEM SCH - 0406824					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
MABEL PAINE ELEM SCH - 0403858					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
MELROSE ELEM SCH - 0420622					

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RENEWAL QUOTE

Page	4
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
MORSE ELEM SCH - 0403802					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
RIO VISTA ELEM SCH - 0403803					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
ROSE DRIVE ELEM SCH - 0481950					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
RUBY DRIVE ELEM SCH - 0447731					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
SIERRA VISTA ELEM SCH - 0403804					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
TOPAZ ELEM SCH - 0403805					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64

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RENEWAL QUOTE

Page	5
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
TRAVIS RANCH SCH - 0410625					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67051P	RPS ONLINE FOR AR / RC RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$160.44
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$2,001.30**
VALADEZ MDL SCH ACAD - 0420692					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
VALENCIA HIGH SCH - 0403806					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$844.68
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,844.82**
VAN BUREN ELEM SCH - 0403808					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
WOODSBORO ELEM SCH - 0407432					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**
YORBA LINDA HIGH SCH - 0415616					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$846.72

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RENEWAL QUOTE

Page	6
Quote#	7901383
Issue Date	06/09/2025
Expiration Date	09/30/2025
Customer#	0447729
Customer	PLACENTIA-YORBA LINDA UNIF SCH

Quote Details

Item Number / Description		Renewal Months	Current Expiration Date	New Expiration Date	Amount
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$844.68
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
67055P	WEBPATH EXPRESS SITE LICENSE (RENEWAL)	12	07/31/2025	07/31/2026	$250.00
				Site Total	**$2,098.90**
YORBA LINDA MDL SCH - 0403859					
73145P	DESTINY DISTRICT MEMBER LIBRARY LICENSE RENEWAL	12	07/31/2025	07/31/2026	$842.64
73164P	DISTRICT MEMBER RESOURCE MANAGER LICENSE SUPPORT RENEWAL	12	07/31/2025	07/31/2026	$840.72
67058P	TITLEPEEK ONLINE SERVICE RENEWAL - DESTINY DISTRICT MEMBER	12	07/31/2025	07/31/2026	$157.50
				Site Total	**$1,840.86**

End of Quote

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Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

BOARD MEETING AGENDA SOFTWARE SUBSCRIPTION SERVICE

Background

The district has utilized the Diligent subscription service since 2023-24 to provide the board with paperless management of school board meeting agendas. The subscription also provides software designed to improve efficiency and effectiveness with the ability to link documents, policies, procedures, education code, presentations, and additional items to the board agendas along with improved workflow capabilities, and the ability to search online content. The district is satisfied with the service.

Renewal of the subscription service with Diligent Corporation will continue to provide the Board of Education with an efficient and effective paperless board meeting solution for the 2025-26 school year.

Financial Impact

General Fund (0101)	$17,496

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

BUSINESS INFORMATION SYSTEM AND HUMAN RESOURCES SYSTEM, AMENDMENT NO. 3

Background

On August 15, 2017, the Board approved a support service agreement for district use of the Orange County Department of Education (OCDE) business information and human resources systems. The OCDE systems provide an efficient web interface for the general ledger, accounts payable, accounts receivable, purchasing, budget development and monitoring, asset tracking, warehouse inventory, and human resources. Additionally, the agreement includes required training and support for the systems, which are hosted and supported by OCDE.

Approval of Amendment No. 3 of the support service agreement will enable the district to continue to use OCDE's business information and human resources systems, training, and support.

Financial Impact

General Fund (0101)	$221,900

Administrator

Joan Velasco, Interim Assistant Superintendent, Business Services

AGREEMENT NUMBER: 10001299

AMENDMENT #3
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
BUSINESS-PLUS SYSTEM SUPPORT
AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into July 1, 2022, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and the Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT, last amended May 21, 2024, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be further amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of One hundred twenty-eight thousand three hundred dollars ($128,300.00), for annual software support service fees for fiscal year 2025-2026. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT shall evaluate software support service charges annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support Business-Plus software. SUPERINTENDENT will provide DISTRICT written notice of the annual software support service fees due for the renewal period sixty (60) days prior to the end of each renewal period.

2.0 Except as expressly herein amended, including any amendments thereto, said AGREEMENT shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____	BY: _____
Authorized Signature	Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: June 11, 2025

Placentia-Yorba Linda USD-OCDE Applications-BusinessPlus (10001299) Amend 3
ZIP16

AGREEMENT NUMBER: 10001345

AMENDMENT #3
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES APPLICATION
SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into July 1, 2022, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT, last amended May 21, 2024, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Ninety-three thousand six hundred dollars ($93,600.00) for SUPERINTENDENT'S Human Resources Application annual software support service fees for fiscal year 2025-2026. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. Annual Human Resources Application software support service fees will be evaluated annually for possible upward or downward adjustments. SUPERINTENDENT will provide DISTRICT written notice of the annual Human Resources Application software support service fees due for the renewal period sixty (60) days prior to the end of each renewal period. Renewal fees shall be based on the actual costs incurred by SUPERINTENDENT to support the Human Resources Application software.

2.0 Except as expressly herein amended, including any amendments thereto, said AGREEMENT shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: Patricia McCaughey Authorized Signature
PRINT NAME: _____	PRINT NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: June 11, 2025

Placentia-Yorba Linda USD-OCDE Applications-Human Resources Application-(10001345) Amend 3
ZIP16

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

GENERAL LIABILITY CLAIM NO. 655084

Background
A claim was received from the parent of student on May 6, 2025, alleging severe emotional distress, anxiety, and trauma.

Rejecting the claim will set the six-month statute of limitations to file suit against the district.

Financial Impact
No cost to district

Administrator
Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

GENERAL LIABILITY CLAIM NO. 656888

Background
A claim was received on June 10, 2025, on behalf of a preschool student alleging negligent supervision.

Rejecting the claim will set the six-month statute of limitations to file suit against the district.

Financial Impact
No cost to the district

Administrator
Joan Velasco, Interim Assistant Superintendent, Business Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE THE AGREEMENT WITH SOLUTION TREE FOR PROFESSIONAL DEVELOPMENT FOR PRINCIPALS DURING THE 2025-26 SCHOOL YEAR

Background

Professional learning communities (PLCs) are schools that empower educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students. They work collaboratively for continuous improvement, using data to guide their efforts. The educators within a PLC know that their work is an ongoing process involving collective inquiry and action research to achieve better results for the students they serve.

With the help of a Solution Tree certified associate, our principals will continue their trajectory of professional development on implementing and sustaining the PLC at Work® process in their schools. This contract will allow for three full days of professional development for our principals to build upon their knowledge and learn about Response to Intervention (RTI) at Work®, which is a data-driven, collaborative process that helps educators work together to identify and address student learning needs.

A few of the benefits of RTI at Work® include:

- Improved student academic and behavior outcomes
- Increase in teachers who report feeling empowered, supported, and effective in their classrooms
- Stronger school culture

Financial Impact

Educator Effectiveness Block Grant, NTE: $21,300

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 17th day of JUNE, 2025, by and between SOLUTION TREE, INC., hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
THREE SIX-HOUR PROFESSIONAL DEVELOPMENT SESSIONS WITH TIM SOLLEY FOR PRINCIPALS AND LEAD TEACHERS FOCUSING ON THE PLC AT WORK PROCESS DURING THE 2025-26 SCHOOL YEAR. DATES ARE 9/18/25, 11/6/25 AND 1/22/26 (DATES SUBJECT TO CHANGE IN THE EVENT OF SCHEDULE CONFLICTS)

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , SEPTEMBER 18, 2025, and will diligently perform as required and complete performance by, JANUARY22, 2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ NTE: 21,300.00 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: _____
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: _____
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH FRANKLIN COVEY CLIENT SALES INC FOR KEYNOTE AT THE LEADERSHIP SYMPOSIUM

Background

The Placentia-Yorba Linda Unified School District annual management symposium will be held on Thursday, August 7, 2025. This event serves as the kick-off to the school year, where all district managers convene to reflect on our successes and growth areas, learn about the theme and vision for the year, and collaborate. We have secured award-winning former superintendent and leadership coach Dr. Candy Singh to facilitate Stephen M.R. Covey's Trust and Inspire framework as our keynote for the event, as well as to host a follow-up workshop for principals and district leadership during the year, inclusive of participant guides and activity cards.

In today's complex educational landscape, the success of students and schools depends on leaders who know how to build trust and inspire others to reach their full potential. This two-part professional learning series is designed to support educational leaders in the district in cultivating a leadership culture where people feel valued, empowered, and aligned around a shared purpose.

This two-part series experience invites our managers and principals to reexamine traditional approaches to leadership and embrace a more transformative model—one that focuses on connection, courage, and unleashing greatness in others. Through engaging storytelling, practical tools, and collaborative reflection, leaders will leave this series with a renewed sense of purpose and actionable strategies to create the conditions where students and staff can thrive.

<u>Part 1: Creating the Conditions for Leadership that Inspires-Thursday, August 7, 2025</u>
In this opening session, participants will explore the core beliefs and leadership mindsets that form the foundation of Trust and Inspire leadership—an approach rooted in the idea that people perform at their best when they feel trusted, valued, and inspired. This session offers a powerful opportunity for leaders to reflect on how their assumptions about people, potential, and leadership influence their behaviors and culture.

<u>Part 2: Model. Trust. Inspire: The Core Practices of Transformational Leaders-October 9, 2025</u>
In the second session, participants will take a deeper dive into the Three Stewardships of a Trust and Inspire leader: Modeling, Trusting, and Inspiring. These essential responsibilities provide a clear roadmap for leaders who want to create an environment where people feel seen, supported, and motivated to do their best work. Through individual reflection and team-based exercises, participants will gain insights and tools for leading with greater clarity, compassion, and impact.

Financial Impact

Educator Effectiveness Grant, NTE: $27,024

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 17th day of JUNE, 2025, by and between FRANKLIN COVEY CLIENT SALES, INC., hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
KEYNOTE SPEAKER, DR. CANDY SINGH, FOR MANAGEMENT SYMPOSIUM ON AUGUST 7, 2025 AND ONE ADDITIONAL 1/2 DAY WORKSHOP FOR PRINCIPALS AND DISTRICT LEADERSHIP, INCLUSIVE OF PARTICIPANT GUIDES AND ACTIVITY CARDS, ON OCTOBER 9, 2025.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , AUGUST 7, 2025, and will diligently perform as required and complete performance by, OCTOBER 9, 2025. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ NTE: 27,024 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: _____
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: _____
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

#:91400 8/17 White - Accounts Payable Yellow - Vendor Pink - Purchasing

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $~~1,000,000~~3,000,000 per occurrence of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials___.

Commented [LH1]: Revised as we currently carry sexual molestation coverage of $1,000,000 per occurrence. We do carry an umbrella policy with a limit of $5,000,000.

The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

ADDENDUM TO CONTRACTOR AGREEMENT

Scheduling a Consultant. Contact FranklinCovey via email preferably thirty (30) days in advance to schedule a FranklinCovey consultant. Once scheduled, the cancellation/rescheduling provisions will apply.

Cancellation/Rescheduling Fees. Fifteen (15) calendar days' notice is required to cancel or reschedule a scheduled consultant. If Client provides fewer than fifteen days' notice, Client will be billed a cancellation fee of 75% or a rescheduling fee of 25% of the consultant fee to cover costs incurred by FranklinCovey, as well as any travel costs imposed on FranklinCovey as a result of such cancellation or rescheduling. Client will not be assessed a cancellation/rescheduling fee for any consultant services canceled or rescheduled by FranklinCovey.

Recordings: Client shall not make or allow to be made any audio and/or video recordings of the Services. Client shall inform the audience and otherwise take reasonable actions to ensure that no recordings of the Services are made.

Copyright: FranklinCovey owns or controls all intellectual property rights, proprietary rights, and copyrights to all Services and materials provided for in this Agreement, and Client shall communicate the same to recipients of the Services ("Participants"). Client's and/or Participants' unauthorized use, reuse, copying, reproduction, recording, transmittal, modification, or revision of the Services and/or materials, if applicable, shall constitute a breach of this Agreement and/or federal copyright law. Any materials provided for herein are intended for personal use only by Participants and are not for resale, distribution to a third-party, file sharing, or public display. Nothing in this Agreement implies a grant of license for Client to use the concepts and materials outside the scope of the Agreement.

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Leader in Me® Agreement

This Leader in Me Agreement ("Agreement") is entered into as of the date given below (the "Effective Date") by and between Franklin Covey Client Sales, Inc., whose address is 2200 West Parkway Blvd., Salt Lake City, Utah 84119 ("FranklinCovey"), and the following organization ("Client"):

Organization:	**Placentia-Yorba Linda Unified School District**	**Contact Person:**	**Olivia Yaung**
Address:	**1851 Brookhaven Avenue**	**Telephone:**	**(714)986-7000**
City, State, Zip:	**Placentia, CA 92870**	**Email:**	**oyaung@pylusd.org**

Details of Services and Materials

FranklinCovey shall provide Client the training, coaching, and materials (the "Services") to be included in the Leader in Me® network of Schools. Details of the Services are described in the following table:

Deliverable	Start Date	End Date	Invoice Date	Amount	Quantity	Total
Trust & Inspire Keynote with Candy Singh			Upon Delivery	$10,000.00	1	10,000.00
Fundamental Beliefs Trust & Inspire Leaders Participant Guide			Keynote Completion	$115.00	75	8,625.00
Inspire a Culture of Trust Card Deck			Keynote Completion	$25.00		1,875.00
Shipping & Handling – FedEx Ground						$523.23
Custom Coaching – Trust & Inspire (half day sessions)			Upon Delivery	$2,000	2	4,000
Total						**$24,500.00**

*Participant materials, whether pre-packaged or downloaded electronically, are required for each work session participant.

Client may contact FranklinCovey via email or purchase order to purchase additional products and/or services, which shall be subject to the terms and conditions of this Agreement. If Client issues a purchase order and there is a conflict between the purchase order terms and this Agreement, this Agreement shall control. If this Agreement is executed by Client after the Invoice Dates above, FranklinCovey may adjust the Invoice Dates based on the Effective Date. Such change shall not affect the Total Investment.

IN WITNESS HEREOF, all Parties have executed the foregoing Agreement by their duly authorized representatives.

Franklin Covey Client Sales, Inc.		**Placentia-Yorba Linda Unified School District**	
Signature:	_____	Signature:	_____
Printed Name:	_____	Printed Name:	_____
Title:	_____	Title:	_____
		Effective Date:	_____

This Agreement is subject to credit approval by Fra
Department.
S LIM M&OA-SO

Terms and Conditions

Grant of Rights To Portal: FranklinCovey hereby grants Client a limited, non-exclusive, non-transferable, revocable license for Client teachers and/or staff for whom an annual license fee has been paid ("Users") to access the Leader in Me® Online portal ("Portal"). Access to the Portal shall be available only to Users. Users will receive a unique registration code from an authorized representative of Client (e.g., Principal) prior to logging into the Portal. Client and Users agree not to make the Portal available in any manner to the general public, non-parties to this Agreement, students, or any other individual who is not a User.

Intellectual Property License: FranklinCovey hereby grants to Client a limited, non-exclusive license (the "License") to use the FC IP (defined below) only in connection with the delivery or promotion of FranklinCovey's *Leader in Me* solution within Client's school. For clarity, and by way of example only, the FC IP may be used with lesson plans, bulletin boards, posters, tee shirts, pins, songs, and other similar uses. However, FC IP may not be used with planners/agendas, unless such planners/agendas are purchased through SDI Innovations. Further, Client shall not use a FranklinCovey trademark, such as "The Leader in Me®," in or as a domain name. The License to the FC IP shall not be sublicensed, assigned, or transferred by Client. All works created by Client using the FC IP shall be deemed derivative works ("Derivative Works"), and are owned by FranklinCovey and may be used only pursuant to the License granted herein. "FC IP" shall mean the Leader in Me trademarks and other materials provided to Client by FranklinCovey, including intellectual property associated with The 7 Habits®. Client shall effectively communicate to its staff, employees, teachers, and anyone else who may have access to or receive the FC IP, that such FC IP is copyright- and/or trademark-protected and the proprietary property of FranklinCovey, and that neither Client nor its employees shall modify, reproduce, file share, email, distribute to a third party, or publicly post (Slide Share, YouTube, etc.) the FC IP and any Derivative Works created by Client or its employees except as expressly provided for herein.

Measurable Results Assessment: The Leader in Me process includes a voluntary survey whereby staff, parents, and students are asked questions related to leadership, culture, and academics. An authorized person from Client will be provided a URL link of the survey questions to share with staff, parents, and students. Personally identifiable information ("PII") will not be collected as part of the survey, but in the event information is categorized as PII, FranklinCovey will not permit disclosure outside of its own organization and it will take all commercially practicable measures to destroy PII when it is no longer needed. Survey results will be compiled in an aggregate form and shared with third parties, such as donors and sponsors. Survey results may also be used for research.

Leadership Development: Principals Development Track and Lighthouse Coordinator Development Track provide an opportunity for Users to attend professional development. Client is responsible for all travel expenses incurred by Users attending such professional development.

Scheduling a Consultant. Contact FranklinCovey via email preferably thirty (30) days in advance to schedule a FranklinCovey consultant. Once scheduled, the cancellation/rescheduling provisions will apply.

Cancellation/Rescheduling Fees. Fifteen (15) calendar days' notice is required to cancel or reschedule a scheduled consultant. If Client provides fewer than fifteen days' notice, Client will be billed a cancellation fee of 75% or a rescheduling fee of 25% of the consultant fee to cover costs incurred by FranklinCovey, as well as any travel costs imposed on FranklinCovey as a result of such cancellation or rescheduling. Client will not be assessed a cancellation/rescheduling fee for any consultant services canceled or rescheduled by FranklinCovey.

Term, Termination, and Events of Termination: The term of this Agreement shall commence on the Effective Date and terminate on the End Date identified in the table above. If Client terminates for convenience, FranklinCovey shall not refund any invoiced amounts. Either party may terminate this Agreement if the other party materially breaches the Agreement, and such material breach remains uncured after the non-breaching party has provided thirty (30) days' written notice of such breach. Upon termination of this Agreement for any reason, Client shall immediately (a) discontinue all use of the FC IP; and (b) discontinue all use of Derivative Works.

Payment Terms: FranklinCovey shall invoice Client for all fees as identified in the table(s) above, which fees are nonrefundable and non-prorateable, including shipping and handling, and sales and use taxes (unless Client submits proof of its tax-exempt status to FranklinCovey). All shipments are FOB Shipping Point. Payment terms are net 30 from the invoice date. Fees are subject to an annual price increase.

Audio: Client is responsible for providing a conference line for live online Services, when needed. Such conference line is provided at Client's sole cost and expense.

Recordings: Client shall not make or allow to be made any audio and/or video recordings of the Services. Client shall inform the audience and otherwise take reasonable actions to ensure that no recordings of the Services are made.

Leader in Me Notifications: FranklinCovey may send to teachers, staff, and employees via email or other means promotional materials, product updates, upcoming events, and other information pertinent to the Leader in Me process. Anyone receiving such information may opt out at any time.

Copyright: FranklinCovey owns or controls all intellectual property rights, proprietary rights, and copyrights to all Services and materials provided for in this Agreement, and Client shall communicate the same to recipients of the Services ("Participants"). Client's and/or Participants' unauthorized use, reuse, copying, reproduction, recording, transmittal, modification, or revision of the Services and/or materials, if applicable, shall constitute a breach of this Agreement and/or federal copyright law. Any materials provided for herein are intended for personal use only by Participants and are not for resale, distribution to a third-party, file sharing, or public display. Nothing in this Agreement implies a grant of license for Client to use the concepts and materials outside the scope of the Agreement.

Modification of Agreement: All amendments or modifications to this Agreement must be in writing and signed by the parties hereto. The person executing this Agreement on behalf of Client warrants that he/she is authorized to enter into this Agreement and has authority to bind Client.

This Agreement is subject to credit approval by Fra

Affirmative Action/Equal Opportunity Employer: FranklinCovey complies with the EEO Clause of EO 11246, as amended, and the provisions of 41 CFR Section 60-300.5(a); 41 CFR Section 60-741.5(a); 41 CFR Section 60-1.4(a) and (c); 41 CFR Section 60-1.7(a); 48 CFR Section 52.222-54(e); and 29 CFR Part 471, Appendix A to Subpart A, with respect to affirmative action program and posting requirements.

Force Majeure: Neither Client nor FranklinCovey shall be required to perform any term, condition, or covenant of this Agreement so long as such performance is delayed or prevented by acts of God, material or labor restriction by any governmental authority, civil riot, floods, hurricanes, or other natural disasters, or any other cause not reasonably within the control of Client or FranklinCovey.

Entire Agreement: This Agreement represents the entire understanding between the parties and supersedes all prior agreements, whether written or oral, relating to the subject matter hereof. In the event any terms contained in any subsequent purchase order (or similar document) sent or received in connection with this Agreement are inconsistent with the terms of this Agreement, the terms of the Agreement shall prevail.

This Agreement is subject to credit approval by Fra

Department.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY AGREEMENT WITH AMERGIS HEALTHCARE STAFFING INC. DBA AMERGIS EDUCATIONAL STAFFING

Background

The Expanded Learning Department continues to face staffing shortages and requires an independent contracting service to fulfill the staff-to-student ratios mandated by the Expanded Learning Opportunities Program (ELO-P).

Filling Expanded Learning staff positions in California, particularly in Orange County, has proven to be quite challenging. As a result, we are facing difficulties in hiring individuals for these essential roles, which are necessary to fulfill the requirements of ELO-P funding and comply with state regulations for after-school programming. Consequently, we continue to rely on outside contractors to provide the required services from July 1, 2025, to June 30, 2026. We plan to use support staff to address our staffing shortages for the summer programs and ensure we have the necessary personnel to maintain our Expanded Learning Programs throughout the school year. We will continuously assess our staffing needs based on the success of our recruitment efforts in Human Resources.

Financial Impact

Budgeted ELO-P funds, NTE: $300,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. George Lopez, Executive Director, Early and Expanded Learning
Brenda Hohnstein, Assistant Director, Early and Expanded Learning

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing
7223 Lee Deforest Dr
Columbia, MD 21046

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Ambergris Healthcare Staffing, Inc dba Amergis Educational Staffing**	LEA,
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

Positions	Rate $ (per hour)
LVN	$62.10/hour
RN	$75.00/hour
Credentialed RN	$94.10/hour
C.N.A./Health Aide/MA	$37.64/hour
Health Tech	$42.00/hour
In Person Contact Tracer	$40.00/hour
Remote Contact Tracer	$35.00/hour
EMT/Paramedic	$45.00/hour
Clerical/Administrative Assistant	$45.00/hour
Custodian	$38.00/hour
Dietary Aide	$38.00/hour
BCBA	$117.30/hour
OT/PT	$104.55/hour
SLP	$119.56/hour
SLPA/COTA	$71.40/hour
School Psychologist	$104.55/hour
Audiologist	$120.00/hour
School Counselor	$66.30/hour
LCSW	$83.64/hour
LMFT	$86.40/hour
ACSW/AMFT/Social Worker	$71.40/hour
SPED Teacher – M/M, M/S	$84.69/hour
SPED Teacher - Early Childhood	$84.69/hour
APE Teacher	$71.40/hour
VI Teacher/DHH Teacher	$80.00/hour
Para Educator/Instructional Aide	$40.00/hour
Behavioral Aide/Behavioral Tech	$52.28/hour
ASL Behavioral Tech	$58.10/hour
ASL/Bilingual Instructional Aide/Para	$44.50/hour
RBT	$55.00/hour
Language Interpreter	$70.00/hour
General Education	$73.00/hour
Language Interpreter	$70.00/hour
Early Childhood Instructional Aide (6 units)	$40.00/hour
Early Childhood Instructional Aide (12 units)	$50.00/hour
Preschool Lead Teacher – Permitted	$55.00/hour
Athletic Trainer	$62.00/hour

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT WITH ZEN EDUCATE INC. STAFFING SUPPORT PROVIDER FOR EXPANDED LEARNING SERVICES DURING THE 2025-2026 SCHOOL YEAR

Background

The Expanded Learning Department continues to experience staff shortages and needs independent contracting services. Zen Educate Inc. provides staffing support at a cost savings to the Expanded Learning Department. This agreement is for July 1, 2025-June 30, 2026.

Expanded Learning staff are considered difficult-to-fill positions in California, and more so in Orange County. As a result, we continue to experience challenges in filling these positions and meeting the required staffing-to-student ratios to comply with ELOP funding and state after-school requirements. As such, we continue to need to utilize outside contractors to cover the necessary services mentioned above. This proposed funding will provide up to 15-20 staff members per day and is projected to last the Expanded Learning Department through December 2025. At that point, we will re-evaluate based on the success of our Human Resources recruitment efforts.

Financial Impact

Budgeted ELO-P funds, NTE: $175,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. George Lopez, Executive Director, Early and Expanded Learning
Brenda Hohnstein, Assistant Director, Early and Expanded Learning

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Zen Educate Inc. dba Zen Educate
2136 Ford Parkway #5208
Saint Paul, MN 55116

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this **1st** day of **July**, **2025,** between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Zen Educate Inc dba Zen Educate** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Zen Educate Inc dba Zen Educate**	LEA,
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Zen Educate Inc dba Zen Educate (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

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

Rate Period

Teacher Houly Rate	Teacher School Charge
$25.00	$40.10
$26.00	$41.30
$27.00	$42.51
$28.00	$43.71
$29.00	$44.92
$30.00	$46.12
$31.00	$47.32
$32.00	$48.53
$33.00	$49.73
$34.00	$50.94
$35.00	$52.14
$36.00	$53.34
$37.00	$54.55
$38.00	$55.75
$39.00	$56.96
$40.00	$58.16
$41.00	$59.36
$42.00	$60.57

Non-HQ, Para Houly Rate	Para School Charge - 25/26
$18.00	$29.05
$18.50	$29.64
$19.00	$30.24
$19.50	$30.84
$20.00	$31.44
$20.50	$32.04
$21.00	$32.64
$21.50	$33.24
$22.00	$33.83
$22.50	$34.43
$23.00	$35.03
$24.00	$36.23
$25.00	$37.43
$26.00	$38.62
$27.00	$39.82
$28.00	$41.02

HQ Para Houly Rate	Para School Charge - 25/26
$18.00	$30.17
$18.50	$30.77
$19.00	$31.38
$19.50	$31.98
$20.00	$32.58
$20.50	$33.18
$21.00	$33.78
$21.50	$34.39
$22.00	$34.99
$22.50	$35.59
$23.00	$36.19
$24.00	$37.40
$25.00	$38.60
$26.00	$39.80
$27.00	$41.01
$28.00	$42.21

The Introduction Fee (temp to perm) shall be $4500 for a Certified Teacher or $3,500 fo Non-Certified Teacher/Paraprofessional. This fee is payable when an educator who ha worked at a School on an Assignment is subsequently hired directly by the School o engaged through another staffing firm within twenty-four (24) weeks of the end of any of thei Assignments with the School. This fee shall be reduced by $20 (aide) for every full day ar educator works in the District via Zen Educate.

Supplementary charges will be added if an educator is required to be CPI trained by Zer Educate. Timesheets will be released on a Friday and must be approved by Monday.

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E Orangethorpe Ave, Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org

   AND

   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E Orangethorpe Ave., Placentia, CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District Board of Education Regular Meeting
June 17, 2025

FIRST 5 ORANGE COUNTY KINDERGARTEN READINESS INITIATIVE FUNDING

Background

The First 5 California Commission has invested in PYLUSD school readiness since 2000. As part of the First 5 Orange County Strategic Plan, the Kindergarten Readiness Initiative (KRI) funds districts to create and support an early childhood leadership team. The team is tasked with developing and supporting engaging neighborhoods. One example would be our Learning Link program and Early Childhood Parent classes, which offer parents an interactive experience with their birth to five-year-olds. In addition, districts that partner with First 5 must demonstrate the strategic use of Early Development Instrument (EDI) data for meaningful district planning and outreach. This funding is also allocated to compensate our kindergarten teachers for their time to administer the EDI.

Financial Impact

Three-year income to the district: $460,150

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. George Lopez, Executive Director, Early and Expanded Learning

FIRST AMENDMENT TO AGREEMENT FCI-SD5-20

BY AND BETWEEN

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

AND

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

FOR THE PROVISION OF SERVICES

This **FIRST AMENDMENT TO AGREEMENT** ("First Amendment") is entered into as of the 1th day of April, 2025 ("Date of Amendment") by and between the **CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**, a public body and legal public entity ("COMMISSION"), and **PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT**, a California public school district organized and existing under the laws of the State of California ("CONTRACTOR"). The Original Agreement, and this First Amendment, are and shall continue to be administered by the President/CEO of COMMISSION or his/her authorized designee ("ADMINISTRATOR").

RECITALS

A. COMMISSION and CONTRACTOR previously entered into that certain Agreement for the Provision of Project Services dated July 1, 2024, under which the COMMISSION awarded funds for the "Project" described in Exhibits A, A-1, and B therein ("Original Agreement").

B. Pursuant to the Original Agreement, COMMISSION awarded to CONTRACTOR funds to further the purposes of and implement COMMISSION's Strategic Plan.

C. On December 6, 2023, COMMISSION awarded $446,810 to CONTRACTOR for three years of Kindergarten Readiness Initiative (KRI), for the period July 1, 2024 through June 30, 2027.

D. COMMISSION granted general authority to its President/CEO or designee on June 2, 2004, to award additional funding to a grantee not to exceed ten percent (10%) up to a maximum amount of $50,000 for increased or additional services.

E. COMMISSION's President/CEO authorized an increase of $13,348 in funding to CONTRACTOR for additional Early Developmental Index (EDI) project services for the period July 1, 2024 through June 30, 2025.

F. COMMISSION hereby awards an additional $13,348 to CONTRACTOR, as referenced in Recital E, in order to provide increased or additional Services for the EDI project for the period July 1, 2024 through June 30, 2025.

G. COMMISSION hereby enters into this First Amendment and awards the additional $13,348 to CONTRACTOR, as referenced in Recital F, for increased or additional Services.

H. CONTRACTOR desires to accept the additional $13,348 of funding in order to

provide increased or additional Services for the EDI project pursuant to the terms and conditions of the Original Agreement, as amended by this First Amendment. The Original Agreement and this First Amendment are referred to collectively as the "Agreement."

I. The parties desire by this First Amendment to amend and restate COMMISSION's Maximum Payment Obligation.

J. The parties desire by this First Amendment to amend and restate Exhibit B, Project Budget. This Amended and Restated Exhibit B shall replace the existing Exhibit B in the Original Agreement. A copy of the Amended and Restated Exhibit B is attached hereto and incorporated herein by reference.

K. Capitalized terms in this First Amendment are as set forth in the Original Agreement, or as specifically defined herein.

L. The parties desire by this First Amendment to set forth certain modifications, and clarifications to the terms and conditions of the Original Agreement.

NOW, THEREFORE, based upon the foregoing Recitals, which are hereby a substantive part of this First Amendment, and in consideration of the covenants contained herein, COMMISSION and CONTRACTOR hereby agree as follows:

1. **Maximum Payment Obligation**. Additional funding of $13,348 is provided by COMMISSION to CONTRACTOR by this First Amendment for a cumulative total of Four Hundred Sixty Thousand, One Hundred Fifty-Eight Dollars ($460,158). Paragraph 15 of the Original Agreement, Maximum Payment Obligation, with respect to CONTRACTOR is hereby amended to read as follows: "The 'Maximum Payment Obligation' of COMMISSION to CONTRACTOR under this Agreement shall be Four Hundred Sixty Thousand One Hundred Fifty-Eight Dollars ($460,158) or the actual reasonable cost incurred and paid for performance of the services, whichever is *less*," which amount is the sum of (a) the first allocation of $446,810 on December 6, 2023, and (b) this second allocation of $13,348 on April 1, 2025, as specified in the Amended and Restated Exhibit B to the First Amendment to Agreement, attached hereto and incorporated herein by this reference.

2. Section 15.1 Multi-Year Contracts is updated as follows:

"**15.1 Multi-Year Contracts**. For multi-year contracts, the Maximum Payment Obligation for each period shall be as follows:

15.1.1 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for the services to be provided for the period July 1, 2024 through June 30, 2025 shall be $139,294.79.

15.1.2 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for services to be provided for the period July 1, 2025 through June 30, 2026 shall be $143,095.63.

15.1.3 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for services to be provided for the period July 1, 2026 through June 30, 2027 shall be $147,019.58.

15.1.4 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for EDI services to be provided for the period July 1, 2024 through June 30, 2025 shall be $30,748.00."

3. **Project Budget**. The Amended and Restated Project Budget, Exhibit B, attached hereto and incorporated herein by this reference, is added to the Agreement and shall replace Exhibit B in the Original Agreement.

4. **No Other Changes**. Except as amended by this First Amendment, the terms of the Agreement, shall remain in full force and effect as written and entered into between COMMISSION and CONTRACTOR.

[Signature blocks for First Amendment start on next page.]

IN WITNESS WHEREOF, the COMMISSION and CONTRACTOR have executed this First Amendment to Agreement in the County of Orange, State of California.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY, a public body and legal public entity

Dated: _____ By: _____
Chair

SIGNED AND CERTIFIED THAT A COPY
OF THIS DOCUMENT HAS BEEN DELIVERED
TO THE CHAIR OF COMMISSION

By:_____
Robin Stieler
Clerk of COMMISSION

Dated: _____

APPROVED AS TO FORM:

WOODRUFF & SMART, APC

By: _____
Cassie Trapesonian, Commission Counsel

[Signature block for CONTRACTOR on next page.]

[Signature block continued from previous page.]

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT, a California public school district, organized and existing under the laws of the State of California

Dated: _____ By:_____
Joan Velasco, Interim Assistant Superintendent

Dated: _____ By:_____
Name, Title

AMENDED AND RESTATED

EXHIBIT B

PROJECT BUDGET

Placentia Yorba Linda Unified School District	Funds Due 07/01/24– 06/30/25	Funds Due 07/01/25 – 06/30/26	Funds Due 07/01/26 – 06/30/27
Staffing	$131,785.82	$135,425.14	$138,916.73
Direct Project Expenses	$2,746.52	$2,778.10	$3,076.30
Capital Equipment	$0.00	$0.00	$0.00
Indirect/Administrative	$4,762.45	$4,892.39	$5,026.55
Subcontracts	$0.00	$0.00	$0.00
TOTAL FUNDS DUE	$139,294.79	$143,095.63	$147,019.58

Any unspent funds must be spent in the subsequent year.

Early Developmental Index	Funds Due 7/1/24 - 6/30/25
EDI Expenses*	$30,748

* EDI budget may be expended at any time over the one (1) year term in any incremental amounts subject to approval in writing by ADMINISTRATOR.

MAXIMUM PAYMENT OBLIGATION: $460,158

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ELEMENTARY (4-6) GATE STRATEGIES PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH DR. ALISON DEMARK FOR THE 2025-26 SCHOOL YEAR

Background

Alison DeMark, MA.Ed., Ed.D., is an educational consultant specializing in gifted education and teacher training. She has spent over 20 years in public education, with over a decade of classroom teaching experience. Alison has also worked as a district administrator and a school site principal. Her expertise is in both teacher pedagogical practices and working with the gifted. Alison is the past president of the Orange County Council for the Gifted (OCCGATE) and has sat on the Board for the California Association of the Gifted (CAG) as the Educator Representative for the Orange Region. She is an adjunct assistant professor at the University of Southern California, where she teaches courses in academic writing and creativity in the Doctor of Education Program.

This three-day professional development training is designed to equip educators with the specialized skills, knowledge, and strategies necessary for effectively teaching gifted and talented (GATE) students. The training emphasizes differentiated instruction, socio-emotional support, and advanced curriculum design tailored to the unique needs of high-ability learners.

The first day includes Foundations of Gifted Education which provides an overview of giftedness: definitions, identification criteria, and myths, the characteristics and needs of gifted learners, including twice-exceptional (2e) students, the legal and ethical considerations in gifted education, and an introduction to GATE program models and classroom service delivery options. The second day includes Instructional Strategies and Differentiation, which provides differentiated curriculum design for depth, complexity, and acceleration, the tiered assignments and compacting curriculum, the project-based learning and inquiry-driven instruction, the integration of higher-order thinking skills and creative problem-solving, and strategies for culturally responsive gifted education. The last day of professional development includes Social-Emotional Learning (SEL), Assessment, and Implementation which addresses the social and emotional needs of gifted learners (e.g., perfectionism, asynchronous development, underachievement), the tools for formative and summative assessment in a gifted classroom, classroom management and grouping strategies for advanced learners, and action planning for implementation of GATE strategies within participants' school or district context.

Collaboration and coaching models are provided to support ongoing professional growth as well as training manuals and digital resources for all participants, ready-to-implement lesson planning templates and strategy guides, a certificate of completion for professional development hours, and follow-up support consultation (optional add-on). This comprehensive training ensures that educators are empowered with evidence-based practices and practical tools to foster excellence, engagement, and equity in gifted education. The services will be provided during the 2025-26 school year.

Financial Impact

Educator Effectiveness Funds, NTE: $3,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 17 day of June, 2025, by and between Alison DeMark, hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   Over three days, the presenter will provide training on GATE strategies, including differentiation, advanced curriculum, and social-emotional support.

   Educators will receive practical tools and guidance for effective gifted classroom instruction. Professional Development will take place during the 2025-2026 school year.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , September 1, 2025, and will diligently perform as required and complete performance by, June 15, 2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $$3000.00 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Alison DeMark
Is individual retired from Cal STRS: Yes____ No x
from CalPERS: Yes____ No x If yes, date retired:_____
Signature: ADMark
Phone #: 714.814.6677
Fax #:
Date: 4/1/2025
Social Security/Tax ID 92-1863112

DISTRICT:

Placentia-Yorba Linda Unified School District

By: _____
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

#:91400 8/17 White - Accounts Payable Yellow - Vendor Pink - Purchasing

INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials**_____.

The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ *Go to www.irs.gov/FormW9 for instructions and the latest information.*

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Alison DeMark

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☑ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
2409 N Park Blvd.

Requester's name and address (optional)

6 City, state, and ZIP code
Santa Ana, CA 92706

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
5 5 0 - 6 3 - 3 3 1 2

or

Employer identification number
-

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. *You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because* you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person ▶** ADMark **Date ▶** 6/8/2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

CONTRACTOR CERTIFICATION REGARDING BACKGROUND CHECKS

Alison DeMark certifies that it has performed one of the following:

[Name of contractor/consultant]

☒ Pursuant to Education Code Section 45125.1, Contractor has conducted criminal background checks, through the California Department of Justice, of all employees providing services to the Placentia- Yorba Linda Unified School District, pursuant to the contract/purchase order dated _____, and that none have been convicted of serious or violent felonies, as specified in Penal Code Sections 1192.7(c) and 667.5(c), respectively.

As further required by Education Code Section 45125.1, attached hereto as Attachment "A" is a list of the names of the employees of the undersigned who may come in contact with pupils.

OR

☐ Pursuant to Education Code Section 45125.2, Contractor will ensure the safety of pupils by one or more of the following methods:

☐ 1) The installation of a physical barrier at the worksite to limit contact with pupils.

☐ (2) Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date 9/8, 2025

ADMark
[Name of Contractor/Consultant]

_____

By its:_____

CONTRACTOR/CONSULTANT CERTIFICATE REGARDING DRUG-FREE WORKPLACE

This Drug-Free Workplace Certification form is required from all successful *bidders/contractors/consultants* pursuant to the requirements mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any State agency must certify that it will provide a drug-free workplace by performing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the contractor, consultant or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

a) Publishing a statement, notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace, and specifying actions which will be taken against employees for violations of the prohibition;

b) Establishing a drug-free awareness program to inform employees about all of the following:

1) The dangers of drug abuse in the workplace;

2) The person's or organization's policy of maintaining a drug-free workplace;

3) The availability of drug counseling, rehabilitation and employee-assistance programs; and

4) The penalties that may be imposed upon employees for drug abuse violations;

c) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will (a) publish a statement notifying employees concerning the prohibition of controlled substance at the workplace, (b) establish a drug-free awareness program, and (c) require each employee engaged in the performance of the contact be given a copy of the statement required by section 8355(a) and require such employee agree to abide by the terms of that statement.

I also understand that if the Placentia- Yorba Linda Unified School District determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Sections 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code Sections 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

DATE: 6/8/2025 _____ AMMark _____

CONTRACTOR/CONSULTANT

By: _____

Signature

CONTRACTOR'S CERTIFICATE REGARDING ALCOHOLIC BEVERAGE and TOBACCO-FREE CAMPUS POLICY

The CONTRACTOR agrees that it will abide by and implement the DISTRICT's Alcoholic Beverage and Tobacco-Free Campus Policy, which prohibits the use of alcoholic beverages and tobacco products, at any time, on DISTRICT-owned or leased buildings, on DISTRICT property and in DISTRICT vehicles. The CONTRACTOR shall procure signs stating "ALCOHOLIC BEVERAGE AND TOBACCO USE IS PROHIBITED" and shall ensure that these signs are prominently displayed in all entrances to school property at all times.

DATE: 6/8/2025

CONTRACTOR

By: _____
Signature

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

TRANSITIONAL KINDERGARTEN (TK) PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH ORANGE COUNTY DEPARTMENT OF EDUCATION FOR PRE-SERVICE 2025 AND THE 2025-2026 SCHOOL YEAR

Background

In partnership with the Orange County Department of Education (OCDE), the Placentia-Yorba Linda Unified School District (PYLUSD) will provide targeted, research-based professional learning opportunities for early learning educators across the district. OCDE's Early Learning Services offers extensive support through coaching, technical assistance, and educational incentives for public and private preschool, childcare, TK, kindergarten, and community-based programs serving young children.

For the 2025-26 school year, PYLUSD is prioritizing professional development in alignment with the updated California Preschool/TK Learning Foundations and Curriculum Frameworks (PTKLF). These foundational resources focus on key areas of early childhood development, including social-emotional learning, emotion regulation, language and literacy, English language development, and mathematics. Teachers will also build their capacity in utilizing the Desired Results Developmental Profile (DRDP), a formative assessment tool that supports observation-based assessment across eight developmental domains.

The TK professional development training opportunity will focus on "Calm Down Kits: Tools for Supporting 4-Year-Olds in Managing Strong Emotions." This session will emphasize the importance of helping young children develop emotional self-regulation skills as a foundation for resilience, mental well-being, and successful learning. Participants will explore practical strategies to support children ages 0–8 in managing strong emotions, with resources from the National Center on Pyramid Model Innovations. To maximize teacher engagement and impact, PYLUSD is exploring a professional learning model that pairs a 90-minute professional learning (PL) session with a follow-up professional learning community (PLC) session. This cycle will enable teachers to implement new strategies in their classrooms, reflect on their outcomes, share their findings, and deepen their practice collaboratively.

These professional development training will be offered during Pre-Service 2025 and throughout the 2025-26 school year and will be required for all transitional kindergarten (TK) teachers.

Financial Impact

Arts, Music, and Instructional Materials Block Grant, NTE: $5,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

ORANGE COUNTY DEPARTMENT OF EDUCATION
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050
(714) 966-4000
www.ocde.us

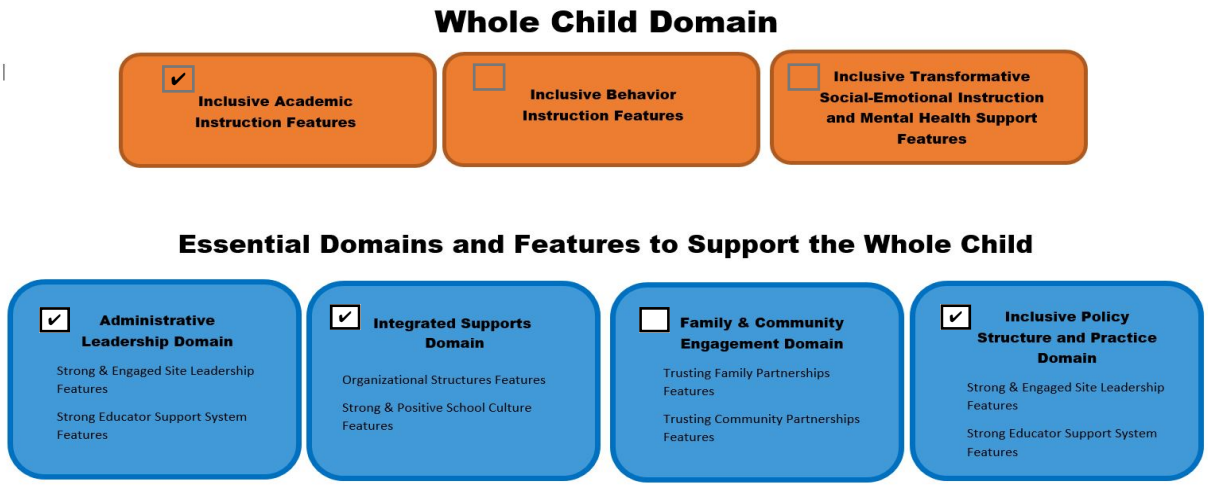
TO: Alma Padilla
TITLE: TK Early Learning Specialist
DISTRICT: Placentia-Yorba Linda Unified School District (PYLUSD)
ADDRESS: 1301 E. Orangethorpe Ave., Placentia, CA 92870
EMAIL: apadilla@pylusd.org PHONE NUMBER: (714) 985-8676

FROM: Viviana Jelinek
TITLE: Program Specialist
EMAIL: vjelinek@ocde.us PHONE NUMBER: (714) 966-4046

DATE OF PROPOSAL: 06/02/2025
PURPOSE: 2025-26 Professional Learning
AUDIENCE: TK and SDC Teachers
ESTIMATED NUMBER OF PARTICIPANTS: 50-60
LCAP PRIORITIES ADDRESSED:

Conditions of Learning	Pupil Outcomes	Engagement
☐ Basic Services ☑ Implementation of State Content Standards ☐ Course Access	☑ Pupil Achievement ☐ Other Pupil Outcomes	☐ Parental Involvement ☐ Pupil Engagement ☐ School Climate

CA MTSS FRAMEWORK ADDRESSED:



STEFAN BEAN, Ed.D.
County Superintendent of Schools

ORANGE COUNTY BOARD OF EDUCATION
MARI BARKE
TIM SHAW
LISA SPARKS, Ph.D.
JORGE VALDES, Esq.
KEN WILLIAMS, D.O.

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

NUMBER OF DAYS: (5) Training Dates (5) Facilitator Discussion Guides

PROPOSED TRAINING DATES: 8/21/2025, 10/23/2025, 12/4/2025, 2/26/2026, 5/28/2026

LOCATION: Golden Elementary PYLUSD 740 Golden Ave., Placentia, CA 92870 MPR

GOAL(S):

To enhance Transitional Kindergarten (TK) teachers' capacity to support the holistic development of young learners by delivering high-quality, research-informed professional learning sessions. Each session will emphasize intentional planning and effective delivery of developmentally appropriate activities, empowering educators to create engaging, inclusive, and responsive learning environments that align to the CA Preschool Transitional Kindergarten Learning Foundations (PTKLF).

EXPECTED MEASUREABLE OUTCOME(S):

Teachers will be able to design and implement strategies to use materials in the Calm Down Kits to support the Social-Emotional well being of students. Teachers will learn to document meaningful observations to support children's growth and development. Teachers will identify the early stages of writing and learn strategies to support young writers. Teachers will gain an overview understanding of the PTKLF Physical Dev. and Science modules.

JUSTIFICATION / RESEARCH CITATION:

PYLUSD is requesting OCDE, Early Learning to deliver professional learning sessions for the 2025-2026 school year. In addition, OCDE EL services will provide targeted technical assistance for district leadership to support the facilitation of professional learning communities with teachers. A "Facilitators Discussion Guide" will be provided to follow up on each training to promote meaningful reflection and peer collaboration, recognizing that sustained impact is achieved when initial training is followed by time for discussion, shared learning, and application in context.

DETAILS:

August 21, 2025 Calm Down Kits Trainer(s): Catherine Darker & TBD
October 23, 2025 From Scribbles to Stories: Understanding the Stages of Early Writing Trainer (s) Viviana Jelinek & TBD
December 4, 2025 Basics and Importance of Observation and Documentation Part 2 Trainer (s): Jacqueline Fleites and Delia Castenada
February 26, 2026, PTKLF Physical Development Overview Trainer(s): TBD
May 7, 2026 - PTKLF Science Overview Trainer(s): TBD
Location: Golden Elementary PYLUSD MPR Time: 2:15- 4:15 p.m. Audience: TK Teachers

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

OCDE SERVICE COST STRUCTURE:

FEES	AMOUNT	QUANTITY	TOTAL
$1500 - Full-day (Over 5+ Hrs.)	$ 1,500		$ 0
$750 - Half-day (3-4 hours)	$ 750		$ 0
$250 - Hourly (1-2 hours)	$ 250	7.5	$ 1,875
Additional consultant	$ 375	5	$ 1,875
Administrative fees: (Planning/Prep Time)	$250	5	$ 1,250
SUBTOTAL			$ 5,000

ADDITIONAL COST CONSIDERATIONS:

- 30 OR FEWER PARTICIPANTS = 1 CONSULTANT
- MORE THAN 30 PARTICIPANTS = ADDITIONAL CHARGES MAY BE INCURRED
- PREPARATION TIME MAY BE ADDED AT THE SAME RATES
- MILEAGE MAY BE ADDED FOR STAFF TRAVEL TO/FROM THE LOCATION
- COST OF MEALS OR REFRESHMENTS MAY BE ADDED, IF REQUESTED

WORKSHOP NEEDS	PROVIDER	COST
EQUIPMENT:		
• Projector	☑ District ☐ OCDE	☒ N/A
• Document camera (ELMO)	☐ District ☐ OCDE	☒ N/A
• Audio speakers	☑ District ☐ OCDE	☒ N/A
• Microphone	☐ District ☐ OCDE	☒ N/A
• Laptops, tablets, etc.	☐ District ☐ OCDE	☒ N/A
REFRESHMENTS:		
• Breakfast	☐ District ☐ OCDE	
• Lunch	☐ District ☐ OCDE	
ESTIMATED TOTAL:		
MISCELLANEOUS:		
• Table boxes (writing utensils, markers, etc.)	☐ District ☑ OCDE	☒ N/A
• Wireless access	☐ District ☐ OCDE	☒ N/A
• Mileage fees	☐ District ☐ OCDE	
• Materials fees	☐ District ☐ OCDE	
• Venue fees	☐ District ☐ OCDE	

ESTIMATED TOTAL COST (SERVICE + MATERIALS): $5,000.00

For Client Use:

When this proposal is accepted, OCDE will create a contract for services.

☐ PROPOSAL ACCEPTED

Authorized Signature

Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ELEMENTARY GRADES K-5 MATH INSTRUCTIONAL MATERIALS PILOT AND SCHOOL YEAR PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH OCDE FOR 2025-26

Background

The Orange County Department of Education (OCDE) Math Education Services team will collaborate with and support the math instructional materials selection process. Through this professional development series, K-5 teachers will work alongside our OCDE trainer to develop a shared understanding of the grade-level math standards and new mathematical framework. Participants will collaborate in the evaluation, review, and selection of high-quality instructional materials that align with state standards, district priorities, and the needs of diverse student populations. This process will include analyzing curriculum effectiveness, ensuring equitable access to resources, and providing informed recommendations to support rigorous and engaging math instruction. Through this agreement, participants commit to a structured and objective approach to selecting materials that best support student learning and achievement.

To support teachers in strengthening math instruction, our math fellows will lead coaching cycles with educators across the district. The Orange County Department of Education (OCDE) is a key partner in this work. They will provide essential structure and guidance to our math fellows, particularly in the areas of one-on-one coaching and implementation of best instructional practices. Through collaboration with OCDE, our math fellows will be able to deliver consistent, high-impact coaching that aligns with research-based best practices in mathematics instruction.

Goals include ensuring alignment and quality by evaluating and recommending math instructional materials that align with state standards, district goals, and best practices to support high-quality math instruction for all students. Including promotion of equity and accessibility by selecting resources that provide equitable access to rigorous, engaging, and culturally responsive math instruction, meeting the diverse needs of all learners, and facilitating an informed decision-making process by engaging in a collaborative and data-driven review process to ensure the adoption of instructional materials that enhance student understanding, support teacher effectiveness, and foster mathematical proficiency. Training provided will align instructional practices and activities with CGI pedagogy and support K-5 grade teachers with understanding and implementing inquiry-based instruction that supports student thinking. The services will be provided during the 2025-26 school year.

Financial Impact

OC Vision Driven Math Adoption Grant, NTE: $5,000
Supplemental, NTE: $7,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

ORANGE COUNTY DEPARTMENT OF EDUCATION
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050

(714) 966-4000
FAX (714) 432-1916
www.ocde.us

AL MIJARES, Ph.D.
County Superintendent of Schools

ORANGE COUNTY BOARD OF EDUCATION

MARI BARKE

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JORGE VALDEZ Esq.

KEN L. WILLIAMS, D.O.

TO: Dr. Liz Leon
Director, Elementary Education
Placentia Yorba Linda Unified School District
1301 E. Orangethorpe Avenue, Placentia, CA 92870
EMAIL: eleon@pylusd.org PHONE NUMBER: **(714) 985-8654**

FROM: Janie Yoo (Janny Kim)
TITLE: Math Coordinator
EMAIL: jannykim@ocde.us PHONE NUMBER: 714-966-4379

DATE OF PROPOSAL: 6/3/2025

PURPOSE: Participants will collaborate in the evaluation, review, and selection of high-quality instructional materials that align with state standards, district priorities, and the needs of diverse student populations. This process will include analyzing curriculum effectiveness, ensuring equitable access to resources, and providing informed recommendations to support rigorous and engaging math instruction. Through this agreement, participants commit to a structured and objective approach to selecting materials that best support student learning and achievement.

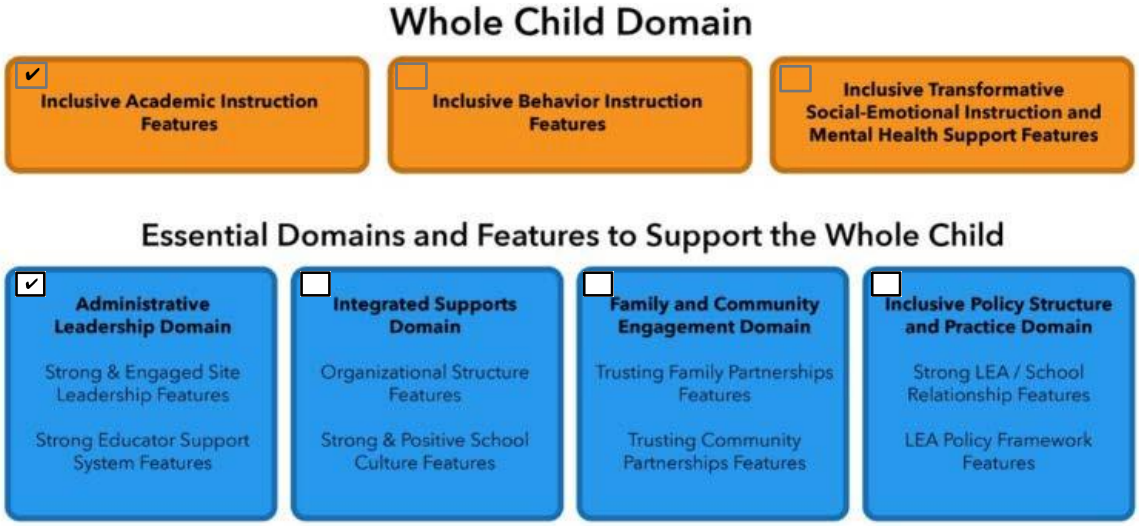
AUDIENCE: Grades K-5/6 Teachers

ESTIMATED NUMBER OF PARTICIPANTS: 30 per session

LCAP PRIORITIES ADDRESSED:

Conditions of Learning	Pupil Outcomes	Engagement
☐ Basic Services ☑ Implementation of State Content Standards ☐ Course Access	☑ Pupil Achievement ☐ Other Pupil Outcomes	☐ Parental Involvement ☑ Pupil Engagement ☐ School Climate

CA MTSS FRAMEWORK ADDRESSED:



ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

NUMBER OF DAYS: 8 Days of service

PROPOSED TRAINING DATES:
October 23, March 24, April 28, May 12 (Dates subject to change by mutual agreement from OCDE and District); Additional 4 days may include but is not limited to: Professional Development, coaching, support with workshop development, classroom lessons, working with student, curriculum development, support with scope & sequence, after school workshop (Follow up dates to be mutually agreed upon)

LOCATION: Placentia Yorba Linda Unified School District Office and School Sites TBD

GOAL(S):
(1) **Ensure Alignment and Quality** – Evaluate and recommend math instructional materials that align with state standards, district goals, and best practices to support high-quality math instruction for all students. (2) **Promote Equity and Accessibility** – Select resources that provide equitable access to rigorous, engaging, and culturally responsive math instruction, meeting the diverse needs of all learners. (3) **Facilitate an Informed Decision-Making Process** – Engage in a collaborative and data-driven review process to ensure the adoption of instructional materials that enhance student understanding, support teacher effectiveness, and foster mathematical proficiency. (4) Align instructional practices and activities with CGI pedagogy. (5) Support K-5/6 grade teachers with understanding and implementing inquiry-based instruction that support student thinking

EXPECTED MEASURABLE OUTCOME(S):
By the end of the adoption process, a finalized selection of math instructional materials will be identified and recommended based on alignment to state standards, district priorities, and research-based best practices. Participant feedback and evaluation rubrics will demonstrate that the selected materials support equitable access, student engagement, and instructional effectiveness, ensuring a well-informed and data-driven decision.
Increase teacher knowledge of research-based math instruction that help develop mathematical thinking. Increase number of teachers who implement instructional practices aligned to the New Common Core Math Frameworks.

JUSTIFICATION / RESEARCH CITATION(S):
(1) National Council of Teachers of Mathematics (2014). Principles to Actions: Ensuring Mathematical Success for All. (2) Franke, M., Kazemi, E., Turrou, A. (2018). Choral Counting & Counting Collections. (3) Cobb, P., Jackson, K., Henrick, E., Smith, T., the MIST Team (2018). Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office. (4) Carpenter, T., Franke, M., Levi, L. (2003). Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School. (5) Carpenter, T., Franke, M., Johnson, N., Turrou, A., Wager, A. (2017). Young Children's Mathematics: Cognitively Guided Instruction in Early Childhood Education. (6) Carpenter, T., Fennema, E., Franke, M., Levi, L., Empson, S. (2015). Children's Mathematics: Cognitively Guided Instruction. (7) California Department of Education Sacramento (2015). Mathematics Framework for California Public Schools- Kindergarten Through Grade Twelve. (8) California Department of Education Sacramento (2023). 2023 Mathematics Framework for California Public Schools (Mathematics Framework).

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

DETAILS:
8 full day sessions of Professional Learning
All dates are subject to change if mutually agreed upon

OCDE SERVICE COST STRUCTURE:

FEES	MOUNT	QUANTITY	TOTAL
$1500 - Full-day (Over 5+ Hrs.)	$ 1,500	8	$ 12,000
$750 - Half-day (3-4 hours)	$ 0		$ 0
$250 - Hourly (1-2 hours)	$		$ 0
Additional consultant			$ 0
Administrative fees: (Planning/Prep Time)			$ 0
SUBTOTAL			$ 12,000

ADDITIONAL COST CONSIDERATIONS:

- 30 OR FEWER PARTICIPANTS = 1 CONSULTANT
- MORE THAN 30 PARTICIPANTS = ADDITIONAL CHARGES MAY BE INCURRED
- PREPARATION TIME MAY BE ADDED AT THE SAME RATES
- MILEAGE MAY BE ADDED FOR STAFF TRAVEL TO/FROM THE LOCATION
- COST OF MEALS OR REFRESHMENTS MAY BE ADDED, IF REQUESTED

WORKSHOP NEEDS	PROVIDER	COST
EQUIPMENT:		
• Projector	☐ District ☐ OCDE	☒ N/A
• Document camera (ELMO)	☐ District ☐ OCDE	☒ N/A
• Audio speakers	☐ District ☐ OCDE	☒ N/A
• Microphone	☐ District ☐ OCDE	☒ N/A
• Laptops, tablets, etc.	☐ District ☐ OCDE	☒ N/A
REFRESHMENTS:		
• Breakfast	☑ District ☐ OCDE	
• Lunch	☑ District ☐ OCDE	
ESTIMATED TOTAL:		
MISCELLANEOUS:		
• Table boxes (writing utensils, markers, etc.)	☐ District ☐ OCDE	☒ N/A
• Wireless access	☐ District ☐ OCDE	☒ N/A
• Mileage fees	☐ District ☑ OCDE	
• Materials fees	☑ District ☐ OCDE	
• Venue fees	☑ District ☐ OCDE	

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

ESTIMATED TOTAL COST (SERVICE + MATERIALS): **$12,000.00**

For Client Use:

When this proposal is accepted, OCDE will create a contract for services.

☐ PROPOSAL ACCEPTED

Authorized Signature

Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SERVICE AGREEMENT WITH RENAISSANCE FOR THE FLOCABULARY PROGRAM AT BROOKHAVEN ELEMENTARY SCHOOL FOR THE 2025-2026 SCHOOL YEAR

Background

Flocabulary is an innovative and engaging educational tool that harnesses the power of hip-hop, music, rhythm, and rhyme to make learning both fun and effective. Designed to reach diverse learners, Flocabulary supports vocabulary development, improves literacy, and enhances comprehension across all content areas.

At Brookhaven Elementary, i-Ready data consistently shows that vocabulary is one of the lowest-performing domains across multiple grade levels. This gap highlights a critical need for targeted, high-impact instruction that resonates with students and addresses their learning needs. Flocabulary's multimedia approach not only supports the development of essential academic vocabulary but also provides culturally responsive content that promotes deeper understanding and retention.

By offering standards-aligned videos and instructional activities, Flocabulary empowers students to engage actively with content while building language skills in a way that feels relevant and accessible. It also fosters student voice, creativity, and choice—key drivers of motivation and academic growth. Implementing Flocabulary at Brookhaven Elementary has the potential to significantly boost vocabulary acquisition and overall literacy achievement schoolwide. Services will be provided during the 2025-26 school year.

Financial Impact

Budgeted Gift Funds, NTE: $2,950

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education
Laura Fisher, Principal, Brookhaven Elementary School

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-194974 v1

Brookhaven Elementary School - 375877

Primary Contact
Laura Fisher
Email - lfisher@pylusd.org
1851 Brookhaven Ave
Placentia, CA 92870-2610

Billing Contact

Quote Summary	
School Count: 1	
Renaissance Products & Services Total	$2,950.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $2,950.00**

This quote includes: Flocabulary and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 01-Jul-2025

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Brookhaven Elementary School
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 19-May-2025	Date:

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Megan Breshears at . Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's

signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-194974 v1

Quote Details
Brookhaven Elementary School

Products & Services	Quantity	Unit Price	Total
Flocabulary			
Quote Year 1 01-Jul-2025 – 30-Jun-2026			
Flocabulary Plus	1	$2,500.00	$2,500.00
		Quote Year 1 Subtotal	**$2,500.00**
Remote Training Services			
Quote Year 1 01-Jul-2025 – 30-Jun-2026			
60-minute Remote Session	1	$450.00	$450.00
		Quote Year 1 Subtotal	**$450.00**
		Brookhaven Elementary School Total	**$2,950.00**

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Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ELEMENTARY K-5 COGNITIVELY GUIDED INSTRUCTION PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH THE UNIVERSITY OF CALIFORNIA, IRVINE (UCI) MATH PROJECT FOR THE 2025-26 SCHOOL YEAR

Background

University of California, Irvine, (UCI) Math Project provides pedagogical content-based professional development to support the preparation of elementary math teachers to successfully understand and implement inquiry-based instruction aligned with the common core standards. UCI Math Project will continue to partner with the Placentia-Yorba Linda Unified School District (PYLUSD) to provide pedagogical content-based professional development utilizing Bridge Units aligned with the new mathematical framework to PYLUSD math fellows and the CGI experienced cohort, as well as curriculum support. Math fellows are teachers supporting teachers by integrating Cognitively Guided Instruction (CGI) strategies into their math instruction to reinforce the training that began during the Summer Institute 2023.

Preparing students for a future that requires them to apply mathematics to novel, complex problems is critical for their success in the 21st century. CGI-trained teachers utilize what students already know to guide them toward deeper, more sophisticated levels of understanding. Each session will focus on the vertical development of a major topic across grade spans, K-2 or 3-5, having teachers participate in hands-on, conceptual, and problem-solving lessons to deepen their understanding of the math content standards. One or two tools to support student understanding and mastery will be the foundation of each day. Research-based strategies will be modeled in all math lessons so teachers can begin to use these with their students. Resources and lessons will be shared so that teachers will be able to directly implement the lessons and strategies into their classrooms. These services will be available during the 2025-26 school year.

Financial Impact

Educator Effectiveness funds, NTE: $14,448

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

Irvine Math Project- Placentia Yorba Linda School District
Grades K-5 Math Proposal 2025-26

To continue to support the preparation of PYLUSD grades K-5 math teachers to successfully understand and implement inquiry-based instruction aligned to the common core standards, the UC Irvine Math Project will partner with the district to provide hands-on, standards aligned lessons, pedagogical content based professional development, and curriculum support for bridge units.

2025-26 Professional Development & Curriculum Support		
6 Days Math Content & Pedagogy PD, K-5. Each PD session will focus on the vertical development of a major topic across grade spans, K-2 or 3-5, having teachers participate in hands-on, conceptual and problem-solving lessons to deepen their understanding of the math content standards. One or two tools to support student understanding and mastery will be the foundation of each day. Research-based strategies will be modeled in all math lessons so teachers can begin to use these with their students. Resources and lessons will be shared so that teachers will be able to directly implement the lessons and strategies into their classrooms. 1 day per grade band, per Trimester. Possible Topics: K-2: Number Paths/Number Lines K-2: Base 10 blocks & Place Value Cards (Place value or Addition/Subtraction) K-2: 10 frames or Rekenreks 3-5: Area model for multiplication and division 3-5: Number Lines for Fractions and decimals and operations 3-5 Play-doh for fractions	$2,150/per presenter per day; includes copies, materials, and prep. and mileage Max of 35 teachers per group	$12,900
2025-26 Totals and Overhead		
12% UCI SOE Indirect Cost		$1,548
Total 2025-26		$14,448

UNIVERSITY OF CALIFORNIA

SALES AND SERVICES AGREEMENT #2026BC-009

This Sales and Services Agreement (this "Agreement"), dated 7/1/2025 (the "Effective Date"), is by and between The Regents of the University of California ("University"), a California public corporation, on behalf of the University of California, Irvine, School of Education, Irvine Math Project, and Placentia-Yorba Linda Unified School District ("Client"), having a principal place of business at 1301 E. Orangethorpe Ave, Placentia, CA 92870.

In consideration of the mutual covenants in this Agreement, the parties agree to the following:

Section 1 – Term and Termination.

1.1. Term

The Term of this Agreement begins on 7/1/2025 and ends on 6/30/2026 , unless terminated earlier by either of the parties pursuant to this Agreement (the "Term").

1.2. Termination for Convenience.

Either party may terminate this Agreement for any reason upon thirty (30) days' written notice. When this Agreement is terminated for convenience under this provision, Client shall pay University the pro rata fees for the Services through the date the notice of termination was effective, and all costs and any non-cancelable obligations incurred by University up to and including the date of termination.

1.3. Termination for Cause.

Either party may terminate this Agreement upon the material breach of this Agreement by the other party, by giving the other party thirty (30) days' prior written notice specifying the breach and expressing its intent to terminate. If such breach is not cured by the breaching party within thirty (30) days of receipt of the notice, this Agreement may be immediately terminated at the option of the non-breaching party upon written notice to the breaching party. If Client is more than thirty (30) days delinquent in any payment due under this Agreement, such delinquency shall constitute a "material breach" of this Agreement for the purposes of this provision.

Section 2 – Statement of Work.

2.1. Services.

University shall perform the services set forth in Exhibit A (the "Services").

2.2. Ownership/License of Deliverables.

Client shall own the Deliverables (as defined in Exhibit A) upon payment in full to University for the Services; provided, however, that University reserves and retains an irrevocable, fully-paid, worldwide right to use the Deliverables for educational and/or research purposes. Notwithstanding the foregoing, University does not transfer, and hereby retains and reserves, all rights in Background Intellectual Property (as defined below). Furthermore, any and all improvements in University's Background Intellectual Property, which are conceived or reduced to practice by University during the course of the Services, shall remain the sole property of University.

"Background Intellectual Property" shall mean all intellectual property, including without limitation, technical information, know-how, copyrights, trademarks, patents and trade secrets, ideas, thoughts, concepts, processes, techniques, data, models, drawings inventions and software, that is or was conceived, created or developed prior to, or independent of, the Services.

Client shall indemnify, defend, and hold harmless University, its officers, agents, and employees against all losses, damages, liabilities, costs, and expenses (including but not limited to attorneys' fees) resulting from any judgment or proceeding in which it is determined, or any settlement agreement arising out of the allegation, that Client's furnishing or supplying University with parts, goods, components, programs, practices, methods or other property under this Agreement (collectively, "Client Materials") or University's use of Client Materials constitutes an infringement of any patent, copyright, trademark, trade name, trade secret, or other proprietary or contractual right of any third party.

University retains the right to participate in the defense against any such suit or action, and Client shall not settle any such suit or action without University's consent.

2.3. Client Responsibilities.

Client shall provide to University Information/Materials listed in Exhibit A, if any, in a timely and secure manner so as to allow University to perform the Services.

2.4. No Liability for Delay.

University offers priority to its faculty, researchers and students for the use of University facilities and services. Accordingly, University shall not be responsible for any delay caused by University faculty, researchers and students having priority in the use of University facilities and services, and Client's exclusive remedy for University's delay or failure to perform any of its obligations hereunder shall be limited to a refund of any unallocated/unexpended funds paid by Client to University under this Agreement.

2.5. Shipment and Delivery.

Client shall be responsible for the cost of shipping all Deliverables specified herein (including, without limitation, costs of insurance and other related costs). Shipments shall be sent FOB (Client or University, as applicable). University, at its option, may not tender delivery of any Deliverables for which Client has not provided shipping instructions, payment and other required information. If Client postpones or delays delivery of Deliverables for any reason (for example, if Client requests a delay in delivery), Client agrees to reimburse University for any and all storage costs and other additional expenses resulting therefrom.

Unless otherwise stipulated herein, for all shipments of Deliverables, legal title shall pass from University to Client upon University's delivery to the carrier at the shipping point, at which time Client shall take possession of the Deliverables, bearing all risk of loss, paying all insurance, storage and transportation expenses and acting as the importer of record (if applicable).

Any claims for shortages of or damages to Deliverables suffered in transit are the responsibility of Client and shall be submitted by Client directly to the carrier. Client shall identify any shortages or damages at the time of delivery; claims of shortages or damages after the date of delivery are hereby waived.

Section 3 –Fees and Payment Schedule.

3.1 Fees, Schedule and Invoicing.

Client shall pay University for the Services in accordance with the Fees and Payment Schedule set forth in Exhibit A. Client shall pay University within thirty (30) days of the date on the applicable invoice. University shall submit all invoices to Client at the Invoicing Address specified in Exhibit A.

3.2 Service Charge.

Client agrees to pay University a one-percent (1%) service charge per month for any payments that are not made within thirty (30) days.

3.3 Form of Payment.

All payments from Client to University shall be made payable to "The Regents of the University of California" in a form specified in Exhibit A.

Section 4 – Insurance.

4.1 Client Insurance.

Client shall provide proof of insurance, endorsing The Regents of the University of California as additional insured, showing amounts of coverage set forth below. If the insurance is written on a claims-made form, it shall continue for a period of three years following termination of this Agreement. Coverage required herein shall not in any way limit the liability of either party.

Commercial Form General Liability Insurance (contractual liability included):

Each Occurrence:	$1,000,000
Products/Completed Operations Aggregate:	$2,000,000
Personal and Advertising Injury:	$1,000,000
General Aggregate:	$2,000,000

Workers Compensation as required by law.

4.2 University Insurance.

During the term of this Agreement, University shall keep and maintain self-insurance with minimum limits as follows:

Commercial Form General Liability Insurance:

Each Occurrence:	$1,000,000
Products/Completed Operations Aggregate:	$2,000,000
Personal and Advertising Injury:	$1,000,000
General Aggregate:	$2,000,000

Workers Compensation as required by law.

Section 5 – Indemnification.

Each party shall defend, indemnify, and hold the other party, its officers, employees, and agents harmless from and against any and all liability, loss, expense, including attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury (including death) or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees or agents. The party seeking indemnification agrees to provide the other party with prompt notice of any such claim or action and to permit the indemnifying party to defend any claim or action, and to cooperate fully in such defense. The indemnifying party shall not settle or consent to the entry of any judgement in any action, suit or proceeding without the consent of the indemnified party, and such consent to any settlement, which consent shall not be unreasonably withheld, conditioned, or delayed.

Section 6 –Disclaimer of Warranty and Limitation of Liability.

UNIVERSITY MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, AS TO THE SERVICES, THE DELIVERABLES, OR THE RESULTS PROVIDED UNDER THIS AGREEMENT, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. CLIENT ACKNOWLEDGES THAT THE SERVICES, THE DELIVERABLES, AND THE RESULTS ARE PROVIDED ON AN "AS IS" BASIS AND WITHOUT WARRANTIES OF ANY KIND. CLIENT FURTHER ACKNOWLEDGES THAT IT USES SUCH SERVICES, DELIVERABLES, AND RESULTS AT ITS OWN RISK. UNIVERSITY SHALL BEAR NO RESPONSIBILITY FOR THE SUCCESS OR FAILURE OF THE SERVICES OR DELIVERABLES.

UNIVERSITY SHALL NOT BE LIABLE FOR ANY INDIRECT, CONSEQUENTIAL, INCIDENTAL, SPECIAL, PUNITIVE, OR EXEMPLARY DAMAGES OF ANY KIND ARISING OUT OF OR IN ANY WAY RELATED TO THIS AGREEMENT, WHETHER IN WARRANTY, TORT, CONTRACT, OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, LOSS OF PROFITS OR LOSS OF GOOD WILL, WHETHER OR NOT UNIVERSITY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND WHETHER OR NOT SUCH DAMAGES WERE FORESEEABLE. UNIVERSITY'S AGGREGATE LIABILITY SHALL NOT EXCEED THE FEES RECEIVED BY UNIVERSITY FROM CLIENT PURSUANT TO THIS AGREEMENT DURING THE TWELVE (12) MONTHS PRECEDING CLIENT'S CLAIM. CLIENT EXPRESSLY ACKNOWLEDGES THAT UNIVERSITY SHALL HAVE NO LIABILITY WITH RESPECT TO ANY LOSS OF PROPERTY, MATERIALS, DATA, OR INFORMATION THAT CLIENT PROVIDES TO UNIVERSITY UNDER THIS AGREEMENT.

Section 7 – University Name and Trademarks.

Client agrees that it will not use the name of the University of California, or any abbreviation thereof, or any name of which "University of California" is a part, or any trademarks (including, but not limited to, logo, seal, landmarks, acronyms, campus department names, and graphic images) of the University ("University Marks") in a commercial context, such as may appear on products, in media (including websites) and print advertisement, without the prior written consent of University's authorized representative. This provision complies with California Education Code section 92000.

University Marks are and shall remain exclusively the property of University. Client shall, neither directly nor indirectly, obtain or attempt to obtain during the Term hereof or at any time thereafter, any right, title or interest in or to University Marks, and Client hereby expressly waives any right which it may have in University Marks. Client recognizes University's exclusive ownership of University Marks.

Section 8 – Export Control and Biohazardous Materials.

If any of the materials and/or information provided to University by Client ("Client Materials") are: export-controlled under the International Traffic in Arms Regulations (22 CFR 120-130), the United States Munitions List (22 CFR 121.1), or Export Administration Regulations (15 CFR 730-774) 500 or 600 series; controlled on a military strategic goods list; Select Agent(s) under 42 CFR Part 73, et seq.; or subject to regulations governing access to such Client Materials, Client shall provide the University with written notification to the University contact listed on Exhibit A that identifies such Client Materials, including their export classification.

Section 9 – Protected Health Information and Personally Identifiable Information.

Client represents that all materials provided to University in connection with this Agreement are de-identified in accordance with the Health Insurance Portability and Accountability Act (HIPAA). Client shall not exchange, reveal, or otherwise share protected health information or personally identifiable information with University.

Section 10 – Force Majeure.

Neither party shall be liable for delays due to causes beyond the party's control (including, but not restricted to, war, civil disturbances, earthquakes, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather). With respect to any delays on the part of University, this Section shall apply in addition to the provision in Section 2.4.

Section 11 – Notices.

Any notice or communication required by this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally, or sent by overnight mail, or prepaid registered mail addressed to the other party at the address set forth on Exhibit A. **Additionally, notices by Email will be considered legal notice if such communications include the following text in the Subject field: FORMAL LEGAL NOTICE – [insert, as the case may be, Supplier name or University of California]"**.

Section 12 – Relationship of the Parties.

In the performance of this Agreement, the parties, and their officers, agents and employees, shall act as independent contractors. Nothing in this Agreement shall create, or be construed to be, a joint venture, association, partnership, franchise or other form of business relationship. At no time will the employees, agents or assigns of one party be considered the employees of the other party for any purpose, including but not limited to workers' compensation purposes.

Section 13 – Third Party Beneficiary.

There are no intended third-party beneficiaries to this Agreement.

Section 14 – Conflict of Interest.

Client affirms that, to the best of Client's knowledge, no University employee who has participated in University's decision-making concerning this Agreement has an "economic interest" in this Agreement or Client. A University employee's "economic interest" means:

1) An investment worth $2,000 or more in Client or its affiliate;

2) A position as director, officer, partner, trustee, employee or manager of Client or its affiliate;
3) Receipt during the past 12 months of $500 in income or $440 in gifts from Client or its affiliate; or
4) A personal financial benefit from this Agreement in the amount of $250 or more.

In the event of a change in these economic interests, Client shall provide written notice to UC within thirty (30) days after such change, noting such changes. Client shall not be in a reporting relationship to a University employee who is a near relative, nor shall a near relative be in a decision-making position with respect to Client.

Section 15 – Assignment.

Except for University's ability to assign any payment due hereunder, neither party may assign this Agreement without the prior written consent of the other party. In case such consent is given, the assignee shall agree, in writing, to be subject to all of the terms of this Agreement that are applicable to the assignor.

Section 16 – Severability.

If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

Section 17 – Non-Waiver.

Waiver or non-enforcement by either party of a term or condition shall not constitute a waiver or a non-enforcement of any other term or condition or of any subsequent breach of the same or similar term or condition.

Section 18 – Survival.

Provisions of this Agreement, which by their express terms, or by necessary implication, apply for period of time other than specified herein, shall be given effect, notwithstanding termination or expiration.

Section 19 – Amendments.

Any changes, additions or other amendments to this Agreement must be made in a writing, signed by the authorized representatives of Client and University.

Section 20 – Governing Law and Venue.

California law shall control this Agreement and any document to which it is appended. The exclusive jurisdiction and venue for any and all actions arising out of or brought under this Agreement is in a state court of competent jurisdiction, situated in the county in the State of California in which the University campus is located or, where this Agreement covers more than one campus or the Office of the President, the exclusive venue is Alameda County, California.

Section 21 – Signatures and Counterparts.

This Agreement may be executed in two or more counterparts, which may be transmitted via facsimile or electronically, each of which shall be deemed an original and all of which together shall constitute one instrument.

Section 22 – Entire Agreement/Integration.

This Agreement, including Exhibit A, which is hereby incorporated by reference and made a part hereof, sets forth the entire agreement of the parties with respect to the subject matter herein and supersedes any prior or contemporaneous agreements, oral and written, and all other communications between the parties with respect to

such subject matter. Any terms and conditions contained in Client's purchase order, and any NDA or separate scope of work or similar document, shall have no force and effect.

Section 23 - Authority of Parties/Signatories.

Each person signing this Agreement represents and warrants that he or she is duly authorized and has legal capacity to execute this Agreement. Each party represents and warrants to the other that the execution of this Agreement and the performance of such party's obligations hereunder have been duly authorized and that this Agreement is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA ON BEHALF OF THE UNIVERSITY OF CALIFORNIA, IRVINE ("University")

_____

(UC Irvine Department Approval) Date

Name: Lynn Wong

Title: Director of Finance

_____

Signature Date

Name: Snehal Bhatt

Title: Chief Procurement Officer, Procurement Services

Client: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

_____

Signature Date

Name: Click to enter name

Title: Click to enter title

Tax ID #: Click to enter tax id #

SMOKE AND TOBACCO-FREE ENVIRONMENT: The University of California is committed to a healthy campus and workplace culture and environment. Effective January 2, 2014, the University of California is a Smoke and Tobacco-Free environment. Smoking and the use of smokeless tobacco products (e.g. e-cigarettes and other unregulated nicotine products) is strictly prohibited on all University of California-controlled properties, owned or leased and regardless of location. For more information please see: http://www.policies.uci.edu/policies/pols/903-14.html.

EXHIBIT A – STATEMENT OF WORK

I. PARTIES

CLIENT

Full Legal Name:	Placentia-Yorba Linda Unified School District
Business Address (city state, Zip, & country if outside of US)	1301 E. Orangethorpe Ave, Placentia, CA 92870
Phone Number:	(714) 986-7000
Client Contact:	Maria Hepps, Math Instructional Coach
Invoice Remittance Address/Instructions:	1301 E. Orangethorpe Ave, Placentia, CA 92870

UNIVERSITY

Campus Department:	School of Education, Irvine Math Project
Address:	3200 Education Building, Irvine, CA 92697
Phone Number:	(949) 824-6278
University Contact:	Karajean Hyde, Director, Irvine Math Project
Additional Payee Information (if applicable):	Central Cashier, 228 Aldrich Hall, Irvine, CA 92697-1975

III. STATEMENT OF WORK

University shall provide the following Services to Client:
To continue to support the preparation of PYLUSD grades K-5 math teachers to successfully understand and implement inquiry-based instruction aligned to the common core standards, the UC Irvine Math Project will partner with the district to provide hands-on, standards aligned lessons, pedagogical content based professional development, and curriculum support for bridge units.

2025-26 Professional Development & Curriculum Support		
6 Days Math Content & Pedagogy PD, K-5. Each PD session will focus on the vertical development of a major topic across grade spans, K-2 or 3-5, having teachers participate in hands-on, conceptual and problem-solving lessons to deepen their understanding of the math content standards. One	$2,150/per presenter per day; includes copies, materials, and prep. and mileage Max of 35 teachers per group	$12,900

or two tools to support student understanding and mastery will be the foundation of each day. Research-based strategies will be modeled in all math lessons so teachers can begin to use these with their students. Resources and lessons will be shared so that teachers will be able to directly implement the lessons and strategies into their classrooms. 1 day per grade band, per Trimester. Possible Topics: K-2: Number Paths/Number Lines K-2: Base 10 blocks & Place Value Cards (Place value or Addition/Subtraction) K-2: 10 frames or Rekenreks 3-5: Area model for multiplication and division 3-5: Number Lines for Fractions and decimals and operations 3-5 Play-doh for fractions		
2025-26 Totals and Overhead		
12% UCI SOE Indirect Cost		$1,548
Total 2025-26		$14,448

IV. FEES AND PAYMENT SCHEDULE

Fees (i.e., Rates/Cost): $14,448

Billing Schedule: Monthly

Payment Terms: Upon presentation of an Invoice. Past due if payment not received within 30 days.

Payments Accepted: ACH, Wire Transfer, Paper Check

Payable to: The Regents of the University of California

Payment Address: UCI Payment Services
228 Aldrich Hall
Irvine, CA 92697-1975

All payments must reference this Agreement number #2026BC-009.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENTS FOR USE OF PALI INSTITUTE FOR THE 2025-26 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District has elected to participate in the Pali Institute program for sites with fifth- or sixth-grade students. The outdoor academic program follows Common Core State Standards, Next Generation Science Standards, combined with education and fun recreation. They introduce students to numerous scientific disciplines through rocket launches, squid dissection, weather experiments, and crime scene investigation. Students will excavate real fossils, study rock formations, and explore desert ecosystems to understand the forces that have shaped the land over time. Lessons in ancient engineering, sustainable agriculture, and survival skills connect historical innovations to modern-day problem-solving. Students engage in purposeful, hands-on outdoor science education within a unique outdoor learning environment. The program and classes are offered various times throughout the year at their location in Running Springs located in the mountains of San Bernardino, California.

Camp tuition payments of up to $600 per student (depending on the season and/or the number of days) are submitted to the district office, and checks processed. For payments to the Pali Institute to be processed, a current contract must be in place for the 2025-26 school year.

Financial Impact

PTA, Gift funds, and Arts Music Instructional Materials Block Grant (AMIMBG), NTE: $550 per student

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Liz Leon, Executive Director, Elementary Education

PALI INSTITUTE

Date: 5/8/2025
PO Box 2237
Running Springs, CA 92382
Phone (909) 939-0888

Contract #: 12482

Dates of Attendance: 02-02-2026 to 02-06-2026

SITE RESERVATION AGREEMENT

This is an agreement between Pali Institute, Inc. and Brookhaven Elementary for the use of Pali Institute's Outdoor Education program for **PALI MOUNTAIN** in Running Springs, CA.

Brookhaven Elementary
1851 N. Brookhaven Avenue, Placentia, California 92870
7149867110

Trip Details: 5-day Trip

Attendee Type:	Quantity:	Price:	Total:
Student Payee	70	$650.00	$45,500.00
Student Scholarship	2	$0.00	$0.00
Teacher Scholarship	2	$0.00	$0.00
			Total Cost: $45,500.00

Reservations & Deposits

Initials _____

Pali Institute (Pali) does not officially reserve space until the deposit and signed agreement are received. The deposit amount will be deducted from the final bill. There is a 25-student minimum to reserve site facilities. Full payment is due 30 days prior to check-in. Any changes to the standard due dates and payment structure are subject to Pali'ss approval. In exchange for the total payment listed, Pali will provide your students and staff with meals starting with Lunch on 02-02-2026 through Lunch on 02-06-2026, a ten (10) to one (1) student to staff ratio, as well as instruction and supervision administered by Pali Staff.

Pali recognizes that customers often need to add or delete the number of students or chaperones after the contract has been signed and deposits have been paid. Once Pali is advised of those changes, Pali will provide an updated invoice bearing the contract number provided above which shall be appended to this contract without re-issuing the contract.

Full Payment Deadline

Initials _____

Full payment is required no later than 30 days prior to the arrival date. Without exception, the final payment deadline for the last payment is three (3) business days prior to the arrival date. If payment is not received by the deadline, the trip shall be deemed cancelled and amounts on deposit shall be governed by the Cancellations provisions below. No arrivals shall be permitted at Pali for payments made after the three (3) day deadline.

Any last-minute contract changes incurring additional fees will be submitted to Brookhaven Elementary, with payment due upon receipt.

DEPOSIT SCHEDULE		
Payment Number	**Amount Due**	**Due Date**
1	$1,500.00	07-18-2025
2	$21,250.00	10-05-2025
3	$22,750.00	01-03-2026

All payments should be made out to Pali Institute, and mailed to:

Pali Institute
Attn: Relationship Manager
PO Box 2237, Running Springs, CA 92382

Hold Harmless Agreement **Initials** _____

The parties hereby agree to the following:

1. School (and the District of which the School is a part) and Pali hereby mutually release, waive, discharge and covenant not to sue the other, and release their respective directors, officers, shareholders, employees, and agents (hereinafter referred to as "Releasees") from all liability to each other, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the Releasees.
2. It is intended that the forgoing release is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
3. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.

No oral representations, statements, or inducement inconsistent with the foregoing written agreement have any force or effect unless contained herein.

Scholarships **Initials** _____

Pali will issue scholarships to both students and teachers. For students, one (1) scholarship will be allotted for every twenty-five (25) paying students. For teachers, one (1) scholarship will be allotted for every twenty-five (25) paying students. Additionally, for every teacher that attends above the 1:25 scholarship allotment the listed Rate per Teacher Payee will be incurred.

Cancellations **Initials** _____

Written cancellations received at least 120 days prior to check-in will be eligible for a full refund of all monies paid without offset. Any cancellation received less than 120 days prior to check-in will not be eligible for a refund**.** In those instances of a cancellation beyond 120 days from the arrival date and without No-Fault Cancellation or Post Insurance, there are no refunds. The Customer will be permitted to reschedule a trip using its initial deposits, plus a 25% Rescheduling Fee, provided that a rescheduled trip is accomplished within 12 months of the original arrival date and provided further that such rescheduling is subject to availability. If the Customer is unable to schedule a trip within that following 12-month period including the lack of availability at Pali, or any other reason, the Customer shall forfeit its deposit. All cancellations must be sent directly to the business office in writing either via mail or e-mail.

No-Fault Cancellation Insurance **Initials** _____

Pali offers a "No-Fault" cancellation insurance for the price of 15% of the contract price paid at signing of the contract. With the No-Fault Insurance in place, a customer may cancel at any time, and for any reason, after the 120-day cutoff with impunity and receive a full refund on all deposits paid to Pali. However, we do ask that you use your best efforts to notify us at least 72 hours in advance because of food inventories and staffing. (The No-Fault insurance also includes coverage for the risks of the Pandemic & Overstay Trip (Post) Insurance described below.)

Reductions **Initials** _____

The last day to reduce the number of students on your invoice is 12/19/2025 12:00:00 AM, which is 45 days prior to arrival. Any reduction in student attendance numbers received less than 45 days prior to

arrival are only eligible for a refund of half (50%) the student cost when submitted with a doctor's note. Schools are unable to reduce their payment numbers below 25 students. Any proposed increase in student numbers is contingent upon availability and must be approved by Pali. **All refund requests are subject to the approval of Pali. A written refund request does not guarantee that a refund will be issued.**

If a student(s) cannot attend due to a last-minute illness, a refund of half (50%) the cost per student will be available if a written refund request is submitted within five (5) days of departure with an attached doctor's note. If Pali approves a refund, it will be submitted to the school or financially responsible organization. Refund requests may be submitted to billing@paliinstitute.com.

Guest Room Accommodations and Meals **Initials** _____

Our guest rooms vary in size and type and are assigned to event participants based on a variety of factors. Cabins have built-in solid wood bunks, showers and full toilet and sink facilities as well as ample storage for personal belongings. The maximum number of guests in a cabin will not exceed 10 to 1 student to staff ratio.

Meals are served in our dining hall at the following times: Breakfast - 8:00 a.m., Lunch - 12:30 p.m., Dinner - 5:30 p.m. Mealtimes may change due to spacing limits in the dining hall or at the discretion of Pali.

Smoke Free Environment **Initials** _____

Pursuant to state law, we have adopted a smoke-free policy in all buildings including guest cabins, meeting, social and dining rooms. Additionally, due to fire hazard in our mountain environment, smoking is prohibited anywhere at Pali Mountain.

Student Behavior and Facility Damage **Initials** _____

The school agrees to take responsibility for behavior issues that may occur on behalf of their students while attending Pali. If a student violates the behavior policy of Pali and/or the attending school, administrators from Pali and the attending school may require a parent or guardian to remove their student. If the parent or guardian refuses to remove their student a school official will be responsible.

Pali is not responsible for lost or stolen articles, and there will be a charge for any damage to the facilities by your students.

Transportation **Initials** _____

The attending school will be responsible for transportation to and from Pali Mountain. The scheduled arrival time will be between 10:30am and 11:00am, and busses should arrive on the day of departure between 9:00am and 10:00am to be loaded and departing by 11:00am.

Inclement Weather **Initials** _____

During times of snowstorms and inclement weather, the Pali site remains open and operational. During these times Route 18 and 330, our chief access roads, remain open to buses with chains. It is therefore the responsibility of the Customer to reach Pali for scheduled programming. If the Customer is unable to reach the site due to the weather conditions when Routes 18 and 330 are open, no refund will be issued , and all deposits paid will be forfeited. If both Routes 18 and 330 are closed to all traffic for more than 4 hours on arrival day, Pali and the school shall use best efforts to reschedule a mutually convenient date, or Pali may implement a venue change to Pali's Sister Camp, recognizing that it will be dependent on Pali's remaining availability and may include weekend dates. If rescheduling or change of venue options do not exist and Pali is unable to accommodate the school before the end of the current school year in which the trip was scheduled for, a refund will be provided.

Emergency Situations **Initials** _____

If a trip must be cancelled due to a declared emergency condition such as fire, flood, earthquake, or other cause, Pali shall communicate with the appropriate governmental agency(ies) having jurisdiction over Pali's location (U.S. Forest Service, California Highway Patrol, San Bernardino County Sheriff, or the San Bernardino County Health and Safety Department) to ascertain the accessibility and safe operation of the program. Based on the recommendations made by the agency(ies), Pali and the school shall mutually agree on a course of action regarding the health and safety of students and staff. If the site in question is deemed inaccessible and/or considered to be unsafe for use by both Pali and the school, the trip will be postponed and rescheduled or Pali may implement a venue change to Pali's Sister Camp. If the inaccessible and/or unsafe condition prohibits participation from the first (1st) day of the trip, the visit shall be rescheduled to a mutually convenient date as soon as practicable thereafter. It shall be the responsibility of school to update parents and school staff of such decisions.

Pandemic Cancellation and Overstay Trip Insurance **Initials** _____

Pali offers Pandemic & Overstay Trip (POST) Insurance for an additional fee of 8% of the Total Cost under this Site Reservation Agreement, paid at the time of the initial deposit. With POST Insurance, if a pandemic is declared by a governmental authority and Customer wishes to cancel its trip after the 120 days before arrival cutoff, but Pal remains open and operating, Pali would refund 100% of the amounts paid to Pali within (3) business days of such cancellation by Customer. Further, with POST Insurance, If Pali is required to cease operations and preventing Customer from attending Pali (after the Cancellation Period), Pali would refund 100% of the amounts paid to Pali within (3) business days of such cancellation by Customer. In the event POST Insurance is not purchased and the Customer is prevented from attending Pali after the Cancellation Period, no refund shall be issued, but Customer shall receive a credit for amounts paid, which credit must be used on a rescheduled trip within twelve months of Pali reopening to the public. In the event the credit is not used by Customer within the twelve-month period, all credit amounts shall be eliminated. Any rescheduled trip shall be subject to availability and may include weekends.

As used herein, "government authority" shall not include the school district of which Customer is affiliated or a part of and shall be limited to independent public health officials from the state agencies with the legal jurisdiction over public health decisions in the physical proximity of the school or Pali.

Overstay at Pali **Initials** _____

In the event of an overstay at Pali, for any reason at all, Pali will continue to house, feed, and supervise the children required to extend their stay at Pali. If a customer has purchased POST Insurance, there are no additional charges, and the POST insurance (and No-Fault Insurance) covers the charges for the extended stay. In those instances where a Customer has not purchased either insurance coverage, and events require an overstay, the Customer will be charged 75% of the daily rate under their agreement.

Force Majeure **Initials** _____

It is always possible that an event or circumstances will occur beyond the control of Pali, including but not limited to, acts of God, natural disasters, government regulations, labor shortages, supply chain disruptions, pandemics, or any other events that materially affect construction progress delaying safe access or occupancy to the site. In the event that Pali is unable to accommodate a scheduled trip due to such delays, Pali shall provide the Customer with written notice as soon as practicable and offer alternative solutions, which may include rescheduling the reservation to a later available date or a venue change. If Pali determines rescheduling or a venue change is not feasible, Pali shall issue a full refund of any amounts paid, which shall be the sole and exclusive remedy available to the Customer. Pali shall not be liable for any additional costs, damages, or losses incurred by the Customer as a result of such delays, and the Customer expressly waives any claims arising therefrom.

Venue Change **Initials** _____

In the event that Pali determines, in its sole discretion, it is necessary to relocate a scheduled trip due to unforeseen circumstances such as dual road closures, operational needs, or other considerations, Pali reserves the right to transfer the group to its Sister Camp if there is adequate space. Notice of such relocation will be provided as soon as reasonably practicable. The relocated camp will offer a similar program experience, and no refunds or adjustments will be provided solely due to a change in venue.

Late Payment Fees **Initials** _____

For any additional charges, if accounts are not paid in full within 15 days following the trip, Pali shall be entitled to recover all expenses related to the collection of overdue invoices. Any amounts not paid when due shall bear interest at a rate of 1.5% per month or the maximum amount legally allowable, whichever is greater, until such time as all outstanding amounts (including all interest and collection-related expenses) have been paid in full.

School's Authorized Signature: _____ Date: _____

Printed Name: _____ Title: _____

Pali Institute's Authorized Signature: _____ Date: _____

Please ensure initial sections on all three pages are completed.

Contract Notes:

PALI INSTITUTE

PO Box 2237
Running Springs, CA 92382
Phone (909) 939-0888
Fax (909) 867-1964

Bill to:

Brookhaven Elementary
1851 N. Brookhaven Avenue
Placentia, California 92870
7149867110

Invoice Date:	5/8/2025
Contract Number:	12482
Arrival Date:	2/2/2026
Departure Date:	2/6/2026

TRIP DETAILS –

Attendee Type	Quantity	Price	Total
Student Payee	70	$ 650.00	$ 45,500.00
Student Scholarship	2	$ 0.00	$ 0.00
Teacher Scholarship	2	$ 0.00	$ 0.00
		Contract Total:	$45,500.00

DEPOSIT SCHEDULE

Deposit Number	Due Date	Invoice Amount	Amount Paid	Amount Due	Paid Date
1	7/18/2025	$ 1,500.00	$ 0.00	$ 1,500.00	
2	10/5/2025	$ 21,250.00	$ 0.00	$ 21,250.00	
3	1/3/2026	$ 22,750.00	$ 0.00	$ 22,750.00	

Final payments are due 4 weeks prior to dates of attendance! The last day to reduce the number of students on your invoice is 12-19-2025, which is 45 days prior to arrival.

Total Paid	**$ 0.00**
Total Balance Due	**$ 45,500.00**

Pali Institute accepts ACH payments (electronic check), check and all major credit/debit cards. All payments made by credit card will include a 1.25% fee.

Please make checks payable to Pali Institute and mail to:

Pali Institute
Attn: Relationship Director
PO Box 2237, Running Springs, CA 92382

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

RENEW AGREEMENT WITH PLATFORM ATHLETICS, LLC FOR THE 2025-26 ACADEMIC SCHOOL YEAR

Background

Platform Athletics (PLT4M), LLC, developed a customizable educational fitness platform to help prepare students and athletes for success. Through PLT4M's management hub and professionally crafted fitness programs, customizable for each gym based on equipment input, a unified approach amongst all sports and classes may be facilitated.

Access to PLT4M will continue to be provided to El Dorado, Esperanza, and Valencia high schools and Kraemer, Travis Ranch, Tuffree, and Valadez middle schools in the 2025-26 school year.

Financial Impact

Learning Recovery Emergency Block Grant, NTE: $8,600

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

Platform Athletics, LLC (DBA: PLT4M)
39 John H Finley III Way
Framingham, MA 01701
+18558625502
billing@plt4m.com

Quote

ADDRESS
Placentia-Yorba Linda Unified
School District (CA)
1301 E. Orangethorpe Ave.
Placentia, CA 92870

QUOTE # 353712
DATE 04/25/2025

ACTIVITY	ACTIVITY	QTY	RATE	AMOUNT
PLT4M Subscription	District Contract for 12 Months from 8/20/2025-8/19/2026	1	0.00	0.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: El Dorado High School	1	1,200.00	1,200.00
Student Licenses	Access to PLT4M for students on any device (El Dorado)	500	1.00	500.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Esperanza High School	1	1,200.00	1,200.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Kraemer Middle School	1	1,200.00	1,200.00
Student Licenses	Access to PLT4M for students on any device (Kraemer Middle School)	50	1.00	50.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Travis Ranch Middle School	1	1,200.00	1,200.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Tuffree Middle School	1	1,200.00	1,200.00
Student Licenses	Access to PLT4M for students on any device (Tuffree Middle School)	600	1.00	600.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Valadez Middle School	1	1,200.00	1,200.00
PLT4M School Account	Access to PLT4M's online programs, curriculums and content for unlimited Staff: Valencia High School	1	1,200.00	1,200.00
Student Licenses	Access to PLT4M for students on any device (Valencia High School)	500	1.00	500.00

*District Discount Applied

SUBTOTAL	10,050.00
DISCOUNT 15%	-1,507.50
TOTAL	**$8,542.50**

Accepted By

Accepted Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ADDITIONAL LICENSES FOR CENGAGE LEARNING FOR MATH SOFTWARE WEBASSIGN

Background

This renewal agreement was brought forward at the May 6, 2025 Board Meeting, and we will need additional licenses to include our AP Statistics math courses. WebAssign is an application that our higher-level math teachers have used for the past six years to support student learning. It is a flexible and fully customizable online instructional system with a robust selection of independently developed original content for our upper-level math courses. This online platform empowers teachers with powerful tools, enabling them to deploy college-style assignments, and instantly assess individual student performance. WebAssign offers an intelligent combination of technology, educational expertise, and problem sets, providing teachers and students with smart online tools for measured learning. This one-year agreement spans from August 2025 to July 2026.

Financial Impact

Lottery Funds, NTE: $4,365

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(888)-915-3276

Created Date	6/4/2025	Quote Number	00078494
Expiration Date	9/30/2025		

Prepared By:
Lindsey Mascarenas
lindsey.mascarenas@cengage.com

Presented To:
Susan Rotkosky
srotkosky@pylusd.org

Bill To:
PLACENTIA YORBA LINDA USD

Ship To:
PLACENTIA YORBA LINDA USD
1301E E ORANGETHORPE AVE
PLACENTIA, California 92870
United States

Product	ISBN	Quantity	Sales Price	Discount (Percentage)	Total Price
WebAssign Instant Access for Peck/Olsen/Devore's Introduction to Statistics and Data Analysis, Single-Term	9781337769839	136.00	USD 107.00	70.00%	USD 4,365.60

Sub Total	USD 14,552.00
Total Price	USD 4,365.60
Processing Fee	USD 727.60
Grand Total	USD 5,093.20
Total Savings	USD 10,914.00

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/k12-order?orderId=00078494

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at https://cengage.widen.net/s/glsqhrqfbt/ngl-online-sales-terms---jan-2025 (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments

Processing Fee – Similar to a handling fee for print products, the Processing Fee covers the costs of safely and efficiently onboarding K-12 students into our digital product whether through rostering, LMS integration, Google Classroom integration, self-registration or code-delivery. Specifically, the fee covers the careful handling of data to ensure privacy and accuracy along with the updating and handling of onboarding systems.

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Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(888)-915-3276

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TERMS OF USE | PRIVACY

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE LICENSE AGREEMENT WITH MATH MEDIC MATH SOFTWARE

Background

Math Medic is an application that our higher-level math teachers will use for AP Statistics. This program provides AP Statistics review, practice, and assessments. Teachers can use the pre-made assignments and assessments as-is or customize from a bank of thousands of questions that align with the AP Statistics curriculum. The Math Medic approach is "less is more," where students think deeply about fewer problems, rather than surface-level thinking on many problems. This one-year agreement spans from August 2025 to July 2026.

Financial Impact

Lottery Funds, NTE: $450

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

QUOTE

Math Medic

Valid until Aug 28, 2025

$450.00

Math Medic
401 Hall St. SW
Ste 119B
Grand Rapids, Michigan 49503
United States
+1 616-221-2025
help@mathmedic.com
US EIN 82-2423820

QUOTE NUMBER	QT-FH1OJPAJ-0001-1
ISSUE DATE	May 30, 2025
EXPIRATION DATE	Aug 28, 2025

QUOTE FOR
Placentia-Yorba Linda Unified School District
srotkosky@pylusd.org

DESCRIPTION	QTY	UNIT PRICE	AMOUNT
Assessment Platform for AP Statistics Includes access to the Assessment Platform for AP Statistics. Cost is per teacher.	2	$225.00	$450.00
	Subtotal		$450.00
	Total		$450.00

Please contact emily@mathmedic.com if you need assistance with completing your purchase. Thank you!

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE THE AGREEMENT WITH OCDE PROJECT GLAD® FOR SECONDARY PRESERVICE

Background

As a part of our commitment to offering professional development to our secondary core content teachers in Guided Language Acquisition and Design (GLAD). The Secondary GLAD® model attends to the complex needs of middle and high school emergent bilingual students, some of whom may enter secondary settings as long-term English learners (LTELs) and newcomers. Secondary practitioners need to attend to all students' needs while adhering to unique scheduling factors. Interweaving the salient language acquisition strategies identified within the OCDE Project GLAD® model and targeting the rigorous, accelerated demands of content comprehension, this model is designed to accelerate language proficiency while attending to the whole child and identity of a secondary student.

This preservice training is designed as a short introduction to Project GLAD® in Secondary Settings incorporating Project GLAD® strategies. This training will be held in the fall at preservice and will focus on strategies for increasing student engagement, improving writing and organization in a secondary classroom. Participants will receive an introduction to understanding of how Project GLAD® supports the acquisition of language and content.

Financial Impact

Budgeted Learning Recovery Emergency Block Grant funds, NTE: $7,900

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

SERVICE PROPOSAL
Placentia Yorba Linda USD
OCDE Project GLAD® Series – Secondary

Purpose of this Document

The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:

Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:

Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Micheal Young, Director, Secondary Education
714-985-8766 | myoung@pylusd.org

Service Provider:

OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Days: August 22, 2025
Number of Participants: 304

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $7,900.00

OCDE Project GLAD® Professional Learning Series-Secondary

☒ Customized Training and Supports

This customized professional learning will be provided on the Secondary Pre-Service date for the 2025-2026 school year. It will be designed to provide an overview of the GLAD® Strategy: Comparative Input Chart. Teachers will learn how to apply this strategy in their classrooms to support multilingual learners. This is in alignment with the CA EL Roadmap.

Training Dates: August 22, 2025	
Number of Participants: up to 304 across all sessions	
Cost: $7,500.00	**$7,500.00**
Shipping & Handling (only actuals invoiced):	**$0**
Travel Expenses* (only actuals invoiced)	
*includes: transportation, lodging, parking, meals & mileage	**$400**

Total: $7,900.00

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $7,900.00

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE AGREEMENT WITH OCDE FOR HISTORY/SOCIAL SCIENCE TEACHER PROFESSIONAL DEVELOPMENT DURING SUMMER INSTITUTE

Background

Orange County Department of Education is offering a four-day training on July 28 to 31, 2025 in Irvine for history social science teachers, which centers around planning and learning about ways to incorporate Asian American Pacific Islander education into their lessons. Teachers will learn about culturally sustaining practices and community-based curriculum and will have time to collaborate with their teams and adapt content to district demographics. Teachers who participate will earn a stipend through OCDE.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

AGREEMENT NUMBER: 10007559

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 21st day of May, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and the Placentia-Yorba Linda Unified School District, 1301 Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, SUPERINTENDENT has received grant funds from the State of California Department of Education (CDE) for the Model Curriculum Project Supplemental: Vietnamese Studies, hereinafter referred to as PROGRAM; and

WHEREAS, the PROGRAM grant requires that SUPERINTENDENT allocate a portion of the PROGRAM grant funds to support the goals and activities of the Model Curriculum Project Supplemental: Vietnamese Studies grant; and

WHEREAS, SUPERINTENDENT is in need of such special services and advice as further described in the Scope of Work identified in Section 1.0 of this AGREEMENT, hereinafter referred to as "SERVICES"; and

WHEREAS, DISTRICT is specially trained and experienced and competent to perform the special services required by the SUPERINTENDENT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 SCOPE OF WORK. SUPERINTENDENT hereby engages DISTRICT as an independent contractor to perform the following described services for the Model Curriculum Project Supplemental: Vietnamese Studies grant for the Division of Educational Services. Specifically, the DISTRICT shall perform the following services:

1.1 Up to five educators from DISTRICT are invited to attend the Model Curriculum Summer Institute Conference, taking place July 28-31, 2025, at the Hilton Irvine in California.

1.2 Educators who participate in all four (4) days of the institute and collaboratively develop a team action plan will be eligible to receive a Two thousand dollars ($2,000.00) stipend.

1.3 The action plan must outline how participants will implement the Vietnamese American Experiences Model Curriculum at DISTRICT's school sites.

2.0 TERM. DISTRICT shall commence providing services under this AGREEMENT on May 21, 2025, and will end on August 4, 2025, subject to termination as set forth in this AGREEMENT.

3.0 PAYMENT AND INVOICING.

A. SUPERINTENDENT agrees to pay DISTRICT a total fee not to exceed Ten thousand dollars ($10,000.00) for services satisfactorily rendered pursuant to Section 1.0 of this AGREEMENT. Payment shall be at the rate of Two thousand dollars ($2,000.00) per educator and not to exceed five (5) educators. Payment shall be made periodically upon completion and acceptance of services and receipt of an itemized invoice. If invoice includes any travel related or material related expenses receipts must be included. DISTRICT shall direct all

invoices to: Orange County Superintendent of Schools, Attn: Accounting Manager, 200 Kalmus Drive, Post Office Box 9050, Costa Mesa, California 92628-9050, Attn: Accounting Manager. Payment shall be made to DISTRICT within thirty (30) days from receipt of an accurate invoice. Payment shall be mailed to: Placentia-Yorba Linda Unified School District, 1301 Orangethorpe Avenue, Placentia, California 92870, or at such other place as DISTRICT may designate in writing.

B. DISTRICT agrees to establish and maintain fiscal control and accounting procedures as may be necessary to assure proper accounting for all funds under this AGREEMENT. Any work performed prior to approval of the SUPERINTENDENT will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized. Any work performed prior to approval of the State of California will be rendered on a voluntary basis and shall not be compensated unless and until funding is authorized.

C. It is expressly understood that funds received from this AGREEMENT cannot supplement or supplant any pre-existing project or materials previously created by the DISTRICT.

D. SUPERINTENDENT may withhold or delay any payment if DISTRICT fails to comply with any provision set forth in this AGREEMENT.

E. DISTRICT shall not claim reimbursement for services provided beyond the expiration and/or termination of this AGREEMENT, except as may otherwise be provided under this AGREEMENT.

F. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the availability of funds furnished by the State of California. In the event that such funding is terminated or reduced,

this AGREEMENT may be terminated, and SUPERINTENDENT fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT under the grant. SUPERINTENDENT shall provide DISTRICT written notification of such termination. Notice shall be deemed given when received by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

4.0 INDEPENDENT CONTRACTOR. DISTRICT, in the performance of this AGREEMENT, shall be and act as an independent contractor. DISTRICT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the SUPERINTENDENT, and are not entitled to benefits of any kind or nature normally provided employees of the SUPERINTENDENT and/or to which SUPERINTENDENT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. DISTRICT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. DISTRICT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to DISTRICT'S employees.

5.0 EXPENSES. SUPERINTENDENT shall not be liable to DISTRICT for any costs or expenses paid or incurred by DISTRICT in performing services for SUPERINTENDENT, except as follows: N/A.

6.0 MATERIALS. DISTRICT shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to

complete the services to be provided pursuant to this AGREEMENT except as follows: N/A.

7.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT. The DISTRICT shall also hold the SUPERINTENDENT, the Orange County Board of Education, and their officers, employees and agents, harmless from liability of any nature or kind, including costs and expenses, for infringement or use of any copyrighted or non-copyrighted material, patented or unpatented inventions, furnished or used, in connection with the Agreement.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

8.0 COPYRIGHT/TRADEMARK/PATENT. DISTRICT understands and agrees that all matters produced under this AGREEMENT shall become the property of CDE and cannot be used without SUPERINTENDENT'S and CDE'S express written permission. CDE shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of CDE. All project materials must be submitted to SUPERINTENDENT and CDE.

9.0 CONFIDENTIALITY. SUPERINTENDENT and DISTRICT shall maintain the confidentiality of all records, including any hard copies, and/or electronic or computer based data, and/or audio and/or video recordings, in accordance with all applicable state and federal codes and regulations relating to privacy and confidentiality as they now exist or may hereafter be amended or changed. The confidentiality requirements under this paragraph shall survive the termination or expiration of this AGREEMENT or any subsequent agreement intended to supersede this AGREEMENT.

10.0 CALIFORNIA PUBLIC RECORDS ACT. SUPERINTENDENT is a governmental entity of the State of California, by virtue of which is subject to the California Public Records Act ("CPRA"). The parties agree that any provision of this Agreement which conflicts with the CPRA is ineffective.

11.0 NON-DISCRIMINATION. DISTRICT agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12.0 APPLICABLE LAWS. The services completed herein must meet the approval of the SUPERINTENDENT and shall be subject to the

SUPERINTENDENT'S general right of inspection to secure the satisfactory completion thereof. DISTRICT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to DISTRICT, DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

13.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this AGREEMENT shall not be assigned by the DISTRICT without prior written approval of SUPERINTENDENT.

14.0 INSPECTION AND AUDIT. The SUPERINTENDENT and the State of California Department of Education and their respective authorized agents, shall have access, for the purpose of audit or examination, to any records of DISTRICT pertinent to this AGREEMENT. DISTRICT shall maintain records of services provided and financial records for a period of four (4) years, unless such period is waived by SUPERINTENDENT.

15.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

16.0 FORCE MAJEURE. In no event shall either party have any claim or right against the other party for any failure of performance if the failure is caused by or the result of causes beyond the reasonable

control of such other party due to any occurrence commonly known as Force Majeure, including, without limitation, acts of God, pandemics, floods, riots, earthquakes, government regulations enacted after the date of the AGREEMENT, explosions, war, national emergency, including terrorist threats, or insurrections. The party first learning of the event of Force Majeure shall notify the other party in writing. In the event this clause must be invoked, there shall be no implied or express breach of contract by either party.

17.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT or DISTRICT with or without case, upon the giving of thirty (30) days prior written notice to the other party.

18.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn:_____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

19.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

20.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

21.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

22.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

23.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in anyway.

25.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

26.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

27.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINT NAME: _____	PRINT NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: June 3, 2025

Placentia-Yorba Linda USD-Model Curriculum Project Supplemental-Vietnamese Studies-State Grant(10007559)25
ZIP5

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE AGREEMENT WITH INTERNATIONAL BACCALAUREATE TO PROVIDE MIDDLE YEARS PROGRAM TRAINING TO KRAEMER MIDDLE STAFF FOR THE 2025-26 AND 2026-27 SCHOOL YEARS

Background

As noted in the February 26 and March 26 board updates, respectively,
Kraemer Middle School submitted candidacy to become an International Baccalaureate (IB) "Middle Years Program (MYP)." By implementing MYP, Kraemer Middle School not only strengthens its AVID foundation but also helps establish a strong IB continuum within PYLUSD—ensuring students experience a globally focused, inquiry-based education from elementary through high school.

As part of Kraemer's candidacy to become an IB MYP school, Kraemer will be hosting a foundational six-hour workshop on August 20, 2025. The training, titled "Introductory – Developing the MYP," at the Kraemer Middle School campus, is designed to equip staff with a solid understanding of the MYP framework. This professional development will focus on the philosophy, structure, and essential practices of IB, supporting continued work in creating an inquiry-based, globally minded approach to teaching and learning. The MYP aligns closely with Kraemer's ongoing focus on AVID instructional strategies, helping to strengthen student engagement and academic language development.

Financial Impact

AMIMBG, NTE: $20,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Dear Matthew Callaway,

The workshop cost structure for the training you have requested is below.

Workshop cost

- Event name: Kraemer Middle School
- Event dates: 20 August 2025
- Fee per participant: 110
- Event location: Placentia, California
- This is not an invoice. Final invoices are sent after the event end date.
- Payment is due 30 days from invoice date.

Programme	Workshop Title	Number of Participants Requested	Total cost per workshop ($)
MYP	Developing the MYP	49	5,390
Total cost ($)			**5,390**

Additional considerations:

- **Participant registration deadline:** All participants for the workshop must be registered by 15 days before the start date.
- **Workshop participant minimum:** 7
- **Product description:** In-school workshops provide schools with the opportunity to train their entire IB programme staff on their own school premises, and to focus upon select programme issues and strategies.
- **Completion requirements are rigorous.** Teachers will be expected to engage fully and complete all assignments in order to receive a certificate. More information on in-school learning expectations can be found here.

Please feel free to reach out to iba.pd@ibo.org with any additional questions.

Best,

IB Professional Development Delivery

© International Baccalaureate Organization 2020

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT BETWEEN AUSLETICS AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT FOR THE 2025-26 SCHOOL YEAR

Background

The Universal Sports Institute at Parkview is seeking approval to partner with Ausletics to provide sports performance training services for the 2025-26 school year. In response to a district-issued Request for Proposals (RFP), multiple vendors submitted proposals. A diverse advisory group comprising district administrators, school leaders, teachers, coaches, and parents was formed to establish selection criteria, review proposals, and interview finalists. After a comprehensive evaluation process, Ausletics emerged as the preferred vendor. Their team demonstrated strong professionalism, cultural responsiveness, and a proven track record of working with diverse youth populations. Their program integrates high-level athletic training with certified nutrition support and embedded mental performance coaching, offering a well-rounded approach that aligns with the goals of USI.

This partnership represents a sustainable and cost-effective model for delivering quality sports performance services while supporting continued growth of the USI pathway. Staff respectfully recommends approval of this contract to ensure the continued success and expansion of USI for the 2025-26 school year and beyond.

Financial Impact

Base funds, NTE: $90,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

INDEPENDENT CONTRACTOR AGREEMENT
REQUEST FOR PROPOSAL 225-15

This Agreement is hereby entered into between the **Placentia–Yorba Linda Unified School District**, hereinafter referred to as "District," and **Ausletics, 2868 E. Imperial Hwy, Brea, CA 92821,** hereinafter referred to as "Contractor."

WHEREAS, District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in such matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, District is in need of such special services; and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special Services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. Services to be provided by Contractor: Contractor shall provide all Labor, Materials, Strength and Conditioning, Sports-Specific Training, Integrated Recovery Education, and all Scope of Services as outlined in Request For Proposal 225-15, hereinafter referred to as "Services".

2. Term. Contractor shall commence providing Services under this Agreement on July 1, 2025, and will diligently perform as required services through June 30, 2026. The agreement and services are renewable year to year, as determined by the District and the Contractor.

3. Compensation. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not to exceed Ninety Thousand Dollars ($90,000.00). District shall pay Contractor according to the following terms and conditions:

4. Expenses. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing Services for District.

5. Independent Contractor. Contractor, in the performance of the Services pursuant to this Agreement, shall be and act as an independent Contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Contractor assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the Services to be provided under this Agreement. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

6. Materials. Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to

this Agreement. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. Originality of Services/Intellectual Property. Contractor agrees that all technologies, formulae, procedures, processes, methods, ideas, and dialogue, prepared for and submitted by Contractor to the District in connection with the Services set forth in this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such Services. Contractor further agrees that all writings, materials, compositions, recordings, teleplays, and/or video productions prepared for, written for, or otherwise (hereinafter referred to as "Content") submitted by Contractor to the District and/or used in connection with the Services set forth in this Agreement, reflect the intellectual property of, and copyright interests held by District and shall not be copied or used in whole or in part by Contractor without District's express written permission. Contractor understands and agrees that all Content produced under this Agreement is the property of District and cannot be used without District's express written permission. Contractor acknowledges and agrees that District shall have all right, title and interest in said Content, including the right to secure and maintain the copyright, trademark and/or patent of said Content in the name of the District.

8. Termination. District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for Services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of Services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this Agreement by the Contractor; or (b) any act by Contractor exposing the District to liability to others for personal injury or property damage; or (c) Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Written notice by District shall contain the reasons for such intention to terminate and unless within Five (5) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the Five (5) days cease and terminate. In the event of such termination, the District may secure the required Services from another Contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charges to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District. Written notice by District shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

9. Hold Harmless. Contractor agrees to and does hereby indemnify, hold harmless and defend the District and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to,

loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the Contractor or any person, firm or corporation employed by the Contractor, either directly or by independent contract, upon or in connection with the Services called for in this Agreement, however caused, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the District's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the Contractor, or any person, firm or corporation employed by the Contractor, either directly or by independent contract, arising out of, or in any way connected with, the Services covered by this Agreement, whether said injury or damage occurs either on or off District's property, except for liability for damages which result from the sole negligence or willful misconduct of the District or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this Agreement.

10. Insurance. Contractor agrees to carry insurance to ensure Contractor's ability to adhere to the indemnification requirements under this Agreement.

10.1 Contractor shall, at Contractor's sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A, VIII, or better rating from A.M. Best or an approved self-insurance program, sufficient to cover any claims, damages, liabilities, costs and expenses (including attorney fees) arising out of or in connection with Contractor's fulfillment of the obligations under this Agreement:

General Liability: The service provider will provide the District with a Certificate of Insurance with a page two (2) endorsement naming the District as an additionally insured for a minimum of $1,000,000.00 per occurrence, $2,000,000.00 aggregate.

Certificate Holder and Additional Insured is as follows:
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Ave.
Placentia, CA 92870

The following verbiage is **required** in the endorsement: "The Placentia-Yorba Linda Unified School District, its Board and its officers, agents, employees, and volunteers shall be named as Additional Insureds, by separate endorsement. Any insurance maintained by the service provider shall be primary and non-contributory.

Sexual Abuse and Molestation: The provider is **required** to provide the District a minimum of $3,000,000.00 PER OCCURRENCE.

Professional Liability: Professional Liability insurance of a minimum of $1,000,000.00 per occurrence, $2,000,000.00 aggregate.

Automobile Insurance: Automobile insurance of a minimum $1,000,000.00 per occurrence. Certificate of Insurance must show "Any Autos".

Worker's Compensation: The provider shall maintain Workers' Compensation insurance with statutory limits and Employer's Liability with a minimum limit of $1,000,000.00, unless business is a sole proprietorship.

11. Assignment. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. Compliance With Applicable Laws. The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Contractor agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Contractor, Contractor's business, the Services, equipment and personnel engaged in Services covered by this Agreement or accruing out of the performance of such Services.

13. Permits/Licenses. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

14. Employment With Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Entire Agreement/Amendment. This Agreement and any exhibits attached hereto constitute the entire Agreement among the parties to it and supersedes any prior or contemporaneous understanding or Agreement with respect to the Services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement. This Agreement incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

16. Nondiscrimination. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, sex, marital status, age, or other characteristics protected by federal or state laws of such persons.

17. Non Waiver. The failure of District or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from

again constituting a violation of such term or condition.

18. Notice. All notices or demands to be given under this Agreement by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the parties are as follows:

District:	Contractor:
_____	_____
_____	_____
_____	_____
_____	_____

19. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

20. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

21. Headings. The headings contained in this Agreement are provided exclusively for reference and the convenience of the Parties. No legal significance of any type shall be attached to the headings.

22. Counterparts. This Agreement may be signed and delivered in two counterparts, each of which, when so signed and delivered, shall be an original, but such counterparts together shall constitute the one instrument that is the Agreement, and the Agreement shall not be binding on any party until all Parties have signed it.

23. Authorized Signatures. The individual signing this Agreement warrants that he/she is authorized to do so. The Parties understand and agree that a breach of this warranty shall constitute a breach of the Agreement and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

24. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California. This Agreement is made in and shall be performed in Orange County, California.

THIS AGREEMENT IS ENTERED INTO THIS 18th DAY OF June, 2025.

Placentia-Yorba Linda Unified School District	Ausletics
By: _____	By: _____
_____ Typed Name	_____ Typed Name
_____ Title	_____ Title
	_____ Taxpayer Identification Number

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

JOSH SHIPP PRODUCTIONS DBA TOP YOUTH SPEAKERS AND GUEST SPEAKER DAVID EDWARD GARCIA TO PROVIDE ”STAND FOR SOMETHING” ASSEMBLIES AT PARTICIPATING MIDDLE SCHOOLS

Background
David Edward Garcia is a multilingual teacher and stand-up comedian who speaks five languages. With nine teacher certifications, David has a unique ability to connect with diverse students. Once labeled an “at-risk student,” David overcame the odds to earn a bachelor’s degree, a master’s, and is now completing his doctorate. His story of resilience and success deeply resonates with the diverse students he empathizes with.

David has inspired audiences around the world—from Los Angeles to London—with his unique blend of humor and heart. His multicultural upbringing and language skills help him connect with people of all backgrounds, delivering powerful, funny stories that motivate everyone to discover their superpower and write their own beautiful story.

Drawing from his personal journey as a former “at-risk” student who went from failing high school to earning three college degrees, learning five languages, and traveling the globe, David inspires students to recognize their potential, overcome challenges, and craft their own powerful narratives. Packed with laughter, energy, and actionable insights, this session equips students with tools to thrive academically, socially, and emotionally—all while having a great time.

The Learning Outcomes for the assemblies include:

- Develop Self-Efficacy: Empower students to navigate challenges and embrace their unique strengths (their “superpower”) to succeed in middle school and beyond.

- Reframe Challenges with Positive Psychology: Teach students how to rewrite their narrative by finding growth and opportunity in adversity.

- Build Social and Teamwork Skills: Equip students with communication and collaboration techniques to create a supportive network of peers and mentors.

This blanket contract agreement will allow all middle schools to choose to use this guest speaker at assemblies during the 2025-26 school year.

Financial Impact:
ASB Funds, NTE: $3,700 per site

Administrator
Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Michael Young, Director, Secondary Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
ASSOCIATED STUDENT BODY INDEPENDENT CONTRACT AGREEMENT

THIS AGREEMENT is made and entered into this 16 day of May, 2025, by and between Kraemer ASB Kraemer ASB, hereinafter referred to as "Contractor/Vendor," and the Top Youth Speakers hereinafter referred to as "School Site Associated Student Body (ASB)."

WHEREAS, the ASB is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Contractor/Vendor is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONTRACTOR/VENDOR:** (Use attachment if more room needed)

   Motivational Speaker Services

2. The Contractor/Vendor will commence providing services under this **AGREEMENT** on, 9/26/25, and will diligently perform as required and complete performance by, 9/26/25. The Contractor/Vendor will perform said services as an Independent Contractor and not as an employee of the District. Contractor shall be under the control of the ASB as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The ASB will prepare and furnish to the Contractor/Vendor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The ASB shall pay the Contractor/Vendor the total amount of $ 3,700.00 for services rendered pursuant to this **AGREEMENT**.

5. The ASB may at any time for any reason terminate this **AGREEMENT** and compensate Contractor/Vendor only for services rendered to the date of the termination. Written notice by the ASB shall be sufficient to stop further performance of services by Contractor/Vendor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Contractor/Vendor agrees to and shall defend and indemnify the ASB, the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Contractor's/Vendors performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this **AGREEMENT,** except for liability for damages referred to above which result from the sole negligence or willful misconduct of the ASB, District, its Board, officers, agents, employees and volunteers. The Contractor/Vendor, at Contractor/Vendor expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the ASB, District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the ASB, District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Contractor/Vendor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including workers compensation.

9. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the ASB and District prior to the Contractor/Vendor performing services.

10. Contractor/Vendor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

11. Contractor/Vendor signature below is incontrovertible evidence that they have read and agree to the contents and terms and conditions of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Josh Shipp Productions LLC dba Top Youth Speakers
Signature: [signature]
Address: PO Box 852
Morgan Hill CA 95038
Phone #: 800-799-1460
Fax #:
Date#: 05-22-2025

ASB:

School Site: Kraemer Middle School ASB
Name:
Signature:
Address: 645 N. Angelina Dr
Placentia, CA 92870
Date:

Rev. 10/14/21

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, Contractor/Vendor shall maintain insurance documentation per the limits and requirements outlined:

A. For Contractor/Vendor who will provide their services while on District-property or providing services at a District facility, please provide insurance documentation per the limits below:

Public Liability/Property Damage
The Contractor/Vendor shall provide the District with a Certificate of Insurance with a page 2 endorsement naming the District and additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate. Property Damage insurance for at least $1,000,000.

Certificate Holders and Additional Insured's are: Placentia-Yorba Linda Unified School District.

The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, its Board and its officers, agents, and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by "contractor/consultant/service provider" shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

Automotive and Truck where operated in the amounts as above.

The Contractor/Vendor provider shall maintain adequate levels of insurance as described above to protect the District from claims under Worker's Compensation Acts. **Initials** MB

2. Any amendment, changes or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved as necessary.

3. District or ASB shall not be liable to Contractor/Vendor for any costs or expenses paid or incurred by Contractor/Vendor unless agreed to and approved by the ASB.

4. Contractor/Vendor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provide pursuant to this Agreement.

5. Contractor/Vendor acknowledges and agrees that it is the sole responsibility of the Contractor/Vendor to report as income its compensation received from ASE and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of Contractor/Vendor compensation shall be subject to withholding by ASB for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All Contractors/Vendors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certif that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials** MB

7. The failure of ASB, District or Contractor/Vendor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of suc term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made

11. Contractor/Vendor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. If Contractor/Vendor is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law current in effect by order of the Director of Industrial Relations, State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

13. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, deliverin or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities, or pandemics, when satisfactory evidence thereof is presented, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing. Any resulting changes to the dates of, or cancellation of the services, due to shutdowns as required by the City, County, State or Federal Government, due to pandemics or other such mandates, is understood to be no fault of the Contractor/Vendor or ASB. All fees paid for such services shall be returned to the ASB in full or credited to ASB for future services.

TOP YOUTH SPEAKERS®

QUOTE

ORGANIZATION: Placentia-Yorba Linda Unified School District

CONTACT PERSON: Ricky Castro

SPEAKER: David Edward Garcia

EVENT DATE: August 26, 2025

AGENT: Brandon Spinazzola

AUDIENCE	Grades 7-8 / ~900 students
MESSAGE	First Day of School Motivation Talk Assembly: FLIP THE SCRIPT: Comedic Insights on Crafting Your Own Success Story
MESSAGE	First Day of School Motivation Talk Assembly: FLIP THE SCRIPT: Comedic Insights on Crafting Your Own Success Story
DETAILS	Kraemer Middle School / (1) 60 minute assembly
DETAILS	Travis Ranch Middle School / (1) 60 minute assembly
SPEAKER FEE	**$ 7,400.00 USD**

We look forward to helping you make this event one that inspires and impacts. 🔥

TYS SPEAKERS®

AGREEMENT

01 CONTACT

SPEAKER(S)	David Edward Garcia
AGENT	Brandon Spinazzola | brandon@topyouthspeakers.com | (408) 444-5902
ORGANIZATION	Placentia-Yorba Linda Unified School District | 1301 E Orangethorpe Ave, Placentia, CA, 92870, United States
CONTACT	Ricky Castro | rcastro@pylusd.org | 714-926-0771

02 SPEECH

DATE(S)	August 26, 2025
TIME	8:00 AM
LOCATION	Kraemer Middle School — Auditorium 645 N Angelina Dr, Placentia, CA, 92870, United States
DETAILS	(1) 60 minute assembly
MESSAGE	First Day of School Motivation Talk Assembly: FLIP THE SCRIPT: Comedic Insights on Crafting Your Own Success Story
AUDIENCE	Grades 7-8 / ~900 students

DATE(S)	August 26, 2025
TIME	8:00 AM
LOCATION	Travis Ranch Middle School — Auditorium 5200 Via De La Escuela, Yorba Linda, CA, 92887, United States
DETAILS	(1) 60 minute assembly
MESSAGE	First Day of School Motivation Talk Assembly: FLIP THE SCRIPT: Comedic Insights on Crafting Your Own Success Story
AUDIENCE	Grades 7-8 / ~900 students

03 PAYMENT

SPEAKER FEE	**$ 7,400.00 USD** Accepted payment methods: check, purchase order, wire transfer, or credit card. Payment by wire transfer or credit card will include a service fee. Payable to: TOP YOUTH SPEAKERS / Tax ID: 27-2351992
FEE DETAILS	• Fee is all-inclusive, the speaker will pay for and arrange all travel. • This one-time discounted rate applies only to this booking. Future engagements will follow standard pricing. • CLIENT to complete survey after event. • TYS will receive a video testimonial and letter of recommendation based on the speaker's presentation.
PAYMENT DUE	Payment or purchase order of $ 7,400.00 is due within 14-days of signing this agreement.

04 TERMS

A. Audio or video recording of the SPEAKER is not allowed unless written permission has been granted in advance.

B. If ORGANIZATION changes the speech time(s) less than 60 days from the event, ORGANIZATION will be responsible for any additional travel fees incurred by the SPEAKER.

C. ORGANIZATION agrees to provide all of the SPEAKER AV requirements found here: https://topyouthspeakers.com/event
If any of the AV requirements can not be secured, alternatives must be agreed upon in advance.

D. If the event is canceled by ORGANIZATION more than 90 days out, half of the speaker fee is due and non-refundable.
If the event is canceled by ORGANIZATION less than 90 days out, the entire speaker fee is due and non-refundable.

E. If the SPEAKER cancels due to an unforeseen emergency, travel complication, or any other reason, TYS will secure a mutually agreed upon speaker for the event or refund the speaker fee.

F. If the event is canceled or rescheduled due to unforeseen circumstances, ORGANIZATION will be responsible for any non-refundable travel expenses incurred by SPEAKER.

G. The SPEAKER FEE shall not be subject to any taxes, fees, or withholdings and must be paid in full without deduction or withholding of any kind. If ORGANIZATION is required to withhold, that amount will be added to the SPEAKER FEE.

H. TYS shall not be held responsible for any actions or claims arising from the SPEAKER'S performance or actions. Liability of TYS is limited solely to the total SPEAKER FEE paid by the ORGANIZATION.

05 SIGNATURE

Issue payment or purchase order to: TOP YOUTH SPEAKERS

USPS: Top Youth Speakers • PO Box 852 • Morgan Hill, CA 95038
FedEx or UPS: Top Youth Speakers • 16600 Monterey Rd #852 • Morgan Hill, CA 95038

TYS SPEAKERS®

AGREEMENT

AUTHORIZED SIGNATORY
Date:

TOP YOUTH SPEAKERS
Date: May 16, 2025

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

APPROVE THE AGREEMENTS BETWEEN PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND ELEMENTARY OCDE PROJECT GLAD® FOR THE 2025-26 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District proposes continued implementation of the OCDE Project GLAD® professional development series across elementary and secondary sites in 2025-26, supporting our strategic focus on integrated and designated ELD instruction aligned with the CA English Learner Roadmap.

Day 4 Demonstrations for 2024-25 Cohorts: Due to scheduling constraints and trainer availability, Day 4 of the classroom demonstration series was not completed during the 2024-25 school year. This proposal ensures all previously trained teachers receive the full four-day experience, including targeted coaching and feedback, to complete the certification cycle and deepen classroom implementation.

Elementary Dual Language Academy (DLA) GLAD® Demonstrations: Specialized demonstrations in Spanish are proposed for our Dual Language Academy educators. This component completes the training series for our DLA teachers who received the Research and Theory Workshop during the 2024-25 school year. These sessions are critical for enhancing biliteracy pedagogy and supporting Spanish language development using research-based strategies.

New Elementary and Secondary English Cohorts: The 2025-26 proposal includes training for additional cohorts of elementary (4th-6th grades) and secondary teachers (6th-12th grades) in the Research and Theory Workshop and Classroom Demonstration Model. These sessions build capacity for integrated academic language instruction and support long-term reclassification goals for English learners.

Training of Trainers (TOT) Certification: To sustain internal capacity, two district educators will continue in the TOT process to become certified GLAD® trainers. This investment supports long-term sustainability and cost efficiency in delivering site-based professional learning.

Financial Impact

Supplemental, NTE: $150,000
Title I, NTE: 28,000
Title II, NTE: $95,000
Title III, NTE: $130,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Jose Cabrera, Assistant Director, State and Federal Programs

SERVICE PROPOSAL
Placentia Yorba Linda USD
OCDE Project GLAD® Series – Elementary English

Purpose of this Document

The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:

Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:

Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:

OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Days: August 1, 2025-June 30, 2026
Number of Participants: 45

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $199,500.00

OCDE Project GLAD® Professional Learning Series-Elementary English

☒ Research & Theory Workshop

A 12-hour (two, 6-hour consecutive days) workshop where participants have the opportunity to learn about the research that supports the OCDE Project GLAD® Training Model and its development, planning, and support. An introduction to OCDE Project GLAD® and exposure to effective teaching strategies are examined in depth. Training includes the Project GLAD® Learning Guide.

Cohort 1

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 50

Cost per participant: $850.00	**$12,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced) *includes: transportation, lodging, parking, meals & mileage	**$9,000.00**

Cohort 2

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 50

Cost per participant: $850.00	**$12,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced) *includes: transportation, lodging, parking, meals & mileage	**$9,000.00**

Cohort 3

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 50

Cost per participant: $850.00	**$12,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced) *includes: transportation, lodging, parking, meals & mileage	**$9,000.00**

Total: $68,250.00

☒ 4-Day Customized Classroom Demonstration

Includes: A four-day (three consecutive days and one non-consecutive day) classroom demonstration with two certified Project GLAD® Trainers who will both demonstrate a Project GLAD® unit of study using the model strategies with students in classrooms of the districts choosing, combined with one trainer operating as a coach to the educator participants observing and engaging in the learning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and engage in practicing and delivering the strategies, with coaching

and feedback cycles infused. At the conclusion of this experience, educators will have grown in their confidence to replicate their practices with greater intentionality in their own setting.

Cohort 1

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 25

Cost per participant: $1650.00	**$24,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	
*includes: transportation, lodging, parking, meals & mileage	**$18,000.00**

Cohort 2

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 25

Cost per participant: $1650.00	**$24,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$18,000.00**
*includes: transportation, lodging, parking, meals & mileage	

Cohort 3

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 25

Cost per participant: $1650.00	**$24,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$18,000.00**
*includes: transportation, lodging, parking, meals & mileage	

Total: $131,250.00

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: **$199,500.00**

SERVICE PROPOSAL-Updated
Placentia Yorba Linda USD
OCDE Project GLAD® Series - Elementary Spanish

Purpose of this Document

The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:

Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:

Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:

OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Days: July 1, 2025 - June 30, 2026
Number of Participants: 16

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $64,000.00

OCDE Project GLAD® Professional Learning Series-Elementary Spanish

☒ **4-Day Customized Classroom Demonstration**
Includes: A four-day classroom demonstration (three consecutive days and one non-consecutive day) with two certified Project GLAD® Trainers who will both demonstrate a Project GLAD® unit of study using the model strategies with students in a classroom of the districts choosing, combined with one trainer operating as a coach to the educator participants observing and engaging in the learning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and engage in practicing and delivering the strategies, with coaching and feedback cycles infused. At the conclusion of this experience, educators will have grown in their confidence to replicate their practices with greater intentionality in their own setting.

Cohort 1:

Training Dates: TBD
Number of Participants: 8 (Minimum 12/Maximum 25)

Cost per participant: $1650.00	**$13,200.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$18,000.00**

*includes: transportation, lodging, parking, meals & mileage

Cohort 2:

Training Dates: TBD
Number of Participants: 8 (Minimum 12/Maximum 25)

Cost per participant: $1650.00	**$13,200.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$18,000.00**

*includes: transportation, lodging, parking, meals & mileage

Total: **$64,400.00**

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: **$64,400.00**

SERVICE PROPOSAL
Placentia Yorba Linda Unified School District
OCDE Project GLAD® Series-Elementary English

Purpose of this Document
The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:
Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:
Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
(714) 985-8708 | jcabrera@pylusd.org

Service Provider:
OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Dates: July 1, 2025 – June 30, 2027
Number of Participants: 2

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $36,000.00

OCDE Project GLAD® Series-Elementary English

Certification Process

☐ **Training of Trainers (TOT) Advanced 3-Day Research & Theory Workshop**
Includes: Within the Trainer In-Training process, teams will develop shared expectations of coaching and teaming, create understandings on a Project GLAD® trainers' role in delivering the Research & Theory and practice delivery of the Research & Theory. Additionally, each team will engage in feedback loops with peers and the NTC, deepen understanding of how the model promotes positive classroom culture and celebrates each student's individual assets and refine effective strategies to differentiate and scaffold the development of academic language and literacy; strengthening content comprehension. *Training teams must be in teams of 2-4.

Dates: TBD

Number of Participants: 2	
Cost per participant: $4,000.00	**$8,000.00**
Shipping & Handling (only actuals invoiced):	**$0**
Travel Expenses (only actuals invoiced):	**$0**
***includes: transportation, lodging, parking, meals & mileage**	
	Total: $8,000.00

☐ **Training of Trainers (TOT) Advanced 5-Day Classroom Demonstration**
Description: The Advanced Classroom Demonstration elevates practicing Project GLAD® Educators into refined delivery, coaching, design and ability to align to current initiatives and policies, needed of a skilled Project GLAD® Trainer. Trainers In-Training will engage, be coached and supported in rehearsing and delivering the non-negotiable strategies of the Foundations training in real-time with students and adult learners. Afternoons will be centered on planning and preparation for the Certification journey.

Includes:
- 2 (two) Certified Certifiers sanctioned by the Project GLAD® National Training Center
- Certification Handbook with Canvas Online Course
- Identified Mentor & Certifier
- Robust learning opportunity for refined practice and delivery

Dates: TBD

Number of Participants: 2	
Cost per participant: $4,000.00	**$8,000.00**
Shipping & Handling (only actuals invoiced):	**$0**
Travel Expenses (only actuals invoiced):	**$0**
***includes: transportation, lodging, parking, meals & mileage**	
	Total: $8,000.00

☐ **Certification**
Training of Trainer teams will model and deliver the Project GLAD® 2-Day Research & Theory Workshop and 4-Day Classroom Demonstration, supervised and evaluated by a Project GLAD® NTC Certifier. Upon successful completion of the Agency Trainer Certification, all candidates must sign and submit to OCDE, an OCDE Project GLAD® NTC Licensing Agreement, in order to become certified and authorized to provide OCDE Project GLAD® NTC Foundations Training and Customized Training & Support.

OCDE Project GLAD® NTC Agency Trainers are certified trainers working solely in their district/agency of employment. Renewal is required within 12 months of certification and every three years thereafter to maintain "active status" and provide OCDE Project GLAD® Foundations Training in their district or agency.
Renewal format and terms are subject to change.

Number of Participants: 2
Cost per participant: $4,000.00 **$8,000.00**

2-Day Research & Theory Workshop
Training Dates: TBD
Travel Expenses (only actuals invoiced): **$4,500.00**
*includes: transportation, lodging, parking, meals & mileage

4-Day Classroom Demonstration
Training Dates: TBD
Travel Expenses (only actuals invoiced): **$7,500.00**
*includes: transportation, lodging, parking, meals & mileage

Total **$20,000.00**

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $36,000.00

SERVICE PROPOSAL
Placentia Yorba Linda USD
OCDE Project GLAD® Series – Secondary

Purpose of this Document

The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:
Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:
Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:
OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Days: August 1, 2025-June 30, 2026
Number of Participants: 15

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $75,500.00

OCDE Project GLAD® Professional Learning Series-Secondary

☒ Research & Theory Workshop

A 12-hour (two non-consecutive, 6-hour days) workshop where participants have the opportunity to learn about the research that supports the OCDE Project GLAD® Training Model and its development, planning, and support. An introduction to OCDE Project GLAD® and exposure to effective teaching strategies are examined in depth. Training includes the Project GLAD® Learning Guide.

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 50

Cost per participant: $850.00	**$12,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced)	
*includes: transportation, lodging, parking, meals & mileage	**$12,000.00**

Total: $25,750.00

☒ 4-Day Customized Classroom Demonstration and Planning

Includes: A three-day (non-consecutive) classroom demonstration with two certified Project GLAD® Trainers who will both demonstrate Project GLAD® units of study using the model strategies with students in classrooms of the districts choosing, combined with one trainer operating as a coach to the educator participants observing and engaging in the learning. The fourth (non-consecutive) day will focus on planning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and engage in practicing and delivering the strategies, with coaching and feedback cycles infused. At the conclusion of this experience, educators will have grown in their confidence to replicate their practices with greater intentionality in their own setting.

Training Dates: TBD
Number of Participants: 15
*Minimum 12/Maximum 25

Cost per participant: $1650.00	**$24,750.00**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	
*includes: transportation, lodging, parking, meals & mileage	**$24,000.00**

Total: $49,750.00

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $75,500.00

SERVICE PROPOSAL-Updated
Placentia Yorba Linda USD
OCDE Project GLAD® Series - Elementary English

Purpose of this Document

The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district or agency. In order to expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes or questions.

Project GLAD® Contact:

Betsy Young, Executive Assistant
(714) 966-4124 I byoung@ocde.us

Service Recipient:

Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:

OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Days: July 1, 2025 - June 30, 2026
Number of Participants: 60

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $28,000.00

OCDE Project GLAD® Professional Learning Series-Elementary English

☒ **4-Day Customized Classroom Demonstration**

Includes: A four-day classroom demonstration (three consecutive days and one non-consecutive day) with two certified Project GLAD® Trainers who will both demonstrate a Project GLAD® unit of study using the model strategies with students in a classroom of the districts choosing, combined with one trainer operating as a coach to the educator participants observing and engaging in the learning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and engage in practicing and delivering the strategies, with coaching and feedback cycles infused. At the conclusion of this experience, educators will have grown in their confidence to replicate their practices with greater intentionality in their own setting. This proposal includes only travel costs and shipping. Services for Days 1-3 were rendered in the 2024-2025 school year. Total cost per participant is connected to Agreement # 10005636.

Cohort 1:

Training Dates: TBD
Number of Participants: 15 (Minimum 12/Maximum 25)

Cost per participant: $1650.00 (previously invoiced)	**$0**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$6,000.00**

*includes: transportation, lodging, parking, meals & mileage

Cohort 2:

Training Dates: TBD
Number of Participants: 15 (Minimum 12/Maximum 25)

Cost per participant: $1650.00 (previously invoiced)	**$0**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$6,000.00**

*includes: transportation, lodging, parking, meals & mileage

Cohort 3:

Training Dates: TBD
Number of Participants: 15 (Minimum 12/Maximum 25)

Cost per participant: $1650.00 (previously invoiced)	**$0**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$6,000.00**

*includes: transportation, lodging, parking, meals & mileage

Cohort 4:

Training Dates: TBD
Number of Participants: 15 (Minimum 12/Maximum 25)

Cost per participant: $1650.00 (previously invoiced)	**$0**
Shipping & Handling (only actuals invoiced):	**$1,000.00**
Travel Expenses* (only actuals invoiced):	**$6,000.00**

*includes: transportation, lodging, parking, meals & mileage

Total: $28,000.00

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $28,000.00

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT BETWEEN QUALTRICS LLC AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT FOR THE 2025-26 SCHOOL YEAR

Background

Qualtrics is a web-based software that allows users to create surveys and generate reports without having any previous programming knowledge. Qualtrics offers advanced market research tools enabling us to do surveys, feedback, and polls using various distribution means. In addition, reports can be downloaded and customized in a variety of formats. Qualtrics is an excellent tool for transparency and educational partner feedback. It allows us to easily create surveys that can be distributed to our partners (in many languages) and tracked via a Dashboard. We can then use the data we collect to improve our programs and services based on the feedback we receive. Accessing Qualtrics' surveys, polls, and feedback tools will allow staff to enhance student and staff learning opportunities. In addition, it will enable us to create smart surveys that use advanced logic to adapt to the respondent's answers in real-time. The benefit is that the survey can change and adjust based on how the respondent answers previous questions, allowing for a more personalized and efficient survey experience. Qualtrics offers this feature, and it can be used to create more engaging and effective surveys that take into account a respondent's answers. In addition to housing all surveys for educational services in one place, Placentia-Yorba Linda Unified School District will be able to utilize and collect annual stakeholder survey results as well as LCAP input to guide informed decision-making at the site and district levels and expand the use across all departments. Most importantly, this tool helps to elevate student, parent, staff, and community partner voices. This agreement is for the period of July 24, 2025-July 23, 2026.

Financial Impact

Base funds, NTE: $16,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Jose Cabrera, Assistant Director, Federal and State Programs

qualtrics EXPERIENCE MGMT

QUOTE

R-0066209

5/15/2025

Net 30

Start Date 7/24/2025

End Date 7/23/2026

BILL TO

Placentia-Yorba Linda Unified School District | Placentia Yorba-Linda USD
1301 E Orangethorpe Ave
Placentia, CA 92870

QUALTRICS, LLC

support+renewals@qualtrics.com
Tax ID: 45-4964116

DESCRIPTIONS

Other

- CoreXM Use-Case
- CoreXM - Users : 5
- CoreXM Responses : 5,000
- CoreXM Additional Responses : up to 30,000

SUBTOTAL **USD 15,627.94**

TOTAL USD 15,627.94

This is not an invoice

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

CONSOLIDATED APPLICATION FUNDS FOR EDUCATIONAL PROGRAMS 2025-26

Background

The Placentia-Yorba Linda Unified School District participates in specially funded state and federal programs that supplement regular classroom instruction for students at designated schools and/or grade levels. Programs funded under the Consolidated Application directly benefit the students of the Placentia-Yorba Linda Unified School District by helping to provide high quality instructional programs. The application indicates that we will participate in the following federal and state programs:

- Title I, Part A (Low-income Student)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Learner)
- Title III, Part A (Immigrant)
- Title IV, Part A (Student Support)

Financial Impact

Income to the district as follows:

Title I, Part A (Low-income Student)	$2,800,000
Title II, Part A (Supporting Effective Instruction)	$536,819
Title III, Part A (English Learner)	$392,200
Title III, Part A (Immigrant)	$76,295
Title IV, Part A (Student Support)	$223,773

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Jose Cabrera, Assistant Director, State and Federal Programs

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT WITH NORTH ORANGE COUNTY REGIONAL OCCUPATION PROGRAM FOR ROP CAREER COUNSELING SERVICES

Background

The North Orange County Regional Occupation Program (NOCROP/ROP) provides curriculum, books, supplies, and instructors for career technical education (CTE) courses at each comprehensive high school as well as El Camino Real High School. Additionally, NOCROP reimburses the district for the time and expertise of our counselors to act as career guidance specialists (CGS) to provide career guidance services, recruit students for ROP classes, and represent the interests of ROP at district high schools. NOCROP pays a portion of the salary and benefits of our counselors to provide this service to our students.

Students in Placentia-Yorba Linda Unified School District will benefit from career guidance and access to ROP CTE courses on each comprehensive site and El Camino Real High School.

Financial Impact

Income to the District: $96,250

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Will Gray, Executive Director, Career and College Readiness

2025-2026

AGREEMENT BETWEEN THE

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

FOR

ROP CAREER COUNSELING SERVICES

THIS AGREEMENT, made and entered into effective the 1st day of July 2025, by and between the Placentia-Yorba Linda Unified School District of Orange County, with principal offices located at 1301 E. Orangethorpe Ave., Placentia, California 92870, hereinafter referred to as the DISTRICT and the North Orange County Regional Occupational Program with principal offices located at 385 N. Muller St., Anaheim, California 92801, hereinafter referred to as PROGRAM.

WITNESSETH:

NOW, THEREFORE, the DISTRICT agrees to provide district personnel as requested by PROGRAM to service programs maintained by PROGRAM in the DISTRICT as follows:

I. The ROP CAREER COUNSELOR will be assigned to ROP career guidance and support services functions as determined by the DISTRICT, PROGRAM, and the school site administration to which the employee is regularly assigned. The PROGRAM will provide to the district superintendent and school site principal a statement of performance objectives for each career guidance specialist within their district, which will be part of the evaluation process.

II. TERMS OF THE AGREEMENT. In consideration of the furnishing of the services by district personnel as stated herein, the DISTRICT shall be reimbursed by the PROGRAM for the total cost of providing such services, calculated as follows:

As per the previous agreement dated July 1, 2019, the PROGRAM will pay a per section amount of one thousand two hundred and fifty dollars ($1,250) per section to the DISTRICT.

III. REIMBURSEMENT by the PROGRAM will be made to the DISTRICT within thirty (30) days upon issuance of a monthly invoice commencing the month of September.

IV. THE PROGRAM SHALL INDEMNIFY THE DISTRICT against and hold it harmless from any and all cost, loss, and expense incurred by the DISTRICT as a result of any industrial injury or death sustained by any district employee while assigned to the PROGRAM under this Agreement. The PROGRAM will further hold the DISTRICT harmless from all alleged losses, claims, damages, or injuries sustained by pupils, or third persons from alleged negligent acts or omissions of employee(s) while engaged in the performance of duties for PROGRAM.

V. TERMS OF THIS AGREEMENT will be effective for the period July 1, 2025, through June 30, 2026, unless terminated by either party.

VI. TERMINATION. This Agreement may be terminated by either party by giving thirty (30) days written notice of cancellation.

IN WITNESS THEREOF, the parties have caused this AGREEMENT to be executed effective the day and year first written above.

_____	_____
	DANA LYNCH
SUPERINTENDENT OR DESIGNEE	SUPERINTENDENT
PLACENTIA-YORBA LINDA	NORTH ORANGE COUNTY
UNIFIED SCHOOL DISTRICT	REGIONAL OCCUPATIONAL PROGRAM

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

2025-2026 ROP CAREER COUNSELING SERVICES

ADDENDUM

District	ROP Career Counseling Services		
Placentia-Yorba Linda	Projected Total Number of Sections	Cost Per Section	Projected Annual Cost for PROGRAM
	77	$ 1,250	$ 96,250

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT BETWEEN O.C. PARKS & RECREATION AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT FOR THE VALENCIA HIGH SCHOOL PAT HADLEY MEMORIAL CROSS COUNTRY INVITATIONAL

Background

On Saturday, September 6, 2025, VHS will host the 10th Annual Pat Hadley Memorial Cross Country Invitational meet at Craig Regional Park located in Fullerton. This invitational will honor the legacy of Pat Hadley, who taught ceramics and coached cross country and track at Valencia High School for 18 years. Her commitment to the community and students at Valencia High School will provide underprivileged students currently participating in cross country with needed resources to continue post-secondary education. This event will be chaperoned by the Valencia Track and Field head coach/certificated teacher, ASB Director, four assistant coaches, and parents. There will be up to ninety Valencia student athletes and approximately five hundred students total in attendance for the invitational.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Chris Herzfeld, Principal, Valencia High School

VALENCIA HIGH SCHOOL
PAT HADLEY MEMORIAL INVITATIONAL
Fullerton, California
September 6, 2025

Itinerary

Saturday, September 6

8:00 a.m.	Girls Senior Race Top 30 medal
8:20 a.m.	Boys Senior Race - Top 30 medal
8:40 a.m.	Girls Freshman Race - Top 30 medal
9:05 a.m.	Boys Freshmen Race - Top 30 medal
9:25 a.m.	Girls Sophomore Race - Top 30 medal
9:50 a.m.	Boys Sophomore Race - Top 30 medal
10:10 a.m.	Girls Junior Race - Top 30 medal
10:30 a.m.	Boys Junior Race - Top 30 medal

Course:
-High School Races: 3 Miles
-Alternate 3K course ready if there are any heat warnings in place

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: EL DORADO HIGH SCHOOL GIRLS VOLLEYBALL TOURNAMENT IN LAS VEGAS, NEVADA

Background

The El Dorado High School girls volleyball team is requesting permission to attend the Girls Volleyball Tournament, which will be held August 14-16, 2025, at Las Vegas High School in Las Vegas, Nevada. Eighteen students, five chaperones, and two coaches will be attending this event. Accommodations for the group will be at the Silverton Hotel in Las Vegas, Nevada. The group will travel by parent-driven vehicles. Zero school days will be missed.

The tournament will provide the players with the opportunity to compete against players from all over the country.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
David Okamoto, Principal, El Dorado High School

EL DORADO HIGH SCHOOL
GIRLS VOLLEYBALL TOURNAMENT
Las Vegas, Nevada
August 14-16, 2025

Itinerary

Thursday, Aug. 14

4:00 p.m.	Arrive at El Dorado High School meet with advisor, chaperones and students to review policies, behavioral expectations, and the school's code of conduct
4:30 p.m.	Depart to Las Vegas by parent-driven vehicles
6:30 p.m.	Dinner
9:00 p.m.	Arrive at hotel, check in
10:00 p.m.	Lights out

Friday, Aug. 15

9:00 a.m.	Breakfast
10:00 a.m.	Homework/study time
11:30 a.m.	Team meeting
12:00 p.m.	Lunch
1:00 p.m.	Depart for tournament by parent-driven vehicles
2:00 p.m.	Tournament begins
7:30 p.m.	Dinner
8:30 p.m.	Return to hotel by parent-driven vehicles
9:00 p.m.	In rooms
10:00 p.m.	Lights out

Saturday, Aug 16

6:00 a.m.	Breakfast
6:45 a.m.	Check out of hotel, depart for tournament by parent-driven vehicles
8:00 a.m.	Tournament begins
12:00 p.m.	Lunch
1:00 p.m.	Tournament resumes
5:00 p.m.	Tournament ends, award ceremony
6:00 p.m.	Students picked up by parents and driven home

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL CHEER UNITED SPIRIT ASSOCIATION SUMMER CAMP

Background

The United Spirit Association Summer Camp will be held on August 1-4, 2025, at the Westin Rancho Mirage, California. The Esperanza High School cheer team requests permission for thirty students, one chaperone, and two coaches to attend this event. Accommodations for the group are at the Westin in Rancho Mirage, California. Transportation will be provided by parent-driven vehicles. No school days will be missed.

Members of the cheer team, representing 9th – 12th grade, will learn new material, bond as a team, learn safety precautions, and become AACCA safety certified. This safety certification is a requirement to be allowed to compete at both the regional and national levels. They will also have the opportunity to watch, interact with, and learn from other cheer programs and the United Spirit Association staff.

Financial Impact

No cost to the District

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Loan Sriruksa, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
UNITED SPIRIT ASSOCIATION SUMMER CAMP
Rancho Mirage, California
August 1-4, 2025

Itinerary

Friday, August 1

8:30 a.m.	Students meet at Esperanza High School to meet with the coaches and advisor/chaperone to review policies, behavioral expectations, and Esperanza High School's code of conduct
8:45 a.m.	Depart Esperanza High School by parent-driven vehicles
10:00 a.m.	Lunch
12:00 p.m.	Arrive and check into hotel
1:00 p.m.	Camp instruction begins
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction resumes
8:30 p.m.	In rooms
10:00 p.m.	Lights out

Saturday, August 2

7:15 a.m.	Breakfast
8:30 a.m.	Camp instruction
11:30 a.m.	Lunch
1:00 p.m.	Camp instruction resumes
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction resumes
9:00 p.m.	In rooms
10:00 p.m.	Lights out

Sunday, August 3

7:15 a.m.	Breakfast
8:30 a.m.	Camp instruction
11:30 a.m.	Lunch
1:00 p.m.	Camp instruction resumes
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction resumes
9:00 p.m.	In rooms
10:00 p.m.	Lights out

Monday, August 4

7:15 a.m.	Breakfast
8:30 a.m.	Camp review
10:00 a.m.	Camp show
12:00 p.m.	Check out of rooms
12:30 p.m.	Lunch
1:00 p.m.	Depart for Esperanza High School by parent-driven vehicles
4:00 p.m.	Arrive at Esperanza High School, students picked up by parents and driven home

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL BOYS AND GIRLS CROSS COUNTRY SUMMER TRAINING CAMP

Background

The Esperanza High School boys and girls cross country team requests permission to participate in an annual Mammoth Running Camp held on August 4-8, 2025 in Mammoth Lakes, CA. The group will consist of up to fourteen student athletes, two teacher/coaches, and two assistant coaches. Transportation will be provided by coach-driven and parent-driven vehicles to and from Mammoth. Accommodations will be at the Mammoth Creek condos. Students will miss no school days.

This trip will provide student-athletes with the opportunity to train and develop at a high-altitude training camp, fostering team bonding.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Loan Sriruksa, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
RUNNING CAMP FOR BOYS/GIRLS CROSS COUNTRY
Mammoth Lakes, California
August 4 - August 8, 2025

Itinerary

Monday, August 4

7:00 a.m.	Call time at Esperanza HS. Meet with coaches, students and chaperones to review policies, behavioral expectations and school's code of conduct
7:15 a.m.	Depart Esperanza for Mammoth Lakes, California in coach-driven and parent-driven vehicles
2:15 p.m.	Arrive in Mammoth and have lunch
3:00 p.m.	Check in/register at Mammoth Creek Condos, Mammoth Lakes, California
4:00 p.m.	Practice run
6:00 p.m.	Dinner
8:00 p.m.	Supervised team activity
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Tuesday, August 5

7:00 a.m.	Wake up call, practice run
9:00 a.m.	Breakfast
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch
1:00 p.m.	Supervised team activity outing
5:00 p.m.	Dinner
6:00 p.m.	Supervised team activity
9:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Wednesday, August 6

7:00 a.m.	Practice run
9:00 a.m.	Breakfast
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch
1:00 p.m.	Supervised team activity outing
5:00 p.m.	Dinner
6:00 p.m.	Supervised team activity
9:00 p.m.	Return to rooms

10:00 p.m. Room check, lights out

Thursday, August 7

7:00 a.m. Wake up call, practice run

9:00 a.m. Breakfast

10:00 a.m. Return to rooms, supervised team activity

12:00 p.m. Lunch

1:00 p.m. Supervised team activity outing

5:00 p.m. Dinner

6:00 p.m. Supervised team activity

9:00 p.m. Return to rooms

10:00 p.m. Room check, lights out

Friday, August 8

7:00 a.m. Practice run

9:00 a.m. Breakfast. Pack and clean

10:00 a.m. Leave for EHS

5:00 p.m. Return to EHS, parents pick up

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL DANCE TEAM CAMP

Background

The Esperanza High School dance team requests permission to participate in United Spirit Association Dance Camp on July 25-28, 2025 in Indian Wells, CA. Transportation will be provided by parent-driven vehicles. The group will consist of fourteen students and two teacher advisor/coaches. The group will be staying at Renaissance Esmeralda Hotel. No school days will be missed.

Esperanza High School dance team is a highly competitive dance team with state and national championship recognitions. Participation in this camp will allow the team an excellent opportunity for students to learn valuable technical and leadership skills that will be applied during each student's term as an Esperanza dance team member for the 2025-26 school year.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Loan Sriruksa, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
UNITED SPIRIT ASSOCIATION DANCE CAMP
Indian Wells, California
July 25 - 28, 2025

Itinerary

Friday, July 25

9:00 a.m.	Meet at Esperanza/Meet with dancers, chaperones, coaches/Review policies/behavioral expectations/school's code of conduct/Leave Esperanza High School/Parents driving students
10:00 a.m.	Arrive at Renaissance Esmeralda Hotel in Indian Wells / Check in
12:00 p.m.	Lunch
1:00 p.m.	Camp orientation and classes
6:00 p.m.	Dinner
7:00 p.m.	Routine evaluation and classes
10:00 p.m.	Lights out

Saturday, July 26

7:00 a.m.	Wake up/Breakfast
8:00 a.m.	Technique classes and specialty workshops
12:00 p.m.	Lunch
1:00 p.m. .	Technique classes and specialty workshops
5:00 p.m.	Dinner
6:00 p.m.	Team goal-setting and team-building workshops
10:00 p.m.	Lights out

Sunday, July 27

7:00 a.m.	Wake up/Breakfast
8:00 a.m.	Technique classes and specialty workshops
12:00 p.m.	Lunch
1:00 p.m.	Technique classes and specialty workshops
5:00 p.m.	Dinner
6:00 p.m.	Squad goal-setting and team-building workshops
10:00 p.m.	Lights out

Monday, July 28

7:00 a.m.	Wake up/Breakfast
8:00 a.m.	Showcase – exhibition of routines learned throughout camp
12:30 p.m.	Check out/Parents pick up their student and drive them home

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL GIRLS FLAG FOOTBALL TOURNAMENT

Background:
Esperanza High School requests approval for the Girls Flag Football Team to participate in the JSerra Flag Football Tournament held August 22–23, 2025, in San Juan Capistrano, California. The group will include up to 22 student-athletes, two coaches, and two assistant coaches. Transportation will be provided via coach-driven and parent-driven vehicles. Lodging accommodations will be at the Residence Inn in San Juan Capistrano. The trip does not require students to miss any school days.

Participation in this tournament will provide valuable preseason competition against high-caliber opponents and support team building and cohesion in preparation for the upcoming season.

Financial Impact:
No cost to the district

Administrator:
Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Loan Sriruksa, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
WOMEN'S FLAG FOOTBALL TOURNAMENT
San Juan Capistrano, California
August 22 - August 23, 2025

Itinerary

Friday, August 22

7:00 a.m.	Call time at Esperanza HS. Meet with coaches, students and chaperones to review policies, behavioral expectations and school's code of conduct
7:15 a.m.	Depart Esperanza for San Juan Capistrano, California in coach-driven and parent-driven vehicles
8:15 p.m.	Arrive at Tournament
12:00 p.m.	Lunch provided at Tournament
4:00 p.m.	Check in to hotel
6:00 p.m.	Dinner
8:00 p.m.	Supervised team activity
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Saturday, August 23

7:00 a.m.	Wake up call
9:00 a.m.	Breakfast
10:00 a.m.	Return to rooms pack up bags
12:00 p.m.	Return to tournament
3:00 p.m.	Tournament ends
4:00 p.m.	Dinner
6:00 p.m.	Return to school
7:00 p.m.	Arrive at School

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP FOR VALENCIA HIGH SCHOOL CHEER CAMP

Background

The Valencia High School Cheer Team is requesting permission to participate in the USA Spirit Camp to be held in the Valencia High School old gym on August 4-6, 2025. Student athletes will spend one night, Tuesday, August 5, 2025, on campus. The group will consist of twenty-six cheerleaders**,** one certificated teacher/advisor and two district-approved walk-on coaches. Transportation is provided to and from the location by parent-driven vehicles. Zero school days will be missed.

The opportunity to spend the night on campus provides a team bonding experience that can usually only take place during “sleep away” camps which come at a much greater cost to families than “stay at home” camps.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Chris Herzfeld, Principal, Valencia High School

VALENCIA HIGH SCHOOL
USA SPIRIT CAMP AT VALENCIA HIGH SCHOOL
Placentia, California
August 4-6, 2025

Itinerary

Monday, August 4

12:30 p.m.	Check in at Valencia High School, review policies, behavioral expectations and the school's code of conduct
1:00 p.m.	Instruction
4:00 p.m.	Snack break
4:30 p.m.	Instruction
6:30 p.m.	Cheerleaders dismissed to return home with parents/guardians

Tuesday, August 5

9:00 a.m.	Check in
9:15 a.m.	Instruction
12:00 p.m.	Lunch break on campus provided by parent volunteers
1:00 p.m.	Instruction
4:30 p.m.	Team bonding activities
6:00 p.m.	Dinner on campus provided by parent volunteers
7:00 p.m.	Movie and popcorn
9:00 p.m.	Team bonding Activities, dessert
10:00 p.m.	Prepare for bedtime in gym
10:30 p.m.	Roll call, lights out

Wednesday, August 6

7:00 a.m.	Wake up
7:15 a.m.	Hair and makeup
8:00 a.m.	Breakfast on campus provided by parent volunteers
9:00 a.m.	Check in
9:15 a.m.	Instruction
12:00 p.m.	Lunch break on campus provided by parent volunteers
1:00 p.m.	Instruction
4:30 p.m.	Conclusion and final dismissal

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: VALENCIA HIGH SCHOOL BOYS AND GIRLS CROSS COUNTRY BIG BEAR RUNNING CAMP

Background

The 24th Annual Big Bear Running Camp will be held on August 6-9, 2025 in Big Bear, California. Thirty student athletes, one certificated head coach, and four additional certificated coaches from Valencia High School Cross Country are requesting permission to attend this event. Accommodations will be at Snow Summit Resort in Big Bear. Transportation is provided by coach-driven and parent-driven vehicles. No school days will be missed.

This camp will allow students to train at a high altitude on the challenging terrain of Big Bear. It is an opportunity to bond as a team and learn independence, as students will prepare much of their food and clean up after themselves.

Financial Impact

No cost to the district.

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Chris Herzfeld, Principal, Valencia High School

VALENCIA HIGH SCHOOL
BIG BEAR RUNNING CAMP FOR BOYS AND GIRLS CROSS COUNTRY
Big Bear, California
August 6-9, 2025

Itinerary

Wednesday, August 6

9:30 a.m.	Arrive at Valencia High School, meet with coaches, chaperones, student athletes to review policies, behavioral expectations, and school's code of conduct
10:00 a.m.	Depart Valencia High School for Big Bear in coach-driven and parent-driven vehicles
12:15 p.m.	Arrive in Big Bear
12:30 p.m.	Lunch
1:30 p.m.	Check in/register, settle in and chaperon free time in townhomes
4:00 p.m.	Practice run
6:00 p.m.	Dinner
8:00 p.m.	Supervised team activity, return to rooms
10:00 p.m.	Room check, lights out

Thursday, August 7

7:00 a.m.	Wake up call, practice run
9:00 a.m.	Breakfast
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch
2:00 p.m.	Supervised team outing activity
6:00 p.m.	Dinner
7:30 p.m.	Supervised team activity
9:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Friday, August 8

7:00 a.m.	Wake up call, practice run
9:00 a.m.	Breakfast
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch
2:00 p.m.	Supervised team outing activity
6:00 p.m.	Dinner
7:30 p.m.	Supervised team activity
9:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Saturday, August 9

7:00 a.m.	Practice Run
9:00 a.m.	Breakfast, check out
11:00 a.m.	Depart Big Bear for Valencia in coach-driven and parent-driven vehicles
1:00 p.m.	Arrive at Valencia, students picked up by parents and transported home

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: YORBA LINDA HIGH SCHOOL GIRLS VOLLEYBALL TOURNAMENT OF CHAMPIONS

Background

Santa Barbara High School Tournament of Champions will be held in Santa Barbara, California, on September 25 - 27, 2025. The Yorba Linda High School girls volleyball team requests permission for one varsity coach, two parents, and eighteen athletes to take the train to Santa Barbara and rent a van in Santa Barbara to provide transportation to and from the hotel. The athletes will drive home with their parents after the tournament. The team will stay at the Hilton Santa Barbara Beachfront Resort in Santa Barbara, CA. One day of school will be missed.

This tournament in Santa Barbara offers an excellent opportunity to seek out high-level competition for Yorba Linda High School girl's volleyball athletes. Volleyball teams from Southern and Central California will participate in this tournament.

Financial Impact

No Cost to District

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Dr. Bird Potter, Principal, Yorba Linda High School

YORBA LINDA HIGH SCHOOL
SANTA BARBARA HS GIRLS VOLLEYBALL TOURNAMENT OF CHAMPIONS
Santa Barbara, California
September 25-27, 2025

Itinerary

Thursday, September 25

12:30 p.m.	Arrive at Yorba Linda High School meet with advisors, chaperones, and students to review policies, behavioral expectations, and school's code of conduct
12:45 p.m.	Advisors, chaperones and students depart for Fullerton Train Station
2:18 p.m.	Athletes, coaches, and chaperones, depart Fullerton Train Station
5:46 p.m.	Athletes arrive in Santa Barbara, CA
7:00 p.m.	Team dinner
9:00 p.m.	Team meeting
10:00 p.m.	Lights out

Friday, September 26

8:00 a.m.	Wake up
9:00 a.m.	Breakfast
9:30 a.m.	Leave for Santa Barbara High School
10:00 a.m.	Arrive at SBHS - warmup and begin tournament
6:00 p.m.	Team dinner
8:00 p.m.	Team meeting
10:00 p.m.	Lights out

Saturday, September 27

8:00 a.m.	Wake up
9:00 a.m.	Breakfast
9:30 a.m.	Leave for Santa Barbara High School
10:00 a.m.	Arrive at SBHS - warmup and continue tournament
6:00 p.m.	Team departs SBHS and drives back to Yorba Linda HS

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL-SPONSORED EXTENDED FIELD TRIP: YORBA LINDA HIGH SCHOOL CROSS COUNTRY ANNUAL OVERNIGHT RETREAT

Background

The Yorba Linda High School Cross Country Annual Team Retreat will be held on August 16-21, 2025, in Big Bear Lake, California. The Yorba Linda High School Girls and Boys Country team requests permission for eighteen students, seven chaperones, and one certificated teacher/coach to attend this event. Accommodations for the group will be at 241 and 244 Orion Way, Big Bear Lake 92315, rented through Airbnb. The girls' and boys' teams will be in separate cabins. The group will travel by parent-driven vehicles. Zero school days will be missed.

This retreat is an opportunity to build relationships and bond as a team to prepare for the upcoming season.

Financial Impact

No cost to the district

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Dr. Taylor Holloway, Assistant Director, Athletics
Bird Potter, Principal, Yorba Linda High School

YORBA LINDA HIGH SCHOOL
CROSS COUNTRY TEAM ANNUAL TEAM RETREAT
Big Bear Lake, California
August 16-21, 2025

Itinerary

Saturday, August 16

9:30 a.m.	Meet at Yorba Linda High School Meet with advisors, chaperones, students to review policies behavioral expectations, and the school's code of conduct.
10:00 a.m.	Leave Yorba Linda High School/Parents driving students to camp at Big Bear Lake, California
12 p.m.	Arrive at cabins in Big Bear Lake/Check in teams to separate cabins at 241 and 244 Orion Way, Big Bear Lake 92315
1:00 p.m.	Lunch
2 p.m.	Separate team meetings with coaches
3 - 5 p.m.	Four-mile run
5 - 7 p.m.	Dinner at cabins
7 - 9 p.m.	Team supervised activity
9 - 10 p.m.	Return to rooms
10 p.m.	Lights out

Sunday, August 17

6:30 a.m.	Wake-up call
7 - 9 a.m.	Teams assemble for six/eight-mile run
9 - 10 a.m.	Breakfast
10 a.m. - 12:00 p.m.	Team meeting/Team bonding/goal setting activities
12 - 1 p.m.	Lunch
1 - 3 p.m.	Supervised group activities/rest period in room
3 - 5 p.m.	Teams assemble for three/six-mile run
5 - 6:30 p.m.	Dinner at cabins
6:30 - 9:30 p.m.	Supervised movie night at cabins
9:30 p.m.	Return to rooms
10 p.m.	Lights out

Monday, August 18

6:30 a.m.	Wake-up call
7 - 9 a.m.	Teams assemble for six/eight-mile run
9 - 10 a.m.	Breakfast
10 a.m. - 12:00 p.m.	Team meeting/Team bonding/goal setting activities
12 - 1 p.m.	Lunch
1 - 3 p.m.	Supervised group activities/rest period in room
3 - 5 p.m.	Teams assemble for three/six-mile run
5 - 6:30 p.m.	Dinner at cabins
6:30 - 9:30 p.m.	Supervised movie night at cabins

9:30 p.m.	Return to rooms
10 p.m.	Lights out

Tuesday, August 19

6:30 a.m.	Wake-up call
7 - 9 a.m.	Teams assemble for six/eight-mile run
9 - 10 a.m.	Breakfast
10 a.m. - 12:00 p.m.	Team meeting/Team bonding/goal setting activities
12 - 1 p.m.	Lunch
1 - 3 p.m.	Supervised group activities/rest period in room
3 - 5 p.m.	Teams assemble for three/six-mile run
5 - 6:30 p.m.	Dinner at cabins
6:30 - 9:30 p.m.	Supervised movie night at cabins
9:30 p.m.	Return to rooms
10 p.m.	Lights out

Wednesday, August 20

6:30 a.m.	Wake-up call
7 - 9 a.m.	Teams assemble for six/eight-mile run
9 - 10 a.m.	Breakfast
10 a.m. - 12:00 p.m.	Team meeting/Team bonding/goal setting activities
12 - 1 p.m.	Lunch
1 - 3 p.m.	Supervised group activities/rest period in room
3 - 5 p.m.	Teams assemble for three/six-mile run
5 - 6:30 p.m.	Dinner at cabins
6:30 - 9:30 p.m.	Supervised movie night at cabins
9:30 p.m.	Return to rooms
10 p.m.	Lights out

Thursday, August 21

6:30 a.m.	Wake-up call
7:00 a.m.	Athletes assemble to run six-eight miles
8:30 a.m.	Breakfast, followed by cabin cleanup
10:00 a.m.	Depart Big Bear for YLHS
12:00 p.m.	Arrive at YLHS

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ACCEPT GIFTS FROM DISTRICT COMMUNITY MEMBERS AND GROUPS

Background

The district's community members and groups donate gifts to various schools to help provide materials, supplies, and an array of enrichment opportunities to expand their educational experience. Gifts must be listed and accepted by the Board to be in compliance with Education Code Section 41032. The Superintendent will send letters of appreciation to donors on behalf of the Board of Education.

The district's community members and groups have donated the following monetary gifts to the following sites:

- Bryant Ranch Elementary School: Bryant Ranch PTA donated one (1) check for $18,824.90 for outdoor science camp and buses for field trips.
- Fairmont Elementary School: Fairmont PTA donated one (1) check for $1,610 for assemblies.
- Glenknoll Elementary School: Glenknoll PTA donated three (3) checks for $12,108.97 for buses, outdoor science camp, and teacher stipends for camp.
- Golden Elementary School: Golden PTA donated one (1) check for $1,307 for buses.
- Rose Drive Elementary School: Rose Drive PTA donated one (1) check for $2,762 for buses.
- Ruby Drive Elementary School: Ruby Drive PTA donated one (1) check for $2,949 for outdoor science camp.
- Sierra Vista Elementary School: Sierra Vista PTA donated two (2) checks for $7,173.01 for buses and a new MPR curtain.
- Travis Ranch School: Travis Ranch PTA donated one (1) check for $30,291 for outdoor science camp and field trips.
- Valencia High School: Steve Banta donated a new air conditioner for the Tiger Cube classroom.
- Van Buren Elementary School: Blackbaud Giving Fund donated one (1) check for $206 for PBIS items.
- Wagner Elementary School: America's Charities donated one (1) check for $50 for supplies.
- Wagner Elementary School: Wagner PTA donated eight (8) checks for $43,380.92 for outdoor science camp, buses, theater rental, materials, field trips and assemblies.
- Woodsboro Elementary School: Woodsboro PTA donated three (3) checks for $7,571.96 for field trips and assemblies.
- Yorba Linda High School: The Dai Family donated one (1) check for $3,000 for educational materials.
- Yorba Linda Middle School: APLE donated one (1) check for $1,000 for the Unified School Dance.

Financial Impact

Total gift income to be placed in the appropriate school site/division accounts: $132,184.76
Total gift income to date for the 2024-25 school year: $627,188.18

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Shawn Belmont, Administrative Secretary, Educational Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

ACCEPT GRANTS FROM DISTRICT COMMUNITY GROUPS AND ORGANIZATIONS

Background

The district's community groups and organizations award grants to various schools to help provide materials, supplies, and an array of enrichment opportunities to expand their educational experience. In accordance with Board Policy 3280 - Gifts, Grants, and Bequests, the Board of Education may accept on behalf of and for the school district any bequest or gift of money or property for a purpose deemed by the governing board to be suitable and to utilize such money or property so designated.

The district's community groups have awarded the following grant to the following site:

- George Key School: Placentia Community Foundation Grant of one (1) check for $1,000 for school supplies for Venture Academy.

Financial Impact

Income to the District: $1,000

Administrator

Dr. Olivia Yaung, Assistant Superintendent, Educational Services
Shawn Belmont, Administrative Secretary, Educational Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH BEHAVIORAL EMOTIONAL & ACADEMIC MENTORING, LLC (BEAM)

Background

According to the requirements of 34 Code of Federal Regulations (CFR) § 300.502, a student with a disability has the right to obtain an Independent Education Evaluation (IEE) at the public's expense if the parent disagrees with an evaluation obtained by the public agency. The LEA has the option to either fund the IEE or file a due process hearing against the family. In this case, the IEE is being funded due to some compliance portions of the assessment.

Behavioral Emotional & Academic Mentoring, LLC (BEAM) is a provider of psychological-educational, speech/language, and OT assessments and/or services for special education students.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $18,500

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 18th day of June, 2025, by and between Behavioral Emotional & Academic Mentoring LLC (BEAM), hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   to provide assessment and/or services for special education students.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1/2025, and will diligently perform as required and complete performance by, 6/30/2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $18,500 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Behavioral Emotional & Academic Mentoring LLC (BEAM)
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH SUSAN HOLLAR DBA HOLLAR SPEECH AND LANGUAGE SERVICES

Background

According to the requirements of 34 Code of Federal Regulations (CFR) § 300.502, a student with a disability has the right to obtain an Independent Education Evaluation (IEE) at the public's expense if the parent disagrees with an evaluation obtained by the public agency. The LEA has the option to either fund the IEE or file a due process hearing against the family. In this case, the IEE is being funded due to some compliance portions of the assessment.

Susan Hollar is an independent provider of speech and language assessments and/or services for special education students.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $3,200

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 1st day of July, 2025, by and between Susan Hollar dba Hollar Speech and Language Services, hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   to provide assessments and/or services for special education students

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1/2025, and will diligently perform as required and complete performance by, 6/30/2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ 3,200 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Susan Hollar dba Hollar Speech and Language Services
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH GALLARDO SPEECH PATHOLOGY, INC.

Background

According to the requirements of 34 Code of Federal Regulations (CFR) § 300.502, a student with a disability has the right to obtain an Independent Education Evaluation (IEE) at the public's expense if the parent disagrees with an evaluation obtained by the public agency. The LEA has the option to either fund the IEE or file a due process hearing against the family. In this case, the IEE is being funded due to some compliance portions of the assessment.

Gallardo Speech Pathology is a provider of functional behavior assessments (FBA) and/or services for special education students.

This agreement will be effective July 1, 2025 - June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $4,500

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 18th day of June, 2025, by and between Elizabeth Gallardo dba Gallardo Speech Pathology, Inc, hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   To provide speech and language assessment services for special education students.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , July 1, 2025, and will diligently perform as required and complete performance by, June 30, 2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ 4,500 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: _____
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Gary Stine
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH KAREN NATOCI

Background

This is a provider of virtual training services for special education SLPs and teachers. This provider supports the specialized curriculum and instruction, as well as communication interventions for the Readtopia Reading Program that is provided to our students with the most significant needs.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $3,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 18th day of June, 2025, by and between Karen Natoci, hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   To provide virtual training services for special education speech and language pathologists.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1/2025, and will diligently perform as required and complete performance by, 6/30/2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ 3,000 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Karen Natoci
Is individual retired from Cal STRS: Yes____ No X
from CalPERS: Yes____ No X If yes, date retired:_____

Signature: Karen Natoci
Phone #: 971-313-4752
Fax #:
Date: 6/2/2025
Social Security/Tax ID on file

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:
Approved by Board: _____ (Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials**____.

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH SCENARIO LEARNING, LLC DBA VECTOR SOLUTIONS

Background

Scenario Learning, LLC dba Vector Solutions, a subsidiary of Keenan Safe Schools, specializes in online training for special education staff. The training modules we will access will play a crucial role in onboarding our special education assistants, equipping them with essential knowledge for their first classroom experiences. Additionally, these resources can be utilized across our entire special education department, enhancing our capacity to offer immediate professional development for all special education teachers and assistants. This comprehensive approach ensures our staff is well-prepared and continuously supported in their roles.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $7,500

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 1st day of July, 2025, by and between Scenario Learning, LLC dba Vector Solutions, hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   To provide online training materials for special education staff governed by license terms and conditions found at www.vectorsolutions.com/master-software-as-a-service-agreement/(Master Services Agreement).

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1 /2025, and will diligently perform as required and complete performance by, 6/30/2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ 7,500 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Scenario Learning, LLC dba Vector Solutions
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: _____ Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials N/A.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials N/A.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials N/A.

   ~~The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.~~

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials** N/A.

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

AMENDMENT TO PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (PYLUSD)

INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT (ICA)

This amendment one (1), dated as of 7/1/2025 (the "Effective Date") is entered by and between Placentia-Yorba Linda Unified School District and Scenario Learning, LLC (each, a "Party" and collectively, the "Parties") pursuant to the following:

Amendment 1

- Consultant provides annual subscriptions to its services that are invoiced at the beginning of each contract year. Notwithstanding any provision to the contrary, the Parties acknowledge and agree that Consultant's invoices are due upon receipt and non-refundable when paid unless the Agreement is terminated as a result of the Consultant's material breach.
- The term "sole negligence" in Paragraph 6 of the ICA is changed to "negligence". Additionally, the Parties agree that the defense and indemnification requirements contained in Paragraph 6 shall be subject to and limited by the amounts contained in the limitation of liability provisions in the Master Service Agreement.

IN WITNESS WHEREOF, THE Parties have executed this Amendment as of the Effective Date.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

By:_____Don Rosales

Purchasing Director

SCENARIO LEARNING, LLC dba VECTOR SOLUTIONS

By: _____

Name and Title_____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INDEPENDENT CONTRACTOR AGREEMENT WITH JERRY L. TURNER DBA INDIVIDUALIZED EDUCATIONAL PSYCHOLOGY, INC

Background

According to the requirements of 34 Code of Federal Regulations (CFR) § 300.502, a student with a disability has the right to obtain an Independent Education Evaluation (IEE) at the public's expense if the parent disagrees with an evaluation obtained by the public agency. The LEA has the option to either fund the IEE or file a due process hearing against the family. In this case, the IEE is being funded due to some compliance portions of the assessment.

Jerry L. Turner dba Individualized Education Psychology, Inc. is a provider of psychological educational assessment and/or services for special education students.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $11,800

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 18th day of June, 2025, by and between Jerry L. Turner dba Individualized Educational Psychology, Inc., hereinafter referred to as "Consultant," and the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and
WHEREAS, Consultant is specially trained, experienced, and competent to provide the special services and advice required; and
WHEREAS, such services are needed on a limited basis;
NOW, THEREFORE, the parties hereto agree as follows:

1. **SERVICES TO BE PROVIDED BY CONSULTANT/CONTRACTOR:** (Use attachment if more room needed)
   To provide psycho-educational assessments and/or services for special education students.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1/2025, and will diligently perform as required and complete performance by, 6/30/2026. The Consultant/Contractor will perform said services as an independent Consultant/Contractor and not as an employee of the District. Consultant/Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant/Contractor upon request such information as is reasonably necessary to the performance of this **AGREEMENT**.

4. The District shall pay the Consultant/Contractor the total amount of $ 11,800 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: Jerry L. Turner dba Individualized Educational Psychology, Inc.
Is individual retired from Cal STRS: Yes____ No____
from CalPERS: Yes____ No____ If yes, date retired:_____

Signature:_____
Phone #: _____
Fax #:_____
Date: _____
Social Security/Tax ID_____

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH AMERGIS HEALTHCARE STAFFING, INC. DBA AMERGIS EDUCATIONAL STAFFING

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

Amergis Educational Staffing is a non-public agency (NPA) that provides staffing support to school districts facing immediate needs, such as long-term vacancies, maternity or medical leaves, and hard-to-fill positions. Additionally, Educational Specialists may be utilized to help manage caseloads that exceed the state-mandated limit of 28 students per specialist. In California, roles like special education instructional aides, educational specialists and speech-language pathologists (SLPs) are particularly challenging to fill. While the district has made progress in recruiting and hiring, shortages in these areas remain, which, if not filled, will impact our ability to provide services required in a student's IEP.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $400,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing
7223 Lee Deforest Dr
Columbia, MD 21046

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing**	LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Amergis Healthcare Staffing, Inc dba Amergis Educational Staffing (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

amergis EDUCATIONAL STAFFING

Staffing ATTACHMENT A
AMERGIS HEALTHCARE STAFFING, INC.
STAFFING RATES FOR
PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

Effective July 1, 2025 – June 30, 2026

Positions	Rate $ (per hour)
LVN	$62.10/hour
RN	$75.00/hour
Credentialed RN	$94.10/hour
C.N.A./Health Aide/MA	$37.64/hour
Health Tech	$42.00/hour
In Person Contact Tracer	$40.00/hour
Remote Contact Tracer	$35.00/hour
EMT/Paramedic	$45.00/hour
Clerical/Administrative Assistant	$45.00/hour
Custodian	$38.00/hour
Dietary Aide	$38.00/hour
BCBA	$117.30/hour
OT/PT	$104.55/hour
SLP	$119.56/hour
SLPA/COTA	$71.40/hour
School Psychologist	$104.55/hour
Audiologist	$120.00/hour
School Counselor	$66.30/hour
LCSW	$83.64/hour
LMFT	$86.40/hour
ACSW/AMFT/Social Worker	$71.40/hour
SPED Teacher – M/M, M/S	$84.69/hour
SPED Teacher - Early Childhood	$84.69/hour
APE Teacher	$71.40/hour
VI Teacher/DHH Teacher	$80.00/hour
Para Educator/Instructional Aide	$36.90/hour
Behavioral Aide/Behavioral Tech	$51.25/hour
ASL Behavioral Tech	$58.10/hour
ASL/Bilingual Instructional Aide/Para	$44.50/hour
RBT	$55.00/hour
Language Interpreter	$70.00/hour
General Education	$73.00/hour
Language Interpreter	$70.00/hour
Early Childhood Instructional Aide (6 units)	$40.00/hour
Early Childhood Instructional Aide (12 units)	$50.00/hour
Preschool Lead Teacher – Permitted	$55.00/hour
Athletic Trainer	$62.00/hour

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH CONGRUENT LIVES, INC.

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

Congruent Lives, Inc. provides support services for the needs of school-aged youth and their families. The goal is to increase academic performance, reduce truancy, and promote healthy relationships in order to support the students' access to the educational environment.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $100,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Congruent Lives, Inc.
451 W Lambert Rd., #212
Brea, CA 92821

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Congruent Lives, Inc.** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Congruent Lives, Inc.**		LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency		
By:	By:	
Signature Date		Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative		Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Congruent Lives, Inc. (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

Fee Schedule

IEP Wraparound Services Per Student
School Year 2025-2026

Activity	Included	Fee Per Hour
Attend all IEP meetings	Included	$200
Contact and Conduct Intakes and Assessment(s) ➢Quarterly Statistics	Included	$200
Provide Tier Relevant Services ➢Individual ➢Family ➢Parent Partner	Included	$200
Case Management Services ➢Connect to Community Resources as needed ➢Follow-up on services while on IEP Roster	Included	$200
Administrative Support Services ➢Attend all requested meetings as requested (School Psychologist, Teachers, Staff, Psychiatrist, Physician, etc) ➢Student advocacy ➢Weekly Updates to school ➢Daily correspondences when needed	Included	$200

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH CREATIVE BEHAVIOR INTERVENTIONS, INC., APPC

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

Creative Behavior Interventions, Inc., APPC, provides intensive behavioral support to students who have extreme behaviors that interfere with their access to the educational setting. They provide educational services such as communication, behavior, and social skills, IEP development and goal writing, parent education and support, and home/hospital services/instruction.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $50,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Creative Behavior Interventions, Inc., APPC
3002 Dow Avenue, #122
Tustin, CA 92780

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Creative Behavior Interventions, Inc., APPC** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Creative Behavior Interventions, Inc., APPC**	LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Creative Behavior Interventions, Inc., APPC (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

Service	Location	Category	Basis	2024-2025	2025-2026
BID (Supervision)		Individual	Individual	120.00	120.00
Behavior Intervention		Individual		65.00	65.00
Behavior Services - Assessments		Individual		4000.00	4000.00

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH UNITED BEHAVIOR CONSULTANTS

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

United Behavior Consultants is an NPA provider that specializes in the treatment of developmental disabilities and autism. They provide applied behavior analysis (ABA) support to families, community outreach, and school behavioral and supervision support for students with intensive behavioral needs.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $20,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
United Behavior Consultants
826 Joann St
Costa Mesa, CA 92627

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **United Behavior Consultants** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the 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.

<u>After forty-five (45) business days</u>: 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.

<u>After sixty (60) business days</u>: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **United Behavior Consultants**		LEA,
Nonpublic School/Agency		
By:		By:
Signature Date		Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative		Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
United Behavior Consultants (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

The following are the approved rates:

	2025-2026
Behavior Interventionist 1:1	$57.00/hour
BCBA- Design/Planning	$124.00/hour
Direct Support- BCBA	$72.00/hour
Supervision BCBA	$124.00/hour

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH VILLAGES OF CALIFORNIA, INC.

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

Villages of California, Inc. provides wraparound services in intensive community-based treatment in order to support a student's access to the educational setting. They address mental health needs and behavioral challenges.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $55,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Villages of California, Inc.
805 La Veta Ave., #205
Orange, CA 92868

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July_, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Villages of California, Inc.** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Villages of California, Inc.**		LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency		
By:	By:	
Signature Date		Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative		Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Villages of California, Inc. (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

Villages of California

Intensive Community-Based Treatment

Our intensive service model is aimed at preventing higher level placements and/or facilitating a step-down transition to a lower level of care, including movement between educational settings. ICBT teams target the needs of students and families, focusing on addressing mental health needs and behavioral challenges while connecting students to their communities and schools. The development of these connections amplify a family's resources to sustain progress and stability long after the service ends.

Length of Service

- 30-day assessment, followed by:
- 3-12 Months of intensive treatment (or as recommended by the student's school team)
- Ranges from 4-7 Hours Per Week

Team Members

- LCSW or ASW with LCSW co-signature or LMFT or AMFT with LMFT co-signature
- Bachelor or Master's Level Peer Counselor
- Master's Level Parent Counselor
- Licensed Clinical Director

Service Example

- Individual Counseling/Psychological Services: 60-120 min/week
- Parent Counseling & Training: 60-120 min/week
- Behavioral Intervention (Peer Counselor) 120-460 min/week
- Social Work Services: 60-120 min/week, consultation with family, school and relat service providers
- Monthly (minimum) team meeting and consultation
- Crisis Response
- Access to 24/7 Crisis Response

ICBT Service Intensity Options

- Moderate Intensity: 4-5 Direct Care Hours Per Week $3,600
- Higher Intensity: 6-7 Direct Care Hours Per Week $4,500

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT RESIDENTIAL TREATMENT CENTER (RTC) AGREEMENT WITH YOUTH CARE OF UTAH, INC.

Background

Residential treatment centers (RTCs) are certified centers to provide special education services and intensive therapy to students based on their Individualized Education Plan (IEP). These centers provide an environment and a level of services for students who require more intensive support than the school district can provide.

Youth Care of Utah, Inc. is a residential treatment program for adolescents or teens with a wide range of mental health issues. They provide a structured behavioral and therapeutic setting that focuses on school performance, appropriate social interactions, development of skills to address emotional challenges and building positive relationships. The goal of the setting is to address a student's intensive needs and return them back to their family and community as soon as possible.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted special education funds NTE: $250,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
Youth Care of Utah, Inc.
12595 Minuteman Drive
Draper, UT 84020

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Youth Care of Utah, Inc.** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code

of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to

themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. **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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the 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.

<u>After forty-five (45) business days</u>: 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.

<u>After sixty (60) business days</u>: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **Youth Care of Utah, Inc.**		LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency		
By:	By:	
Signature Date		Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative		Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address		
City	State	Zip
Phone	Fax	
Email		

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
Youth Care of Utah, Inc. (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____

Youth Care of Utah **2025-2026 Rates**
12595 S. Minuteman Drive
Draper, UT 84020
800-786-4924

Basic Education

Based on School Days	$150.00 per diem

Related Services

Room, Board, and Supervision	$388.00 per day
Mental Health Services	$262.00 per day

Inclusions

Behavior Intervention Development and Modification
Behavior Intervention Implementation of Behavior Modification I
Counseling & Guidance Services
Health & Nursing Services
Parent Counseling & Training
Social Worker Services

Ancillary Services

Speech & Language

- Evaluation $1,200.00
- 1 hour individual or small group sessions $220.00

**Any additional attendance at IEP-related meetings beyond 3 hours or

Occupational Therapy

- 30 minute individual or small group session $110.00

**Any additional attendance at IEP-related meetings beyond 3 hours or

Music Therapy	$225.00 per hour
1:1 Intervention	$40.00 per hour

_____

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH THE SPEECH PATHOLOGY GROUP, PC DBA SPG THERAPY & EDUCATION

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

The Speech Pathology Group, PC dba SPG Therapy & Education, is a provider of speech and language pathologists and instructional aides for mild/moderate and moderate/severe students.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $150,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
SPG Therapy & Education, PC dba SPG Therapy & Education
2021 Ygnacio Valley Rd., #C-103
Walnut Creek, CA 94598

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **SPG Therapy & Education, PC dba SPG Therapy & Education** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence

$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC
$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to the LEA, upon request, a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. This can be provided via e-mail to the SELPA Director of the LEA. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with the LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042, Government Code section 1090 et

seq., including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the

property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in

Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree

otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized

assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of

providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be

expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be

documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and

LEA student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as

a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. 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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et

seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the

effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the 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.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school

attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for

days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR,	LEA,
SPG Therapy & Education, PC dba SPG Therapy & Education	**Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date
	Don Rosales, Director, Purchasing
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
SPG Therapy & Education, PC dba SPG Therapy & Education (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

SPG Therapy & Education

2025-2026 Placentia Yorba-Linda Rates

Service Type	2025-2026 Rates	
Addendum A Services - Speech:		
Language and Speech	$113.00	per hour
Language and Speech Assessment	$138.53	per hour
Language and Speech Specialty (AAC, AT, D/HH, Bilingual)	$117.75	per hour (8 hr day)
	$138.53	per hour (7 hr or less)
Addendum B Services – Behavior:		
Behavior Intervention – BID (BCBA)	$137.70	per hour
Behavior Intervention – BII*	$85.73	per hour
Addendum C Services - Psych:		
School Psychologist	$158.92	per hour
Addendum D Services - OT:		
Occupational Therapy	$105.28	per hour (8 hr day)
	$119.69	per hour (7 hr or less)
Addendum E Services - PT:		
Physical Therapy	$105.28	per hour (8 hr day)
	$119.69	per hour (7 hr or less)
Addendum F Services – Mental Health (CG and PCT):		
CG and PCT	$113.06	per hour
Addendum G Services - Education:		
Education Technician/Mentor/Tuto	$92.59	per hour
Independent Educational Evaluations – All Disciplines	$202	per hour

Similar to District Employees, travel between sites during business hours is paid and included in the rate schedule above.
SPG utilizes a Professional Work Week. Daily hours may flex pending caseload/district requirements, ie. IEP meetings, parent conferenc
SPG staff will adhere to district staff calendar, including teacher work days and staff development days. SPG agrees to provide services v
Teletherapy rates as quoted above.

*Please contact contracts@spgtherapy.com for tiered discounts.

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH THE STEPPING STONES GROUP, LLC

Background

Non-public agencies (NPAs) are certified by the State of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

The Stepping Stones Group, LLC is a staffing company that provides speech and language pathologists (SLPs). In our district and throughout California, there has been a shortage of SLPs. While we have hired SLPs, we still experience a shortage due to pregnancy, illness, and high caseloads. This contract is being brought forward in order to provide services for students per their Individualized Education Plan (IEP) without undue delay.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $300,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2025-2026
The Stepping Stones Group LLC
99 S Almaden Blvd, #600
San Jose, CA 95113

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2025, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **The Stepping Stones Group LLC** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District 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 District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency 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. and within the professional scope of

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

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 California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE 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, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral 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, 2025 to June 30, 2026 (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 renegotiated prior to June 30, 2026 (Title 5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) 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. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is 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 all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of 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 the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA 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 LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA 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 LEA students.

Any and all changes to a LEA 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 LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA 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.

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. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

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, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, 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 of 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.

e. The term "license" means a valid nonexpired 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, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. 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(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; 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; a surrogate parent;, 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 Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency 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 LEA 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 "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract 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 in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide 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. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, 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:

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

$2,000,000 per occurrence

$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC
$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the 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.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall 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.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes 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 defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement 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 Agreement 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 based on any acts or omissions 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 determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR 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 determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. 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 unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA 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. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and 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 and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

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 shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to the LEA, upon request, a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. This can be provided via e-mail to the SELPA Director of the LEA. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with the LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042, Government Code section 1090 et

seq., including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the 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 race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the

property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency 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. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors 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 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 LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (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. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA 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 including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in

Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency 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, 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. Licensed Children's Institution (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 the 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 consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, 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 LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree

otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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 nonpublic agency.

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by 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 actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school 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 the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, 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 nonpublic agency 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 students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow 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.

LRE placement options shall be 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 and 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 recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized

assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of

providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually 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 such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall 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. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention 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 LEA student's face; (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 LEA student to verbal abuse, ridicule, or humiliation, or that can be

expected to cause excessive emotional trauma; (5) restrictive interventions which 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 LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

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. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. 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. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA 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 LEA 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. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

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 nonpublic school and/or by the nonpublic agency; 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).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be

documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a 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 the parent(s), the CONTRACTOR and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. 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.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA 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 considering 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 unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for 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/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

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 LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) 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 any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the 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).

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 support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also 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 assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA 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.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment 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 nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 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 LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and

LEA student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure 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 during the 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 parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, 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 nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "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 44 below.

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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.

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

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

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

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the 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 nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 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 all of 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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA 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, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service 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),3051, 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.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be 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; or (I) A license as

a professional clinical counselor issued by the Board of Behavioral Sciences. 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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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 CDE certified NPS 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 and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. 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, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. 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 nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the 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. The 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 an authorized LEA representative.

50. 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 nonpublic school or nonpublic agency 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et

seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA 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.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA 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 nonpublic school, 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 is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. 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. 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.

56. SEXUAL HARASSMENT/DISCRIMINATION

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.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the 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

58. 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 children 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 Procedure 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 LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, 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 the LEA during the

effective period of this Master 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 the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. 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 ISA 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 the nonpublic school/nonpublic agency 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 Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 Master 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 Master 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 the 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 months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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 LEA 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 LEA 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 or residence to another district, but fails to notify LEA with 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 LEA student. It is understood that no payments shall be made for any invoices that are not received by six 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 the 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 of 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 LEA student.

If the 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 the 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 the LEA's withholding payment, 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the 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.

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the 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 LEA students. Upon request, CONTRACTOR shall provide to the 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 LEA 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 thereafter.

61. 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The 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 seven (7) of this Agreement and as determined by LEA) substitute. The 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 LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The 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. The LEA shall not be responsible for payment of DIS or 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.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school

attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

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 seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. 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 the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. 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 implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for

days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks 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, social security numbers (last four digits unless otherwise required), 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 nonpublic school and/or agency 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 the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA 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 Education Code section 46000 et seq.

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 Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) 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) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the ___1st__ day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR, **The Stepping Stones Group LLC**	LEA,
Nonpublic School/Agency	
By:	By:
Signature Date	Signature Date **Don Rosales, Director, Purchasing**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
The Stepping Stones Group LLC (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

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

_____
_____

THE STEPPING STONES GROUP
Transforming Lives Together

Placentia-Yorba Linda Unified School District Sheet 25/26

Speech-Language Pathologist & Clinical Fellow	$115.00 per hour
Occupational Therapist & Physical Therapist	$114.43 per hour
Speech-Language Pathologist Assistant	$79.77 per hour
COTA & PTA	$72.02 per hour
School Psychologist PPS	$111.19 per hour
DIS Counselor & LMFT	$119.19 per hour
Social Worker	$90.65 per hour
APE Teacher	$84.98 per hour
VI Specialist	$103.88 per hour
Orientation and Mobility Specialist	$110.11 per hour
ASL Interpreter	$85.57 per hour
Special Education Teacher & Resource Specialist	$88.57 per hour
LVN	$69.42 per hour
RN	$77.80 per hour
Certified School Nurse	$112.75 per hour

*An additional overtime fee will be charged for all candidates that work over 8 hours in a day and/or 40 hours in a week. Ov charged at a rate of 1.5 times the individual's bill rate specified on the Candidate Rate Confirmation sheet.

**Mileage is to be reimbursed at the federal reimbursement rate.

Placentia Yorba Linda
2025/2026
Behavioral Rates

Board Certified Behavior Analyst	$104.55 per hour
ABA Behavior Specialist	$77.80 per hour
Registered Behavior Technician	$70.41 per hour
Behavior Technician	$56.38 per hour
Behavior Interventionist	$50.18 per hour
Paraprofessional	$39.52 per hour

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Gwen Redira
   Director, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8664
   gredira@pylusd.org

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   Maria Luna Madrigal
   Administrative Secretary, Student Support Services
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8609
   mluna@pylusd.org
   AND
   Dena Mavritsakis
   Account Technician II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

MEMORANDUM OF UNDERSTANDING BETWEEN THE NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (NOCROP) AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (PYLUSD)

Background

The purpose of this MOU is to enhance the WorkAbility Program between NOCROP and PYLUSD. NOCROP agrees to provide pre-employment skills, vocational training, and work-based learning opportunities for high school and adult transition students with Individual Education Plans (IEPs). The goal is to increase the number of students receiving services through NOCROP and participating in subsidized employment.

To achieve this, NOCROP will develop work-based learning experiences and collaborate with PYLUSD to identify and establish student job placements within various district departments as well as at community-based sites. These opportunities are designed to bridge the gap between classroom instruction and real-world employment, helping students gain meaningful, hands-on experience in the workforce.

This agreement will be effective July 1, 2025-June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $20,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

MEMORANDUM OF UNDERSTANDING

between the North Orange County Regional Occupational Program and the Placentia-Yorba Linda School Unified District

This Memorandum of Understanding (MOU) is made and entered into on **June 18, 2025**, between the **North Orange County Regional Occupational Program** (hereinafter "NOCROP") and the **Placentia-Yorba Linda Unified School District** (hereinafter "PYLUSD"), collectively referred to as "the Parties."

PURPOSE:

The purpose of this MOU is to outline a relationship between NOCROP and PYLUSD for a term commencing on **July 1, 2025**, and continuing through **June 30, 2026**, aimed at enhancing the Workability Program between the two parties.

SCOPE OF WORK:

- PYLUSD agrees to pay up to $20,000 to NOCROP for additional student earnings for students participating and/or eligible for WorkAbility services.

NOCROP RESPONSIBILITIES:

1. **Student Training and Support:** NOCROP agrees to provide preemployment skills training, vocational training, and work-based learning opportunities for students eligible for WorkAbility services, ultimately increasing the number of adult transition students participating in subsidized employment and expand subsidized employment opportunities to high school students.

2. **Work-Based Learning Opportunities:** NOCROP will create invaluable work-based learning opportunities for students, partnering with PYLUSD provide student job placement worksites within various departments in PYLUSD. NOCROP has worked with hundreds of employers to place students into work-based learning experiences and employment over the last fifty years through structured Community Classroom and Cooperative Vocational Learning models. These experiences will bridge the gap between classroom learning and industry practice, giving students a competitive edge in the job market. NOCROP will assume workers compensation liability coverage for all students participating in paid work-based learning experiences as the employer of record for students employed through subsidized job placement funded through the WorkAbility I Program Grant and this MOU.

3. **Funding Support:** NOCROP will actively collaborate with PYLUSD to ensure that WorkAbility funds remain equitably split between the three districts currently served under the WorkAbility I Program Grant, while using the additional $20,000 allocation to supplement and serve additional PYLUSD students eligible under WorkAbility. The parties agree to a 5% indirect cost charge to

support administrative expenses allocated to this agreement. Funding is to cover the cost of student wages at the minimum wage hourly rate for the State of California and accompanying student benefits (Medicare, OASDI, and Workers Compensation). Furthermore, PYLUSD will only be invoiced for actual hours worked, in addition to statutory benefits and the agreed upon indirect cost rate, not to exceed $20,000.

4. **Workability Requirements:** This MOU is an extension of the WorkAbility I Program Grant between both parties. All requirements under the WorkAbility I Program Grant are assumed for this MOU. All terms and conditions are assumed under the WorkAbility I Program Grant already in place.

WITHDRAWAL OF PARTICIPATION:

Upon written notice (of not less than one month) either party may withdraw and terminate from its status under this MOU and will incur no liability for any obligation incurred by PYLUSD and/or NOCROP after the date of submission of its notice of withdrawal, provided that such withdrawal is completed by the end of such fiscal year.

In the event of an early withdrawal, the parties agree to ensure all students who have completed subsidized employment hours from this MOU are compensated per this agreement prior to withdrawal.

GOVERNING LAW:

This MOU shall be governed by and construed in accordance with the laws of the State of California.

SIGNATURES OF AUTHORIZED REPRESENTATIVES:

North Orange County Regional Occupational Program

By: _____

Name: Michelle D. Owen, Ed.D.

Title: Assistant Superintendent

Date: _____

Placentia-Yorba Linda Unified School District

By: _____

Name: Don Rosales

Title: Director, Purchasing

Date: _____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

INCREASE MEMORANDUM OF UNDERSTANDING BETWEEN THE ORANGE COUNTY SUPERINTENDENT OF SCHOOLS AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Background

The Orange County Department of Education (OCDE), Division of Special Education Services, operates special education programs to provide services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

The memorandum of understanding (MOU) between the OCDE and the school district is revised each year by OCDE staff and a fiscal advisory committee consisting of Special Education Local Plan Area (SELPA) directors and district business officers. The MOU delineates the responsibilities of OCDE and the district for the evaluation, placement, educational services, and transportation students receive in special school programs. The MOU also specifies the calculation of costs to be billed to districts for each pupil placed in the OCDE program.

An increase in the MOU amount is being requested to accommodate the placement of students with intensive behaviors, social-emotional, and academic needs into county programs. These programs are specifically designed to provide this intensive level of support for students.

This agreement will be effective from June 18, 2025, to June 30, 2025.

Original Authorized Amount:	$1,000,000
Requested Increase in Authorized Amount	$ 316,000
	$1,316,000

Financial Impact

Budgeted Special Education funds, NTE: $316,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education

Memorandum of Understanding Between

The Orange County Superintendent of Schools

And

"Placentia - Yorba Linda Unified School District"

2024-2025

The Orange County Superintendent of Schools, which operates the Division of Special Education Services within the Orange County Department of Education, hereinafter referred to as "OCDE," and the Placentia-Yorba Linda Unified School District, herein referred to as "District," and collectively referred to herein as the "Parties," mutually agree as follows ("Agreement"):

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, OCDE may provide for the education of individual pupils in special education programs who reside in other districts or counties. The OCDE Division of Special Education Services operates the Connections Empowering Every Learner™ Program (formerly known as OCDE Special Schools) to provide special education programs and services to individuals with exceptional needs ages 3 through 22 requiring intensive educational services, including a regional deaf and hard of hearing program. The OCDE Connections Program operates on multiple public school sites throughout Orange County designated as preschool, elementary, secondary and adult transition programs.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2024 and ending June 30, 2025.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a Special Education Local Plan Area ("SELPA"). It is further acknowledged that the SELPA base year calculations for special education funding under Assembly Bill 602 ("AB 602") include a dollar amount that is transferred back to the SELPA of residence for pupils served in special education programs prior to implementation of AB 602. The Parties acknowledge that both the distribution of these special education funds and the District's fiscal responsibility for students served outside the SELPA of residence are determined by the Local Plan of the SELPA of residence.

4. Scope of Program and Referral Process to OCDE

OCDE shall conduct special education programs and services for those eligible pupils of the District referred by their Individualized Education Program ("IEP") teams when it is jointly determined by the District and OCDE that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by OCDE. Prior to offering placement in any OCDE Connections Program, the District shall contact the appropriate

OCDE Connections Principal or OCDE Connections Program Administrator to discuss a possible referral and the appropriateness of the OCDE Connections Program placement. If the referral seems appropriate, the District shall obtain from the parent authorization to release information to OCDE and submit an electronic referral to OCDE via the OCDE Connections secure portal as well as schedule a visitation at the OCDE Connections Program site with the parent and District representative. District referrals to the OCDE Connections Program shall be uploaded electronically through OCDE's secure portal:
https://transfer.ocde.us/form/SESReferralSubmission

Upon review of the referral and site visit by parent/District, the OCDE Connections Program Principal and District representative will coordinate an IEP team meeting for purposes of discussing possible placement in an OCDE Connections Program. The OCDE Connections Program Principal or designee must participate in the District's IEP team meeting in which placement in an OCDE Connections Program is being recommended.

OCDE recognizes there may be situations in which the District desires to refer a student to an OCDE Connections Program outside of the IEP process, such as a mediation or other alternative dispute resolution process. Prior to offering the OCDE Connections Program outside of the IEP process, District shall contact the appropriate OCDE Connections Program Principal or OCDE Connections Program Administrator to discuss the referral, complete the OCDE referral process, and obtain prior written approval from OCDE before offering placement in an OCDE Connections Program.

OCDE shall maintain and provide special education programs for District pupils during the 2024-2025 school year within the administrative parameters established by the Special Education

Fiscal Advisory Committee. Class size ranges and student-adult ratios shall be maintained in a manner which allows OCDE to meet the programmatic, health and safety needs of the pupils. Pupils enrolled in an OCDE Connections Program shall matriculate within the OCDE Connections Program based on their grade (preschool, elementary, secondary and adult transition programs) as determined by the IEP team. Pupils enrolled in the OCDE Connections Program who earn a diploma of graduation from high school, including pupils eligible for the alternative diploma pathway pursuant to Education Code section 51225.31 et. seq. shall receive a diploma through OCDE's Division of Alternative, Community and Correctional Education Schools and Services ("ACCESS") unless District requests the pupil receive a District issued diploma.

5. Responsibility of School District of Residence

The District and OCDE acknowledge that the District, as the pupil's district of residence, maintains primary responsibility as the local education agency ("LEA") to ensure the pupil receives a free appropriate public education. If there are concerns about the appropriateness of the pupil's placement in an OCDE Connections Program, the Parties shall collaborate and participate in an IEP team meeting(s) as appropriate to address such concerns. In the event a pupil referred by the District to an OCDE Connections Program moves out of the District, the District shall immediately provide OCDE written notice of the pupil's change in residence, including the new school district of residence. Similarly, OCDE shall immediately notify District in the event a parent reports a change in residence, including the new school district of residence, if known. Pupils enrolled by the District in an OCDE Connections Program who are foster youth are entitled to remain in the school of origin in accordance with Education Code sections 48853.5 and 48204(a)(2). In the event of a dispute regarding the district of residence

for a pupil, District shall collaborate with OCDE to identify the new local educational agency responsible for ensuring the pupil receives a free appropriate public education.

6. Annual and Triennial Reviews

The District shall be notified of annual reviews scheduled for its pupils participating in an OCDE Connections Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, matriculation, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a District representative who is authorized to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For pupils enrolled in an OCDE Connections Program who are participating in a general education program on the school site in the school district where the OCDE Connections Program is located (referred to as the "Host District") OCDE will work with the Host District to provide a general education teacher at IEP team meetings. In the event the Host District is unable to provide a general education teacher for the IEP team meeting, the District agrees to provide a general education teacher unless otherwise waived in writing by the pupil's parent in accordance with the Individuals with Disabilities Education Act ("IDEA") and state law. For all other pupils enrolled in an OCDE Connections Program, the District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and state law. Subject to approval by the pupil's parents, the general education teacher and/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by OCDE to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the District upon request. When requested by District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in OCDE is terminated.

7. Integration/Inclusion Opportunities

The Host District where OCDE Connections Programs operate often provide opportunities for pupils enrolled in an OCDE Connections Program to integrate with non-disabled typical peers during the school day. These opportunities are typically in non-core curriculum areas such as physical education, art, music, assemblies, recess and lunch. Some pupils enrolled in an OCDE Connections Program may have opportunities to participate in core curriculum activities for a portion of the school day in a program operated by the Host District, however, such pupils are supervised by OCDE staff at all times during such activities. In the event a pupil enrolled in an OCDE Connections Program is participating in core curriculum activities in a program operated by the Host District for more than fifty percent (50%) of the school day, the Host District will be reimbursed for any costs incurred resulting from such pupil's participation, upon OCDE's receipt of appropriate documentation of such costs.

8. Assessments/Independent Educational Evaluations

OCDE and District shall coordinate and collaborate in conducting assessments for pupils participating in an OCDE Connections Program. In the event OCDE staff is not available to conduct a requested assessment, OCDE shall notify the District and/or District's SELPA to assist

in conducting such assessment(s). In the event a referral is made by a pupil's IEP team or a pupil's parent/guardian for an educationally related mental health services ("ERMHS") assessment, OCDE shall immediately notify the District, and the District shall determine how to proceed with the requested ERMHS assessment.

In the event a request is made for an independent educational evaluation ("IEE"), OCDE shall immediately forward such request to the District and the District, in collaboration with OCDE, shall determine how to respond to the request for an IEE. If the District receives a request for assessment or IEE for a student referred to or enrolled in an OCDE Connections Program, the District shall immediately notify OCDE of the request and collaborate with OCDE as to how to respond. OCDE and/or the District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

9. Pupil Count

A count shall be taken of the number of pupils enrolled in OCDE's Connections Program as of the first day of each calendar month, July 1, 2024 through June 1, 2025. A pupil shall be counted as "enrolled" in an OCDE Connections Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in an OCDE Connections Program, whichever occurs sooner. Pupils continuing in an OCDE Connections Program from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or district of residence. In the event a pupil withdraws from an OCDE Connections Program after the first day of the month, the District will be billed for the entire month consistent with the funding provisions in Section 11. If a

continuing pupil has not attended school by the eleventh (11th) day of the first school month, OCDE shall notify the district of residence and a determination shall be made regarding continuing enrollment. In the event either OCDE or District are informed that a pupil has been withdrawn by the parent from an OCDE Connections Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from an OCDE Connections Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year. When a student exits the OCDE Connections Program, OCDE shall return the hard copy of the student's cumulative student records file to the District and transfer the SEIS file back to the district, if applicable.

10. Definitions

a. "Special Education Fiscal Advisory Committee" shall be a committee comprised of the Orange County Special Education Local Plan Area Directors, Chief Business Officials representing each SELPA and OCDE representatives including the Chief of Special Education Services Division, Director of Special Education of the Connections Programs, Business Administrator, and the Assistant Superintendent of Business Services, or designee.

b. "Regional Special Education Programs" are the special education classes and support services operated by OCDE for pupils with the most significant disabilities, including pupils who are medically fragile, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances, and other eligible pupils.

c. "Regional Deaf/Hard of Hearing (D/HH) Program" shall include classes and services operated by OCDE for pupils who are Deaf and Hard of Hearing and learn through total communication, utilizing sign language, note-takers, oral speech and residual hearing.

d. "Regional Oral Deaf Program" shall include classes and services operated by OCDE for pupils who are Deaf and Hard of Hearing and who learn through oral and written communication using oral speech, speech reading, residual hearing, auditory devices and cochlear implants.

e. "Special Education Program Income" shall be defined as the sum of all state and federal funds generated by or on behalf of pupils transferred to regional programs operated by OCDE Special School Programs under this Agreement. For the purposes of this Agreement:

f. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of OCDE Connections Programs.

g. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

h. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

i. "Host District" shall refer to the school district of the school site where OCDE leases classroom/facilities for operation of the OCDE Connections Program.

11. Funding

In consideration of the enrollment of pupils in special education programs conducted by OCDE, the SELPA and/or the school district transferring pupils to the regional programs operated by OCDE agree to pay the average cost per pupil based on expenditure categories and ratios reviewed by the Special Education Fiscal Advisory Committee and shall provide for program funding as follows:

a. The District shall be responsible for the Average Cost per Pupil in an OCDE Connections Program, including the Regional Deaf/Hard of Hearing Program, multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils, including, but not limited to Revenue Limit, AB 602 funds, and federal IDEA Local Assistance Grant funds. The District shall be responsible for the Average Cost Per Pupil in the Regional Oral Deaf Program multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils, including, but not limited to Revenue Limit, AB 602 funds, and federal IDEA Local Assistance Grant funds.

b. Special Circumstance Assistant ("SCA"). The District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the District.

c. The following documents shall be used as a basis for all figures reported:

(1) Various Program Cost Reports;

(2) State Form 01; and,

(3) In-House Accounting Reports.

d. OCDE Connections Program income and expenditures shall be listed in accordance with The California School Accounting Manual Standardized Account Code Structure for Special Education as of April 19, 1999, with a summary page as shown in Appendix A, incorporated herein.

e. Indirect cost for Special Education Programs operated by OCDE shall be at the state approved rate not to exceed seven and one-half percent (7.5%) of total Program expenditures.

f. OCDE shall bill the District on a monthly basis and forward invoices to the District's accounting department.

12. Related Services/Designated Instructional Services (DIS)/Supplementary Aids

OCDE provides the following related services as part of its Connections Programs: Speech-Language Pathology Services, Adapted Physical Education, Physical Therapy, Occupational Therapy, Health and Nursing, Specialized Physical Health Care, Vocational Counseling, Adult Transition, Assistive Technology/Alternative Augmentative Communication, Vision Training, Orientation and Mobility, Behavior Management/Intervention and Psychological Counseling. In addition to the above, as part of its Regional D/HH Program and Regional Oral Deaf Program, OCDE provides Audiological services and Sign Language Interpreters. Any other related services or supplementary aids necessary for the pupil to benefit from the special education program, including but not limited to ERMHS and low incident services and equipment, shall be provided by the District or as otherwise agreed to by OCDE and the District. Interpreter services at IEP team meetings and/or translation of documents shall be provided by the District or as

otherwise agreed to by OCDE and the District. In addition, OCDE shall separately bill the District for the services provided by an SCA as required by the pupil's IEP.

13. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health-related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A District representative who is authorized by the District's Director of Special Education to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the District or as otherwise agreed to by OCDE and the District. In the event the pupil is hospitalized in a facility located outside of the District, it is the District's responsibility to inform the parent that instruction will be provided in accordance with Education Code sections 56167, 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from OCDE in order for the District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event OCDE and the District agree that OCDE will provide in-home or hospital instruction to the pupil, OCDE shall separately bill the District for such services.

14. Transportation

a. Transportation by the Orange County Department of Education

The District shall provide transportation for its pupils participating in an OCDE Connections Program unless otherwise agreed between the District and OCDE. In the event OCDE agrees to transport a pupil, the District shall be responsible for the difference between the Direct and Direct Support Cost of home-to-school transportation as shown on the annual State Transportation Report plus one percent (1%) indirect support costs and the state transportation allocation received by the OCDE on a per pupil basis pursuant to Appendix B, incorporated herein. The District shall pay for the full cost of one-on-one transportation assistants as specified in the pupil's IEP. In the event OCDE is transporting five (5) or more District pupils from one (1) OCDE Connections Program site, the District shall provide OCDE written notice on or before December 1 of each year of any proposed changes in the number of students requiring OCDE transportation for the following school year. Absent appropriate notice from the District of any proposed change in transportation for the following school year, the District may be solely responsible for funding the costs related to such change in transportation. Similarly, OCDE shall provide the District written notice on or before December 1 of each year of any proposed changes in OCDE's transportation services, not including cost projections, for the following school year.

b. Transportation by District

Districts transporting pupils to an OCDE Connections Program shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and

subsequently made up may result in charges to the District for additional costs incurred by OCDE related to such delays.

15. Due Process and Complaints

OCDE and District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in an OCDE Connections Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event OCDE is named as the sole LEA in a due process complaint, OCDE and District agree that District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

OCDE and District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency.

16. Estimated Billing

The estimated billing for 2024-2025 will be based on actual information for 2023-2024 plus COLA as set forth in the most current State Budget plus any budgeting projections for step and column, and salary and benefit increases.

17. Final Accounting

An accounting accompanied by completed Appendices A and B with appropriate supporting documentation shall be sent to each District by September 15 of the following year. In addition, OCDE shall provide a quarterly expenditure report to the District's Director of Special Education. Corrections to prior year OCDE Connections Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the District affected by the correction or adjustments.

18. Projected Enrollment/Facilities and Staffing Needs

In order to assist OCDE in planning for both facilities and staffing needs for its programs, each District shall submit to OCDE, in writing, on or before December 1 of each year, the projected number of pupils expected to be transferred to OCDE programs for special education and support services in the following school year. Absent a projection, the number of District pupils reported in the current year December 1 Federal Pupil Count shall be used for facilities, staffing and budget planning by OCDE for the following school year. In the event the District intends to withdraw five (5) or more pupils from a specific OCDE Connections Program site or enroll five (5) or more pupils in a specific OCDE Connections Program site for the following school year, the District shall notify OCDE in writing of such intention on or before December 1 of each year. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration. Absent appropriate notice from the District of any proposed change in enrollment in an OCDE Connections Program site for the following school year, the District may be solely responsible for funding the costs related to such change in enrollment.

If the District is a Host District for any OCDE Connections Program, the District shall submit to OCDE, in writing, on or before December 1 of each year, notice of any proposed facilities projects, including but not limited to modernization or new construction projects at the school site where the OCDE Connections Program is located, as well as any potential impact such projects may have on the operation of an OCDE Connections Program, including opportunities for integration with typical peers at the Host District school site. In the event any such project would require relocation of an OCDE Connections Program, the District shall provide OCDE with at least one (1) year prior written notice to allow OCDE sufficient time to plan accordingly. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration.

In the event OCDE intends to close an OCDE Connections Program in which District pupils are enrolled, OCDE shall notify the District in writing of such intention on or before December 1 of each year.

19. Program Cost for 2024-2025

On or before fifteen (15) days after the release of the May revise each year, the Orange County Superintendent of Schools shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in OCDE Connections Programs based on the Projected Enrollment data, and provide it to District Student Services and Business Directors.

20. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have be duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

OCDE:	Orange County Department of Education Special Education Division 200 Kalmus Drive Costa Mesa, CA 92626 Attn: **Analee Kredel, Chief, Special Education Services** Fax: (714) 545-6312 Phone: (714) 966-4129 Email: AKredel@ocde.us
District:	Placentia Yorba Linda Unified School District 1301 East Orangethorpe Avenue Placentia, CA 92870 Attn: **Gwen Redira Special Ed. Director** Fax: (714) 577-8104 Phone: (714) 985-8664 Email: gredira@pylusd.org

21. No Waiver

The failure of OCDE in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be

construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

22. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the District, OCDE agrees to hold harmless, indemnify and defend the District and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with OCDE's performance of services during the term of this Agreement. To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of OCDE, the District agrees to hold harmless, indemnify and defend OCDE and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the District's performance of services during the term of this Agreement.

23. Complete Agreement

This Agreement is the complete agreement of the Parties. Any amendments hereto shall be in writing and shall be dated and executed by both Parties.

24. Applicable Law

This Agreement is governed by California state and federal law with venue in Orange County, California, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

25. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile and electronic signatures shall be deemed as binding as original signatures.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed.

APPROVED BY:

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
OCDE – [NAME]

BY: _____
(Authorized Agent)

DATE: _____

Placentia-Yorba Linda USD
DISTRICT – [NAME]

BY: _____
Gary Stine, Asst. Supert., CBO
(Authorized Agent)

DATE: 8-26-24

DATE APPROVED BY COUNTY SUPERINTENDENT OR DISTRICT BOARD:

_____

cc: SELPA

APPROVED AS TO FORM:

DATE 5/22/24

LYSA M. SALTZMAN, COUNSEL
ORANGE COUNTY DEPARTMENT OF EDUCATION

BY _____ ATTORNEY

Orange County Department of Education
Special Education Connections

2024-2025 Adopted Budget	Object	2022-23	2023-24	2023-24	2023-24	2024-25
2022-23 Actual Enrollment 387.67 2023-24 Enrollment as of Apr2024 364.4 2024-25 Enrollment Estimate 355	Code	Actuals	Adopted Budget	Actuals as of 4/19/24	Estimated Actuals Budget	Adopted Budget
Restricted Fund Balance Low Incidence	9791	147,813.04	145,313	145,713	142,713	142,713
Reserve for Economic Uncertainty	9791	994,434.06	1,080,802	1,049,113	1,160,256	1,194,196
Total Beginning Balance	9791	**1,142,247.10**	**1,226,115**	**1,194,826**	**1,302,969**	**1,336,909**
Revenue						
Prin Apport State Aid-Prior Year	8019	(1,028.00)				
AB602 Allocation	8097	1,721,825.00	1,711,269	868,352	1,710,688	1,708,914
AB602 Allocation		**1,720,797.00**	**1,711,269**	**868,352**	**1,710,688**	**1,708,914**
Prior Year Apportionment	8319	221.84	-	-	-	-
Other State Revenue	8590	**221.84**	-	-	-	-
Other State Revenue						
Interagency Fees Bill Back to Districts	8677	25,176,191.20	27,860,658	16,511,019	27,088,228	29,374,465
Interagency Fees Special Circumstance Aids	8677	5,928,136.53	5,890,760	2,944,626	6,076,496	6,141,090
Interagency Fees - Contracts	8677	86,445.05	60,000	-	107,781	60,000
Other revenue	8631					
Registration & Misc. Fee	8689					
Other Local Revenue/EE contract	8699	11,766.73				
Other Revenue/Tuition	8710	4,272,227.00	4,006,048	2,659,964	4,485,836	4,831,557
Tuition - Prior Year	8711	-	-	-	-	-
Other Local Revenue		**35,474,766.51**	**37,817,466**	**22,115,609**	**37,758,341**	**40,407,112**
Contribution from Unrestricted	8980	-	-	-	-	-
Contribution for Indirect	8981	591,268.40	661,151	468,819	662,714	712,639
Contribution frm Special Ed/absence factor	8986	441,951.00	441,951	-	441,951	441,951
Contribution from Restricted	8990	85,320.59	29,930	12,311	42,241	12,311
Contribution to Restricted Routine Maint.	8991	(624,728.00)	(624,728)	-	(575,007)	(667,294)
Contribution to Food Services	8992	(166,620.50)	(216,832)	-	(200,453)	(191,616)
Contribution to Special Ed	8993	-	-	-	-	-
Total Contributions		**327,191.49**	**291,472**	**481,130**	**371,446**	**307,991**
Total Revenue		***38,665,223.94***	***41,046,322***	***24,659,917***	***41,143,444***	***43,760,926***

Orange County Department of Education
Special Education Connections

2024-2025 Adopted Budget	Object	2022-23	2023-24	2023-24	2023-24	2024-25
2022-23 Actual Enrollment 387.67 2023-24 Enrollment as of Apr2024 364.4 2024-25 Enrollment Estimate 355	Code	Actuals	Adopted Budget	Actuals as of 4/19/24	Estimated Actuals Budget	Adopted Budget
Expenditures						
Teachers Salaries	1100	6,306,820.53	6,931,664	5,007,287	6,776,475	6,831,749
Pupil Support Salaries	1200	1,350,423.14	1,422,706	1,009,015	1,359,080	1,377,621
Supervisor/Administrators	1300	1,257,614.14	1,299,021	990,232	1,262,760	1,375,205
Other Certificated	1900	1,255,879.40	1,405,135	1,021,795	1,474,632	1,445,773
Total Certificated		**10,170,737.21**	**11,058,526**	**8,028,329**	**10,872,947**	**11,030,348**
Instructional Assistants	2100	7,969,001.46	8,523,369	6,041,262	8,213,581	8,948,500
Classified Support Salaries	2200	767,382.97	935,722	710,344	957,450	1,026,094
Supervisors/Managers	2300	602,778.98	608,939	478,182	635,330	625,112
Clerical/Technical	2400	736,714.53	947,480	554,701	790,578	893,300
Short term Sub	2900	335.00	775	383	775	775
Total Classified		**10,076,212.94**	**11,016,285**	**7,784,871**	**10,597,714**	**11,493,781**
STRS/PERS	3100-3200	4,468,220.87	4,879,905	3,523,867	5,351,230	5,388,971
Medicare and PARS	3300	293,907.74	335,208	232,491	358,476	343,866
Health and Welfare	3400	4,856,997.27	5,448,891	4,035,191	5,270,254	6,190,762
Unemployment	3500	99,124.01	44,965	7,733	12,124	11,524
Worker's Comp	3600	447,416.86	487,452	333,274	508,330	475,639
Life Insurance/Other	3900	266,654.71	132,711	21,688	267,237	267,518
Total Benefits		**10,432,321.46**	**11,329,132**	**8,154,243**	**11,767,651**	**12,678,280**
Textbooks	4100	-				
Other Books	4200	-	80	-	-	80
Materials and Supplies	4300	326,770.11	1,682,844	226,426	423,036	1,128,935
NonCapitalized Equipment	4400	21,502.57	29,713	28,948	59,800	55,800
Total Books and Supplies		**348,272.68**	**1,712,637**	**255,375**	**482,836**	**1,184,815**
Travel and Conference	5200	144,979.90	100,888	81,217	98,378	105,458
Dues and Membership	5300	455.00	4,585	275	4,340	4,585
Utilities	5500	211,924.40	193,100	182,038	228,400	221,100
Rents/Leases/Repairs	5640	335,231.07	289,200	36,806	349,200	349,200
Repairs/Maintenance	5600	18,254.03	51,294	34,604	97,885	105,334
Transfer of Direct Costs	5700	43,660.65	49,263	1,878	40,160	49,163
Professional/Consulting Services	5800	87,801.15	415,084	1,180,346	1,803,360	1,432,464
Communications	5900	90,603.34	106,964	19,319	69,986	75,836
Total		**932,909.54**	**1,210,378**	**1,536,484**	**2,691,709**	**2,343,140**
Improvement on Sites	6100					
Buildings	6200					
Capitalized Equipment	6400/6500	21,850.96				
Total		**21,850.96**	**-**	**-**	**-**	**-**
Support Costs	7340	*2,396,876.53*	*2,724,522*	*1,931,948*	*2,730,964*	*2,904,777*
Support Contributions	7341	*591,268.40*	*661,151*	*468,819*	*662,714*	*712,639*
Total Support		**2,988,144.93**	**3,385,673**	**2,400,767**	**3,393,678**	**3,617,416**
Total Expenditures		***34,970,449.72***	***39,712,631***	***28,160,070***	***39,806,535***	***42,347,780***
Restricted Fund Balance Low Incidence (CC 4347)	9780/9740	*145,713.12*	*142,313*	-	*142,713*	*142,713*
Reserve for Economic Uncertainty	9780/9740	*1,049,113.49*	*1,191,379*	-	*1,194,196*	*1,270,433*
Ending Fund Balance		**3,694,774.22**	**1,333,692**	**(3,500,153)**	**1,336,909**	**1,413,146**
Total Bill Back		22,676,243.59	27,860,658	20,011,171	27,088,228	29,374,465
Average Enrollment		387.67	395	364.4	364.4	355.0
Estimated Bill Back per Pupil		**58,493.68**	**70,533**	**54,915**	**74,337**	**82,745**
Proposed Refund to District per pupil		**6,448.65**	**-**	**-**	**-**	**-**
Actual Billing		**52,045.03**	**70,533**	**54,915**	**74,337**	**82,745**

		2024-25
1. Average number of pupils transported		242
2. Maximum number of billable days		202
3. Classified Salaries	$	144,041
4. Employee Benefits	$	66,371
5. Supplies		
6. Travel/Conferences/Dues/Memberships	$	-
7. Other Expenses		
8. Contracts with Private Contractors (5100)	$	7,313,725
9. Payments to Private Carriers (5830)	$	25,000
10. Other Services/Operating Expenses	$	-
11. Equipment/Replacement	$	-
12. Therapy Transportation	$	-
Subtotal Direct Costs	$	7,313,725
13. Direct Support costs	$	235,412
14. Indirect Support Costs @ 1%	$	2,354
15. Total Transportation Cost Allocation	$	7,551,491
16. State Transportation Entitlement	$	1,759,912
17. State Transportation Reimbursement	$	2,564,108
Total	$	4,324,020
17. Excess Transportation Cost	$	3,227,471
17a. *Per Pupil Excess Cost Line17/Line1	$	**13,337**
17b. *Per Day Excess Cost Line17a/Line2		**66.02**

*Per Pupil cost is an estimate, actual cost is determined by average daily rate X # of days
Note: If we receive additional funding for transportation, the cost will be reduced.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

CONTRACT WITH OUTREACH CONCERN FOR COUNSELING AND SUPPORT SERVICES

Background

Interventions for all students are needed to support students' academic, behavioral, and socio-emotional well-being and address barriers to student success. Outreach Concern, Inc. is a professional organization that provides trained counseling interns to supplement the existing counseling services in PYLUSD schools. These interns are supervised by licensed professionals and are equipped to provide school-based, solution-focused support to students in need.

The renewal of this contract will allow PYLUSD to continue offering a total of 26 days of counseling services per week across 13 elementary schools and 1 middle school in the district. These additional supports have played a vital role in ensuring students receive timely and appropriate interventions to promote emotional well-being, support positive school behavior, and reinforce students' academic engagement. By renewing our partnership with Outreach Concern, we are sustaining a critical layer of support for students and schools and reinforcing the district's commitment to early intervention and multi-tiered systems of support for all learners.

This contract will be effective from July 1, 2025, through June 30, 2026.

Financial Impact

Supplemental Funds, NTE: $130,000

Administrator

Renee Gray, Assistant Superintendent of Student Support Services
Baldwin Pedraza, Director, Student Services

outreachconcern
Eliminating Barriers to Education

400 N. Tustin Avenue, Suite 360
Santa Ana, CA 92705
Tel: 714-547-1163
www.outreachconcern.org
info@outreachconcern.org

Contract for Professional Services

Outreach Concern is a nonprofit, pupil personnel organization founded in 1993. We've provided counseling and support services to over 1,000 schools throughout Southern California, serving over 2,000,000 children, adolescents, and families. Our purpose is to develop, implement, manage, and evaluate comprehensive, school counseling programs that support students and contribute to the mission of the schools we serve.

Outreach Concern, Inc. ("Outreach"), a California nonprofit corporation, hereby proposes to provide pupil personnel services to **13 Elementary Schools and 1 Middle School in the Placentia-Yorba Linda Unified School District** as itemized in this proposal for a continuous period of time after placement **beginning September, 2025 and ending June, 2026.**

I. Services

Outreach will provide the following pupil personnel services:

1. **In-school Counseling Program:** Outreach Concern will provide **26 days of counseling service per week for 13 Elementary Schools and 1 Middle School in the Placentia-Yorba Linda Unified School District.** Each school is assigned a staff of highly trained and qualified counselors who provide for the ongoing counseling and pupil personnel needs of the school and student population. The scope of the on-site counseling program will be mutually determined by the school and Outreach Concern. Days and times of counselor placement will be mutually agreed upon prior to the commencement of the school year, subject to limitations imposed by emergency declarations and as may be specifically agreed upon by the School and Outreach and in accordance with the School's needs and Outreach's ability to provide services.

2. **Regional Field Supervisors:** Each school is assigned a RFS whose responsibility is to train, manage, and supervise the counseling staff in the assigned school, as well as support the pupil personnel needs of the school, working closely with the principal and faculty.

3. **Outreach Concern School Safety Crisis Hotline:** The crisis hotline is available to all students attending our contracted schools, providing them and their families access to a trained counselor where or whenever they need additional support, 24 hours a day, 365 days a year.

4. **Outreach Concern Emergency Response Team:** In the event of a catastrophic situation or accident on a school campus, Outreach Concern will respond by incorporating our Crisis Response Team, consisting of a specialized clinical staff that can assist students and faculty in transitioning through whatever crisis has impacted the school, faculty, and student population.

Initials: _____

5. **Community Clinic:** Many times, a troubled child is only a symptom of a deeper problem within the family. In some situations, a family needs additional guidance and support in dealing with a disturbed child or adolescent, or other issues that are impacting their lives. Our community clinic provides counseling services to assist families through difficult times, as well as providing them managing and parenting skills for their immediate and long-term needs. Services are provided on a sliding scale basis.

6. **Multi-County Referral Network:** In the event that a student's needs cannot be met by the Outreach Concern counseling staff in the school, we have contracted with a group of licensed professionals throughout Orange and Los Angeles Counties who are willing to either support or continue the quality of care to students and their families on a sliding fee scale basis.

7. **Workshops and Prevention Programs for Students:** In-classroom workshops for students on a variety of topics, such as study skills, bullying, and substance abuse, can be provided to assist them in dealing with today's life problems that affect them both inside and outside the classroom.

8. **In-service Training for Teachers:** Teachers and principals fill a vitally important role in children's lives. Our workshops are designed to give them additional management and coping skills for the classroom and help create a positive teaching environment.

II. Terms

1. All counseling and support services provided by Outreach will be provided by qualified professionals, licensed and unlicensed, who will perform counseling services in accordance with the professional dictates of Outreach Concern.

2. All intern-counselors will be provided by Outreach with weekly clinical supervision by the Outreach Concern staff. Clinical Supervisors will be psychiatrists, psychologists, MFCCs, LCSWs, or Outreach Concern staff who are Service Associate Therapists to Outreach. Additional guidance will be available to intern-counselors by Regional Field Supervisors and by telephone at any time the counselor is working on the School campus. Counselors assigned to a school site will maintain close communications with the principal. A caseload list and schedule will be provided to the principal and kept updated.

3. Liability insurance for counselors is the responsibility of Outreach. Outreach shall maintain general/professional liability insurance at $2,000,000/occurrence and includes required coverage for sexual abuse and molestation.

4. The Outreach Concern Regional Field Supervisor and intern-counselors will comply with fingerprint requirements as required by the **Placentia Yorba Linda Unified School District**. All costs associated with this requirement will be the responsibility of the individual Regional Field Supervisor or intern-counselor.

5. Counselors are recognized by the School to be employees of Outreach. They are bound by contracts with Outreach, by the ethical and legal obligations of the counseling profession, the laws regarding counseling of minors in the State of California, and the regulations of Outreach, including the provisions of Education Code 49602, and Penal Code 11164 et. Seq. (CA Child Abuse and Neglect Reporting Act).

Initials: _____

6. Counselors may not take on additional responsibility for the School administration as Outreach is a legally separate entity from the School and its counselors are not members of the School's staff. Counselors are employees of Outreach and are answerable only to the Executive Director and their Regional Field Supervisor.

7. Business matters between the School and Outreach are the responsibility of the Principal and the Executive Director of Outreach and may not be handled by the counselor or by any other members of the School administration or staff.

8. Counseling matters are the responsibility of the Regional Field Supervisor and the Principal and may not be handled by any other member of the School administration or staff.

9. Outreach will be the sole responsible party for all pupil personnel services at the School and the School shall not engage the services of any other group, agency, or individual for the purpose of providing these services during the term of this contract, excluding Spec. Ed. needs.

10. The relationship of Outreach to the School shall be that of an independent contractor. Nothing in this agreement shall be construed to create an employer-employee or principal agent agreement. Outreach agrees to indemnify the School and hold it harmless from all claims, demands, and liabilities of any kind relative to any act or omission of Outreach, its counselors, agents, employees, or subcontractors.

11. Certain counseling interns with Outreach Concern have a requirement from the universities they attend to provide audio or video recordings of their counseling sessions. Those intern counselors who are required to incorporate this process will first contact the students' parents to gain permission and explain the process. They will provide the parent an Audio/Video Recording Release Form that when signed, will allow the intern counselor to audio/video record counseling sessions. The tape will be reviewed by the intern counselor's university instructor and then destroyed. Taping frequency may depend on the university requirements which will be communicated to the student's parent.

III. Provisions by the School District

The School/School District shall provide the following:

1. Suitable office space for counseling services in which the counselor can conduct therapy sessions with confidentiality and without disturbance.

2. A telephone available to the counselor for professional calls requiring privacy.

3. Parental consent forms must be distributed, collected, and recorded by the school, and made available to the Regional Field Supervisor before a child can be seen by a counselor unless in the case of an emergency.

4. New schools will provide an opportunity early in the school year at which a member of the Outreach administrative staff will speak to the parents to explain the counseling services available to them. Returning schools may request a parent meeting, if so desired.

5. A presentation to the faculty early in the school year to explain the counseling services.

Initials: _____

6. In the event that the Board and Cabinet of the Placentia-Yorba Linda Unified School District determines counseling needs at schools require fewer days than are currently being contracted for, services may be shifted to another site, depending upon need. Outreach Concern would require a 30 day notice of any changes in service location to make an appropriate transition.

7. District will provide Outreach Concern access to the Aeries System to be used to identify current academic standings throughout the year as well as to identify pertinent data needed to support counseling activity.

IV. Terms of Payment

Pupil personnel services to the **Placentia-Yorba Linda Unified School District for 13 Elementary Schools and 1 Middle School.** For such services, **Placentia-Yorba Linda Unified School District** shall pay a stipend of **$130,000** to Outreach Concern for counseling services for the District Schools for the **2025-2026** school year.

Payment shall be paid under the following terms:

Payment Shall be paid in 10 monthly installments of $13,000 totaling $130,000 throughout the 2025-2026 school year. Invoices will be submitted directly to the Placentia-Yorba Linda Unified School District for 10 monthly payments of $13,000 expected by the 15th of the month.

Initials: _____

V. Termination of Contract

Outreach may at its discretion terminate this contract at any point during the school year for the following causes:

1. Lack of cooperation on the part of the School, such that the counseling work is compromised.

2. Failure to provide an appropriate and secure work environment, such that the counseling work is compromised.

3. Non-payment of the stipend in accordance with the terms set forth in Section IV. Termination shall be in the form of 30 days written notice to the School.

4. Any other practical breach of this contract or any rules, regulations, requirements of Outreach's pupil personnel services.

5. The District may, at any time, in its sole discretion, terminate this Agreement at any time for any reason. Written notice by District shall be sufficient to stop further performance of services by Outreach Concern. Notice shall be deemed given when received by Outreach Concern or no later than three days after the day of mailing the notice, whichever is sooner.

V. Acceptance of Terms

Signature of the contract by an authorized representative of the School shall constitute acceptance of this contract and its terms.

District Representative	Executive Director Outreach Concern, Inc., *a CA nonprofit public benefit corporation*

Placentia-Yorba Linda Unified School District
District

Date	6/10/25 Date

Initials: _____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL RESOURCE OFFICER AGREEMENT WITH THE CITY OF PLACENTIA

Background

The safety of our students while they are at school remains a priority for our community and school district. An effective way to prevent violence on campus, reduce crime, and at the same time foster trust and respect between law enforcement and students is to assign a law enforcement officer to our district's high schools. The srrchool resource officer (SRO) is a certified law enforcement officer who is assigned to a school or set of schools. The SRO is trained to provide law enforcement services and law-related education to the assigned school.

The one-year agreement with the City of Placentia provides access to two school resource officers at El Dorado and Valencia high schools. Both officers would provide support to all Placentia schools and the district office, as needed. The two agencies will share in the cost of two officers and will collaborate on the specific duties to be performed.

This agreement is in effect from July 1, 2025, to June 30, 2026.

Financial Impact:

General Fund, NTE: $200,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Baldwin Pedraza, Director, Student Services

CITY OF PLACENTIA AND PLACENTIA-YORBA LINDA
UNIFIED SCHOOL DISTRICT
SCHOOL RESOURCE OFFICER AGREEMENT

This agreement is made and entered into as of July 1, 2025, by and between The CITY OF PLACENTIA, a Charter City and municipal corporation, ("City") and the PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California, ("District") (collectively the "Parties").

A. Recitals.

(i) In recent years, the Parties have determined that there is a need to place a police officer in the local high schools in order to more effectively deal with police-related issues that are unique to school campuses. It is the intent of this Agreement that Placentia police officers will work on campus, handle crimes that occur on campus, and be utilized for crisis intervention, counseling and mentoring of students.

(ii) The Parties desire to establish an effective mechanism for the provision of such services on District high school sites.

(iii) All legal prerequisites to the making of this Agreement have occurred.

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein it is agreed by and between City and District as follows:

B. Agreement.

1. City and District agree that District shall pay 79% and City shall pay the remaining 21% of the cost of ~~one (1)~~ two (2)full-time sworn police officers to be committed to full-time (school year) duties as a School Resource Officer ("SRO") per Schedule "A".

2. The SRO shall be an employee of City, and City shall be responsible, in all aspects for compensation, training, coordination and management of duties, discipline, and all other matters related to his/her employment; provided, however, that the individual employed by City as SRO shall be acceptable to District. The SRO shall comply with all District rules and regulations.

3. City and District agree that the duties of the SRO shall be as follows:

(a) Act as resource person for the schools, students, parents, teachers, school staff and others involved in the welfare and education of youth.

(b) Counsel students and parents.

(c) Assist the school authorities in determining the most appropriate courses of action in cases involving actual violations of law on campus or at-risk youth.

(d) Cooperate with school authorities in finding resources that may assist in helping at-risk students.

(e) Inspect school facilities for reasonable security precautions, traffic patterns, and vandalism deterrents.

(f) Take reports of criminal offenses that occur on school property and submit them to the Police Department for follow-up. Develop a friendly, non-threatening relationship with students.

(g) Give presentations to students on administration of justice, youth, and the law; rights and responsibilities of students and parents; bicycle, and pedestrian safety, drug abuse, anti-gang messages, and other topics as mutually agreed.

(h) Meet with PTA groups, teacher groups, student body groups, and other interested groups as deemed necessary and appropriate.

(i) Assist in planning and supervising dances, sporting events, and other school activities.

Both parties agree the SRO shall not be responsible for the following:

(1) Discipline of students.

(2) Enforcement of school rules and regulations.

4. The District and City acknowledge and agree that for purposes of sharing pupil record information, the SRO shall be deemed a "school official" consistent with applicable federal and state law and regulations. Pursuant to 34 Code of Federal Regulations (§99.31(a)(1)(i)(B)), both parties agree that the SRO, as a school official:

(a) Performs a service or function, as noted in this Agreement, for which the District would otherwise use employees;
(b) Is under the direct control of the District with respect to the use and maintenance of education records;
(c) Is subject to the requirements in §99.33(a) that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PII from education records; and
(d) Meets the criteria specified in the District's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

That criteria includes the above three points and limits access to pupil records to those pupil records that SRO needs to review in order to fulfill his or her professional responsibility.

In addition, both parties agree that SROs acting as school officials under this Agreement may only use personally identifiable information from pupil records for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of the students, in accordance with 34 CFR §§99.31(a)(1)(i)(B)(3) and 99.33(a)(2). In addition, SROs under this Agreement are subject to FERPA's redisclosure requirements in 34 CFR §99.33(a), which means that a SRO who is acting as a "school official" under FERPA may not redisclose pupil record information from education records to others, including other employees of his or her police department who are not acting as school officials without consent, unless the disclosure fits within one of the exceptions to consent in FERPA such as a subpoena, court order, emergency determined by the District, or directory information if the parent/legal guardian has not opted out.

5. District agrees to reimburse City for the annual cost of the SRO in the amount of ~~$98,084.41 (79% of total cost of $124,157.48 for the SRO for fiscal year 2025-2026)~~ 79% of the total cost to cover the two (2) SRO positions serving District. The amount will be updated and provided by the City annually to District. Said may be reduced based upon the actual costs incurred by City and shall be subject to adjustment in subsequent years as mutually agreed upon between the parties. Such adjustment in subsequent years shall not exceed the increase in the consumer price index for Southern California area during the year immediately preceding the proposed adjustment.

6. District further agrees to make available office space for the SRO at District's schools, including office materials and supplies. Payment to the City by the District pursuant to this Agreement shall be made based upon quarterly invoices for cost incurred, payable October1, January 1, April 1 and June 30 of each year in which the Agreement is in effect.

7. The City agrees to indemnify and hold District harmless from any and all liabilities, claims, and costs, including reasonable attorneys' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to this Agreement. City shall, however, have no obligation to indemnify and hold District harmless for the negligent or intentional wrongful acts of District's officials, employees, and agents.

8. District hereby agrees to indemnify and hold City harmless from any and all liabilities, claims, and costs, including reasonable attorneys' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to direction of District officials or staff DISTRICT shall, however, have no obligation to indemnify and hold

City harmless for the negligent or intentional wrongful acts of City's officials, employees, and agents.

9. This Agreement shall automatically renew annually for an additional period of one (1) year commencing July 1 of the next succeeding year, unless either Party elects to terminate or alter the Agreement as hereafter provided, up to a total of five (5) years. If either Party wishes to terminate this Agreement without cause or alter its renewal terms, the Party desiring the alteration or termination shall notify the other Party in writing sixty (60) days prior to the proposed alteration or termination date.

CITY OF PLACENTIA,
~~A Charger City and Municipal Corporation~~

PLACENTIA-YORBA LINDA
~~UNIFIED SCHOOL DISTRICT A Political Subdivision of the State of California~~

_____
~~Damien R. Arrula~~ Jennifer Lampman, City Administrator

ATTEST:

_____
~~Patrick J. Melia~~, Robert S. McKinnell City Clerk

_____
Allan Mucerino, Ed. D.
Acting Superintendent

Approved as to form:

_____
City Attorney

_____
Date of Board Approval

Attachment: ~~Exhibit~~ Schedule"A"

City of Placentia, School Resource officer, Compensation FY 2025/2026
To be updated annually by City pursuant to Section 5 of the Agreement

City of Placentia School Resource Officer
Compensation FY 2025/2026

Officer Jung

Hourly Rate			
Step D	Hourly	MONTHLY	ANNUAL
Annual Salary (Hourly Rate * 2080 hours)	$ 50.99	$ 8,838.27	$ 106,059.20
Additional Monthly Pay:	Rate		
Bilingual			
SRO	5.0%	$ 441.91	$ 5,302.96
POST - BASIC	2.5%	$ -	
POST - INTERMIDIATE	4.5%	$ -	
Education BA	7.0%	$ 618.68	$ 7,424.14
PPOA Longevity Pay	4.0%		
RANGE	2.5%		
Monthly Benefits:			
Health		$ 1,972.00	$ 23,664.00
Dental		$ 40.46	$ 485.52
Optical		$ 22.99	$ 275.88
Life		$ 12.50	$ 150.00
LTD		$ 34.82	$ 417.85
STD		$ 30.99	$ 371.84
PERS (Safety - Pepra)		$ 1,384.85	$ 16,618.20
Medicare		$ 143.53	$ 1,722.40
EAP		$ 3.00	$ 36.00
Total Salary and Benefits:			
Salary		$ 9,898.86	$ 118,786.30
Benefits		$ 3,501.61	$ 42,019.29
Payroll Taxes		$ 143.53	$ 1,722.40
Total Costs		$ 13,544.00	$ 162,528.00

		Full Hourly Rate	Full Annual Rate
PYLUSD Portion	79%	$ 61.73	$ 128,397.12
City Portion	21%	$ 16.41	$ 34,130.88

Total Costs Monthly X 79% = $10,699.76 X 9 months = $96,297.84

Officer Cleveland

Hourly Rate			
Step D	Hourly	MONTHLY	ANNUAL
Annual Salary (Hourly Rate * 2080 hours)	$ 50.99	$ 8,838.27	$ 106,059.20
Additional Monthly Pay:	Rate		
Bilingual			
SRO	5.0%	$ 441.91	$ 5,302.96
POST - BASIC	2.5%		
POST - INTERMIDIATE	4.5%		
POST - ADVANCE	7.0%		
PPOA Longevity Pay	4.0%		
Monthly Benefits:			
Health (Opt Out)		$ 400.00	$ 4,800.00
Dental		$ 15.65	$ 187.80
Optical		$ 7.82	$ 93.84
Life		$ 12.50	$ 150.00
LTD		$ 34.82	$ 417.85
STD		$ 30.99	$ 371.84
PERS (Safety - Classic)		$ 2,540.91	$ 30,490.96
Medicare		$ 134.56	$ 1,614.75
EAP		$ 3.00	$ 36.00
Total Salary and Benefits:			
Salary		$ 9,280.18	$ 111,362.16
Benefits		$ 3,045.69	$ 36,548.29
Payroll Taxes		$ 134.56	$ 1,614.75
Total Costs		$ 12,460.43	$ 149,525.20

		Full Hourly Rate	Full Annual Rate
PYLUSD Portion	79%	$ 56.79	$ 118,124.91
City Portion	21%	$ 15.10	$ 31,400.29

Total Costs Monthly X 79% = $9,843.74 X 9 months = $88,593.66

Total PYLUSD $ 184,891.50

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

SCHOOL RESOURCE OFFICER AGREEMENT WITH THE CITY OF YORBA LINDA

Background

The safety of our students while they are at school remains a priority for our community and school district. An effective way to prevent violence on campus, reduce crime, and at the same time foster trust and respect between law enforcement and students is to assign a law enforcement officer to our district's high schools. The school resource officer (SRO) is a certified law enforcement officer who is assigned to a school or set of schools. The SRO is trained to provide law enforcement services and law-related education to the assigned school.

This one-year agreement with the City of Yorba Linda provides access to a school resource officer at Yorba Linda High School. The two agencies will continue to share in the cost of an officer and will collaborate on the specific duties to be performed. The officer would provide support to all Yorba Linda schools as needed. PYLUSD is asked to fund five-twelfths of the total cost of the SRO.

This agreement is in effect from July 1, 2025, to June 30, 2026.

Financial Impact:

General Fund, NTE: $137,855

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Baldwin Pedraza, Director, Student Services

AGREEMENT BETWEEN
THE CITY OF YORBA LINDA
AND
THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

1. Parties and Date

This agreement (the "Agreement") is made and entered into this 1st day of July, 2025, by and between the City of Yorba Linda ("City") and the Placentia-Yorba Linda Unified School District ("District".) The City and the District may be referred to in this Agreement as "Party" or "Parties" as the context may require.

2. Recitals

2.1 As of January 5, 2013, the City contracts with the Orange County Sheriff's Department ("OCSD") for law enforcement services.

2.2 The OCSD employs sworn personnel to serve as School Resource Officers ("SROs") at various school sites throughout Yorba Linda operated by the District.

2.3 The SROs perform a wide range of duties in the conduct of their assignments, including teaching the Skills and Assets For Excellence (S.A.F.E.) Program and being available to school administrators for public safety intervention.

2.4 The District operates Yorba Linda High School in the City of Yorba Linda.

2.5 The Board of Education for the District has expressed a desire to have an SRO assigned to Yorba Linda High School during school hours and has offered to share in the cost of this position.

2.6 The Yorba Linda City Council has also expressed a willingness to share in the cost of an SRO at Yorba Linda High School.

3. Functions and Duties of SRO

3.1 The City shall contract with the OCSD to assign an SRO to Yorba Linda High School for each day school is in session throughout the school year. The District understands and acknowledges that during summer months when school is not in session, the SRO shall perform such duties as are

assigned by the City and/or the OCSD, which may be unrelated to the District or its facilities or students.

3.2 The SRO shall generally be available to perform SRO duties 40 hours per week while school is in session. However, the District recognizes that the SRO may occasionally be away from his or her assignment due to training requirements or other conditions beyond the control of the City. The City shall endeavor to work with the OCSD to ensure that these absences will be kept to a minimum, and that the SRO's work schedule will not be adjusted for special assignments and events unrelated to school activities.

3.3 The SRO's duties and responsibilities shall include, but not limited to;

a. Prevention and deterrence of criminal activity on and near the Yorba Linda High School campus;

b. Assisting school staff and officials in developing proactive programs which promote safety and security in the campus;

c. Provision of counseling and information to students, parents, and school officials;

d. Investigation criminal offenses occurring on school campus;

e. Provision of technical and informational assistance to schools and community agencies;

f. Reporting contacts with pupils, parents, staff and community members to the site principal on a regular basis; and

g. Other duties as assigned.

3.4 The District will supply office space, computer, necessary furniture and an office telephone to the SRO. The District will supply necessary office supplies and any assistance necessary for the SRO to carry out his or her duties under this Agreement.

4. Term of Agreement

4.1 This Agreement shall commence on July 1, 2025 and shall expire June 30, 2026 (the "Initial Term".) Notwithstanding the expiration of the Initial Term, this Agreement shall be renewed for a successive additional one-year term (the "Contract Year") upon PYLUSD Board approval, unless either the City or the District provides the other Party with written notice on or before March 1st of the Contract Year of an intent to terminate

this Agreement, in which case this Agreement shall terminate at the end of the then-current Contract Year.

4.2 Following completion of the Initial Term and first Contract Year, this Agreement shall be automatically renewed upon PYLUSD Board approval for an additional Contract Year unless a notice of termination is received on or before March 1st of the then-current Contract Year. There shall be no limit on the number of additional one-year renewals available under this Agreement.

5. Payment and Compensation

5.1 During the Initial Term, the District shall be responsible for bearing five-twelfths of the total cost of the SRO, as billed by the OCSD, at an amount not-to-exceed $137,855.

5.2 During each Contract Year following the Initial Term, the District shall bear five twelfths of the total cost of the SRO, as billed to the City by the OCSD, so that the District's effective cost is equal to one-half of the cost of the SRO's services for a period of ten months.

5.3 On or before June 30th each year, the City shall submit an invoice to the District for the District's share of the SRO costs during the preceding Contract Year. This invoice shall reflect the City's actual costs for the SRO, as billed by the OCSD. The District shall remit payment in full to the City within thirty (30) days.

6. Additional Terms and Conditions

6.1 All notices, statements, demands, requests, consents, approvals, authorizations, appointments or designations hereunder by either Party to the other shall be in writing and shall be sufficiently given and served upon the other Party, if sent by United States registered mail, return receipt requested, postage prepaid and addressed to the following addresses, or such other addresses as the Parties may designate:

City: City of Yorba Linda
Attn: City Manager
4845 Casa Loma Avenue
Yorba Linda, CA 92885

District: Placentia-Yorba Linda Unified School District
Attn: Superintendent
1301 Orangethorpe Avenue
Placentia, CA 92870

6.2 This Agreement constitutes the entire agreement and understanding between the Parties, and supersedes all offers, negotiations and other agreements concerning the subject matter contained herein. No modification, or amendment of this Agreement shall be binding unless consented to by the Parties and executed in writing and signed by the Parties, provided that renewals pursuant to Sections 4.1 and 4.2 shall not be required to be in writing. Any invalid modification or amendment of the Agreement shall have no effect on any other provision of this Agreement.

6.3 This Agreement shall be construed in accordance with and governed by the laws of the State of California. Any lawsuit brought in connection with this Agreement shall be brought in the appropriate court in the County of Orange, California.

6.4 The City agrees to and does hereby indemnify, hold harmless and defend the District and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

a. Liability for damages for (1) death or bodily injury to person. (2) Injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the OCSD or any person, firm or corporation employed by the OCSD, either directly or by independent contract, upon or in connection with the services called for in this Agreement, however caused, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District or its officers, employees or agents; and

b. Any injury to or death of any persons, including the District or its officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the OCSD, or any person, firm or corporation employed by the OCSD, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this Agreement, whether said injury or damage occurs either on or off District's property, except for liability for damages which result from the sole negligence or willful misconduct of the District or its officers, employees or agents.

PLACENTIA-YORBA LINDA
UNIFIED SCHOOL DISTRICT

By _____
Superintendent

Approved as to Form:

By _____
District Counsel

By _____
District Counsel

CITYOF YORBA LINDA

By _____
City Manager

By_____
Finance Director/City Treasurer

Attest:

By _____
City Clerk

Approved as to Form:

By _____
City Attorney

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

AGREEMENT WITH CITY OF ANAHEIM SCHOOL RESOURCE OFFICER

The safety of our students remains a priority for our community and school district. An effective way to prevent violence on campus, reduce crime, and at the same time foster trust and respect between law enforcement and students is to assign a law enforcement officer to our district's high schools. The school resource officer (SRO) is a certified law enforcement officer who is assigned to a school or set of schools. The SRO is trained to provide law enforcement services and law-related education to the assigned school.

At the September 12, 2023 Board Meeting, the Board approved a five-year agreement with the City of Anaheim to provide access to a school resource officer at Esperanza High School. The two agencies share the cost of an officer and will collaborate on the specific duties to be performed. The officer provides support to all four PYLUSD Anaheim schools as needed. PYLUSD is asked to fund 50 percent of the total cost of the SRO.

This expenditure will be effective July 1, 2025-June 30, 2026

Financial Impact:
General Fund, NTE: $160,000

Administrator
Renee Gray, Assistant Superintendent, Student Support Services
Baldwin Pedraza, Director, Student Services

AGR-14341

CITY OF ANAHEIM AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT SCHOOL RESOURCE OFFICER AGREEMENT

This Agreement is made and entered into as of September 26, 2023, by and between the CITY OF ANAHEIM, a Charter City and municipal corporation ("City") and the PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California, ("District") (collectively the "Parties").

A. Recitals.

(i). The Parties have determined that there is a need to place up to one (1) police officer at Esperanza High School in order to more effectively deal with police-related issues that are unique to school campuses. It is the intent of this Agreement that Anaheim police officers will work on campus, handle crimes that occur on campus, and be utilized for crisis intervention, counseling and mentoring of students.

(ii) The Parties desire to establish an effective mechanism for the provision of such services on District high school sites.

(iii) All legal prerequisites to the making of this Agreement have occurred.

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein it is agreed by and between City and District as follows:

B. Agreement.

1. City and District agree that District and City shall each pay 50% of the cost of up to one (1) full-time sworn police officer, to be committed to full-time (school year) duties as a School Resource Officer ("SRO"). The schedule of hours they will work as SROs will be agreed to and memorialized in writing by the Anaheim Chief of Police and the PYLUSD designee.

2. The SROs shall be employees of City, and City shall be responsible, in all respects for compensation, training, coordination and management of duties, discipline, and all other matters related to their employment; provided, however, that the individuals employed by City as SRO shall be acceptable to District. The SROs shall comply with all District rules and regulations.

3. City and District agree that the duties of the SRO shall be as follows:

(a). Act as resource person for the schools, students, parents, teachers, school staff and others involved in the welfare and education of youth.

(b). Counsel students and parents.

(c). Assist the school authorities in determining the most **appropriate** courses of action in cases involving actual violations of law on campus or at-risk youth.

(d) Cooperate with school authorities in finding resources that may assist in helping at risk students.

(e) Inspect school facilities for reasonable security precautions, traffic patterns, and vandalism deterrents.

(f) Take reports of criminal offenses that occur on school property and submit them to the Police Department for follow-up. Develop a friendly, non-threatening relationship with students.

(g) Give presentations to students on administration of justice, youth, and the law; rights and responsibilities of students and parents; bicycle, and pedestrian safety, drug abuse, anti-gang messages, and other topics as mutually agreed.

(h) Meet with PTA groups, teacher groups, student body groups, and other interested groups as deemed necessary and appropriate.

(i) Assist in planning and supervising dances, sporting events, and other school activities.

Both parties agree the SROs shall not be responsible for the following:

(l). Discipline of students.

(2). Enforcement of school rules and regulations.

4. The District and City acknowledge and agree that for purposes of sharing pupil record information, the SRO shall be deemed a "school official" consistent with applicable federal and state law and regulations. Pursuant to 34 Code of Federal Regulations (§ 99.31 (a)(l)(i)(B)), both parties agree that the SRO, as a school official:

(a) Performs a service or function, as noted in this Agreement, for which the District would otherwise use employees;
(b) Is under the direct control of the District with respect to the use and maintenance of education records;
(c) Is subject to the requirements in§ 99.33(a) that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PU from education records; and
(d) Meets the criteria specified in the District's annual notification of FERPA rights for being a school official with a legitimate educational interest in the educational records. That criteria includes the above three points and limits access to pupil records to those pupil records the SRO needs to review in order to fulfill his or her professional responsibility.

In addition, both parties agree that SROs acting as school officials under this Agreement may only use personally identifiable information from pupil records for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of the students, in accordance with 34 CFR §§ 99.3l(a)(l)(i)(B)(3) and 99.33(a)(2). In addition, SROs under this Agreement are subject to FERPA's redisclosure requirements in 34 CFR § 99.33(a), which means that a SRO who is acting as a "school official" under FERPA may not re-disclose pupil record information from education records to others, including other employees of his or her police department who are not acting as school officials without consent, unless the disclosure fits within one of the exceptions to consent in FERPA such as a subpoena, court order, emergency determined by the District, or directory information if the parent/legal guardian has not opted out.

5. District agrees to reimburse City for 50% of the annual cost of the SROs. This amount may be reduced based upon the actual costs incurred by City and shall be subject to adjustment in subsequent years as mutually agreed upon between the parties.

6. District further agrees to make available office space for the SROs at District's schools, including office materials and supplies. Payment to the City by the District pursuant to this Agreement shall be made based upon quarterly invoices for cost incurred, payable October 1, January 1, April 1 and June 30 of each year in which the Agreement is in effect.

7. The City agrees to indemnify and hold District harmless from any and all liabilities, claims, and costs, including reasonable attorneys ' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to this Agreement. City shall, however, have no obligation to indemnify and hold District harmless for the negligent or intentional wrongful acts of District's officials, employees, and agents.

8. District hereby agrees to indemnify and hold City harmless from any and all liabilities, claims, and costs, including reasonable attorneys' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to direction of District officials or staff District shall, however, have no obligation to indemnify and hold City harmless for the negligent or intentional wrongful acts of City's officials, employees, and agents.

9. This Agreement shall automatically renew annually for an additional period of one (1) year commencing July 1 of the next succeeding year, unless either Party elects to terminate or alter the Agreement as hereafter provided, up to a total of five (5) years. If either Party wishes to terminate this Agreement without cause or alter its renewal terms, the Party desiring the alteration or termination shall notify the other Party in writing sixty (60) days prior to the proposed alteration or termination date.

10. The Chief of Police is authorized to take any and all actions to administer the agreement on behalf of City as specifically set forth herein, including, but not limited to, terminating services in accordance with the Agreement and executing amendments to the Agreement, provided such amendment(s) does not cause an increase in cost.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed on the dates hereinafter respectively set forth.

Date of Execution

09.29.2023

CITY OF ANAHEIM
a municipal corporation

By:

ATTEST:

By:
Theresa Bass, City Clerk
"ANAHEIM"

10/5/23

Date of Execution

9-21-23

By:

Gary Stine
Printed Name

Asst. Supert., Business
Title

APPROVED AS TO FORM:

ROBERT FABELA, CITY ATTORNEY

By: Kristin Pelletier
Kristin A. Pelletier
Chief Assistant City Attorney, Civil

Dated: 9/21/23

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 17, 2025

RETAINER AGREEMENT WITH FAGEN FRIEDMAN & FULFROST LLP

Background

Fagen Friedman & Fulfrost LLP (FFF) provides legal counsel for students within the Placentia-Yorba Linda Unified School District. FFF is dedicated to the excellent and efficient representation of public schools regarding students on IEPs, 504s, as well as compliance complaints (i.e., ADA, UCP, OCR, Title IX, etc.). Entering into this retainer agreement will provide the district with an additional legal resource for consulting and collaborating on special education matters.

The hourly legal fees for Fagen Friedman & Fulfrost LLP are as follows:

	7/1/2025-6/30/2026
Senior Partner	$405
Senior Counsel/Of-Counsel	$360 - $380
Partner	$345 - $380
Associate	$280 - $310
Paralegal	$195 - $280
Law Clerk	$280
Next Level Client Services	$180
Education Consultant	$285
Communications Services Consultant	$305
Communications Services Associate	$100
Technology Discovery Associate	$50

This agreement will be effective July 1, 2025, through June 30, 2026.

Financial Impact

Budgeted Special Education funds, NTE: $100,000
Budgeted General Funds (Student Services), NTE: $25,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Gwen Redira, Director, Special Education
Baldwin Pedraza, Director, Student Services

Fagen Friedman & Fulfrost LLP

AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Placentia-Yorba Linda Unified School District ("Client") and the law firm of Fagen Friedman & Fulfrost LLP (F3 Law) ("Attorney"). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective July 1, 2025:

1. CONDITIONS. This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. SCOPE OF SERVICES. Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client's inquiries.

3. CLIENT'S DUTIES. Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Attorney's bills on time and to keep Attorney advised of Client's address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. CONSULTANT SERVICES. Attorney may provide consulting services, which may be referred to as Next Level Client Services, in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney consultants, including but not limited to: governance training and assistance; communications services; education program planning and implementation; mentoring, coaching, and leadership; strategic planning and solutions; and advocacy at the local and state level.

5. EMAIL COMMUNICATIONS/CLOUD-BASED COMPUTING. Attorney will protect Client data in a manner that is compliant with state and federal law. In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service. Most of Attorney's electronic data, including emails and documents, are stored in this manner. Attorney will take reasonable precautions to keep email and other electronic data confidential and secure.

6. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney's number of years of experience.

The rates on this schedule, as well as the current job title designations/ classifications listed hereon, are subject to change on 30 days' written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

7. COSTS AND OTHER CHARGES. (a) Attorney will incur various costs and expenses in performing legal services under this Agreement. Except as otherwise stated, Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including mileage charged at the standard IRS rate, parking, transportation, meals and hotel costs, if applicable), and other similar items. The following costs shall not be charged:

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

(d) Other fees and costs. Client understands that if a case proceeds to court action, arbitration or administrative hearing, the court, arbitrator or reviewing agency may award attorney fees and costs to the other party or parties. Payment of such attorney fees and costs shall be the sole responsibility of Client. Similarly, other parties may be required to pay some or all of the fees and costs incurred by Client. Client acknowledges that any such determination does not in and of itself affect the amount of the fees and costs to be paid by Client to Attorney pursuant to this agreement.

8. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

9. CLIENT APPROVAL NECESSARY FOR SETTLEMENT
Attorney will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

10. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. Following the conclusion of Attorney's representation of Client, Attorney will, upon Client's request, deliver to Client the Client file(s) and property in Attorney's possession, whether or not Client has paid for all services. If Client has not requested delivery of the files, Attorney may destroy all such files in its possession seven (7) years after the conclusion of the representation.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

12. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

13. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

14. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. 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 will be severable and remain in effect.

15. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

16. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Placentia-Yorba Linda Unified School District	Fagen Friedman & Fulfrost LLP
	Namita S. Brown
Type or Print Name	***Name***
	Managing Partner
Type or Print Title	***Title***
District Authorized Signature	***Signature***
DATE:_____	DATE: May 16, 2025

Fagen Friedman & Fulfrost LLP

Please Return
Professional Rate
Schedule With Contract

PROFESSIONAL RATE SCHEDULE

Placentia-Yorba Linda Unified School District
July 1, 2025

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	$280 - $310 per hour
Partner	$345 - $380 per hour
Senior Partner*	$405 per hour
Senior Counsel/Of-Counsel	$360 - $380 per hour
Paralegal	$195 - $280 per hour
Law Clerk	$280 per hour
Next Level Client Services	$180 per hour
Education Consultant	$285 per hour
Communications Services Consultant	$305 per hour
Communications Services Associate	$100 per hour
Technology Discovery Associate	$50 per hour

**Equity Partner or Partners with 25+ years of experience.*
Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned Attorney travels for two or more clients on the same trip. If Client requests a specific Attorney, Client agrees to pay for all travel time of that specific Attorney in connection with the matter. For matters concerning compliance with state and federal voting rights laws and/or related subjects, Client agrees to pay for all travel time of assigned Attorney in connection with those matters.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. Office Hours, which include time Attorney spends at Client's facility as well as travel time, shall be provided at a reduced hourly rate of 90% of the Attorney's standard hourly rate.

3. COSTS AND EXPENSES

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 17, 2025

AFFILIATION AGREEMENT, AZUSA PACIFIC UNIVERSITY, JUNE 18, 2025 TO JUNE 18, 2028

Background

The Placentia-Yorba Linda Unified School District and Azusa Pacific University would like to renew their partnership to place students in the Placentia-Yorba Linda USD to complete clinical experience in physical therapy. In order to continue a partnership, it is necessary to approve an agreement between the District and University.

Providing future therapists an opportunity to participate in this experience ensures an adequate pool of candidates is available for future vacancies. All students are carefully screened by the University to ensure they are fully qualified for these assignments.

Financial Impact

No cost to the district

Administrator

Yolanda Mendoza, Acting Assistant Superintendent of Human Resources

.AZUSA PACIFIC UNIVERSITY

(DEPARTMENT OF PHYSICAL THERAPY)

AFFILIATION AGREEMENT

This agreement is entered into by and between Azusa Pacific University, a California nonprofit religious corporation, through its Department of Physical Therapy ("University") and **Placentia – Yorba Linda Unified School District** (" Facility").

WHEREAS:

- the University has a curriculum in Physical Therapy;
- clinical experience is a required and integral component of the University's Physical Therapy curriculum;
- the University desires the cooperation of Facilities in the development and implementation of the clinical experience phase of its Physical Therapy curriculum;
- the Facility recognizes its professional responsibility to participate in the education of the University's Physical Therapy students; and
- the Facility wishes to join the University in the development and implementation of a clinical program for Physical Therapy students ("Program").

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the University and the Facility enter into this agreement ("Agreement") on the terms and conditions set forth below.

I. The University and the Facility mutually agree

A. To establish the educational objectives for the clinical experience, devise methods for their implementation, and continually evaluate the Program to determine the effectiveness of the clinical experience.

B. To make no distinction among students covered by this Agreement on the basis of race, color, religion, national origin, gender, age, disability, or status as a veteran.

II. The University agrees:

A. To appoint a faculty member as Director of Clinical Education ("DCE") to administer the University's responsibilities related to the Program.

B. To assume responsibility for assuring compliance with applicable educational standards established by the American Physical Therapy Association.

C. To establish and maintain ongoing communication with the Student Coordinator of Clinical Education ("SCCE") at the Facility on items pertinent to the Program.

D. To notify the SCCE and the Facility, at a time mutually agreed upon, of its planned schedule of student assignments, including each student's name, level of academic preparation, and length and date of the clinical experiences.

E. To refer to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

F. To orient the students to the Facility's requirements for acceptance, i.e., health status. (All students will have physical examinations within one year of beginning any clinical experience).

G. To advise assigned students to comply with existing pertinent rules and regulations of the Facility and all reasonable directions given by qualified Facility personnel during periods of clinical assignment and while on Facility premises. Students shall be directed to execute the confidentiality statement attached hereto as Exhibit "A."

H. To advise assigned students regarding appropriate health and professional liability insurance. (All students will be covered by a group professional liability insurance as required by the terms of this Agreement, but that coverage does not apply outside of the United States. Accordingly, the University will work with the Facility in international placements to determine what coverage is required, and, if necessary, instruct the students as to their insurance or liability obligations in such placements.)

I. To supply the SCCE with appropriate forms to be used in evaluating the performance of the assigned students or to accept the forms regularly used by that Facility.

J. To have assigned students provide, prior to the commencement of their clinical assignments, any of the following information as may be required by the Facility to determine whether the students meet the Facility's requirements for clinical program participants: (i) health screening information, such as copies of any reports of physical examinations, immunizations, or medical tests; and (ii) background checks, such as a criminal background check, confirmation that the student is not a sexual offender or listed in any child abuse registry, or confirmation that the student is not on an OIG or GSA exclusion list; and (iii) drug screening.

III. The Facility agrees:

A. To designate as SCCE the staff member responsible for overall planning and implementation of the clinical experience at the Facility, ongoing communication with the University, as well as the designation of staff members to serve as clinical instructors responsible for direct supervision of the assigned students and planning and implementation of the assigned students' clinical experience. All staff members designated, as clinical instructors shall meet the criteria established by the American Physical Therapy Association for supervising students. In the absence of the SCCE or clinical instructor so designated, suitable alternate persons will be designated and available.

B. To provide the SCCE and clinical instructors with sufficient time to supervise, plan and implement the clinical experience including, when feasible, time to attend relevant meetings and conferences.

C. To provide the physical facilities and equipment necessary to conduct the clinical experience.

D. To make available to the University a written description of the planned educational program (including objectives) to be followed during the clinical experience.

E. To advise the University of any Changes in its personnel, operations or policies which may affect the clinical experience.

F. To permit inspection by the University of the facilities, services available for learning experiences, student records, and such other items pertaining to the clinical experience.

G. To determine the number of students which the Facility can accommodate during a given period of time and accept only the number of students which the Facility can accommodate.

H. To provide the assigned students, whenever possible, with use of library facilities, reasonable study and storage space.

I. To provide the assigned students with a copy of the Facility's existing pertinent rules and regulations with which the students are expected to comply.

J. To make available, whenever possible, emergency healthcare for the assigned students. The students are responsible for the costs of such healthcare. (The students will otherwise be responsible for his or her own healthcare.)

K. To evaluate the performance of the assigned students on a regular basis using the evaluation form supplied by the University or one that is regularly used by the Facility. (The completed evaluation will be forwarded to the University within one (1) week following conclusion of each student's clinical experience.)

L. To provide notice to the University, as soon as practicable and at least by mid-term of a student's clinical experience, of any serious deficiency noted in the ability of the student to progress toward achievement of the stated objectives of the clinical experience.

M. To have the right to terminate any student whose health or performance is a detriment to any patient's well-being

or to achievement of the stated objectives of the student's clinical experience. Prior to such termination, the Facility shall notify the DCE.

N. To support continuing education and professional growth and development of those staff members of the Facility responsible for supervision of the assigned students.

O. To comply with all federal, state and local laws and ordinances concerning the confidentiality of student records, and not to disclose such records except to University and Facility officials who have a legitimate need to know consistent with their official responsibilities.

P. To comply with all federal, state and local laws and ordinances concerning human subjects research if the students participate in a research program.

IV. GENERAL TERMS AND CONDITIONS

A. **Insurance:** Each party to this Agreement shall provide and maintain Workers' Compensation including Employer's Liability insurance for its employees as required under the laws of the State of California. In addition, each party shall provide and maintain at its own expense a program of insurance covering its activities and operations hereunder, with respect to the acts and omissions of each respective party's employees, agents, and/or students, which shall include, but not be limited to: (1) comprehensive general liability; and (2) professional liability. The general liability insurance shall have a minimum coverage of US $1,000,000 per occurrence and US $3,000,000 aggregate. The professional liability insurance shall carry a single limit of not less than US $1,000,000 per occurrence and US $3,000,000 aggregate. [Upon request each party agrees, at the request of the other, a certificate of insurance addressing the above coverage.]

B. **Status of Students:** The employment status of students and the responsibility for insurance coverage for student activities depends upon the status of the students as set forth below:

- Students Participating in Unpaid Internship not at Student's Place of Employment: If the University's students are participating in an unpaid internship not at his or her place of employment, it is understood by the parties that the University's students are fulfilling specific requirements for clinical experiences as part of a degree requirement, and therefore, the University's students do not thereby become employees or agents of University or Facility by virtue of their clinical training. The University shall be responsible for providing general liability and professional liability coverage for such students, pursuant to Section IV.A (Insurance) of this Agreement.

- Students Participating in Unpaid Internship at Student's Place of Employment: If the University's students are participating in an unpaid internship at his or her place of employment, it is understood by the parties that the University and Facility shall keep the clinical training and work duties of the University's students strictly separate. The University shall be responsible for providing general liability and professional liability coverage for such students' clinical training, pursuant to Section IV.A (Insurance) of this Agreement, and the Facility shall be responsible for providing insurance coverage for such students' activities as an employee.

- Students Participating in Paid Internship: If the University's students are provided with a nominal stipend from the Facility intended to reimburse them for estimated expenses related to their clinical training, the University's students do not thereby become employees or agents of the Facility, and the University shall be responsible for providing general liability and professional liability coverage for such students pursuant to Section IV.A (Insurance) of this Agreement; however, Facility shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's students are paid by the Facility for their services, then they become employees of the Facility, and Facility is responsible for all employee obligations and for insuring the activities of such students, notwithstanding Section IV.A (Insurance) of this Agreement.

Facility is at all times responsible for care and supervision of its patients.

~~C.~~ **Length of Term:** This Agreement shall be effective for a period of **three years** when executed by both parties. This Agreement may be ~~automatically~~ renewed by further agreement of the parties after appropriate review. ~~by both parties, unless otherwise indicated in writing by one of the parties at least thirty (30) days prior to the end of the term.~~

D. **No Third-Party Beneficiary Rights:** This Agreement shall not create any rights, including without limitation third party beneficiary rights, in any person or entity not a party to this Agreement.

E. **Notices:** Any and all notices required or permitted under this Agreement must be in writing, with a reference to this Agreement (and any specific provisions of this Agreement at issue or under which notice is being given). Any of the parties may change the contact information to be used for the purpose of giving notice under this Agreement by giving written notice of such change to the other party, as provided in this section. Notices must be addressed and delivered as follows:

To the University:	To the Facility:
Department of Physical Therapy Azusa Pacific University P.O. Box 7000, 701 E. Foothill Blvd. Azusa, California 91702 Phone: (626) 815-5020 Email: jfernandez@apu.edu (With a copy to): Office of General Counsel Azusa Pacific University 901 East Alosta Avenue, P.O. Box 7000 Azusa, California 91702 Fax: (626) 334-0718 Email: jbuckley@apu.edu	Name: Placentia – Yorba Linda Unified School District 1301 E. Orangethorpe Ave. Placentia, CA 92870 Attention: Adrianna Gjersvold, Human Resources Email: agjersvold@pylusd.org

Notice shall be deemed effective: (a) upon delivery when personally delivered or same day when provided by email as provided above; (b) on the next business day after deposit with a globally recognized commercial overnight carrier for overnight delivery, with written verification of receipt; (c) on the third business day after having been sent by registered or certified mail, return receipt requested, with written verification of receipt; or (d) on the next business day after having been sent by facsimile, with written verification of receipt, provided that a copy of such notice also is sent by registered or certified mail.

F. **Termination:** If either party wishes to terminate this Agreement prior to the end of its normal term, ninety (90) days written notice shall be given to the other party, provided that any such termination by the Facility shall not be effective as to any students participating in the Program at the date of mailing said notice, until such students have completed their assigned clinical experience at the Facility.

G. **Assignment:** This Agreement or any part hereof shall not be assigned or otherwise transferred by any party without the prior written consent of the other party.

H. **Waivers and Modifications:** No modification or waiver of any of the terms and conditions of this Agreement shall be effective unless such modification or waiver is expressed in writing and executed by each of the parties hereto.

I. **Relationship of Parties:** The parties are acting herein as independent contractors and independent employers. Nothing herein contained shall create or be construed as creating a partnership, joint venture, employer-employee, or agency relationship between any of the parties, and no party shall have the authority to bind the other party in any respect.

J. **Governing Law:** This Agreement shall be governed by and construed in accordance with the laws of the State of California.

K. **Entire Agreement:** This Agreement and its Exhibit "A" shall constitute the final, complete and exclusive written expression of the intentions of the parties hereto and shall supersede all previous communications, representations, agreements, promises or statements, either oral or written, by or between either party.

[Signature page to follow.]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and warrant that they are officially authorized to so execute for their respective parties to this Agreement.

Executed this 18 day of June 2025

FACILITY:	**UNIVERSITY:**
Placentia – Yorba Linda Unified School District 1301 E. Orangethorpe Ave. Placentia, CA 92870	**AZUSA PACIFIC UNIVERSITY** **901 East Alosta Avenue** **P.O. Box 7000** **Azusa, California 91702-7000**
Signature	Signature
By: **Don Rosales**	By: Renee Pozza, PhD, RN, CNS, FNP-BC, FAASLD
Its [official title]: **Director of Purchasing**	Its [official title]: Dean of College of Nursing and Health Sciences

MAIL/DELIVER THIS FORM TO:
Department of Physical Therapy/Clinical Education
Azusa Pacific University
P.O. Box 7000, 701 East Foothill Boulevard
Azusa, California 91702-7000

AZUSA PACIFIC UNIVERSITY
(DEPARTMENT OF PHYSICAL THERAPY)

STATEMENT OF CONFIDENTIALITY

Student Name (Print Name): _____

APU Student ID#: _____

The undersigned hereby acknowledges his/her responsibility under federal applicable law and Azusa Pacific University's Affiliation Agreement with **Facility Name** ("Facility") to keep confidential any information regarding the Facility's patients, as well as all confidential information of the Facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical education staff and associated personnel any specific information regarding any of the Facility's patients, and further agrees not to reveal to any third party any confidential information of the Facility.

_____ _____
Student Signature Date

MAIL/DELIVER THIS FORM TO:

EXHIBIT "A"

Revised: 10/5/09

Department of Physical Therapy/Clinical Education
Azusa Pacific University
P.O. Box 7000, 701 East Foothill Boulevard
Azusa, California 91702-7000

EXHIBIT "A"

Revised: 10/5/09

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 17, 2025

PLACEMENT AGREEMENT, WESTERN GOVERNORS UNIVERSITY, JUNE 18, 2025 TO JUNE 18, 2028

Background

The Placentia-Yorba Linda Unified School District and Western Governors University wish to renew a partnership to place student teachers in our classrooms. Therefore, it is necessary to approve this agreement for elementary and secondary student teachers.

Providing future teachers an opportunity to participate in the student teaching experience helps to assure that they are adequately trained and possess the necessary skills to be competent teachers. All student teachers are carefully screened by the University to assure that they are fully qualified prior to placement in the classroom.

Financial Impact

No cost to the district

Administrator

Yolanda Mendoza, Acting Assistant Superintendent of Human Resources

Western Governors University
4001 South 700 East, Suite 700, SLC, UT 84107

PLACEMENT AGREEMENT

This Placement Agreement ("Agreement") is made between Western Governors University, a Utah nonprofit corporation ("University" or "WGU"), and Placentia-Yorba Linda Unified School District ("District"), and is effective as of the date of District's signature below ("Effective Date"). WGU and District may be referred to herein individually as a "Party" and collectively as the "Parties."

WGU is nationally accredited by the Northwest Commission on Colleges and Universities ("NWCCU"). University Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation ("CAEP") and the Association for Advancing Quality in Educator Preparation ("AAQEP"). University represents that each Candidate assigned to District for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current University educator preparation program and meets District's background requirements.

A. Definitions. For the purposes of this Agreement, capitalized terms* shall have the following meanings:

1. **"Candidate"** means a student enrolled in a University program that leads to an education credential.
2. **"Mentor Teacher"** means a District employee who is the teacher presiding in the classroom to which the Candidate is assigned. Standards for Mentor Teachers are explained in Section G of this Agreement.
3. **"Clinical Supervisor"** means a qualified individual who is an employee or independent contractor of WGU. The individual will supervise the Candidate. Standards for Clinical Supervisors are explained in Section H of this Agreement.
4. **"Initial Licensure Program"** means a program that results in a professional license.
5. **"Advanced Program"** means an advanced licensure program that may result in an additional license.
6. **"Clinical Experience"** means the active participation by a Candidate in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two.
   a. **"Early Clinical"** means a Candidate's first supervised opportunity to observe a classroom setting.
   b. **"Advanced Clinical"** means supervised classroom-based activities in a classroom setting where Candidates observe, collaborate, and reflect with a Mentor Teacher.
   c. **"Student Teaching One"** and **"Student Teaching Two"** (collectively **"Student Teaching"**) means the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and a Clinical Supervisor.
7. **"Practicum"** means the University Clinical Experience requirements for advanced licensure programs.
8. **"Professional Dispositions and Ethics"** means standards of behavior expected of Candidates and University faculty and staff, as follows:
   - All Individuals Can Learn
   - Belonging
   - Empathy
   - Growth Mindset
   - Communication
   - Integrity
   - Professionalism
   - Intellectual Courage
9. **"LEA"** means Local Education Agency.
10. **"SEA"** means State Education Agency.

*References to "District" shall include the school.

B. Mutual Expectations. A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers that align with the Candidate's licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Candidate. The District and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

C. **Mutually Beneficial Activities**. The Parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. University will provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's Employer Recruiting & Guidelines.
    - Whenever possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District employees will co-select Mentor Teachers and Clinical Supervisors based on University requirements.
4. University will notify District of learning opportunities where University will provide optional professional development to District's employees for their career and skill enrichment.
5. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
6. University may invite District employees to participate in a focus group to:
    - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors, criteria for selection of Mentor Teachers and Clinical Supervisors, and curriculum development;
    - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
    - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Candidate outcomes and Candidate performance.

D. **Recordings**. District recognizes that University requires the utilization of video recordings for both observations and teacher performance assessments. District also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment ("edTPA") in states where required. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs consistent with the conditions set forth in **Exhibit A** ("Video Recording").

E. **University Responsibilities**. University shall:

1. Place qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with an honorarium for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required, Mentor Teacher training.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a current, fully cleared background check.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis ("TB") risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers and Clinical Supervisor.
9. Facilitate course instruction and support for the Candidates during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

F. **District Responsibilities**. District shall:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Clinical Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Clinical Experience.
4. Notify University about any changes to District policies that would impact Candidate's placement (e.g., COVID and other healthcare policies).
5. Placement will align to Candidates Program. District must notify University about any changes to the Candidate's assigned Mentor Teacher or classroom placement.
6. Placement must align with the Candidates' Program. District must notify University about any changes to the Candidate's assigned Mentor Teacher or classroom placement.
7. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
8. Through the involvement of the Mentor Teacher, participate with the Clinical Supervisor and Candidate in two evaluations pursuant to WGU's grading rubric. University shall be responsible for the format of evaluations.
    - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership and English Language Learning.
9. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
10. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
11. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
12. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
13. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
14. Report any concerns related to the Candidate's performance, conduct, or attendance promptly to the Clinical Supervisor. Identify a teacher or other school administrator to evaluate Candidates for Embedded Work Based Learning.
15. Adhere to any then-applicable state requirements related to training/professional development.
16. *For California Districts Only*: Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).

G. **Mentor Teacher Standards**. District, in collaboration with University, shall provide the Candidate with a Student Teaching assignment under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) a demonstrated record of strong performance.
3. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Demonstrates and models WGU's Professional Dispositions and Ethics.

7. Completes University training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.
8. *For California Districts Only*: As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

H. Clinical Supervisor Standards. The University, in collaboration with District, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to a Candidate throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Successfully completed a background clearance.
6. Ability to consistently demonstrate and model Professional Dispositions and Ethics.

I. Advanced Programs Practicum.

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own school using a qualified individual as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate shall:
   - identify a school with which he/she has (i) an established relationship with and (ii) obtained district approval for placement. All identified placements are subject to University approval.
   - identify preferred Clinical Supervisor, subject to approval of University's Clinical Experience team to ensure the Clinical Supervisor meets program requirements.
   - complete a valid background clearance, provide proof of liability insurance, and a valid teaching license.
   - comply with all other applicable District requirements.
3. Evaluations of Candidates are as follows:
   - Educational Leadership – a minimum of four (4) evaluations
   - English Language Learning – a minimum of three (3) observations or evaluations.

J. Confidentiality & Education Records

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA") and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

K. Additional Terms

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either Party gives the other Party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each Party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.
3. Right to Accept or Terminate a Placement. District may refuse to accept placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting

performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University Point of Contact (listed at the bottom of this Agreement) in writing immediately and state the reasons for such decision.

4. Insurance.
   - University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least $1,000,000 per occurrence and $2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
   - Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) $1,000,000 per occurrence and $3,000,000 annual aggregate, or (ii) $2,000,000 per occurrence and $2,000,000 annual aggregate.
5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the Parties. Neither Party will have the authority to, and will not, act as agent for or on behalf of the other Party or represent or bind the other Party in any manner. No Candidate or other third Party shall be a beneficiary of or have any right to enforce the terms of this Agreement.
6. Non-Discrimination. Each Party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the Parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both Parties.

The Parties have executed this Agreement as of the Effective Date.

UNIVERSITY	**DISTRICT**
By: Kim DeMent	By: _____
Title: Senior Associate Dean & Senior Director, School of Education	Title: _____
	Date: _____
Point of Contact: District and Funded Partnerships Email: tc_outreach@wgu.edu	**Point of Contact:** Email: Phone:
For notice purposes: Attn: Contracts Manager Western Governors University 4001 South 700 East, Suite 700 Salt Lake City, UT 84107-2533 Email: contracts@wgu.edu	For notice purposes: Email:

Exhibit A
Video Recording

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). District also recognizes that in states where the edTPA is required, video recordings of the Candidate teaching in the classroom will be utilized and included in the submission.
2. Clinical Observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

   Teacher Candidate Guidelines for Video Recordings

   - Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
   - To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
   - You must follow appropriate protocol to submit recordings to University.
   - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
   - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
   - You must destroy all video recordings once the evaluation is complete.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CLASSIFIED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 17, 2025

Retirement	Position	Site	Effective
Maricela Bernal	Nutrition Sat Kit Lead	Melrose	06/12/25
Jacqueline Darling	SPED Intervention Assistant	Mabel Paine	06/12/25
Jorge Fierro	Plant Coordinator I	Van Buren	06/20/25
Brenda Hohnstein	Asst Director	Expanded Learning	09/17/25
Laura Rutledge	SPED Assistant	Yorba Linda HS	06/12/25

Resignation	Position	Site	Effective
Asamnew Burka	Instructional Assistant	Brookhaven/Ruby Drive	06/12/25
Myrna Carrasco	Clerk I	Lakeview	06/11/25
Yonathan Garcia	Instructional Assistant	Rio Vista	05/30/25
Camille Gonzales	Noon Duty Supervisor	Woodsboro	05/30/25
Yael Herrera	ABA Supv	Spec Ed	08/05/25 (revised)
Jared Moradian	SPED Intervention Assistant	Yorba Linda HS	06/12/25
Theresa Saenz	SPED Intervention Assistant	Golden	06/12/25
Nathan Ryan Sanchez	Academy Tutor	Ruby Drive	06/06/25
Caroline Wahlstrom	SPED Assistant	Travis Ranch Elementary	06/12/25

Termination

Employee ID#	Position	Site	Reason	Effective
12157	Nutrition Svs Worker	Valencia	Accrual Exhaustion	05/05/25
16009	SPED Assistant	Valadez	Accrual Exhaustion	05/21/25
14612	SPED Inter Assistant	El Dorado	Did Not Pass Prob	05/30/25
17698	SPED Inter Assistant	George Key	Did Not Pass Prob	05/29/25
11680	SPED Aide III	Mabel Paine	Job Abandonment	10/04/20

Change of Status

Employee	From	To	Effective
Melissa Alcaraz	Substitute Nutr Svcs Worker	Nutr Svs Worker	06/02/25
Joseph Bueno	Substitute Bus Driver	Bus Driver	05/12/25
Corie Damschen	Substitute Bus Driver	Bus Driver	06/02/25
Belinda Diaz	Nutr Svcs Wkr 0.4688 Hrs	Nutr Svcs Wkr 0.8750 Hrs	05/22/25
Ericka Fidel	Noon Supervisor	SPED Intervention Assistant	05/15/25
Moises Fregoso	Substitute Custodian	Night Custodian	05/29/25
Maria Garcia	Nutr Svsc Cook .09688 Hrs	Nutr Svcs Wkr 0.9375 Hrs	06/02/25
Camille Gonzales	Noon Supervisor	SPED Assistant	06/02/25
Ghada Haroun	Nutr Sat Kit Ld 0.5625 Hrs	Nutr Sat Kit Ld 0.7500 Hrs	05/2725
Wei Huang	SPED Assistant	SPED Intervention Assistant	04/25/25
Michelle Jara	SPED Intervention Assistant	SPED Assistant	05/27/25
Klarissa Pippin	Bus Attendant I	SPED Intervention Assistant	06/02/25
Felisa Roberts	Nutrition Sat Kit Lead	Nutrition Services Worker	05/19/25
Tanya Trejo	Substitute AVID Tutor	Academy Tutor	05/23/25

Leave of Absence

Employee ID#	Position	Site	Reason	Effective
03105	Grounds Equip Op	Grounds	Medical	06/02/25-06/20/25
09457	Ch Care Teacher I	Fairmont	Medical	06/11/25-09/29/25
14488	SPED Inter Assist	Travis Ranch	FMLA	04/22/25-05/21/25

Working Out of Class

Employee	From	To	Effective
Joshua Beckman	Tech Support Specialist	Info Systems Technician	07/01/25-06/30/26
Leticia Cuenca	Bilingual Clerk I	Bilingual School Clerk II	04/28/25-05/15/25
Elizabeth Medina	Bilingual Clerk II	Bilingual School Secretary I	04/28/25-05/16/25
Jill Stewart	Secretary II	Senior School Secretary	05/19/25-06/30/25

Employ

Employee	Position	Site	Salary	Effective
Morgan Abadie	Computer Instruc Specialist	Rose Drive	$22.84	05/27/25
Monica Aguilar	SPED Intervention Assistant	Wagner	$23.41	05/05/25
Adrianna Arroyo	Bilingual Clerk I	Valencia	$20.69	05/28/25
Christine Garza	SPED Intervention Assistant	Tynes	$23.41	05/19/25
Tamara Glanville	Bus Attendant I	Transp	$20.18	05/19/25
Eunice Kim	SPED Intervention Assistant	Lakeview	$23.41	08/25/25
Marissa Martinez	Instructional Assistant	Brookhaven	$19.69	05/19/25
Caleb Mora	Comp Instr Spec	Woodsboro	$22.84	05/19/25
Kimberly Powers	TK Preschool Educator	Lakeview	$19.69	05/30/25
Valerie Vera	SPED Intervention Assistant	Tynes	$23.41	05/05/25

Stabilization Plan

Close Positions	Total Positions	Department/Site
Community Liaison	2	Expanded Learning
Buyer	1	Purchasing
Account Technician	1	Fiscal Services
Secretary I	1	Technology
Technology Svs Tech	1	Technology
Child Dev Preschool Educator	3	Expanded Learning/Glenview
Child Dev Preschool Educator	3	Expanded Learning/Morse
Child Dev Preschool Educator	3	Expanded Learning/Tynes
Manager	1	OCSCS
Supervisor 4	1	OCSCS
Auditorium Technician	1	Use & Facilities

Short Term

Employee	NTE Hrs	Reason	Site	Effective
Adrianna Aguila	3.5	Pro-Act Training	Ruby Drive	05/06/25-05/07/25
Rosa Alvarado	4	Student Support	Travis Ranch MS	06/04/24-06/04/24
Carlee Anderson	16	Office Support	Mabel Paine	08/11/25-08/25/25
Carlee Anderson	15	Office Support	Mabel Paine	08/26/25-06/11/26
Nancy Arias Martinez	15	Library Support	YLHS	05/14/25-06/27/25
Nancy Arias Martinez	30	AP Testing Proctor	YLHS	05/05/25-05/30/25
Amber Bird	25	Support RSP Cases	Fairmont	05/14/25-06/06/25
Mariel Bobadilla	12	TK Support Staff	Educational Svs	05/01/25-06/30/25
Patricia Cardenas	20	Collegiate Scholars	El Dorado	03/01/25-04/30/25
Natalia Castillo	50	TK Support	Linda Vista	05/16/25-06/12/25
Sarah Cella	100	SLPA Caseload	SPED	04/16/25-06/12/25
Maria Cervantes	6	ELOP Summer Camp	Ruby Drive	04/15/25-04/18/25
Carmen Esposito	100	SLPA Caseload	SPED	04/16/25-06/12/25
Ayerim Flores	20	Comm Liaison Duties	Valadez	04/21/25-05/02/25
Elham Golgouei	80	Locker Room Cover	Travis Ranch MS	04/24/25-06/12/25
Laurene Grigory	23	Office Support	Mabel Paine	08/18/25-06/11/26
Ann Kennedy	20	Extra Support	Expanded Learning	05/22/25-06/13/25
Ann Kennedy	20	Math Intervention	Woodsboro	03/17/25-04/10/25

Laura Larzano	2	New Aide Training	Glenview	04/24/25-04/30/25
Jennifer Lassiter	4	Sports Physical Night	Esperanza	05/14/25-05/14/25
Andres Losoya	25	Extra Support	Expanded Learning	06/02/25-06/13/25
Christy Martinez	15	Student Supervision	Valadez	05/07/25-06/12/25
Jessica McConnell	10	Adult Support	Sierra Vista	05/16/25-06/12/25
Claudia Monge	80	Adaptive Needs	Ruby Drive	04/16/25-06/12/25
Shawnna Morris	30	Student Support	El Dorado	04/23/25-06/12/25
Martha Okuno	2	Parent Teacher Conf	Brookhaven	06/02/25-06/12/25
Martha Okuno	25	Interpreter/Translator	SPED	04/10/25-06/12/25
Catherine Pembleton	3	Graduation Setup	George Key	06/04/25-06/04/25
Amaya Quintero	9	AP Testing Proctor	YLHS	05/05/25-05/30/25
Maria Ramirez	75	Community Liaison	Ruby Drive	04/01/25-06/30/25
Gabriela Ramos	20	ELOP Summer Camp	Expanded Learning	04/15/25-04/18/28
Magdalena Serna	80	RSP Support	Sierra Vista	05/05/25-06/12/25
Tanya Trejo	30	Extra Support	Expanded Learning	05/23/25-06/13/25
Patricia Wellington	3	Graduation Setup	George Key	06/04/25-06/04/25

Substitutes

Employee	Position	Site	Effective
Leslie Alcorn	Bilingual Instructional Aide	Melrose	09/02/24-06/13/25
Joshua Beckman	Info Systems Technician	Technology	07/01/25-06/30/26
Joshua Beckman	Tech Service Technician	Technology	07/01/25-06/30/26
Thomas Burnett	Tech Service Technician	Technology	07/01/25-06/30/26
Thomas Burnett	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Alex Burton	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Matthew Cammarato	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Matthew Cammarato	Technology Service Tech	Technology	05/07/25-06/01/25
Matthew Cammarato	Tech Support Specialist	Technology	05/07/25-06/01/25
Brennen Cavish	Tech Service Technician	Technology	07/01/25-06/30/26
Brennen Cavish	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Lulu Chandler	Library Media Tech/Asst	Valadez	05/05/25-06/30/25
Layne Chiang	School Secretary I	Bryant Ranch	05/01/25-06/12/25
Kevin Garcia	P.E. Instructional Assistant	Rio Vista	02/18/25-06/13/25
Brandon Gooch	Tech Service Technician	Technology	07/01/25-06/30/26
Brandon Gooch	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Tammie Hagen	Sec II/Attn Clerk II/Clerk III	Tuffree	05/12/25-06/12/25
Jill Maes	Nutrition Services Worker	Nutrition Services	05/12/25-06/12/25
Allyson McGee	P.E. Instructional Asst	Ed Services Elem	04/10/25-06/12/25
Britlyn Pace	Computer Instr Specialist	Glenknoll	05/29/25-06/12/25
Emiliano Plascencia	Tech Info Systems Engineer	Technology	07/01/25-06/30/26
Isabel Valadez Marquez	Nutrition Services Worker	Nutrition Services	05/12/25-06/12/25
Morgan Vito	Tech Service Technician	Technology	07/01/25-06/30/26

District Funded Co-Curricular Assignments

Stipends	Assignment	Site	NTE Amount	Effective
Jacob Adams	Girls Track CIF	El Dorado	$2135	05/03/25-05/31/25
Nate Alam	Baseball CIF	El Dorado	$776	05/08/25-05/20/25
Kamea Binnquist	Varsity Cheer	YLHS	$4271	05/24/25-06/12/25
Galen Diaz	Hd Boys Swimming	Esperanza	$533	05/05/25-05/09/25
Jessica Diaz	Hd Swimming CIF	YLHS	$533	05/04/25-05/10/25
Anthony Draft	Football	Esperanza	$4265	07/28/25-10/31/25
Kyle Enos	Cross Country	Esperanza	$4271	08/18/25-11/07/25
Kyle Enos	Track CIF	Esperanza	$1281	05/03/25-05/17/25
Calvin Flores	Football	Esperanza	$1486	07/28/25-10/31/25

Jordyn Griggs	Hd Boys Volleyball CIF	Esperanza	$2372	04/24/25-05/17/25
Jenifer Guldner	Band/Color Guard	El Dorado	$1100	07/01/25-07/31/25
Eric Karl Hansen	Tennis CIF	Valencia	$1281	04/30/25-05/22/25
Maya Jedrzejczak	Swimming CIF	YLHS	$427	05/04/25-05/10/25
Tony Johnson	Boys Tennis CIF	YLHS	$533	05/01/25-05/22/25
Franciszek Krupa	Band Brass Skills	OCSCS	$2000	01/27/25-06/12/25
Anthony Luti	Track	El Dorado	$2750	02/22/25-04/10/25
Juliana Macedo	Cheer/Song	Esperanza	$330	05/27/25-06/05/25
Jenna Mack	Girls Basketball	Valencia	$5338	11/17/25-02/04/25
Jack May	Band/Color Guard	El Dorado	$750	07/01/25-07/31/25
Jack Miller	Boys Volleyball	Esperanza	$1898	04/24/25-05/17/25
Eric Naslund	Boys Lacrosse	Esperanza	$4271	03/03/25-04/23/25
Jacob O'Neill	Track	El Dorado	$1250	02/22/25-05/02/25
Daniel Parahnevich	Hd Swimming CIF	YLHS	$533	05/04/25-05/10/25
Jack Patino	Track CIF	El Dorado	$1708	05/03/25-05/31/25
Bradley Poma	Swimming CIF	El Dorado	$854	04/29/25-05/10/25
Jaden Pugh	Baseball CIF	El Dorado	$776	05/08/25-05/20/25
Luis Ramirez	Track CIF	Esperanza	$1281	05/03/25-05/17/25
Carly Redfearn	Band/Color Guard	El Dorado	$750	07/01/25-07/31/25
Grace Redmond	Color Guard	OCSCS	$2000	01/27/25-06/12/25
Christian Rodriguez	Band/Color Guard	El Dorado	$550	07/01/25-07/31/25
Jessica Rodriguez-Ponce	Softball CIF	Valencia	$854	06/07/25-06/17/25
Emily Salazar	Hd Softball CIF	YLHS	$1601	05/08/25-05/24/25
Darren Van Derpoel	Band/Color Guard	El Dorado	$1850	07/01/25-07/31/25
Rebecca Taul	Softball CIF	El Dorado	$388	05/07/25-05/15/25
Rich Toro	Boys Golf CIF	YLHS	$1708	05/03/25-05/29/25
Angela Tousley	Band/Color Guard	El Dorado	$1650	07/01/25-07/30/25
Connie Truong	Band/Color Guard	El Dorado	$750	07/01/25-07/31/25
Connie Truong	Percussion Club	Tuffree	$2000	01/06/25-06/12/25
Bella Ulloa	Color Guard	OCSCS	$2000	01/27/25-06/12/25
Dominic Villaverde	Band/Color Guard	El Dorado	$400	07/01/25-07/31/25
Brittany Watrous	Boys Tennis CIF	El Dorado	$427	05/01/25-05/07/25
Jonathan West	Track CIF	El Dorado	$1708	05/03/25-05/31/25

Booster Funded Co-Curricular Assignments

Employee	Assignment	Site	NTE Amount	Effective
Joe Blackman	Track	YLHS	$2669	02/22/25-05/02/25
Isabelle Cedano	Cheer/Song	Esperanza	$1900	05/07/25-06/05/25
Isabelle Cedano	Cheer/Song	Esperanza	$1900	09/01/25-06/11/26
Sidney Eun	Band/Visual/Percussion	El Dorado	$750	08/01/25-04/30/26
Troy Haines	Track	YLHS	$2669	02/22/25-05/02/25
Carla Hutchison	Dance	El Dorado	$513	09/01/25-04/30/26
Josh Jerome	Band/Woodwinds	El Dorado	$750	08/01/25-04/30/26
Matt Lackey	Band/Visual	El Dorado	$1000	08/01/25-11/30/25
Amber Larroque	Band/Percussion	El Dorado	$600	08/01/25-06/30/26
Juliana Macedo	Cheer/Song	Esperanza	$1100	09/01/25-06/11/26
Ubaldo Ortiz	Band/Color Guard	El Dorado	$650	08/01/25-06/30/26
Jazmin Perez	Girls Basketball	El Dorado	$500	08/12/25-10/31/25
Jeanette Pun	Band/Brass	El Dorado	$750	08/01/25-04/30/26
Rosie Queen	Band/Color Guard	El Dorado	$500	08/01/25-03/31/26
Matthew Raya	Girls Basketball	El Dorado	$1500	08/12/25-10/31/25
Tucker Raya	Girls Basketball	El Dorado	$500	08/12/25-10/31/25
Carly Redfearn	Band/Color Guard	El Dorado	$650	08/01/25-06/30/26
Christian Rodriguez	Band/Color Guard	El Dorado	$650	08/01/25-06/30/26

Danielle Rumary	Girls Basketball	El Dorado	$300	08/12/25-10/31/25
Chris Schmitz	Band/Visual	El Dorado	$1000	08/01/25-11/30/25
Hani Sultan	Boys Volleyball	Esperanza	$500	04/24/25-05/17/25
Brianne Tomas	Band	El Dorado	$500	08/01/25-11/30/25
Connie Truong	Band/Percussion	El Dorado	$700	08/01/25-06/30/26
Robin Truong	Band/Visual	El Dorado	$750	08/01/25-11/30/25
Quintin Toma	Band/Visual	El Dorado	$750	08/01/25-11/30/25
Dominick Villaverde	Band/Percussion	El Dorado	$350	08/01/25-06/30/26
Alex Weber	Girls Basketball	El Dorado	$1500	08/12/25-10/31/25
Brian Wood	Girls Basketball	El Dorado	$1500	08/12/25-10/31/25

Universal Sports Institute: Middle School Wrestling Referee, NTE 6 Hrs., $55/per hour, 04/07/25-06/12/25
Kevin Burgess
Gabriel Garcia
Josh Holiday
Jaime Lopez
Yesenia Perez

Noon Duty Supervision: Substitute and Short-Term: NTE 150 Hrs., 2024-2025 SY

Employee	Site
Joelle Anderson	Golden
Julie Gibson	Kraemer
Janette Hoang	Linda Vista

Use and Facilities: Auditorium Tech Support for Theaters: Short Term: NTE 150 Hrs. 05/01/25-05/31/25
Maher Abukhader
Falit Bakshi
Seth Diaz
Joshua Hernandez
Thomas Judd
Emmitte Keele
Allyson Lee
Blasé Maffia
Brian Munoz
Matthew Palmer
Allan Rodriguez
Tatiana Rodriguez
Jeremy Smith
Christopher St. Aubin
Nhu Tran
Jonathon Tune

Use and Facilities: Auditorium Tech Support for Theaters: Short Term: NTE 150 Hrs. 07/01/25-07/31/25
Leticia Hernandez
Thomas Judd
Kevin Whalen

Child Care Expanded Learning: Child Care Teacher I: Short Term: NTE 250 Hrs., Substitute, NTE 8 Hrs., All Sites

Employee	Effective
Kayla Carr	04/21/25-06/30/25
Yisel Cuevas	05/19/25-06/30/25
Amber Smith	04/21/25-06/30/25
Amber Smith	04/25/25-06/30/25

Tresha Vito 05/01/25-06/30/25

Child Care – Expanded Learning: Student Supervision Assistant, Short Term: NTE 150 Hrs., All Sites 04/21/25-06/12/25
Ruben Castellanos
Jazmin De Leon
Christian Fitz
Sabrina Gortarez
Alexia Gutierrez Calderon
Logan Johnson
Christian Mendez
Anaheim Molina
Jacquelyn Rodriguez
Jeanina Ruiz
Claudia Vergara
Joel Zuniga

Technology: Tech Support Specialist, Substitute 07/01/25-06/30/26
Matthew Cammarato
Evan Chase
Lance Matsumoto

Technology: Tech Support Specialist, Short Term, NTE: 154 Hours/Per Person, 07/01/25-08/07/25
Nancy Arias Martinez
Evangelina Barba
Linda Cagney
Rosa Esqueda
Yvette Flores
Giselle Rubalcava Gonzalez
Stephanie Yamashita
Victor Zapiain

Technology: Tech Service Technician, Substitute 07/01/25-06/30/26
Matthew Cammarato
Evan Chase
Lance Matsumoto

Technology: Tech Support Specialist, Short Term NTE: 56 Hours/Per Person, 06/17/25-06/30/25
Evangelina Barba
Linda Cagney
Yvette Flores
Arisbeth Ortiz Canedo
Giselle Rubalcava
Victor Zapiain

Technology: Tech Support Specialist, Short Term

Employee	NTE Hours	Effective
Nancy Arias Martinez	35	06/23/25-06/30/25
Michelle Barnes	84	07/01/25-08/07/25
Mayumi Chase	7	06/30/25-06/30/25
Mayumi Chase	110	07/01/25-08/07/25
Rosa Esqueda	7	06/30/25-06/30/25
Arisbeth Ortiz Canedo	147	07/01/25-08/07/25

Summer Sports Camps, NTE $5,400, 07/01/25-08/30/25

Employee	Site	Sport Assignment
Johan Acu	Esperanza	Hd Softball
Joseph Ballestero	Esperanza	Boys Basketball
Zach Brushwyler	Esperanza	Girls Lacrosse
Eduardo Carrasco-Maldonado	Esperanza	Boys Soccer
Jimmy Chang	Esperanza	Boys Tennis
Jimmy Chang	Esperanza	Girls Tennis
Galen Diaz	Esperanza	Hd Boys Water Polo/Swim
Anthony Draft	Esperanza	Football
Kyle Enos	Esperanza	Track
Armon Fayyazi	Yorba Linda HS	Hd Boys Wrestling
Calvin Flores	Esperanza	Football
Owen Galasso III	Esperanza	Football
Owen Galasso IV	Esperanza	Football
William Garcia	Esperanza	Boys Soccer
Chloe Green	Esperanza	Girls Soccer
Nicholas Heinle	Esperanza	Football
Christian Holiday	Esperanza	Hd Boys Wrestling
Emma Khamo	Esperanza	Boys Soccer
John King	Esperanza	Hd Girls Soccer
Crysta Liu	Esperanza	Boys Volleyball
Crysta Liu	Esperanza	Girls Volleyball
Alex Lomeli	Esperanza	Hd Boys Soccer
James Lopez	El Dorado	Wrestling
Sabrina Lundberg	Yorba Linda HS	Cheer/Song
Jay Mericle	Esperanza	Boys Water Polo/Swim
Jack Miller	Esperanza	Boys Volleyball
Jack Miller	Esperanza	Girls Volleyball
Eric Naslund	Esperanza	Boys Lacrosse
Austin Nesbihal	Esperanza	Boys Lacrosse
David Pacheco	Valencia	Cross Country
Manny Parga	Esperanza	Boys Basketball
Richard Shube	Yorba Linda HS	Cheer/Song
Ashlynn Siler	Esperanza	Girls Dance
Hani Sultan	Esperanza	Boys Volleyball
Sean Tannehill	Esperanza	Boys Water Polo/Swim
Brandon Thompson	Esperanza	Football

2025 Summer School Support Staff Short Term Hours: ESY, Enrichment, IMPACT, Credit Recovery, Summer Camp

Employee	NTE Hrs	Reason	Site	Effective
Tamara Barron	50	Health Clerk	Multiple Sites	06/23/25-07/24/25
Tamara Barron	9	Health Clerk Sub	Woodsboro	06/23/25-07/24/25
Lisa Bartolo	120	School Secretary I	El Camino	06/23/25-07/24/25
Sara Bissell	150	Secretary I	George Key/Venture	06/23/25-07/24/25
Maria Bryant	180	Nutr Svs Sat Kit Ld	George Key/Venture	06/23/25-07/24/25
Sarah Cella	100	SLP	Multiple Sites	06/23/25-07/24/25
Carol Coates	150	Secretary I	Fairmont	06/23/25-07/24/25
Teresa De la Torre	120	School Secretary I	El Camino	06/23/25-07/24/25
Abbey Dee Cruz	90	Bilingual Clerk I	Morse	06/23/25-07/24/25
Aimee Fierro	42	Clerical Support	Expanded Learning	05/27/25-06/12/25
Pia Fiore	150	School Secretary I	Woodsboro	06/23/25-07/24/25

Rebecca Garcia Weston	92	Health Clerk	Woodsboro	06/23/25-07/24/25
Jessica Gomez	100	SLP	Multiple Sites	06/23/25-07/24/25
Maria Lorena Gonzalez	150	Secretary I	Valencia	06/23/25-07/24/25
Joanne Griego	180	Nutr Svs Sat Kit Ld	Valadez	08/04/25-08/14/25
Joanne Griego	180	Nutr Svs Sat Kit Ld	Fairmont	06/23/25-07/24/25
Mirella Hildebrandt	100	SLP	Multiple Sites	06/23/25-07/24/25
Marisol Lopez	150	Secretary I	Tynes	06/23/25-07/24/25
Golnaz Lotfalipour	100	SLP	Multiple Sites	06/23/25-07/24/25
Jessica Loya	180	Nutr Svs Sat Kit Ld	Melrose	06/23/25-07/24/25
Anthony Negron	150	School Secretary I	Morse	06/23/25-07/24/25
Linda Orr	180	Nutr Svs Prod Ld	Valencia	06/23/25-07/24/25
Alejandra Quintero	150	Secretary I	Valencia	06/23/25-07/24/25
Melanie Quiroz	100	SLP	Multiple Sites	06/23/25-07/24/25
Archelle Tovar	50	Health Clerk	Multiple Sites	06/23/25-07/24/25
Archelle Tovar	9	Health Clerk Sub	Woodsboro	06/23/25-07/24/25
Christy Vino	180	Nutr Svs Sat Kit Ld	Tuffree	08/04/25-08/14/25
Terry Yanez	100	SLP	Multiple Sites	06/23/25-07/24/25

Special Education: Speech Language Pathologist Assistant, Short Term, NTE: 100 Hrs., 04/16/25-06/12/25
Sarah Cella
Golnaz Lotfalipour
Terry Yanez

Special Education, SPED Assistant/Intervention Assistant/Specialized, Student Support, Short Term, NTE: 100 Hrs., All Sites, 2024-2025 SY
Robert Bissell
Kimlee Dang
Krista Dorado
Michelle Dwyer
William Erickson
Lindsay Farer
Karina Hiebert
Lihau Kaapuni
Helen Lee
Lea Lubinski
Jared Moradian
Isel Nunez
Lilien Tran
Siaira West

Special Education, SPED Assistant/Intervention Assistant/Specialized, Substitute, All Sites, 04/22/25-06/12/25
Rosa Alvarado
Morgan Baker
Cheri Hoisington
Lauren Landrith
Isaiah Lievanos
Jena Rose
Ashley Yniguez

2025 ESY SPED Assistant, Various Sites, Substitute; NTE 100 Hrs., 06/23/25-07/24/25
Susan Accardo
Davis Ammari
Carrie Araque
Susan Battaglia

Mary Beesely
Rebekah Billinger
Amber Bird
Luke Bissell
Robert Bissell
Regina Bloom
David Brink
Linda Brocki
Erin Brunner
Zachary Brushwyler
Suzanne Campbell
Cruz Lizbeth Castillo
Rafaelle Catacutan
Bridget Colby
Brian Cusick
Kimlee Dang
Teresa De La Torre
Angelina Dohr
Krystle Elizarraras
Chase Erickson
Monica Faith
Julie Fick
Stephanie Forshee
Shelli Foust
Diane Fowks
Kim Gill
Elham Golgouei
Camille Gonzales
Miranda Gonzalez
Christy Goodman
Josephine Gray
Anthony Griego
Laurie Griggs
Cheri Hoisington
Erin Hoskins
Sharley Hurwitz Rasch
Brittney Ispas
Matthew Jackson
Koree Johnson
Monica Landfield
Lauren Landrith
Karen Lara Estrada
Jana Lee
Helen Lee
Kelly Leitner
Adele Lightfoot
Marissa Lopez
Maria Lozoya
Jamie Lumsdaine
Emma Malone
Ezmeralda Marquez
Kaleigh Medellin
Michelle Miller
Doina Mocanu

Claudia Monge
Jeanne Morales
Purvi Parikh
Earnestine Putman
Pope Quinton
Alexis Ramirez
Marisol Rivera
Gina Roberts
Ana Rocke
Jessica Salgado
Krystal Sanchez
Maria Sandoval
Laura Scott
Isela Serra
Yesuk Son
Linda Struiksma
Pamela Taggart
Anna Liza Tannehill
Sean Padraig Tannehill
Lindsay Taylor
Jacob Terry
May Tieu
Kimberly Valda Arana
Yajaira Vasquez
Jordyn Veltri
Kelly Watkins
Patricia Wellington
Shaun Wolf
Ashley Yniguez

2025 ESY SPED Intervention Assistant, Various Sites, Substitute; NTE 100 Hrs., 06/23/25-07/24/25
Tom Adams
Adrianna Aguila
Devyn Aguilar
Anissa Alcaraz
Joel Alonso
Davis Ammari
Michael Amini
Carrie Araque
Soraida Gabriella Arceneaux
Susan Battaglia
Mary Beesley
Janet Beltran
Rebecca Billinger
Amber Bird
Luke Bissell
Robert Bissell
Regina Bloom
Lori Bolin
David Brink
Erin Brunner
Zach Brushwyler
Patricia Burkhardt
Suzanne Campbell

Gabby Campos
Cruz Lizbeth Castillo
Rafaelle Catacutan
Marco Cervantes
Zoe Chung
Gina Clark
Jessica Coghill
Bridget Colby
Colleen Cook
Emma Corbell
Denise Coultrup
Natalya Couron
Lynette Currier
Brian Cusick
Laura Dame
Kimlee Dang
Brittany Daniel
Teresa De La Torre
Abiezer Delgado Guzman
Llilfred Delgado
Renea Depaudua Redira
Sherry DiCroce
Angelina Dohr
Citlali Dominguez Cobian
Krista Dorado Argomaniz
Michelle Dwyer
Cinnamon Earl
Catrina Eazell
Adel Elgarawany
Adrienne Elicker
Krystle Elizarraras
Chase Erickson
Laura Facio
Monica Faith
Lindsay Farer
Julie Fick
Stephanie Fischer
Marlee Felckenstein
Kerri Fordyce
Stephanie Forshee
Shelli Foust
Kate Futerer
Pamela Gagnon
Cara Garcia
Maria Garza
Kim Gill
Joey Goddard
Elham Golgouei
Damaris Gomez Lopez
Camille Gonzales
Cintia Gonzalez
Miranda Gonzalez
Christy Goodman
Daniela Gordillo

Josephine Gray
Laurie Girggs
Kerstain Guest
Doug Gutierrez
Irene Han
Patrick Hansen
Megan Harry
Sarina Hernandez
Stephanie Hernandez
Jesse Higgins
Von Hildebrandt
Sean Hogan
Cheri Hoisington
Natalie Horn
Wei Janet Huang
Sharley Hurwitz Rasch
Stephanie Inzunza
Michele Ives
Matthew Jackson
Trina Jackson
Anallely Jimenez
David Jimenez Vital
Jillian Keeler
Ann Kennedy
Lilien Kim
Erica King
Jessica King
Jason Lander
Lauren Landrith
Angelica Lara Garcia
Karen Lara Estrada
Janna Lee
Jou I Lee
Helen Lee
Kelly Leitner
Frankie Little
Christine Lopez
Marissa Lopez
Obdulia Lopez
Maria Lozoya
Marietta Luzzi
Emma Malone
Ezmeralda Marquez
Julieta Martinez Toriani
Michelle Masciale
Shevawn Maule
Michelle McCahery
Rona McManus
Thomas McTier
Kaleigh Medellin
Lynch Meredity
Diana Mendez
Laura Merica
Michelle Miller

Doina Mocanu
Fathima Mohamed Samusdeen
Claudia Monge
Jeanne Morales
Clara Morin Fernandez
Shawnna Morris
Ashwinee Nangare
Stephanie Newbill
Catie Nichols
Yoel Nunez Lopez
Corrine O'Grady
Jennifer Oltman
Purvi Parikh
Erika Parrilla
Marsha Peckman
Maria Pelaez
Samantha Peralta
Jacob Perez Rodriguez
Laura Perez
Brittany Pham
Olivia Pineda
Tim Ping Cheng
Lisa Pulido
Aleen Quero-Ortiz
Pope Quinton
Alexis Ramirez
Caitlin Rachunok
Saba Rafiqi
Kristina Rai
Maria Ramos
Adriana Reeves
Norma Reyes
Marisa Richter
Sabrina Rivera
Gina Roberts
Ana Rocke
Joseph Rojas-Granja
Katelyn Rongen
Jocelyn Rosillo
Elvira Ruiz Hazlett
Theresa Saenz
Maria Sandoval
Juana Saucedo
Christine Schiebeck
Laura Scott
Jade Segura Smith
Isela Serra
Michelle Sellers
Melinda Shank
Meenakshi Shelar
Patricia Solorio-Cisneros
Yesuk Son
Angelica Sotelo
Breanne Sotelo

Linda Struiksma
Anna Liza Tannehill
Sean Padraig Tannehill
Lindsay Taylor
Jacob Terry
Melissa Thompson
May Tieu
Lindsey Tii
Patty Trejo
Consuelo Torres
Yajaira Uribe
Anna Valencia
Kimberly Valda Arana
Jordyn Veltri
Andrea Villegas
Christine Walker
Kelly Watkins
Patricia Wellington
Kimberly White
Karen Wolcott
Shaun Wolf
Danny Worley Jr
Ashley Yniguez
Luke Yokogawa
Yifan Zhao

2025 ESY SPED Intervention Assistant Specialized, Various Sites, Substitute; NTE 100 Hrs., 06/23/25-07/24/25
Saeda Alrifai
Lea De Leon
Natalie Francis
Wendy Grafton
Darcy Gregg
Maria Gutierrez
Ashley Lawton
Jennifer Lopez
Patricia Martinez
Heide Mc Cue
Kathy Miller
Nathan Noiman
Hope Osborn
Lauren Parkes
Tessa Pennington
Ana Perez
Joseph Rojas-Granja
Edith Serrano
Theresa Stanford
Portia Stevens
Pushparani Thomas Frank
Ian Volker
Stacy Wallace
Samantha Zadah

Esperanza High School, Prom Supervision, Stipend $200, 05/17/25-06/12/25

Valerie Jaramillo

Child Care - Expanded Learning: Bilingual Preschool Community Liaison, Short Term: NTE 250 Hrs., Substitute NTE 8 Hrs.

Employee	Effective
Beatriz Lopez	03/24/25-06/30/25

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CERTIFICATED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 17, 2025

Resignation

Employee	Site	Position	Effective
Turner Buis	OCSCS	Teacher	06/13/25
Amanda Dunnuck	Fairmont	Teacher	06/13/25
Shannon Gibson	Topaz	Teacher	06/13/25
Leslie Rose	Valencia	Teacher	06/14/25 (Revised)

Retirement

Employee	Site	Position	Effective
Linda Manion-Camenzind	Human Resources	TOSA	06/14/25

Change of Status

Employee	From	To	Effective
Kari Walters	Teacher	Athletic Director	08/08/24-06/23/25
Kari Walters	Athletic Director	Teacher	08/21/25
Mathew Slevcove	Teacher	Athletic Director	08/08/24-06/23/25
Mathew Slevcove	Athletic Director	Teacher	08/21/25

Leaves of Absence

Employee ID#	Position	Site	Reason	Effective
00544	Coordinator	Student Svs	Medical	06/01/25-06/30/25
12620	Teacher	Valadez	Maternity/Bonding	08/21/25-01/20/26
02591	Teacher	Rio Vista	Medical	04/29/25-06/13/25
09853	Teacher	Elem PE	Discretionary-Unpaid	08/21/25-06/12/26
14360	POSA	Spec Ed	Maternity/Bonding	06/17/25-11/21/25
15803	Counselor	El Camino	Medical	06/11/25-08/11/25

Employ, Management

Employee	Site	Position	Effective
Cameron Shepherd	OCSCS	MS Principal	07/28/25

Summer School

Educational Services, EL Summer Camp, $55/Hr., NTE 122 Hrs., 06/16/25-07/25/25
Aemy Alvarez
Lindsey Barnett
Stella Campos
Andrea Cronin
Kristen Dominguez
Deanne Fox
Mandy Gutierrez
Sarah Hoffman
Leticia Long
Maria Marquez
Daniella Martinez
Sarah McElwee
Danielle Miller
Tina Mora

Marisela Rojo
Jessica Sandoval
Neema Solanki
Stephanie Valdez-Schrader
Alejandra Valdovinos
Katie Visconti
Michelle Woinarowicz
Laura Yeamen
Andres Zaferson

Educational Services, Summer Enrichment School, $55/Hr., NTE 110 Hrs., 06/23/25-07/24/25
Angelina Avila-Perez
Courtney Baize
Marlena Behle
Marlene Beltran
Cari Briggs
Alexis Burt
Richard Cadra
Samuel Christy
Stacey Dahlman
Katherine Do
Marcela Duran-Valencia
Lisa Fraser
Adolfo Gomez
Kimberly Goodwin
Alexis Hightower
Chienwen Liu
Amy Livergood
Kristin Long
Kaylynne Mathis
Heather Mulkey
Lynette Parelli
Christine Perez
Taylor Perez-Sloan
Carrie Pipkin
Tamara Platt
Scott Quarto
Jennifer Raya
Amanda Peronto
Ann Rago
Paige Smith
Derek Tran
Natasha Ulibarri
Eva C. Ybarra
Jessica Zunigabravo

El Camino, Summer Instruction, $55/Hr., NTE100 Hrs., 06/23/25-07/24/25
Noah Balthius
Chivy Chia
Linda Crossno
Jason Gray
Andrew Kim
Sam Lee

Olivia Lytton
Raymond Martin
Mark Pederson
Cozette Petitt
Shawn Racobs
Steve Settle

Special Education, APE Teacher, $55/Hr., NTE 120 Hrs., 06/23/25-07/24/25
Greg Haskell
Jordan Iguchi
Wendy McGinnis
Adam Suarez

Special Education, ESY Speech Therapist, $55/Hr., NTE 120 Hrs., 06/23/25-07/24/25
Jodi Castillo
Brianna Figueroa
Natalie Hansen
Kelli Martinez
Michelle Novello
Stephanie Peterson
Kathy Ukes

Special Education, ESY Mild/Moderate Teachers, $55/Hr., NTE 120 Hrs., 06/23/25-07/24/25
Rachel Ackerman
Garrett Bentley
Julia Beresford
April Chaney
Amanda Chen
Danielle Dumlao
Amanda Dunnuck
Briana Eckels
Amy Gonzalez
Jenna Harris
Cindy Humphrey
Benjamin Kessler
Ryan Lauder
Carla Martin
Janet Martin
Meghan Meyers
Lena Miller
Nikko Mostajo
Matthew Quintero
Mary Sanchez
Lisa Smith
Chelcy Suarez
Mark Ukes
Jenny Valerio
Danielle Van Pool

Special Education, ESY Mod/Severe Teachers, $55/Hr., NTE 120 Hrs., 06/23/25-07/24/25
Lindsey Aguilar
Muhita Ahmad
Bridget Barta

Sarah Belsey
Kim Bidelspach
Garrett Boaz
Kaylee Brown
Carolina Cantoran
Michele Cardenas
Carmen Coindreau-Gonzalez
Vicky Corral
Andrea Cronin
Cindy Davila
Angela Duenas
Jennifer Ehlen
Victoria Farer
Roger Galvan
Sam Garay
Vicky Garcia
Kara Gerry
Rubi Gil-Arevalo
Jessica Gomez
Nicholas Gordillo
Molly Gorman
Sara Grant
Amy Larsen
Mary Le
Frankie Little
Jasmine Lodge
Ryan Martinez
Alex Matlack
Joe Merrill
Melissa Patterson
Andres Pelaez
Antonia Pittman
Joseph Quintero
Arielle Redira
Jenna Redwine
Verina Rocero
Charlotte Roedl
Kylee Saito
Francisco Sanchez
Gabriela Sarjeant
Sam Sotelo
Kodie Spann
Amy Woodrum

Valencia, Summer School Teacher, $55/Hr., NTE 100 Hrs., 06/23/25-07/24/25
Amber Juarez
John Lindell
Mike Lorge
Sergio Narez
Colette Riggs
Gregory Wall
Jocelyn Young

Extra Duty Assignments

Employee	Site	Extra Duty	Hrly Rate	Hours	Effective
Tammie Aho	Travis Elem	CAASP Test Coord	$55	10	05/13/25-06/12/25
Christina Avila	Student Svs	Sub Wellness Spec	Per Diem	256	04/04/25-06/12/25
Kimberly Bidelspach	Spec Ed	ELPAC Training	$55	3	04/01/25-06/13/25
Rebecca Bonet	Ed Svs	HS Science Dept Mtg	$55	2	05/21/25-05/21/25
Suzanne Borgese	Ed Svs	Mentor Program	$55	25	05/01/25-06/30/25
Elizabeth Caglia	Spec Ed	Assessments	$55	18	03/03/25-06/13/25
Bradley Chang	Morse	PE Aide Support	$55	20	05/19/25-06/12/25
Amanda Chen	Spec Ed	Tutoring	$55	100	05/12/25-07/03/25
Mykaela Clemmer	El Dorado	Comm Svs Coord	$55	100	08/21/25-06/12/26
Nicole Davison	Ed Svs	Math Summer Bridge	$55	10	06/21/25-06/30/25
Xochitl Diaz	Ed Svs	Translator	$55	2	05/15/25-05/15/25
Laura Does	Spec Ed	IEP Mtg	$55	1	05/27/25-06/13/25
Danielle Dumlao	Spec Ed	Department Mtg	$55	2	04/24/25-06/13/25
Briana Eckles	Spec Ed	IEP/Assessments	$55	5	04/07/25-06/13/25
Cindy Gracian	Spec Ed	Transition Mtg	$55	10	04/14/25-06/13/25
Courtney Gruis	Spec Ed	IEP Mtg	$55	1	05/26/25-06/13/25
Tammy Jack	YLMS	Class Size Overage	$55	6	01/01/25-06/30/25
Lorena Jacobo	Spec Ed	IEP Meeting	$28	15	03/03/25-06/13/25
Marcus Jones	YLHS	Proctor AP Exams	$28	20	05/12/25-05/23/25
Benjamin Kessler	Spec Ed	IEP Meeting	$55	3	05/19/25-06/27/25
Kalena Kwan	Ed Svs	MS Science Dept Mtg	$55	2	05/21/25-05/21/25
Saede Lussier	Spec Ed	Assessments/IEP	$55	5	05/12/25-06/13/25
Ashley Madsen	Spec Ed	OCDE Training	$55	8	06/16/25-06/20/25
Amanda Margarit	Spec Ed	Home Instruction	$55	40	05/19/25-06/30/25
Amanda Margarit	YLMS	Stu Supv/ASPIRE	$55	5	05/01/25-06/12/25
Janet Martin	Student Svs	Home Hospital	$55	18	05/30/25-06/12/25
Sergio Narez	Student Svs	Attendance Recovery	$55	5	06/07/25-06/07/25
Madison Ormsbee	Spec Ed	IEP Meeting	$55	11	04/01/25-06/13/25
Amy Ortlieb	Spec Ed	OCDE Training	$55	8	06/16/25-06/20/25
Emily Pacheco	Spec Ed	Transition Mtg	$55	5	04/14/25-06/13/25
Christopher Parlapiano	OCSCS	YL Farmers Market	$55	7	05/01/25-06/13/25
Natali Riggio	Ed Svs	CAASP Coord	$55	26	09/01/24-06/30/25
Charlotte Roedl	Spec Ed	ELPAC Training	$55	3	05/19/25-06/13/25
Audra Ross	El Dorado	Vis Arts Coord	$55	50	01/01/25-06/12/25
Neema Solanki	Ed Svs	Performance Task	$55	2	01/15/25-06/12/25
Grace Stanton	Valencia	Cambridge Internal Assessment	$55	15	12/21/24-06/13/25
Mark Ukes	Spec Ed	Classroom Support	$55	10	04/07/25-06/13/25
Katherine Visconti	Ed Svs	AVID Meetings	$55	2	05/13/25-06/12/25
Caitlyn Yahner	Student Svs	Home Hospital	$55	37	05/19/25-06/12/26

Educational Services, Creating and Revising Secondary ELA Common Assessment, $55/Hr., NTE 2 Hrs., 05/28/25-06/30/25
Kristina McLeish
Candace Tingley

Educational Services, HSS HS Team Lead Meetings, $55/Hr., NTE 6 Hrs., 05/27/25-06/12/25
Kelly Smith
Bryon Vouga

Educational Services, Math Adoption Pilot Committee, $55/Hr., NTE 2 Hrs., 06/13/25-06/30/25
Melissa Chavez
Roy Hull
Jason Kim
Catherine Manalo
Hanh Nguyen
Gabrielle Stephenson

Esperanza, Leadership Meetings, $55/Hr., NTE 1 Hr., 05/13/25
Rilee Bragg-Williams
Meredith Castro
Bradley Davis
Jason Goettsche
Kevin Kowalski
Whitney Leonard
Debbee Mariotti
Kressler Nguyen-Valdez
Frank Perez
Carrie Platz
Tyler Rex
April Vanderhook
Jeff Wallace
Keri Walters
Heather Waugh

Mabel Paine, Attend IEP Meetings, $55/Hr., NTE 10 Hrs., 08/26/25-06/11/26
Angelina Avila-Perez
Jackie Caballero
Katie Do
Lisa Howard
Leslie Lewis
Claudia Lyman
Christie Miller
Thomas Roth
Claire Schade
Karen Stewart
Lauren Thurston
Rachelle Van Der Ham
Steven Zietlow

Special Education, Attend IEP Meetings, $55/Hr., NTE 2 Hrs., 04/28/25-06/13/25
Tammie Aho
Kaylee Brown
Christine Shen
Matthew Homsted

Special Education, Attend Transitional Meetings, $55/Hr., NTE 10 Hrs., 04/21/25-06/30/25
Illyse Harker
Sarah Hobbs

Special Education, Preschool Teacher Release Time, $55/Hr., NTE 7 Hrs., 06/12/25-06/17/25
Ashley Madsen
Amy Ortlieb

Student Services, Attendance Recovery, $55/Hr., NTE 5 Hrs.,05/17/25
Jaclyn Chavez
Chivy (Tina) Chia
Sandra Doh
Ashley Eskew
Shelly Freeland
Sergio Narez
Cozette Petitt
Jeff Picou
Briana Seward

Student Services, F1/International Student Support, $65/Hr., 01/06/25-06/12/25

Employee	NTE Hours
Rigoberto Aragon	4
Dana Armstrong	8
Tempa Davidson	12
Carolyn Douglas	24
JeNell Gandy	32
Nancy Kollenberg	4
Sarah Miller	8
Danielle Paris	4
Peyton Pike	16
Amy Selof	4

Valencia, Cambridge Internal Assessment, $55/Hr., NTE 1 Hr., 12/21/24-06/13/25
Anabel Hernandez
Elizabeth Larriva
Linda Leonard

Yorba Linda HS, AP Testing Proctor, $28/Hr., NTE 45 Hrs., 05/05/25-05/30/25
Tiffany Cervantes
Marcus Jones
Sunny Luna

Yorba Linda MS, SPSA Planning, $55/Hr., NTE 3 Hrs., 04/01/25-06/13/25
Nicole Davison
Ashley Freeman
Staci Perez
Lyndsey Smtih

Stipends

Employee	Site	Assignment	NTE Amount	Effective
Julia Beresford	Spec Ed	Dept Chair Speech Dept	$3265	08/22/24-06/13/25
Alesa Kerr	Ruby Drive	Nat'l Board Certificate	$1000	06/05/25-06/05/25
Ann Libo-On	Travis MS	AVID Summer Institute	$300	07/16/25-07/18/25
Pia Ribbe	Ed Svs	AVID Summer Institute	$300	07/16/25-07/18/25

Educational Services, Elementary Music Stipend, NTE $2491, 08/22/24-06/13/25
Rebecca Dominguez
Jeff Evans
Gary Hung
Ray Llewellyn

Jon Mann
Rose Neumayr
Evin Stamp
Mary Towson

Educational Services, Elementary Vocal Music Stipend, $623, 08/22/24-06/13/25
Sharon Edmondson
Wei Fang
Enrique Ortega

Fairmont, Lead Teacher, NTE $816, 08/21/25-06/12/26
Tamara Borrego
Maria V. Corral
Alexis Hightower
Kasidy Igawa
Jessica Olguin-Nieto
Lisa Smith

Sierra Vista, AVID Summer Institute, NTE $300, 07/16/25-07/18/25
Rachael Gallagher
Noelle Lopez
Ester Miller
Dawn Page

District Funded Co-Curricular Assignments

Stipends	Site	Co-Curricular Assignment	NTE Amount	Effective
Paul Berman	Valencia	Boys Gold CIF	$855	04/22/25-05/02/25
Karly Carazo	El Dorado	Hd Swimming CIF	$1068	04/29/25-05/10/25
Melissa Chavez	El Dorado	Hd Softball CIF	$486	05/07/25-05/15/25
Kevin Claborn	Esperanza	Hd Boys Golf CIF	$1187	05/12/25-05/22/25
Mykaela Clemmer	El Dorado	Flag Football	$4271	08/04/25-10/15/25
Michael Connor	Valencia	Track CIF	$855	05/02/25-05/10/25
Jacob Eazell	El Dorado	Hd Boys Tennis CIF	$534	05/01/25-05/07/25
Michael English	YLHS	Waterpolo/Swimming	$250	02/22/25-05/03/25
Armon Fayyazi	Ed Svs Athl	MS Wrestling	$2492	02/24/25-04/09/25
Chris Fitzgerald	Esperanza	Flag Football	$4271	08/04/25-10/15/25
Ashley Haney	Esperanza	Girls Swimming CIF	$428	05/05/25-05/09/25
Alicia Jacinto	Valencia	Hd Girls Track CIF	$1068	05/02/25-06/10/25
Stirley Jones	YLHS	Hd Track CIF	$2132	05/03/25-05/30/25
Kylie Kendall	Valencia	Hd Girls Swimming CIF	$534	05/02/25-05/08/25
Zack La Monda	El Dorado	Hd Boys Track CIF	$2136	05/03/25-05/31/25
Albert Lai	Valencia	Hd Tennis CIF	$1602	04/30/25-05/22/25
Collin Layana	YLHS	Waterpolo/Swimming	$250	02/22/25-05/03/25
Joshua Linen	Valencia	Track CIF	$1068	05/02/25-05/10/25
Mike Lorge	Valencia	Hd Boys Golf CIF	$1068	04/22/25-05/02/25
William Lucas	El Dorado	Hd Baseball CIF	$971	05/08/25-05/20/25
Debbee Mariotti	Esperanza	Hd Girls Track CIF	$1602	05/03/25-05/17/25
Charles Mayfield	Valencia	Baseball CIF	$1282	05/07/25-05/27/25
Rich Medellin	Esperanza	Hd Track CIF	$1602	05/03/25-05/17/25
Ryan Mounce	El Dorado	Hd Boys Golf CIF	$1780	04/30/25-05/20/25
Patrick O'Donnell	El Dorado	Yearbook	$5623	08/21/25-06/12/26
Tage Peterson	Valencia	Hd Boys Track CIF	$1068	05/02/25-05/10/25
Ken Putnam	El Dorado	Boys Golf CIF	$1424	04/30/25-05/20/25

Colette Riggs	Valencia	Hd Softball CIF	$1068	05/07/25-05/17/25
Dennis Riggs	YLHS	Hd Golf CIF	$2136	05/03/25-05/29/25
Eric Samson	El Dorado	Marching Band Director	$7758	08/21/25-06/12/26
Eric Samson	El Dorado	Instrumental Director	$4805	08/21/25-06/12/26
Marion Santizo	El Dorado	Choral	$5338	08/21/25-06/12/26
Joseph Secoda	Valencia	Hd Baseball CIF	$1602	05/07/25-05/27/25
Austin Smith	El Dorado	Marching Band Director	$6406	08/21/25-06/12/26
Austin Smith	El Dorado	Instrumental Director	$3453	08/21/25-06/12/26
Thomas Storing	Esperanza	Track CIF	$1282	05/03/25-05/17/25
Jason Sweet	El Dorado	Track CIF	$1709	05/03/25-05/31/25
Kathleen Switzer	El Dorado	Drama	$6690	08/21/25-06/12/26
James Thorne	Valencia	Hd Boys Volleyball CIF	$1068	04/24/25-05/02/25
Brent Willis	Esperanza	Boys Golf CIF	$475	05/12/25-05/16/25

Booster Funded Co-Curricular Assignments

Stipends	Site	Co-Curricular Assignment	NTE Amount	Effective
Mark Ahlberg	El Dorado	Football	$3000	07/28/25-10/31/25
Brock Dunn	El Dorado	Football	$2500	04/04/25-06/02/25

Summer Sports Camps, NTE $5400.00, 07/01/25-08/30/25

Stipends	Site	Sport Assignment
Gary Bowers	YLHS	Football
Mykaela Clemmer	El Dorado	Girls Lacrosse
Chris Fitzgerald	Esperanza	Flag Football
Shea Hazelaar	Esperanza	Hd Girls Dance
Alicia Jacinto	Valencia	Hd Cross Country
Steve Lawson	El Dorado	Hd Girls Wrestling
Ricardo Medellin	Esperanza	Hd Track
Ricardo Medellin	Esperanza	Hd Cross Country
Isaac Owens	Esperanza	Hd Girls Volleyball
Tyler Rex	Esperanza	Hd Volleyball
Stacy Shube	YLHS	Hd Cheer/Song
Thomas Storing	Esperanza	Track
Thomas Storing	YLHS	Football
Kevin Sweet	El Dorado	Hd Boys Basketball
James Thorne	Valencia	Hd Boys Volleyball
James Thorne	Valencia	Hd Girls Volleyball
Keri Walters	Esperanza	Hd Girls Tennis
Keri Walters	Esperanza	Hd Boys Tennis

FLAG DISPLAY

A. Purpose and Scope

To provide the traditional customs and practices of displaying the U.S. flag for school use

B. General

In displaying the U.S. flag, please note the following flag etiquette:

1. When the flag is displayed flat, either horizontally or vertically, on a wall or window, the union (or blue field) should be uppermost and to the flag's own right (to the observer's left when facing flag).

2. When displayed on a stage or a platform, in front of an audience, the U.S. flag should be placed on a staff in the position of honor to the speaker's right. Any other flag should be at the speaker's left. If displayed in the body of an auditorium or hall, the U.S. flag should be to the right of the audience as it faces the speaker, with any other flag to the audience's left.

3. When the flag is displayed from a staff projecting from a window sill, balcony, or front of a building, the union should be at the staff's peak (unless flag is to be displayed at half-staff). When suspended from a rope between a building and a pole at the edge of a sidewalk, the flag should be raised out from the building toward the pole, union first.

4. When displayed with another flag from crossed staff, the U.S. flag should be on its own right, with its staff in front of the other flag.

5. When other flags are displayed from staffs with the U.S. flag, the latter should be at the center, or at the highest point of the group.

6. When pennants or other flags are flown on the same halyard with the U.S. flag, the latter should always be at the peak.

7. When the flags of two or more nations are displayed, they should be flown from separate staffs of the same height.

8. When carried in a parade with another flag of flags, the U.S. flag should be on the marching right.

9. When carried in a parade with a line of flags of states, cities, or organizations, the U.S. flag should always be carried in front of the center of that line.

C. Forms Used and Additional References

Not applicable

D. Procedure

1. All district schools and sites are to practice correct flag etiquette as described above.

2. The procedure for flying the flag at half-staff is as follows:

   a. When it is to be flown at half-staff, the flag should be raised to the peak for an instant and then lowered to the half-staff position; but before the flag is lowered for the day, it should again be raised to the peak.

   b. The U.S. flag is to be flown at half-staff at the following times: (1) 30 days after the death of a president or former president of the United States; (2) ten days after the death of a vice president, chief justice or retired chief justice, or the speaker of the House of Representatives; (3) from the day of death until burial of an associate justice of the Supreme Court, a member of the Cabinet, a former vice president, the secretaries of the Army, Navy, or Air Force, or the governor of a state, territory, or possession; (4) on the day of death and following day for a U.S. senator or representative, or resident commission of Puerto Rico.

   c. In the event of death of other officials, former officials, or foreign dignitaries, the flag is to be displayed at half-staff according to presidential instructions, or in accordance with recognized customs or practices not inconsistent with law.

E. Reports Required

None

F. Record Retention

Not applicable

G. Responsible Administrative Unit

Superintendent or his designee

H. Approved by:

Keith Larick	3/24/78	John O. Tynes	3/31/78
Responsible Division Head	Date	Superintendent	Date

Display of the Flag

The flag of the United States and the flag of California shall be prominently displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1) For 30 days from the death of the President or a former President
2) For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3) From the day of death until internment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, and the Governor of the State.
4) On the day of death and the following day for a member of Congress
5) On Memorial Day, until noon only
6) On Peace Officer Memorial Day (May 15) unless it falls on Armed Forces Day
7) Upon proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty.
8) On other occasions by order of the President and in accordance with presidential instructions or orders.

Flags other than the United States of America and State of California

A flag is defined as a display of distinct color and design used as a symbol, standard, sign or emblem.

No other flag than the United States of America and State of California may be displayed or brought onto district property unless it is a country, state, or United States military flag used for educational purposes within the adopted curriculum. Any other flag must be approved by the Superintendent or designee prior to displaying, if and only if, it is used for purposes of education and only during the related instructional period.

Flags of higher education institutions shall be permitted as part of the college and career program.