

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting Agenda**

Tuesday, June 2, 2026 at 6:30 PM

District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

Closed Session - 5:30 PM

Open Session - 6:30 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.

Page

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District, called by Carrie Buck, 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., Tuesday, June 2, 2026 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
- 3.2 Personnel Matters Public Employee Appointments/ Employment Pursuant to Government
Code §54957
- 3.3 Conference with labor negotiators Dr. Kym LeBlanc-Esparza, Superintendent; Dr. John
Pappalardo, Chief Business Officer; Chad McGough, Assistant Superintendent, Human
Resources
 - CSEA
 - APLE
 - PLUM
- 3.4 Claims
 - Case No. 672094
 - Case No. 672978

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 2, 2026 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. RECOGNITIONS

- PYLUSD Student Art Collection
- National PTA Reflections
- Orange County Artist of the Year
- Morse Elementary School AVID National Demonstration School

11. PUBLIC HEARING

Budget overview presentation-Dr. John Pappalardo [Presentation](#)

- 11.1 A public hearing will be held relative to the adoption of the 2026-27 Local Control and Accountability Plan (LCAP) for the District. 8
 Public hearing open: _____
 Public hearing closed: _____

[2026 Local Control and Accountability Plan PYLUSD.pdf](#) 

- 11.2 A public hearing will be held relative to the adoption of the 2026-27 Local Control and Accountability Plan (LCAP) for the Orange County School of Computer Science (OCSCS). 237
 Public hearing open: _____
 Public hearing closed: _____

[2026 Local Control and Accountability Plan OCSCS.pdf](#) 

- 11.3 A public hearing will be held relative to the adoption of the 2026-27 Proposed Budget for the district and for the Orange County School of Computer Science. 410
 Public hearing open: _____
 Public hearing closed: _____

[Public Notice FLYER IN ENGLISH 6-30-2026.pdf](#)  [Publication SPANISH - 6-30-26.pdf](#) 

12. 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.

13. 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.

14. PUBLIC COMMENT

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

15. 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.

16. CONSENT CALENDAR - SUPERINTENDENT

- 16.1 Adopt Resolution No. 25-34 and Order of Biennial Trustee Election for the November 3, 2026 election. 412
[Resolution No. 25-34 Biennial Governing Board Election.docx](#)  [Biennial Governing Board Elections 2026.pdf](#) 

17. CONSENT CALENDAR - BUSINESS SERVICES

- 17.1 Approve an inspection services agreement for the Division of State Architect (DSA) inspection for the installation of bus charging stations at the District Education Center with KVA Construction Management & Inspection Services, Inc., effective June 3, 2026 through August 31, 2026. Project No. 159063. 422
[KVA Construct. Detail.docx](#)  [KVA DEC BUS 159063.pdf](#) 
- 17.2 Approve an inspection services agreement for the Division of State Architect (DSA) inspection for the gym bleacher replacement project at Valencia High School with Knowland Construction Services, effective June 3, 2026 through September 30, 2026. 424
[Knowland Construct. Detail.docx](#)  [KNOWLAND VHS BLEACHERS 2325.pdf](#) 
- 17.3 Approve an inspection services agreement for the materials and testing services for the replacement of the gym bleachers project at Valencia High School with Ninyo & Moore Geotechnical & Environmental Sciences Consultants, effective June 3, 2026 through August 31, 2026. Project No. 2325. 427
[Ninyo & Moore, Bleacher Detail.docx](#)  [NINYO & MOORE VHS BLEACHERS 2325.pdf](#) 
- 17.4 Approve an inspection services agreement for the materials and testing services for the kitchen modernization project at Valencia High School with Ninyo & Moore Geotechnical & Environmental Sciences Consultants, effective June 3, 2026 through August 31, 2027. Project No. 5730. (M&F) 431
[Ninyo & Moore, Kitchen Detail.docx](#)  [NINYO & MOORE VHS KITCHEN 5730.pdf](#) 
- 17.5 Approve the agreement for legal services with Atkinson, Andelson, Loya, Ruud and Romo, effective July 1, 2026 through June 30, 2027. 435
[AALRR Detail.docx](#)  [AALRR Agreemt. 2027-28.pdf](#) 
- 17.6 Award Bid No. 226-25 for the purchase and delivery of paper products to Individual Foodservice and Three Leaf Products, effective July 1, 2026 through June 30, 2027. 443
[Bid 226-25. Paper Detail.docx](#)  [Bid 226-25 - Individual FoodService.docx](#)  [Bid 226-25 -Three Leaf Products.docx](#) 
- 17.7 Authorize use of Santa Clarita Valley School Food Services RFP No. 2005 for the purchase and distribution of dairy products with Clearbrook Dairy, effective July 1, 2026 through June 30, 2027. 453
[Clearbrook Dairy Detail.docx](#) 
- 17.8 Approve an agreement for legal services to Risk Management with Harbottle Law Group, effective July 1, 2026 through June 30, 2027. 454

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|-------|--|-----|
| 17.9 | Approve the subscription for CSBA Meetings for online board meeting agenda and workflow with CSBA, effective July 1, 2026 through June 30, 2027. | 458 |
| | CSBA Agenda Software Detail.docx  CSBA Quote 5.20.26.pdf  CSBA GAMUT Service Agreement 5.20.26.pdf  | |
| 17.10 | Approve renewal of the agreement for a mobile app and notification system with Blackboard, Inc., effective July 1, 2026 through June 30, 2027. | 468 |
| | Blackboard Detail.docx  | |
| 17.11 | Approve renewal of the virtual district membership with SchoolStream, a division of Right Response, LLC, effective July 1, 2026 through June 30, 2027. | 469 |
| | SchoolStream Detail.docx  SchoolStream Online Renew Form.pdf  | |
| 17.12 | Approve the participation agreement for School-Based Medi-Cal Administration Activities with Orange County Superintendent of Schools, effective July 1, 2026 through June 30, 2027. | 471 |
| | SMAA Participation Detail.docx  SMAA Agreemt..pdf  | |
| 17.13 | Approve a contract with Rarestep, Inc., dba Fleetio, for fleet maintenance software, effective June 3, 2026 through June 30, 2027. | 502 |
| | Fleetio Detail.docx  Fleetio Order Form.pdf  | |
| 17.14 | Approve contract renewal for on-site testing services with Mobile Screening Solutions, Inc., effective July 1, 2026 through June 30, 2027. | 506 |
| | Mobile Screening Solutions Detail.docx  Mobile Screening Solutions 2026-27 Proposal.pdf  | |
| 17.15 | Reject Claim No. 672094 presented to the district by Jacoby and Meyers Law Offices. | 515 |
| | Claim No. 672094 Detail.docx  | |
| 17.16 | Reject Claim No. 672978 presented to the district on behalf of a student by her mother. | 516 |
| | Claim No. 672978 Detail.docx  | |

18. **CONSENT CALENDAR - CURRICULUM AND INSTRUCTION**

- | | | |
|------|---|-----|
| 18.1 | Accept gifts as listed, as such action complies with Education Code Section 41032, and direct the Superintendent to send letters of appreciation. | 517 |
| | Gifts for June 2, 2026.docx  | |

19. **CONSENT CALENDAR - STUDENT SUPPORT SERVICES**

- | | | |
|------|---|-----|
| 19.1 | Approve the Service Agreement with Orange County Superintendent of Schools (OCDE)-Interpretation & Translation Agreement, effective July 1, 2026-June 30, 2027. | 518 |
| | OCDE Language Services 26-27.docx  PYLUSD- LANGUAGE SERV-INCOME(10008949)2026-27-PMsig.pdf  | |

19.2	Approve the Master Contract with Congruent Lives, Inc., effective July 1, 2026- June 30, 2027. Congruent Lives.docx  26-27 Congruent Lives.docx.pdf 	527
19.3	Approve the Master Contract with United Behavior Consultants, effective July 1, 2026- June 30, 2027. United Behavior Consultants.docx  26-27 United Behavior Consult.docx.pdf 	572
19.4	Approve the Independent Contractor Agreement with Professional Tutors of America, Inc., effective July 1, 2026- June 30, 2027. Professional Tutors of America.docx  Professional Tutors of America ICA 26-27.pdf 	617
19.5	Approve the Master Contract with Beyond Blindness, effective July 1, 2026 -June 30, 2027. Beyond Blindness.docx  26-27 Beyond Blindness.docx (1).pdf 	620
19.6	Approve the Master Contract with Dynamic Education Services, Inc., effective July 1, 2026- June 30, 2027. Dynamic Education Services.docx  26-27 Dynamic Ed Services.docx.pdf 	665

20. CONSENT CALENDAR - HUMAN RESOURCES

20.1	Approve the Declaration of Need for fully qualified educators for the 2026-27 school year. Declaration of Need Detail.docx  DON 26-27.pdf 	719
20.2	Approve the Classified Human Resources Board Report. Class Board 06-02-26 (1).doc 	724
20.3	Approve the Certificated Human Resources Board Report. Cert Board 06-2-26 (1).docx 	734

21. PRESENTATIONS

- Strategic Plan Presentation
- Special Education and Student Services Review-Dr. Candace Perez

22. ACTION ITEMS - GENERAL FUNCTIONS

22.1	Adopt revised Board Policy 3542 - Food Services, Second Reading. BP 3542, Food Serv. Detail.docx 	743
22.2	Adopt revised Board Policy 3542.1 - Food Services - Purpose and Facilities, Second Reading. BP 3542.1, Food Serv. Purp. & Facilities Detail.docx 	745
22.3	Adopt revised Board Policy 3542.231 - Competitive Food Sales, Second Reading. BP 3542.231, Comp. Food Sales Detail.docx 	748

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|------|---|-----|
| 22.4 | Adopt revised Board Policy 3542.31 - Free and Reduced-Price Meals, Second Reading.
BP 3542.31, Free & Red. Price Meals Detail.docx | 750 |
| 22.5 | Adopt revised Board Policy 3542.4 - Beverage Sales and Use, Second Reading.
BP 3542.4, Bev. Sales & Use Detail.docx | 752 |
| 22.6 | Adopt Board Policy 6163.4 - Student Use of Technology, Second Reading.
BP 6163.4, Student Use of Tech. Detail.docx | 754 |
| 22.7 | Adopt revised Board Policy BP 5141.52 Suicide Prevention, second reading.
BP 5141.52 Suicide Prevention, second reading.docx PYLUSD BP 5141.52-Suicide Prevention UPDATED.docx.pdf | 759 |
| 22.8 | Delete Board Policy 5114, Due Process
Eliminate BP 5114- Due Process (1).docx BP 5114 Due Process-Delete.pdf | 763 |
| 22.9 | Delete Board Policy 5114.3, Pupil Expulsion
Eliminate BP 5114.3- Pupil Expulsion .docx BP 5114.3 Pupil Expulsion-Delete.pdf | 765 |

23. ACTION ITEMS - BUSINESS SERVICES

- | | | |
|------|---|-----|
| 23.1 | AB1200/2756 Financial Disclosure: California School Employees' Association Chapter No. 293 (CSEA)
AB1200 - CSEA Detail.docx AB1200-CSEA Detail.pdf | 768 |
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24. ACTION ITEMS - HUMAN RESOURCES

- | | | |
|------|---|-----|
| 24.1 | Approve the tentative agreement between the California School Employees Association Chapter #293 (CSEA) and the Placentia-Yorba Linda Unified School District (PYLUSD) for the 2025-28 school years.
CSEA TA Approval Detail.doc 293 TA - 2025-2028 Successor (1).pdf
Classified Salary Schedule 2.5 6-2-26.pdf | 780 |
|------|---|-----|

25. 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.

26. ADJOURNMENT

Adjourn the June 2, 2026 Board of Education Meeting at _____.



LCFF Budget Overview for Parents

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

CDS Code: 30-66647-0000000

School Year: 2026-27

LEA contact information:

Dr. Kym LeBlanc-Esparza

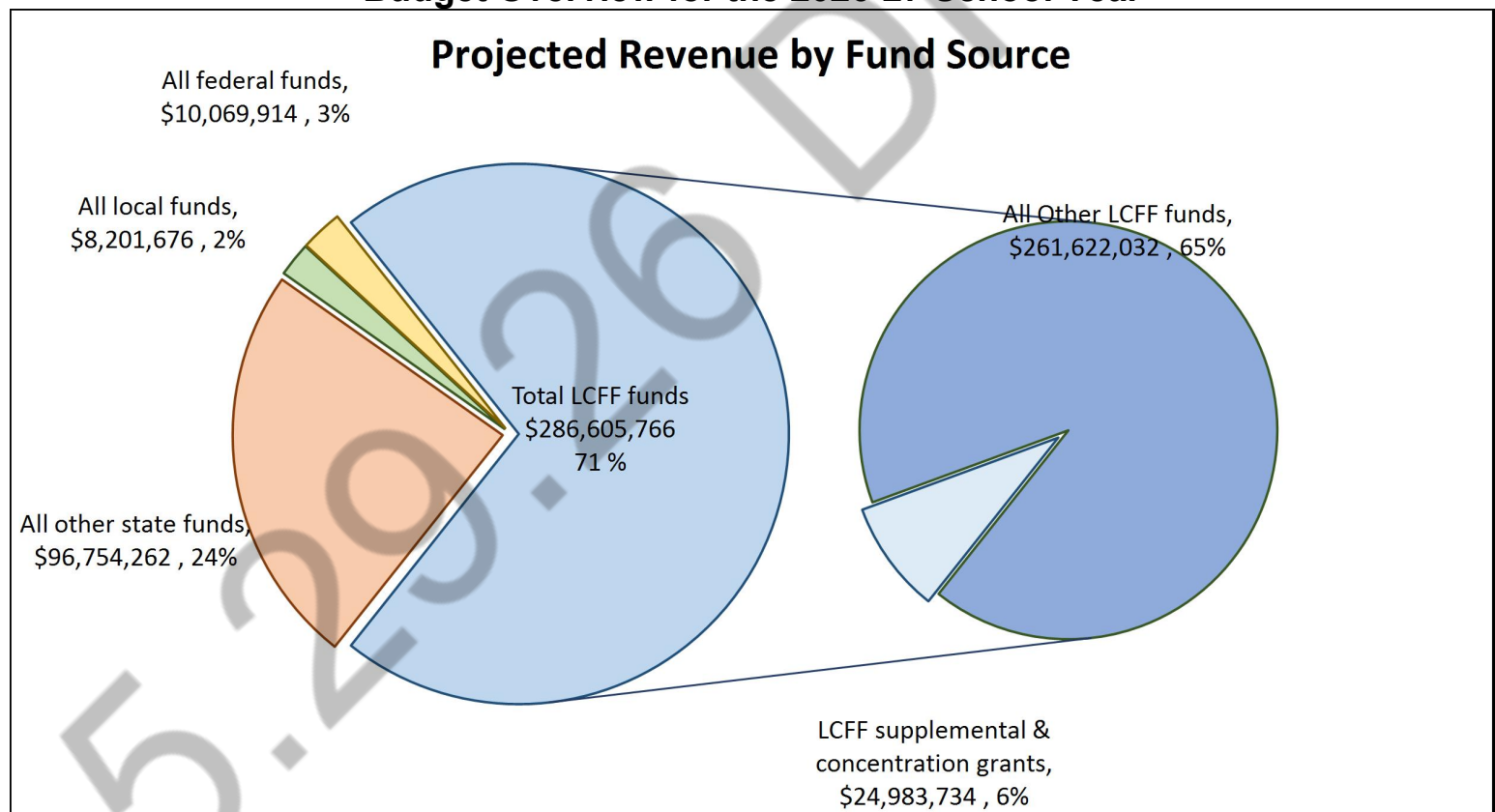
Superintendent

kleblancesparza@pylUSD.org

(714) 986-7000

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

Budget Overview for the 2026-27 School Year

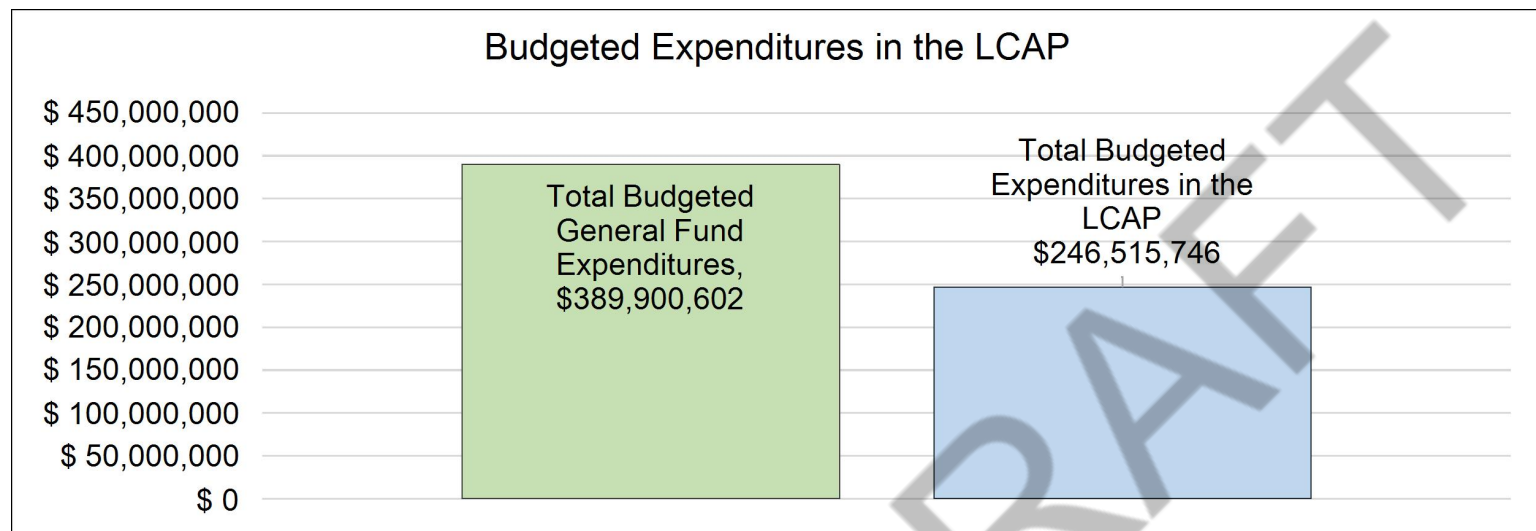


This chart shows the total general purpose revenue Placentia-Yorba Linda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placentia-Yorba Linda Unified School District is \$401,631,618, of which \$286,605,766 is Local Control Funding Formula (LCFF), \$96,754,262 is other state funds, \$8,201,676 is local funds, and \$10,069,914 is federal funds. Of the \$286,605,766 in LCFF Funds, \$24,983,734 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 Placentia-Yorba Linda Unified School District plans to spend for 2026-27. 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 \$389,900,602 for the 2026-27 school year. Of that amount, \$246,515,745.54 is tied to actions/services in the LCAP and \$143,384,856.46 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.

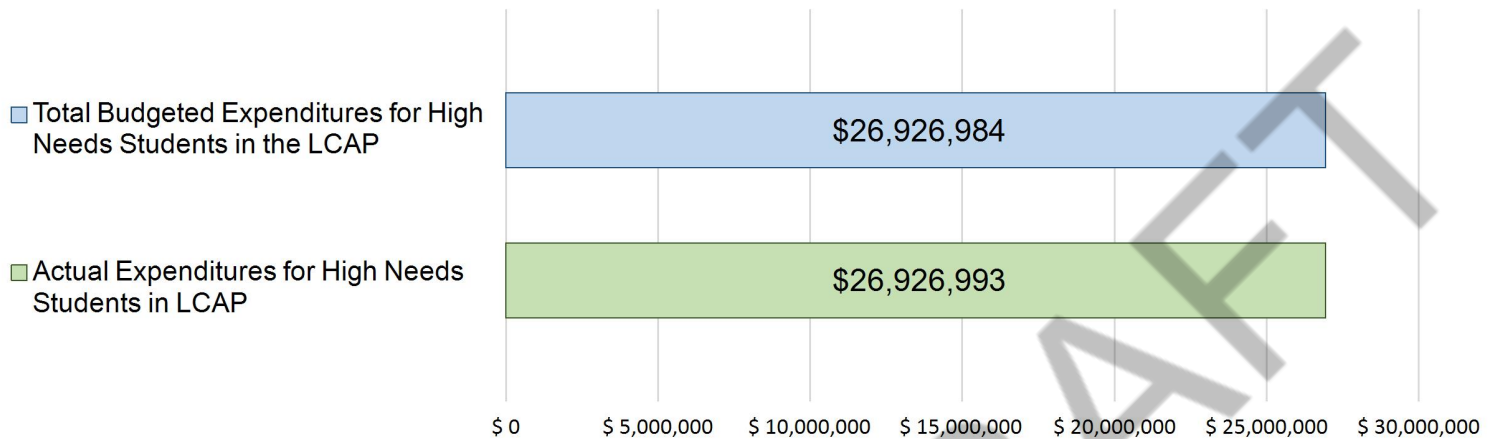
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Placentia-Yorba Linda Unified School District is projecting it will receive \$24,983,734 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 \$26,014,868.14 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Placentia-Yorba Linda Unified School District's LCAP budgeted \$26,926,984.47 for planned actions to increase or improve services for high needs students. Placentia-Yorba Linda Unified School District actually spent \$26,926,993.47 for actions to increase or improve services for high needs students in 2025-26.



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	Dr. Kym LeBlanc-Esparza Superintendent	kleblancesparza@pylUSD.org (714) 986-7000

Plan Summary [2026-27]

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 22,900 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: 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 5.6, 5.9, 6.2, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 8.1, and 8.17. The remaining funds will be spent during the 2027-28 school year current projections indicate that this amount will be approximately \$2,511,934.80.

PYLUSD enhances learning 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 over 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 67.39% in 2025, maintaining a Green performance level. Early literacy indicators also showed improvement, with 63% of K-5 students performing at or above grade level on the Winter 2024-25 iReady Diagnostic, up from 62% the previous year.

Writing assessment scores varied by grade level:

Grades 1-5: Performance maintained the same to 67% rate of 'met or exceeded' in 2024-25 as was achieved in 2023-24 (scoring 3 or 4 out of 4).

Grades 6-12: Performance improved from 81% in 2023-24 to 82% in 2024-25 (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:

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

Districtwide 2024–2025:

FY (33.33%) = Yellow

Schoolwide 2025:
El Camino (11.86%) = Orange

SWD:
OCSCS = 15.66% (Orange)
Esperanza = 42.9% (Red)
Melrose = 6.06% (Orange)
Tynes = 31.58% (Yellow)
Rio Vista = 1.69% (Red)
Ruby Drive = 15.68% (Orange)
Van Buren = 33.34% (Orange)

ELs:
Tuffree = 26.3% (Yellow)
Valadez = 4.48% (Yellow)

Hispanic Students:
El Camino = 10.42% (Orange)

SED Students:
El Camino = 8% (Orange)

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 56.07% in 2025, maintaining a Green performance level. Targeted interventions and digital resources have supported this growth, with engaging with Reflex Math and Frax, 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

Performance Gaps:

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

Schoolwide:

El Camino = 5.08% (Red)

Valadez = 17.41% (Yellow)

SWD:

Tuffree = 5.17% (Red)

El Dorado = 9.38% (Orange)

Esperanza = 14.82% (Red)

Valencia = 16% (Orange)

SED:

Buena Vista = 33.34% (No Color due to student group size)

El Camino = 3.85% (Red)

Valadez = 16.8% (Yellow)

Hispanic:

Buena Vista = 35% (No Color due to student group size)

El Camino = 4.08% (No Color due to student group size)

Valadez = 15.56% (Yellow)

ELs:

Tuffree = 6% (Yellow)

Valadez = 1.44% (Orange)

Homeless:

Valadez = 17.02% (Yellow)

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 11.4% in 2025 (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:

2024-2025 Districtwide

African American = 23.7% = Red, English Learners = 16.5% = Yellow, Hispanic = 16.9% = Yellow, Homeless = 20% = Yellow, SED = 18.1% = Yellow

Schoolwide

Brookhaven 6.3%, Lakeview 8.5%, Rio Vista 27.7%, Linda Vista 10.6% = Orange
Topaz 12.6%, Tynes 17.7%, Valadez 22.2% = Yellow
Sierra Vista 6.0%, Tuffree 10.0% = Green
Buena Vista 43.2% = Red

Socioeconomically Disadvantaged Students

Brookhaven 11.6%, Lakeview 16.2%, Rio Vista 28.7% = Orange
Tuffree 16.8%, Tynes 21.9%, Sierra Vista 10.6%, Topaz 12.5%, Valadez 22.5% = Yellow
Rose Drive 18.2% = Red
Buena Vista 63% = No color due to student group size

Students with Disabilities

Rio Vista 28.4%, Topaz 21.1%, Valadez 25.6%, Fairmont 16.2% = Orange
Tuffree 17.4%, Lakeview 10.7%, Linda Vista 15.6%, Golden 13.3% = Yellow

White Students

Rio Vista 25.7% = Orange
Linda Vista 11.3% = Yellow
Brookhaven 11.2% = Red

Hispanic Students

Buena Vista 59.1% = No Color due to student group size

Mabel Paine 22.8%, Rio Vista 27.3%, Tynes 22.4%, Linda Vista 13%, Ruby Drive 18.5%, Valadez 21.5% = Orange

Tuffree 13.1%, Topaz 11.6% = Yellow

Rose Drive 20.6% = Red

English Learners (EL)

Valadez 27.3%, Van Buren 31% = Red

Wagner 21.9% = Orange

Tuffree 16.1%, Tynes 17.4%, Rio Vista 20.9%, Ruby Drive 15.6%, Sierra Vista 13% = Yellow

Homeless Students

Valadez 22.7% = Red

Tynes 25.1%, Ruby Drive 21.9% = Orange

Tuffree 18%, Kraemer 19.9%, Rio Vista 27%, Topaz 10.5% = Yellow

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 2025 (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

2024-2025 SWD

Travis Ranch = 1.5% (Orange)

Asian Students:

Travis Ranch (1.0%) = 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 improved from 50.3% in 2024 (Orange) to 51% (Yellow). 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

English Language Arts Proficiency for ELs

2023: 11.7% (Orange), 2024: 11.4% (Orange) 2025: 11.66% (Yellow)

Mathematics Proficiency for ELs

2023: 10.6% (Orange), 2024: 11.5% (Yellow), 2025: 13.97% (Yellow)

College and Career Readiness for ELs

2023: 11.4% (Low), 2024: 16.8% (Green) 2025: 20.8% (Yellow)

Percentage of English Learners Scoring Level 4 on ELPAC

Reading: 12% (2023), 10% (2024), 10.3% (2025)

Writing: 19% (2023), 14% (2024), 13.27% (2025)

Listening: 23% (2023), 23% (2024) 22.67% (2025)

Speaking: 52% (2023), 50% (2024), 51.48% (2025)

English Learner Progress CA Dashboard Indicator

Glenview: 42.9% (Red, 2023), 53.2% (Green, 2024), 55.25% (Green, 2025)

Rio Vista: 43.7% (Red, 2023), 46.2% (Green, 2024), 41.25% (Orange, 2025)

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 95.6% in 2025 (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.

Performance

The following subgroups have demonstrated the following changes in graduation rates:

English Learners

2023 Graduation Rate: 79.9% (Orange), 2024 Graduation Rate: 87.8% (Green), 2025 Graduation Rate: 89.9% (Green)

Socioeconomically Disadvantaged (SED) Students

2023 Graduation Rate: 91.8% (Green), 2024 Graduation Rate: 94.4% (Green), 2025 Graduation Rate: 94.8% (Green)

Students with Disabilities

2023 Graduation Rate: 74.9%, 2024 Graduation Rate: 81.8%, 2025 Graduation Rate: 79.3%

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 has unexpended Learning Recovery Emergency Block Grant (LREBG) funds which will support the following actions: 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 5.6, 5.9, 6.2, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 8.1, and 8.17. The remaining funds will be spent during the 2027-28 school year current projections indicate that this amount will be approximately \$2,511,934.80. PYLUSD will ensure that LREBG funds are spent according to the allowable uses identified in EC Section 32526 (c)(2) and based on the findings of a needs assessment as required by EC Section 32526(d).

Based on the LREBG needs assessment, Actions 2.2 & 2.3 focus on staff development and instructional materials. Actions 3.3, 3.5, 3.6, 3.10, 3.11, and 3.15 are focused on the administration of the ELPAC, the Language Assessment Center and English Learner Instruction. Actions 5.6 and 5.9 focus on providing elementary school counselors at Title 1 schools and our AVID programs. Action 6.2 will focus on Foster Youth Mentors. Actions 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30 focus on PLC professional development, MTSS and collaborative task forces, SST and 504 coordination, Credit Recovery, Suicide Prevention, and Learning Recovery Programs. Actions 8.1 and 8.17 are focused on Behavioral Intervention and Support and Academic Support for Melrose Elementary.

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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 focus 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 ensure 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.

PYLUSD has been identified for technical assistance to address CA Dashboard Indicators for dashboard indicators for our Long-Term English Learners in the areas of Chronic Absenteeism and Suspension Rate. We have conducted a root cause analysis and a series of group & individual empathy interviews and received valuable feedback that will inform the lens through which we support these students. The need to address these metrics has been folded into our Community Engagement Initiative ("CEI") team's work that is focused on building authentic connections with families of English Learners and Long Term English Learners to address these underlying causes. Our Differentiated Assistance-related actions can be found in Goals 3 & 4. While Goal 4, and its 13 actions, is expressly designed to support Long Term English Learners, Goal 3 is also a contributing goal for this work in that the 21 actions it contains aims to support earlier reclassification and therefore reduce the number of students identified as LTELs.

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.

5.29.26 DRAFT

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
Mid-Year LCAP Presentation to the Board of Education	At the February 10, 2026, 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.
PYLUSD Principals	Site principals convened for a meeting on February 12, 2026 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.
California School Employee Association (CSEA) Chapter 293	On February 24, 2026, 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.
Association of Placentia-Yorba Linda Educators (APLE) Teachers Union	On February 25, 2026 the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. The APLE leadership team

Educational Partner(s)	Process for Engagement
	solicited input from their members prior to the input session so that they could represent the voices of as many teachers as possible. 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.
PYLUC PTA	On March 4, 2026, 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.
Community Town Hall, DELAC, Title 1 Parent Advisory, and Special Education Community Advisory Committee	The Community Town Hall, District English Learners Advisory Committee (DELAC), and Title I Parent Advisory convened on March 16, 2026, 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.
Student Advisory Committee	During the Student Advisory Committee meetings on March 25, 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.
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. The School Site Council meeting to

Educational Partner(s)	Process for Engagement
	approve the Equity Multiplier plan took place on September 20, 2025. During the meeting, 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 25, 2026. OCSCS staff input was gathered at a meeting on February 25, 2026. Student input was gathered at two sessions on April 1 & 3, 2026. As was done last year, the OCSCS LCAP will emulate the PYLUSD LCAP.
Board Study Session	The Board Study Session will took place on April 28, 2026. During the session, district leadership provided an overview of the LCFF, shared performance data across state priorities, and reviewed 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 was discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board engaged in discussions, asked questions about goals, and provided 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
- 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
- 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 and Special Education Community Advisory Committee informed the development of the LCAP. PYLUSD collaborated and reviewed the progress towards the LCAP goals and the action steps that were being adjusted and modified. In collaboration with the SELPA director, PYLUSD ensured that all actions and goals were in line with the needs of students with disabilities. The SELPA director attended multiple input sessions and is a part of the district team that develops the LCAP and represented the needs of this student group and the SELPA throughout the process.

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. At the start of each session a slideshow was presented that outlined the budget overview, LCAP goals, and proposed actions. 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, district leadership including Executive Cabinet members, 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 will be 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 12, 2026 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
 February 12, 2026 - Principals' Feedback Session
 February 24, 2026 - CSEA (Classified Employee Association) Study Session
 February 25, 2026 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
 March 4, 2026 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session
 March 16, 2026 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
 March 25, 2026 - Student Advisory Committees (5th, 8th, and 12th grade student representatives)
 April 28, 2026 - PYLUSD School Board Study Session
 May 2026 - Share draft LCAP with OCDE
 June 2026 - Share draft LCAP on district website for public review
 June 2026 - Provide written responses to any LCAP concerns from PYLUC and DELAC
 June 2026 - Local Indicators School Board Presentation
 June 2026 - LCAP and Budget Public Hearing

June 2026 - Board approval of LCAP and Local Indicators

June 2026 - 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. Feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered at these sessions and taken under advisement by district leadership.

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.

Attendance & Intervention

Participants noted that while school attendance rates are improving, chronic absenteeism remains above pre-COVID levels and continues to be an area of focus. Recommendations included encouraging partial-day attendance when possible to maintain student connection to school and increasing the use of text notifications to improve family engagement and communication. Participants also suggested providing attendance incentives for families in addition to students and improving staff awareness of available student supports and intervention resources. Additional recommendations included implementing student attendance incentives that promote consistent attendance while avoiding recognition systems that encourage sick students to attend school. Participants further emphasized the importance of increasing student engagement through expanded extracurricular opportunities at the elementary level.

Academic Interventions & Instructional Support

Participants suggested expanding targeted academic supports in mathematics and English language arts to strengthen student achievement and address opportunity gaps for all learners. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD staffing, and continuing targeted supports for English learners. Additional suggestions focused on expanding elementary and middle school math intervention opportunities, providing before-school reading classes at elementary sites, and increasing access to online tutoring and academic interaction supports. Participants also recommended offering summer reading and mathematics programs for all students and improving communication with families regarding elementary math progress and student performance.

Participants suggested expanding curriculum, enrichment, and engagement opportunities to better support student access and family involvement across the district. Recommendations included expanding tutorial periods to provide additional intervention and enrichment opportunities, increasing access to VAPA programming for all students, and strengthening parent engagement through partnerships with PTA organizations, businesses, and community groups. Participants also recommended offering additional Booster training to promote greater access, equity, oversight, and parent involvement. In the area of professional development and staff support, participants emphasized the need for more practical, classroom-ready training opportunities based on feedback from summer institute sessions. Additional recommendations included providing more comprehensive training for new curriculum adoptions and ensuring classified staff receive emergency procedure training with appropriate compensation for participation.

School Engagement & Student Motivation

Participants suggested expanding extracurricular and student engagement opportunities to strengthen school connectedness and increase participation across grade levels. Recommendations included expanding middle school athletics and integrating additional VAPA opportunities to provide students with a broader range of enrichment experiences. Participants also emphasized the value of structured extracurricular activities, such as student council, English-learning games, and academic competitions, to support student engagement and leadership development. Additional suggestions focused on increasing opportunities for hands-on, interactive lessons designed to improve classroom participation and student interest. Participants further recommended strengthening partnerships with local businesses to expose students to a wider range of career pathways and real-world learning experiences.

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

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

Participants emphasized the importance of strengthening supports for English learners through expanded staffing, targeted instruction, and increased family engagement. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD teachers, and increasing access to bilingual aides and targeted English learner support services. Participants also suggested expanding English classes for adults at high school sites, improving multilingual communication and outreach efforts, and providing more user-friendly parent resources and workshops. Additional recommendations focused on increasing awareness of translation services, strengthening family engagement opportunities in parents' native languages, and improving communication regarding programs, assessments, and available supports for English learner families.

Participants also highlighted the need to enhance instructional practices, intervention systems, and professional development related to English learner achievement. Suggestions included increasing teacher training on ELD instructional strategies, expanding GLAD training, integrating language development supports into core instruction, and utilizing technology tools such as Lexia, Nearpod, and digital translation resources to support language acquisition. Participants recommended expanding after-school tutoring, small-group interventions, bilingual tutoring, and targeted writing support, while also exploring additional literacy resources and curriculum options to address learning gaps. Additional recommendations included improving progress monitoring systems for LTEL students, strengthening reclassification processes, integrating ELPAC preparation into instruction, and using assessment and attendance data to guide intervention strategies and early support efforts.

Participants further emphasized the importance of increasing student engagement, motivation, and community partnerships to support long-term English learner success. Recommendations included expanding peer mentoring, classroom buddy systems, leadership opportunities, and milestone celebrations to recognize student progress and build school connectedness. Participants also suggested strengthening career awareness and goal-setting initiatives to reinforce the importance of English language development and academic achievement. Additional recommendations included expanding summer and after-school ELD programs, increasing mentorship opportunities, improving access to bilingual mental health and community supports, and exploring partnerships and grant opportunities through programs such as AVID Excel, PIQE, and Community Schools initiatives to enhance districtwide services for English learners.

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

Participants emphasized the importance of expanding college and career readiness opportunities through increased access to Career

Technical Education (CTE), academic intervention, and real-world learning experiences. Recommendations included expanding CTE pathways at Valencia High School with a focus on hands-on technical and trade-related programs such as robotics, autobody, manufacturing, and mechanical systems. Participants also suggested strengthening partnerships with community colleges to provide students with career-focused coursework and experiential learning opportunities, while advocating for districtwide Trade Fairs, College Fairs, and Career Days. Additional recommendations focused on expanding AVID and career-readiness programs at the elementary and middle school levels, increasing access to tutoring and structured intervention during the school day, improving student confidence with testing formats, and strengthening access to internships, mentorships, financial literacy education, and college and career exploration opportunities.

Participants also highlighted the need to strengthen student engagement, family support systems, and access to social-emotional and wellness resources. Recommendations included increasing staff outreach to families to improve attendance and address chronic absenteeism through conferences, home visits, and enhanced communication efforts. Participants suggested expanding after-school athletics and enrichment opportunities, improving transportation access to support participation in programs, and continuing to expand bus routes and awareness of available transportation services. Additional recommendations included ensuring access to counseling, behavioral, and wellness supports across all schools, expanding SEL and intervention services, and strengthening school-family partnerships through community resource fairs, childcare and food supports for family events, financial literacy resources, and increased collaboration with PTAs, local businesses, colleges, and community organizations to support whole-family engagement and student success.

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

Participants emphasized the importance of strengthening stability, connection, and access to supports for foster youth students and families across the district. Recommendations included researching best practices from existing support models, establishing policies that promote school stability despite placement changes, and maintaining transportation services that allow foster youth to remain at their school of origin whenever possible. Participants also suggested strengthening partnerships with county agencies and community organizations to improve access to available resources and services for foster youth and families. Additional recommendations focused on expanding counselor and mentor availability across all schools, utilizing foster youth liaisons to coordinate districtwide supports, improving access to mental health services, and creating welcoming campus processes that connect students to support staff immediately upon enrollment. Participants further recommended organizing resource fairs, increasing professional development for classified staff, and ensuring each foster youth student has a designated point person or mentor for ongoing support.

Participants also highlighted the need to expand academic interventions, student engagement opportunities, and trauma-informed supports to improve outcomes for foster youth students. Recommendations included enhancing tutoring services through earlier intervention referrals, improving family awareness of available academic supports, and providing staff training focused on trauma-informed practices and the unique needs of foster youth students. Participants emphasized the importance of fostering school belonging through peer buddy programs, mentorship opportunities, extracurricular activities, middle school athletics, clubs, celebrations, and schoolwide SEL initiatives that help students build meaningful connections. Additional recommendations included creating inclusive campus environments through staff awareness training, providing vouchers for school-sponsored activities, supporting students' ability to practice their faith on campus, and strengthening absenteeism interventions through monitoring, communication, and family meetings. Participants also suggested expanding welcoming resources such as Care Closets, student service groups, and ASB or activities cards to further support student engagement and connectedness.

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

Participants emphasized the importance of expanding staffing, intervention systems, and mentorship opportunities to better support unduplicated pupil groups and struggling students across the district. Recommendations included increasing human resources available to support teachers and students through preventive interventions focused on literacy, reading, and mathematics, particularly for students who may lack academic support outside of school. Participants suggested expanding mentorship opportunities through peer helper programs, classified staff mentorship training, and initiatives such as Support One Student (S.O.S.) to provide targeted support for specific student groups. Additional recommendations included increasing staffing dedicated to pre-intervention services, strengthening counselor availability and mental health supports, improving outreach and registration supports for foster youth students, and ensuring additional school and district staff are available to monitor student needs and provide ongoing assistance. Participants also emphasized the importance of targeted resource allocation for schools serving high concentrations of English learners and socioeconomically disadvantaged students, while maintaining transparency regarding funding and support services for unduplicated pupils.

Participants highlighted the need to strengthen family engagement, attendance supports, and school climate initiatives to improve student connectedness and academic outcomes. Participants noted that parent involvement has decreased following the COVID-19 pandemic and recommended expanding district-led parent engagement opportunities, parenting classes, and feeder-pattern family events to better support student success. Additional recommendations included strengthening communication regarding academic programs and support services, increasing multilingual outreach and language supports for families, and continuing to utilize advisory groups and PTA partnerships to strengthen connections between families and the district. Participants also emphasized the importance of strengthening attendance interventions through incentive-based attendance campaigns, more frequent attendance reporting, home visits, and expanded SART/SARB follow-through, while exploring options such as elementary attendance recovery opportunities. Recommendations further focused on improving school climate through restorative practices, PBIS, SEL, peer mentoring, buddy systems, clubs, and culturally inclusive activities designed to increase student belonging, engagement, and positive relationships across school communities.

Participants further emphasized the importance of expanding academic interventions, literacy supports, pathway opportunities, and professional development for both certificated and classified staff. Recommendations included replicating successful intervention models such as the tutoring block at Valencia High School, maintaining tutorial periods at the secondary level, and expanding after-school tutoring, small-group instruction, math labs, and structured intervention programs such as Reflex and ST Math. Participants stressed the importance of maintaining a districtwide focus on literacy, supporting struggling readers, and providing accommodations and interventions for students not responding to instruction. Additional recommendations included strengthening college and career readiness efforts through expanded pathway programs, earlier career exploration opportunities, increased promotion of dual enrollment and scholarship opportunities, and broader access to high-demand programs such as manufacturing. Participants also emphasized the need for ongoing professional development related to intervention strategies, behavioral supports, reading difficulties, AVID strategies, trauma-informed practices, and student engagement, while ensuring teachers have structured time and resources to identify and support struggling students effectively.

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

Participants emphasized the importance of strengthening staffing structures, student support services, and inclusive practices to better meet the academic, behavioral, and social-emotional needs of all students. Recommendations included reviewing staffing ratios for counselors,

SROs, RBTs, psychologists, and support staff to ensure students across all school sites have access to appropriate services and interventions. Participants highlighted the importance of providing ongoing professional development related to special education, PBIS, trauma-informed practices, ProAct Light, and co-teaching models, while also improving onboarding and IEP training for education specialists. Additional recommendations included strengthening attendance recovery programs, increasing awareness of family circumstances related to absenteeism, expanding behavioral and mental health supports, and improving communication with families through translated materials, text messaging, targeted outreach, and user-friendly language accessible to English learner families. Participants also emphasized the need to improve supports for LTEL students through earlier identification, expanded LTEL family engagement events, mindful student clustering practices, and additional literacy and math interventions, including summer skills camps, extended learning opportunities, and peer-supported tutoring structures.

Participants also highlighted the importance of expanding academic pathways, family engagement opportunities, and equitable access to resources and enrichment programs. Recommendations included expanding after-school intervention programs with targeted support in reading, writing, mathematics, and ELD, while exploring transportation solutions and outside staffing partnerships to increase access. Participants suggested strengthening college and career readiness through expanded AVID, Gear Up, DP, CTE, and ROP opportunities, while increasing career education connections within core academic and ELD courses to help students connect learning to real-world applications. Additional recommendations focused on ensuring equitable allocation of resources based on student need, increasing awareness and support for foster youth, McKinney-Vento students, and homeless students, and strengthening continuity of counseling and mental health services across school sites. Participants also recommended increasing district-supported parent engagement opportunities, expanding resource fairs and multilingual communication tools, improving parent understanding of school systems and supports, and advocating for continued state funding to sustain intervention, counseling, and enrichment programs for unduplicated pupil groups.

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

Participants expressed strong support for continuing the proposed 2025–26 LCAP actions designed to improve student achievement and engagement at El Camino Real Continuation High School. Recommendations included maintaining additional teaching staff to support smaller class sizes and provide targeted interventions for at-risk students, while continuing to strengthen PLC collaboration around student outcomes and credit completion. Participants also emphasized expanding intervention opportunities in ELA and mathematics through AVID strategies, formative assessment practices, and instructional support offered during the school day. Additional recommendations focused on continuing and expanding AVID, CollegeLink, college and career exploration opportunities, and staff training related to supporting English learner students. Participants further supported continuing restorative discipline practices and counseling services that address students' academic, behavioral, social, and emotional needs, while also increasing attendance celebrations and family engagement events to strengthen school culture, student connectedness, and retention.

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 and a review of our outcome data:

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

ethical, and contributing citizens.

1.1 - Intervention Program

1.7 - ADVANCE Program

1.8 - Preschool programs

1.9 - Community Engagement

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

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

3.21 - 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

4.9 - 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:

5.1 - McKinney Vento Liaison

5.12 - Title 1 Instructional Coaches

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:

7.29 - Suicide Prevention Program

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
7.39 - 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:

8.6 - Attendance Recovery Program including Saturday School
8.10 - Family and community engagement to support attendance
8.16 - Special Education Community Advisory Committee
8.17 - 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:

9.9 - Targeted Intervention Program
9.9 - Targeted Intervention Program

5.29.26 DRAFT

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 95.6% 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,	Districtwide 2022-2023 (64.75%) = Green	Districtwide 2023-2024	Districtwide 2024-2025	Districtwide 2025-2026	+2.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	DFS = 35.6 above	(65.32%) = Green DFS = 35.6 above	(67.39%) = Green DFS = 43.9 above	(70.8%) = Blue DFS = 45 above	No change in color DFS = + 8.3 points
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 2024-2025 (56.07%) = Green DFS = 14.3 above	Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	+2.59% No change in color DFS = + 8.2 points
1.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue	Districtwide 2024-2025 (0.6%) = Blue	Districtwide 2025-2026 (<1%) = Blue	-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 2024-2025 (61.8%) = Green	Districtwide 2025-2026 (61.8%) = High	+6%
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow	Districtwide 2024-2025 (11.4%) = Yellow	Districtwide 2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	-6.4%
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue	Districtwide 2024-2025 (95.6%) = Blue	Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	+1.3%
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 2024-25, K-5: 63%	Winter Diagnostic 2025-26 = 63%	+5%
1.8	Percentage of students early on grade level or	Winter Diagnostic 2022-23 = 47%	Winter Diagnostic 2023-24, K-5:	Winter Diagnostic 2024-25, K-5:	Winter Diagnostic 2025-26 = 52%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above as indicated on the iReady Math Diagnostic (K-5)		50%	53%		
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 2025-2026, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 96% Social Science = 94% First Semester 2025-2026, 6th-12th: ELA = 91% Math = 87% Science = 90% Social Science = 89%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-1%) 6th–12th (First Semester): ELA: (+2%) Math: (+1%) Science: (+2%) Social Science: (+1%)
1.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th (score of 3 or 4 out of 4): 81% Spring 2022-2023, 6th-12th (score of 3, 4, or 5 out of 5): 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): 81%	Spring 2024-2025, 1st-5th (score of 3 or 4 out of 4): 67% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 82%	Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	1st-5th: +14% 6th-12th: +6%
1.11	AP Program Participation, Exams Administered, and Pass Rate	Spring 2022-2023: 27% student course participation	Spring 2023-2024: 28% student course participation	Spring 2024-2025: 30% student course participation	Spring 2025-2026: 33% student course participation	+3% course participation +785 exams administered +6.2% pass rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4,493 exams administered 85% pass rate	5,017 exams administered 88.4% pass rate	5,278 exams administered 91.2% pass rate	4,893 exams administered 88% 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 2024-2025: 178 exams administered 93% pass rate	Spring 2025-2026: 150 exams administered 83% pass rate	+76 exams administered +13% 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 2024-2025: 57 IB Diplomas earned 371 exams administered 98% pass rate	Spring 2025-2026: 70 IB Diplomas earned 452 exams administered 96% pass rate	-6 IB Diplomas earned -49 exams administered +7% pass rate

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 1 with the exception of Action 1.1 that was discontinued in winter of 2026 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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, aside from Action 1.1 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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

Action 1.1: Targeted Intervention

PYLUSD elementary schools implemented five cycles of before-school and after-school intervention groups for math and English in grades 1-6. Survey feedback from teachers and anecdotal feedback from parents has been positive, indicating effectiveness in supporting student learning.

Action 1.2: Foundational Math

A total of 6,185 students in grades 1-6 engaged with the Reflex math app, resulting in an increase in group fluency averages from 40.1% to 66.2%, with an average of 68 facts gained per student. Additionally, 2,955 students in grades 2-6 used the Frax math app, completing an average of 9.7 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 late-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 continued to progress, with Computer Instructional Specialists being offered professional development to support elementary students.

Action 1.5: Middle School Athletics

The Middle School Athletics program maintained high participation levels during the 2026-27 school year with hundreds of students participating across 5 different sports: Volleyball, Cross Country, Flag Football, Wrestling, and Track.

Action 1.6: PLUS Program

High School and adult students at sites across the district are participating in subsidized employment opportunities for students in special education programs.

Action 1.7: ADVANCE Program

Due to the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8: Preschool Program

We completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

Action 1.9: Special Education Resources and Program

The current hiring efforts have been effective in meeting the goal of strengthening support for students with special needs.

Action 1.10: Engaged Community

Messages to our community and invitations to collaborate have grown with the listening tour sessions that will be used to create PYLUSD's new Strategic Plan.

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, reducing class sizes at the elementary level.

Action 1.12: Innovative Programs

The Orange County School of Computer Science and Universal Sports Institute continue to operate.

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.

The following actions have draft revisions as of April 2, 2026:

Action 1.1 was discontinued because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

Action 1.7 was revised because the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8 was revised because in 24 months, we completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

An action related to eliminating 5th/6th combination classes was removed. Prior to the elimination of 5th- and 6th-grade combination classes, our teachers have supported student learning through differentiated instruction and/or collaboration with colleagues to share students and minimize combos during ELA and/or math periods. In addition, in adherence to the teacher contract, the district will work with principals to provide on-going year-long classroom support for 5/6 combo classes. Moreover, we are looking to align math curriculum K-8 to optimize continuity of learning.

Further revisions may be incorporated based on educational partner input sessions prior to the June Public Hearing.

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	Action Discontinued Effective 26-27		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.	\$145,770.00	No
1.3	Foundational Writing	Provide a comprehensive program to support the writing process for students through the use of supplemental programs.	\$87,363.14	No
1.4	Computer Science	Provide a districtwide K-12 computer science opportunities 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.	\$60,748.58	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.	\$353,730.70	No
1.6	PLUS Program	Provide a transition to work program (Placentia Linda Upward Success) for graduates of Venture Academy (PYLUSD's Adult Transition Program for Students with Disabilities) to be employed by the district.	\$30,000.00	No
1.7	Applied Studies Pathway	Provide a fifth-year program for students with disabilities who require additional credits to earn a high school diploma through the Applied Studies Diploma, thereby increasing opportunities for diploma attainment through the alternate pathway.	\$2,474,037.00	No
1.8	Preschool Program	Continue the current preschool programs to provide access to early childhood education and development for families through an inclusion model. The funds for this action were expended in the first year of the LCAP (24-25).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 Friday Message, Superintendent's Community Advisory Committees, and a new Digital Flier Distribution Platform.	\$19,230.00	No
1.10	5th/6th Grade Combination Class Elimination	Action Discontinued Effective 26-27		
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.	\$9,612.00	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.

Measuring 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 2024-2025 (67.39%) = Green DFS = 43.9 above	Districtwide 2025-2026 (70.8%) = Blue DFS = 45 above	+2.64% No change in color DFS = + 8.3 points
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 2024-2025 (56.07%) = Green DFS = 14.3 above	Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	+2.59% No change in color DFS = + 8.2 points
2.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue	Districtwide 2024-2025 (0.6%) = Blue	Districtwide 2025-2026 (<1%) = Blue	-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 2024-2025 (61.8%) = Green	Districtwide 2025-2026 (61.8%) = High	+6%
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow	Districtwide 2024-2025 (11.4%) = Yellow	2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	-6.4%
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue	Districtwide 2024-2025 (95.6%) = Blue	Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	+1.3%
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 2024-25, K-5: 63%	Winter Diagnostic 2025-26, K-5: 63%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-25, K-5: 53%	Winter Diagnostic 2025-26, K-5: 52%	+6%
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 2025-2026, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 96% Social Science = 94% First Semester 2025-2026, 6th-12th: ELA = 91% Math = 87% Science = 90% Social Science = 89%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-1%) 6th–12th (First Semester): ELA: (+2%) Math: (+1%) Science: (+2%) Social Science: (+1%)
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): 81%	Spring 2024-2025, 1st-5th (score of 3 or 4 out of 4): 67% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 82%	Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	1st-5th: -14% 6th-12th: -6%
2.11	Total # Teacher Miss-assignments	2023-24 = 0	2024-25 = 2	To be Completed in May 2026 prior	2026-27 = 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				to the June Public Hearing		
2.12	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = 100%	
2.13	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = Good	
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)	To be Completed in May 2026 prior to the June Public Hearing	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)	

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 2.

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:

2.2: Mathematics: Expanded teacher support to support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort and the launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

2.3: 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).

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

The majority of actions for Goal 2 are related to base program offerings and were implemented as planned. An implementation efficacy reflection for Action 2.2 is below:

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 support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort. 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.

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.

No actions for this goal have been revised for the 2026-27 school 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.

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.	\$199,129,418.83	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 Math/ELA Fellows, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, Learning Walks, etc—supported in part through LREBG funds (\$545,200). 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. (M2.1 - M2.10, M2.14)	\$338,462.55	Yes
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas to support learning for unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth). The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.12) LREBG funds (\$60,350)	\$2,540,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELPAC, ELA, Math & Science).	\$70,000.00	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources	\$254,038.50	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

5.29.26 DRAFT

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 Learners Making	Districtwide 2022-2023 (54.2%) = Yellow	Districtwide 2023-2024 (50.3%) = Orange	Districtwide 2024-2025 (51%) = Yellow	Districtwide 2025-2026 (65%) = Blue	-3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 2024-2025 (11.66%) = Yellow DFS = 33.4 below	Districtwide EL Subgroup 2025-2026 (22%) = Green DFS = 5 below	-0.3% Color: moved up 1 color DFS = + 7.6 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 2024-2025 (13.97%) = Yellow DFS = 55 below	Districtwide EL Subgroup 2025-2026 (21%) = Green DFS = 25 below	+0.9% Color: moved up 1 color DFS = + 13.7 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 2024-2025 (1.5%) = Green	Districtwide EL Subgroup 2025-2026 (<1.0%) = Blue	-0.6%
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 2024-2025 (20.8%) = Yellow	Districtwide EL Subgroup 2025-2026 (21%) = Green	+9.4%
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	Districtwide EL Subgroup 2024-2025 (16.5%) = Yellow	50% Reduction in Chronic Absenteeism Rate Districtwide EL Subgroup 2025-2026 (12.95%) = Yellow	-9.4%
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 2024-2025 (89.9%) = Green	Districtwide EL Subgroup 2025-2026 (89.9%) = Green	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-25, K-5: 15%	Winter Diagnostic 2025-26, K-5: 30%	-5%
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 2024-25, K-5: 12%	Winter Diagnostic 2025-26, K-5: 22%	0%
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 2024-2025, 1st-5th (score of 3 or 4 out of 5): 27% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 41%	Spring 2025-2026, 1st-5th 63% Spring 2025-2026, 6th-12th 67%	1st-5th: -26% 6th-12th: -16%
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: ELA = 73% Math = 62% Science = 64% Social Science = 64%	Second Trimester 2024-2025, 3rd-6th: Reading = 70% Writing = 73% Math = 77% Science = 89% Social Science = 85% First Semester 2024-2025, 6th-12th: ELA = 73% Math = 66% Science = 69% Social Science = 70%	Second Trimester 2025-2026, 3rd-6th: Reading = 70% Writing = 76% Math = 72% Science = 85% Social Science = 81% First Semester 2025-2026, 6th-12th: ELA = 75% Math = 67% Science = 74% Social Science = 68%	Second Trimester 2026-2027, 3rd-6th: Reading = 78% Writing = 83% Math = 80% Science = 95% Social Science = 93% First Semester 2026-2027, 6th-12th: ELA = 78% Math = 67% Science = 69% Social Science = 69%	3rd–6th (Second Trimester): Reading: (-3%) Writing: (-2%) Math: (-3%) Science: (-5%) Social Science: (-6%) 6th–12th (First Semester): ELA: (+2%) Math: (+5%) Science: (+10%) Social Science: (+4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Reclassification Rate	Fall 2023: 14%	Fall 2024: 26%	TBD - available May 2026	Fall 2026: 29%	TBD - available May 2026
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 12%	Fall 2024: 10%	Fall 2025: 10.3%	Fall 2026: 17%	-1.7%
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 19%	Fall 2024: 14%	Fall 2025: 13.27%	Fall 2026: 24%	-5.73%
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 23%	Fall 2024: 23%	Fall 2025: 22.67%	Fall 2026: 28%	- 0.33%
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 50%	Fall 2025: 51.48%	Fall 2026: 57%	-0.52%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 3.

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:

3.17: Expenditures for the ELD Summer Program exceeded initial projections due to expanded implementation, including increased student participation, additional program sites, and staffing needs to support small group instruction and differentiated learning. These increases reflect the district's responsiveness to student need and commitment to expanding access to language development opportunities.

3.18: Increased demand from sites, and additional costs associated with substitute coverage, demonstration classrooms, and coaching support were distributed across multiple funding sources to sustain expanded implementation.

Action 3.1: English Language Development (ELD) Professional Development

Implementation contributed to measurable gains, including 74.6% of English learners improving their ELA scores and 71.8% improving in Math. Increased teacher capacity supported access to grade-level content and language development aligned to EL Roadmap Principles 1 and 2.

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. Students continued to receive ELD instruction; however, data indicates ongoing gaps, with only 11.66% of ELs meeting or exceeding ELA standards and 13.97% in Math.

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 ELPAC 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. Elevation 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 aligns with the California English Learner Roadmap (Principles 1 and 2) by promoting asset-based instruction and ensuring meaningful access to rigorous content supported by appropriate scaffolds. As a result, sites are better positioned to respond to student needs and provide targeted supports within a Comprehensive ELD and MTSS framework.

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.

3.20: Needs-Responsive Schools

Trainings were offered that site & district staff attended to offer programs that are more responsive to student needs.

3.21: English Learner Snapshot

Based on reflection on prior implementation, the district identified variability in how the EL Snapshot Tool was used across sites and a need to strengthen alignment to state accountability measures. As a result, the district will revise Action 3.21 to incorporate the use of the English Learner Progress Indicator (ELPI) as a primary metric for monitoring student progress, in place of relying solely on growth by proficiency level.

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.

The following action has been revised:

Action 3.4 was updated because PYLUSD completed the training with the 11 targeted schools in the Spring 2025, we are recommending to provide additional targeted training for all of our Speech Language Therapists to ensure assessment processes are aligned.

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	DA Action: 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. 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) LREBG funds (\$8,190.00)	\$6,651.00	No
3.2	Additional EL Sections at Secondary Schools	DA Action: 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. 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)	\$220,431.00	Yes
3.3	Bilingual Aides	DA Action: Provide additional bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs. 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) LREBG funds (\$12,000)	\$363,955.00	Yes
3.4	Special Education Staff Training	DA Action: Conduct training for special education staff on bilingual language assessments to appropriately identify language differences versus language disorders, ensuring that resources for student supports are appropriately allocated and effectively serve students.	\$13,449.92	No

Action #	Title	Description	Total Funds	Contributing
3.5	English Language Proficiency Assessments for California (ELPAC)	DA Action: 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 (\$145,000.00). 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.	\$175,000.00	No
3.6	Additional Instructional Materials for EL Support	DA Action: Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of core English Language Arts curriculum as well as supplemental ELD curriculum as provided in part through LREBG funds (\$77,673.00). 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.	\$77,673.00	No
3.7	ELD Instruction and Support	DA Action: Provide ELD Academic Support Teachers at elementary schools to provide ELD support and direct services throughout the year. The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts and	\$1,760,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math and local assessments such as the iReady Diagnostic for Reading and Math. (M3.2, M3.3, M3.8, & M3.9)		
3.8	ELD Teacher Support	DA Action: Provide increased District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites. 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)	\$394,337.20	Yes
3.9	Translation Services	DA Action: 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.	\$58,954.00	Yes
3.10	English Language Assessment Center	DA Action: 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 (\$82,628.00). 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). M3.12-M3.16 will be used to determine the effectiveness of this action.	\$351,156.00	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	DA Action: 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	\$7,650.00	No

Action #	Title	Description	Total Funds	Contributing
		Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement, supported through LREBG funds (\$5,000.00). 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.		
3.12	Bilingual Community Liaisons	DA Action: Continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families. 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)	\$337,598.00	Yes
3.13	Administrative Support	DA Action: Continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines. The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.16).	\$223,219.00	Yes
3.14	Melrose Literacy Coach	DA Action: Continue to provide a literacy coach at Melrose Elementary School to provide intervention and small group instruction in literacy.	\$139,940.00	No
3.15	EL Progress Monitoring and Intervention	DA Action: 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. The effectiveness of this action will be measured through Passing Grades	\$25,515.00	No

Action #	Title	Description	Total Funds	Contributing
		indicated on the Transcript (A, B, or C) in Core Content Classes(M3.11) LREBG funds (\$35,000.00)		
3.16	ELD Coordination	DA Action: 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. 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).	\$69,000.00	Yes
3.17	ELD Summer Program	DA Action: Provide an ELD summer program for elementary English Learner students that provides enrichment and is focused on language acquisition and GLAD strategies.	\$0.00	No
3.18	Guided Language Acquisition and Design (GLAD)	DA Action: 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. 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)	\$568,033.00	Yes
3.19	English Learner Master Plan	DA Action: Implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners.	\$0.00	No
3.20	Needs-Responsive Schools	DA Action: Foster more assets-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities	\$78,626.83	No
3.21	English Learner Snapshot	DA Action: 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	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		provides space for students, families and educators to set academic goals and plan next steps		

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.

Further analysis of district writing prompt performance shows a decline from 61% to 51% 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 declined 4% and 8% respectively from 2022-2023 and 2024-2025.

In terms of language proficiency, ELPAC Level 4 scores in Reading, Writing, and Listening have declined, with only 10.15% of LTELs scoring Level 4 in Reading and Writing in 2024-2025, compared to 14% and 18% in 2022-2023. While Speaking scores remain stronger (82.34%), 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.

Measuring 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	2024-2025 (27.2%) = Red DFS = 113.9 below	2025-2026 (37.5%) Yellow DFS = 70 below	-5.3% 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	2024-2025 (14.68%) = Red DFS = 157.3 below	2025-2026 (14.9%) Yellow DFS = 95 below	+4.76% 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)	TBD - available May 2026	May 2026: 25%	
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 2024-2025, 1st-5th: N/A 6th-12th (3, 4, or 5 out of 5): 51%	Spring 2025-2026, 6th-12th (3, 4, or 5 out of 5): 71%	-10%

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 2025-2026, Grades 6th-12th: ELA =74% Math =68% Science =72% Social Science =65%	1st Semester 2026-2027, Grades 6th-12th: ELA = 82% Math = 77% Science = 85% Social Science = 85%	1st Semester, 6th-12th: ELA = -3% Math = -4% Science = -8% Social Science = -15%
4.6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 14%	2023-2024 7.3%	2024-2025 10.15%	2025-2026 19%	-3.85%
4.7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 18%	2023-2024 7.3%	2024-2025 8.61%	2025-2026 23%	-9.39%
4.8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 18%	2023-2024 9.7%	2024-2025 13.69%	2025-2026 23%	-4.31%
4.9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 84%	2023-2024 75%	2024-2025 82.34%	2025-2026 89%	-1.66%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 4.

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, aside from action 4.11: Professional Development: Expenditures were lower than initially projected due to the use of existing district professional development structures, internal expertise, and integration of training within ongoing initiatives (e.g., DWI, GLAD cohorts). Services were fully implemented as planned without the need for additional external costs.

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

The actions 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

AVID Excel contributed to improved student engagement and academic behaviors. LTEL students progress will focus on the English Learner Progress Indicator (ELPI).

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. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

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.

4.7 LTEL Engagement

We improved student engagement and family awareness 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

Elementary students at risk of becoming LTELs received support through early intervention and increased parental awareness of available resources.

4.9 LTEL Identification

We enhanced teacher awareness of LTEL students by utilizing Aeries and Ellevation software platforms.

4.10: Regular Check-Ins

2025-26 saw inconsistent implementation of academic check-ins to monitor LTEL student progress.

4.11: Professional Development

Professional development improved teacher capacity to implement language-focused instruction tailored to LTEL students, particularly through the use of E3D resources and structured language routines. Teachers demonstrated increased use of:

4.12: Goal Setting

This action supported student ownership of learning and progress.

4.13: Progress Monitoring

Improved monitoring supported targeted intervention and LTEL progress. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

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.

No actions for this goal have material revisions for the 2026-27 school year. Action 4.9 has been revised to not limit the awareness of LTELs coming solely from Aeries rostering.

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	DA Action: Continue to provide AVID Excel Summer Bridge and AVID Excel year-long program to support Long-Term English Learners in language development and furthering their academic achievement. 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)	\$34,637.88	Yes
4.2	English Learner Sections at Secondary Schools	DA Action: 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. 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)	\$389,516.00	Yes
4.3	English Language Development Curriculum	DA Action: Continue to provide and utilize supplemental educational curriculum, English 3D, to support the acquisition of English for LTELs.	\$57,000.00	No
4.4	EL Progress Monitoring	DA Action: Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas	\$3,150.00	No
4.5	OCDE LTEL Network	DA Action: 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	\$303,974.92	Yes
4.6	ELAC and DELAC	DA Action: Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting	\$850.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	LTEL Engagement	DA Action: 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.	\$69,682.62	No
4.8	At-risk for LTEL	DA Action: Identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources	\$1,013.50	No
4.9	LTEL Identification	DA Action: Enhance teacher awareness of LTEL students for improved identification and support	\$70,764.00	No
4.10	Academic Progress Check-ins	DA Action: Implement structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges	\$132,207.42	Yes
4.11	Professional Development	DA Action: Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum	\$810.00	No
4.12	Goal-Setting	DA Action: Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress	\$810.00	No
4.13	Progress Monitoring	DA Action: 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	\$2,835.00	No

Action #	Title	Description	Total Funds	Contributing

5.29.26 DRAFT

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 52.18% (Green) in 2025 and Math rising from 33.6% (Yellow) to 38.12% (Yellow), these scores still indicate a need for targeted academic support to move these students to the Blue performance level. Similarly, early literacy and math proficiency on iReady diagnostics (K-5) remain low, with only 46% of SED students on grade level in ELA and 35% in Math, underscoring the need for stronger foundational instruction. While the graduation rate (94.8%) and college/career readiness (49.6%) 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 18.1% (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.
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Measuring 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 2024-2025 (52.18%) = Green DFS = 2.5 above	Districtwide SED Subgroup 2025-2026 (59%) = Green DFS = 3.3 above	+3.28% Color: moved up 2 colors DFS = +7.9 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 2024-2025 (38.12%) = Yellow DFS= 32.4 below	Districtwide SED Subgroup 2025-2026 (44%) = Blue DFS = 25 below	+4.52% No change in color DFS = +11.9 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 2024-2025 (0.9%) = Blue	Districtwide SED Subgroup 2025-2026 (<1.0%) = Blue	-1%
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 2024-2025 (49.6%) = Yellow	Districtwide SED Subgroup 2025-2026 (53%) = Green	+6.3%
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 2024-2025 (18.1%) = Yellow	Districtwide SED Subgroup 2025-2026 (16.6%) = Yellow	-8.5%
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 2024-2025 (94.8%) = Green	Districtwide SED Subgroup 2025-2026 (94.8%) = Blue	+ 3% No change in color
5.7	Percentage of SED students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 42%	Winter Diagnostic 2023-24, K-5: 44%	Winter Diagnostic 2024-25, K-5: 46%	Winter Diagnostic 2025-26, K-5: 52%	+4%
5.8	Percentage of SED students early on grade level or above as	Winter Diagnostic 2022-23, K-5: 27%	Winter Diagnostic 2023-24, K-5: 31%	Winter Diagnostic 20234-25, K-5: 35%	Winter Diagnostic 2025-26, K-5: 37%	+8%

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)					
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 2025-2026, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 85% Science = 93% Social Science = 89% 1st Semester 2025-2026, Grades 6th-12th: ELA = 86% Math = 79% Science = 85% Social Science = 83%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-2%) 6th–12th (First Semester): ELA: (+3%) Math: (+1%) Science: (+5%) Social Science: (+2%)
5.10	Homeless Student Population	Spring 2022-2023 3,425	Spring 2023-2024 3,475	Spring 2024-2025 4,198	Spring 2025-2026 TBD - available June 2026	TBD - available June 2026
5.11	Homeless English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -37.6 DFS	2023-2024 Orange (34.61 %) -44.5 DFS	2024-2025 Yellow (38.45%) -30.4 DFS	2025-2026 Green 37.7%	(N/A%) No Change in Color DFS = +7.2 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding	2022-2023 Yellow N/A % -79.7 DFS	2023-2024 Orange (20.92%) -79.2 DFS	2024-2025 Yellow (24.26%) -66.9 DFS	2025-2026 Green 23.2%	(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
	Standards, and Distance from Standards (DFS)					DFS = +12.8 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%	2024-2025 Green 1.2 % suspended at least one day Declined 0.4%	2025-2026 Blue 1.7%	-1.2%
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	2024-2025 Green 36.8% Prepared Increased 7.7%	2025-2026 Green 32.7%	+7.3%
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%	2024-2025 Yellow 20% Chronically Absent Declined 2.6%	2025-2026 Yellow 23.8%	-11.6%
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%	2024-2025 Green 94.2% Increase of 3.8%	2025-2026 Blue 90.6%	+5.4%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 5, aside from action 5.15 for the Mentoring Program: Low participation in this program limited its impact.

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

Regular tutoring was provided through Certificated teachers within the District along with an outside service provider. to support academic needs.

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

The program has been effective in assessing family needs and providing referrals to school-based and community-based counseling services. These efforts have enhanced the emotional and social support available to students experiencing homelessness.

5.5: Family Literacy and Math Nights

The implementation of these events across school sites resulted in strong family participation. These initiatives have successfully fostered family 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

This year, the Melrose Family Resource Center (FRC) has primarily supported families through referrals, coordinated outreach by McKinney-Vento liaisons, home visits, and scheduled follow-ups, as data showed limited walk-in utilization despite dedicated onsite staffing last year.

5.14: Elementary Math Fellows & Title I Teaching Collaboration

Math Fellows facilitated peer coaching across three sites over three sessions, focusing on framework-aligned instructional strategies. In addition, they developed the rubric used to evaluate publishers during the math adoption process.

5.15: Mentoring Program

Low participation in this program limited its impact.

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.

The following actions have revisions:

Action 5.1 was updated to accurately reflect that the McKinney-Vento Liaison is not a TOSA due to our current staffing structure.

Actions 5.10 & 5.11 related to the Community Engagement Initiative were discontinued for the 2026-27 school year because they were connected to a 2 year grant which concludes this year. We will continue to engage the community and apply our learning from our participation.

Action 5.12 related to training Title 1 instructional coaches was deleted for the 2026-27 school year because the training it referred to was completed.

Action 5.15 related to a districtwide mentoring program was not renewed last year due to a lack of participation. Funding from the EHCY Grant was dispersed to other areas of support. At Title I sites, TOSAs serve as Title I Instructional Coaches and monitor and check on students' attendance and grades.

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
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 Liaison and support staff to coordinate community linkage services and support parents. 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)	\$120,819.51	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	\$14,759.58	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	\$28,278.85	No
5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs. 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)	\$18,414.80	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	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. 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	Elementary School Counselors at High Impact Sites	Provide full-time elementary school counselors at Title I elementary sites with higher populations of SED, EL, and FY students in order to support attendance, academic success and emotional well-being as well as reduce the chronic absenteeism rate of SED, EL and FY students through individual education, as well as family education and support. (Learning Recovery \$1,088.391) 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)	\$1,643,322.09	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. The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in Chronic Absenteeism. (M5.5)	\$35,000.00	Yes
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. 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)	\$975,009.00	Yes
5.9	Advancement Via Individual Determination (AVID) Program	Continue to provide Advancement Via Individual Determination (AVID) program for SED students focused on increasing academic achievement and college/career readiness for first generation college-bound students across the district to support. 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). (Learning Recovery \$799,591.94)	\$815,571.32	Yes

Action #	Title	Description	Total Funds	Contributing
5.10	Community Engagement Initiative	Action Discontinued Effective 26-27		
5.11	Create a Title I Parent Advisory	Action Discontinued Effective 26-27		
5.12	Project GLAD - train Title I Instructional Coaches	Action Discontinued Effective 26-27		
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	\$16,573.32	Yes
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. Math Fellows will facilitate classroom lesson demonstrations, engage in one-on-one planning, conduct reflective debriefs, and co-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.	\$18,000.00	No
5.15	Mentoring Program	Action Discontinued Effective 26-27		

5.29.26 DRAFT

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 33.33% (Yellow) in 2025, there is still a significant gap compared to districtwide performance, necessitating continued support in literacy development. In contrast, Mathematics achievement remains critically low, with an increase from 14.3% (Orange) to 18.18% (Orange), highlighting an urgent need for targeted math interventions.

A longitudinal 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 changed from 18% (K-2) in Winter 2022-2023 to 25% (K-5) in Winter 2024–25, while Math scores changed from 2.9% to 17% over the same period. This highlights a need for continued targeted academic support and intervention to address the learning gaps and ensure foster youth have equitable opportunities to succeed.

An increase in the chronic absenteeism rate for FY from 31.5% to 32.4% (Red) shows that absenteeism remains a significant barrier to achievement, requiring expanded mentorship, attendance incentives, and family engagement strategies. Similarly, suspension rates have remained stagnant at 6.6% (Orange), reinforcing the need for continued implementation of restorative practices and behavioral supports to ensure a stable and supportive learning environment.

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
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 2024-2025 (33.33%) = Yellow DFS = 61.8 below	Districtwide FY Subgroup 2025-2026 (30%) = Yellow DFS = 56.8 below	+13.33% Moved up 2 colors DFS = + 9.3 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 2024-2025 (18.18%) = Orange DFS = 105.3 below	Districtwide FY Subgroup 2025-2026 (24%) = Green DFS = 25 below	+3.88% No change in color DFS = +3.5 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 2024-2025 (6.6%) = Orange	Districtwide FY Subgroup 2025-2026 (<5%) = Blue	-0.4%
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	Districtwide FY Subgroup 2024-2025 (32.4%) = Red	25% Reduction in Chronic Absenteeism Rate Districtwide FY Subgroup 2025-2026 (23.6%) = Green	+0.9%
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-2: 18%	Revised Grade Levels Winter Diagnostic 2023-24, K-5: 30%	Revised Grade Levels Winter Diagnostic 2024-25, K-5: 25%	Winter Diagnostic 2025-26, K-5: 23%	+7%
6.6	Percentage of FY students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-2: 2.9%	Revised Grade Levels Winter Diagnostic 2023-24, K-5: 23%	Revised Grade Levels Winter Diagnostic 2024-25, K-5: 17%	Winter Diagnostic 2025-26, K-5: 7.9%	+14.1%
6.7	Passing Grades Indicated on Transcript in Core Content Classes	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82%	2nd Trimester 2024-2025, Grades 3rd-6th:	2nd Trimester 2025-2026, Grades 3rd-6th:	2nd Trimester 2026-2027, Grades 3rd-6th:	3rd-6th (Second Trimester): Reading: (-12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A, B, or C) of FY students	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%	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%	Reading = 70% Writing = 74% Math = 63% Science = 88% Social Science = 78% 1st Semester 2025-2026, Grades 6th-12th: ELA = 75% Math = 74% Science = 83% Social Science = 70%	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%	Writing: (+1%) Math: (-19%) Science: (-12%) Social Science: (-4%) 6th–12th (First Semester): ELA: (+5%) Math: (+5%) Science: (+10%) Social Science: (0%)
6.8	Suspension Rate for FY Students	2022-2023 7%	2023-2024 6.5%	2024-2025 6.6%	2025-2026 < 2%	-0.4%

Goal Analysis [2025-26]

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

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

Overall implementation of the actions 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.

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.

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. Administrators and staff have benefited from training, with several attending the 2026 California Foster Youth Summit.

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.

No actions for this goal have revisions.

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. 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)	\$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 (\$167,725.00). 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). M6.1-M6.8 will be used to monitor the effectiveness of this action.	\$167,725.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$63,688.00	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	\$273,577.43	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	\$14,915.99	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. 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)	\$76,009.50	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.	\$13,424.38	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 11.66% (Yellow) and math proficiency showing a slight improvement from 10.62% (Orange) to 13.97% (Yellow). Socioeconomically Disadvantaged students have made some gains, with ELA proficiency increasing from 48.87% to 52.18% (Green) and math improving from 33.57% to 38.12% (Yellow), yet they still lag behind district averages. Foster Youth, while making progress in ELA from 20% (Red) to 33.33% (Yellow), still face significant challenges in math, where proficiency remains low at 18.18% (Orange).

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 16.5% (Yellow), SED students 18.1% (Yellow), and Foster Youth 32.4% (Red), all of which impact their academic growth and access to necessary resources. College and career readiness indicators further reveal disparities, with only 20.8% of EL students categorized as prepared (Yellow) and 49.6% of SED students meeting the threshold (Yellow), 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 46%, and math proficiency has improved from 27% to 35% on the iReady diagnostic. These gains demonstrate the effectiveness of targeted interventions and support the need for expanding such programs districtwide.

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
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 2024-2025 =(67.39%) Green DFS = 43.9 above Student Groups: EL (11.66%) = Yellow DFS=33.4 below SED (52.18%) = Green DFS=2.5 above FY (33.33%) = Yellow DFS=61.8 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	+2.64% No change in color DFS = +8.3 points Student Groups: EL: -0.04% Moved up 1 color DFS = +7.6 points SED: +3.28% Moved up 1 color DFS = +7.9 points FY: +13.33% Moved up 2 color DFS = +9.3 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%) Orange DFS = 108.8 below	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 (15.63%) Red DFS= 114.4 below	Districtwide 2024-2025 = (56.07%) Green DFS =14.3 above Student Groups: EL (13.97%) Yellow DFS = 55 below SED (38.12%) Yellow DFS = 32.4 below FY (18.18%) Orange DFS= 105.3 below	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 (24%) Green DFS = 25 below	Districtwide: +2.59% No change in color DFS = +8.2 points Student Groups: EL: +3.37% Moved up 1 color DFS = +13.7 points SED: +4.52% No change in color DFS = +11.9 points FY: +3.89% No change in color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						DFS = +3.5 points
7.3	Suspension CA Dashboard Indicator	Districtwide 2022-2023 = 1.4% (Green) Student Groups: EL = 2.1% (Green) SED = 1.9 (Green) Foster Youth = 7% (Yellow)	Districtwide 2023-2024 = 0.6% (Blue) Student Groups: EL = 1.4% (Green) SED = 1% (Blue) FY = 6.5% (Yellow)	Districtwide 2024-2025 = 0.6% (Blue) Student Groups: EL = 1.5% (Green) SED = 0.9% (Blue) FY = 6.6% (Orange)	Districtwide 2025-2026 = <0.5% Student Groups: EL = Blue SED = Blue Foster Youth = <5%, or Blue	Districtwide: -0.8% Moved up 1 color Student Groups: EL: -0.6% No change in color SED: -1.0% Moved up 1 color FY: -0.4% Moved down 1 color
7.4	Chronic Absenteeism CA Dashboard Indicator	Districtwide 2022-2023 = 17.8% (Orange) 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 2024-2025 = 11.4% (Yellow) Student Groups: EL = 16.5% (Yellow) SED = 18.1% (Yellow) FY = 32.4% (Red)	Districtwide 2025-2026 = 8.9% Student Groups: English Learners = 15.9% (Yellow) SED = 13.6% (Yellow) Foster Youth = 23.6% (Green)	Districtwide: -6.4% Moved up 1 color Student Groups: EL: -9.4% Moved up 1 color SED: -8.5% Moved up 1 color FY: +0.9% Moved down 1 color
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 2024-2025 = 61.8% (Green) Student Groups: EL = 20.8% (Yellow) SED = 49.6% (Yellow) FY = 17.6 (N/A)	Districtwide 2025-2026 = 66% Prepared Student Groups: EL = 21% (Green) SED = 53% (Blue) FY = N/A	Districtwide: +6% Student Groups: EL: +9.4% SED: +6.3% 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 2024-2025 = 51% (Yellow)	Districtwide 2025-2026 = 59% making progress (Blue)	-3.2% No change in 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 2022-2023, K-2: SED: 42% EL: 20%	Winter Diagnostic 2023-2024, Revised from K-2 to K-5: SED: 44% EL: 22%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: SED: 46% EL: 15%	Winter Diagnostic 2025-2026, K-5: % SED: 52% EL: 30%	SED: +4% EL: (5%)
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 2022-2023, K-2: SED: 27% EL: 12%	Winter Diagnostic 2023-2024, Revised from K-2 to K-5: SED: 31% EL: 15%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: SED: 35% EL: 12%	Winter Diagnostic 2025-2026, K-5: SED: 37% EL: 22%	SED: +8% EL: 0%
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% Social Science = 84%	2nd Trimester 2025-2026, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 91% Science = 93% Social Science = 90% 1st Semester 2025-2026, Grades 6th-12th: ELA = 86% Math = 79% Science = 84% Social Science = 83%	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% Social Science = 83%	3rd-6th (Second Trimester): Reading: (+4%) Writing: (+3%) Math: (+9%) Science: (0%) Social Science: (0%) 6th-12th (First Semester): ELA: (+6%) Math: (+5%) Science: (+7%) Social Science: (+5%)

Goal Analysis [2025-26]

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

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

There was one substantive differences between planned actions and actual implementation during the 2025-26 school year for Action 7.22: the postponement of creating a Financial Literacy Task Force until the 2026-27 school year due to staff capacity.

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.

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 2025-26 series of 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.

7.4: Academic Support Teachers (ASTs)

The academic interventions provided by ASTs have been effective, especially in foundational skills for ELA and Math. The use of diagnostic tools like i-Ready allows for continuous monitoring and targeted intervention, helping close learning gaps for our students. The support provided 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 27% of the class of 2025 graduating having completed a CTE pathway. Additionally, 38.8% of high school students were enrolled in a CTE course in the 2025*26 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.

The following action had revisions

Action 7.35 was updated to not include the summer program because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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. 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)	\$2,438,250.99	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 (\$47,136.00). 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.	\$47,136.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Reduction of Class Sizes in TK/K	Maintain class size reduction through classified support personnel in Transitional Kindergarten and Kindergarten classes. The effectiveness of this action will be assessed using local indicators such as the iReady diagnostic in reading and math. (M7.7 & M7.8) LREBG funds (\$12,000.00)	\$4,898,565.62	Yes
7.4	Tier I Intervention	Provide training on Tier I intervention strategies that help students meet academic and behavioral goals.	\$301,018.64	No
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. 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)	\$419,629.00	Yes
7.6	Math Intervention Support for UPs	Provide math intervention sections at middle schools in order to close the achievement gap for all UPs in mathematics. The effectiveness of this action will be gauged by Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS) (M7.2) LREBG funds (\$211,817.00)	\$211,817.00	No
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. The effectiveness of this action will be assessed using local measures such as the iReady Diagnostic for Reading and Math (M7.7 & M7.8)	\$170,452.12	Yes

Action #	Title	Description	Total Funds	Contributing
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. 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) LREBG funds (\$3,500.00)	\$96,250.00	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. 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) LREBG funds (\$194,141.00)	\$2,233,159.92	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. The effectiveness of this action will be assessed using CA Dashboard Indicators for Math, ELA, and Chronic Absenteeism. (M7.1, M7.2, & M7.4)	\$307,892.00	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. 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)	\$657,655.00	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. 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)	\$266,611.00	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. The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic Absenteeism indicator. (M7.4)	\$1,404,489.00	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. The effectiveness of this action will be assessed using CA Dashboard Indicators and local performance measures. (M7.1-M7.4, M7.6-M7.9)	\$222,292.00	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. 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)	\$157,417.00	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. 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)	\$1,408,616.47	Yes

Action #	Title	Description	Total Funds	Contributing
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk. 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)	\$1,994,379.45	Yes
7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs. 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)	\$62,856.00	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. 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)	\$515,794.19	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. 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

Action #	Title	Description	Total Funds	Contributing
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.	\$57,319.00	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.	\$80,544.00	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	\$22,575.90	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. The effectiveness of this action will be assessed using CA Dashboard Indicator for Chronic Absenteeism. (M7.4)	\$119,977.59	Yes
7.25	Professional Development for Core Content	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	\$283,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Curriculum and Instruction	foster youth. 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) LREBG funds(\$205,000)		
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 (\$243,276.00). 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 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. 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)	\$522,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 (\$301,043.14). 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.	\$301,043.14	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 (\$16,974.40). 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 (\$1,230,380.00). 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	\$1,453,210.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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)	\$174,733.12	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. 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)	\$121,109.50	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.	\$3,532,846.04	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.	\$8,209.35	No
7.35	Dual Language Academy	Expand and support a Dual Language Academy (DLA) to promote bilingualism, biliteracy, grade level academic achievement, and cross	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cultural competence in students by converting to a 90/10 model beginning in TK and K, providing Spanish intervention after school and providing a high school DLA program at Esperanza High School. 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)		
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.	\$73,800.55	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions. 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)	\$4,000.00	Yes
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated Services by utilizing Aeries rostering for improved identification and support.	\$51,587.00	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 based on 2024-2025 data 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
- Hispanic students at El Camino
- Socioeconomically Disadvantaged students at BVVA and El Camino

Academic Performance in Math:

- Foster Youth and Long-Term English Learners across multiple sites
- Students with Disabilities across multiple sites
- Socioeconomically Disadvantaged students across multiple sites
- Hispanic students across multiple sites

English Learners Tuffree and Valadez MS
Homeless students at Valadez

English Learner Progress:
Schoolwide performance gaps at Glenview and Rio Vista

Chronic Absenteeism:
Long-Term English Learners across multiple sites
Socioeconomically Disadvantaged students across multiple sites
Students with Disabilities across multiple sites
English Learners across multiple sites
White and Hispanic students across multiple sites
Homeless students across multiple sites

Suspension Rates:
Students with Disabilities across multiple sites

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% DFS=104.2 below Tynes = 18.2% DFS =85.3 below	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 DFS = 109.5 below Esperanza (24.2%) = Red	Districtwide 2024-2025: FY (33.33%) = Yellow DFS = 61.8 below Schoolwide 2025: El Camino (11.86%) = Orange DFS = 173.2 below SWD: Bernardo = 15.66% (Orange) DFS = 95.3 below	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% DFS = 70 below Tynes = 28% DFS = 60.4 below	Districtwide: FY: (+13.33%) DFS: +9.3 points Moved up 1 color Schoolwide: El Camino: (-3.94%) DFS: +6.6 points Moved up 1 color SWD: Bernardo: (-3.54%) DFS: +7.1 points Moved up 1 color Esperanza: (+24.1%) DFS: -42.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 = 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 SED El Camino (10.8%) = Red DFS = 214.8 below	Esperanza = 42.9% (Red) DFS = 122.5 below Melrose = 6.06% (Orange) DFS = 102.2 below Tynes = 31.58% (Yellow) DFS = 31.5 below Rio Vista = 1.69% (Red) DFS = 104.2 below Ruby Drive = 15.68% (Orange) DFS = 70.5 below Van Buren = 33.34% (Orange) DFS = 66.7 below ELs: Tuffree = 26.3% (Yellow) DFS = 75.1 below Valadez = 4.48% (Yellow) DFS = 56.8 below Hispanic Students: El Camino = 10.42% (Orange) DFS = 174 below SED Students:	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	No change Melrose: (-0.84%) DFS: +2.0 points Moved up 1 color Tynes: (+13.38%) DFS: +53.8 points Moved up 2 colors Rio Vista: (-7.91%) DFS: +25.9 points No change Ruby Drive: (+8.88%) DFS: +35.9 points Moved up 1 color Van Buren: (+10.84%) DFS: +15.3 points Moved up 1 color ELs: Tuffree: (+22.9%) DFS: -3.1 points Moved up 1 color Valadez: (-2.12%) DFS: +15.3 points Moved up 1 color Hispanic Students: El Camino: (-4.38%) DFS: -8.1 points Moved up 1 color SED Students: El Camino: (-5.7%) DFS: -0.9 points Moved up 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				El Camino = 8% (Orange) DFS = 183 below		
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 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%	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 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	Schoolwide: Buena Vista = 49.02% (Green) DFS = 10.3 below El Camino = 5.08% (Red) DFS = 259.9 below Valadez = 17.41% (Yellow) DFS = 81.8 below SWD: Tuffree = 5.17% (Red) DFS = 124.3 below El Dorado = 9.38% (Orange) DFS = 168.8 below Esperanza = 14.82% (Red) DFS = 177.6 below Valencia = 16% (Orange) DFS = 145.6 below SED: Buena Vista = 33.34% (No Color)	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% 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%	Schoolwide: Buena Vista: (+24.82%) DFS: +85.7 points Moved up 2 colors El Camino: (+3.48%) DFS: - 29.1 points No change in color Valadez: (+6.41%) DFS: +27.1 points Moved up 1 color SWD: Tuffree: (-18.53%) DFS: -21.2 points No change in color El Dorado: (-0.92%) DFS: +13.5 points Moved up 1 color Esperanza: (+8.56%) DFS: - 30.1 points No change in color Valencia: (+16.0%) DFS: +29.5 points Moved up 1 color SED: Buena Vista: (+8.84%) DFS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 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	DFS=50.7 below El Camino = 3.85% (Red) DFS = 259.3 below Valadez = 16.8% (Yellow) DFS = 83.9 below Hispanic: Buena Vista = 35% (No Color) DFS = 69.5 below El Camino = 4.08% (No Color) DFS=251 below Valadez = 15.56% (Yellow) DFS=85.2 below ELs: Tuffree = 6% (Yellow) DFS=84.2 below Valadez = 1.44% (Orange) DFS=107.9 below Homeless: Valadez = 17.02% (Yellow) DFS=92 below	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	+55.4 points Moved up 1 level El Camino: (+3.85%) DFS: - 31.7 points No change in color Valadez: (+6.0%) DFS: +27.2 points Moved up 1 color Hispanic: Buena Vista: (+19.4%) DFS: +46.0 points Moved up 1 color El Camino: (+4.08%) DFS: - 17.4 points Moved up 1 color Valadez: (+5.66%) DFS: +28.4 points Moved up 1 color ELs: Tuffree: (-2.3%) DFS: -12.2 points Moved up 1 color Valadez: (+0.94%) DFS: +38.9 points Moved up 1 color Homeless: Valadez: (N/A) DFS: +23.8 points Moved up 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Asian Students at Travis Ranch (3.2%) = Red White Students at El Camino (12.2%) = Red	2023-2024 SWD: Brookhaven = 1.1% Linda Vista = 5% Travis Ranch = 0% Asian Students: Travis Ranch = 0% White Students: El Camino = 0%	2024-2025 SWD Brookhaven = 0% (Blue) Linda Vista = 2.2% (Green) Travis Ranch = 1.5% (Orange) Asian Students: Travis Ranch (1.0%) = Yellow White Students: El Camino (0%) = No Color	2025-2026 SWD: Brookhaven = <1% Linda Vista = <2% Travis Ranch = <0.5% Asian Students: Travis Ranch = <0.5% White Students: El Camino = <0.5%	SWD Brookhaven: (-6.1%) Moved up 4 colors Linda Vista: (-4.9%) Moved up 4 colors Travis Ranch: (-3.6%) Moved up 1 color Asian Students: Travis Ranch: (-2.2%) Moved up 2 colors 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	2023-2024 EL: El Camino: 2.6%, Valencia: 15.2% = Yellow Hispanic Students El Camino: 11.1% = Yellow Homeless Students El Camino: 10.7% = Yellow	2024-2025 ELs: El Camino: 0% = No Color Valencia: 19.7% = Yellow Hispanic Students El Camino: 1.7% = Red Homeless Students El Camino: 0% = Red	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	ELs: El Camino: (-2.0%) Valencia: (+11.9%) Moved up 2 colors Hispanic Students: El Camino: (-1.8%) No change in color Homeless Students: El Camino: (-6.5%) No change in color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students at El Camino (2.8%) = Red	Socioeconomically Disadvantaged Students El Camino: 9.4% = Orange	Socioeconomically Disadvantaged Students El Camino: 2.5% = Red	Socioeconomically Disadvantaged Students at El Camino (13%) = Yellow	SED: El Camino: (-0.3%) No change in color
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% (Green) Rio Vista = 46.2% (Green)	2024-2025 Schoolwide: Glenview = 55.2% (Green) Rio Vista = 41.5% (Orange)	2025-2026 Schoolwide: Glenview = 58% Rio Vista = 54%	Schoolwide: Glenview: (+12.3%) Moved up 2 colors Rio Vista: (-2.2%) Moved up 1 color
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% = Red 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	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%	2024-2025 Districtwide African American = 23.7% = Red English Learners = 16.5% = Yellow Hispanic = 16.9% = Yellow Homeless = 20% = Yellow SED = 18.1% = Yellow Schoolwide Brookhaven 6.3%, Lakeview 8.5%, Rio Vista 27.7%, Linda Vista 10.6% = Orange Topaz 12.6%, Tynes 17.7%,	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%	Districtwide: African American: (-3.6%) No change in color English Learners: (-9.4%) Moved up 1 color Hispanic: (-8.5%) Moved up 1 color Homeless: (-11.6%) Moved up 1 color SED: (-8.5%) Moved up 1 color Schoolwide: Brookhaven: (-6.2%) Moved up 1 color Buena Vista: (-2.0%) No change in color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	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% 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%	Valadez 22.2% = Yellow Sierra Vista 6.0%, Tuffree 10.0% = Green Buena Vista 43.2% = Red Socioeconomically Disadvantaged Students Brookhaven 11.6%, Lakeview 16.2%, Rio Vista 28.7% = Orange Tuffree 16.8%, Tynes 21.9%, Sierra Vista 10.6%, Topaz 12.5%, Valadez 22.5% = Yellow Glenknoll 5.0% = Green Rose Drive 18.2% = Red Buena Vista 63% = No color Students with Disabilities	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% 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%	Lakeview: (-2.9%) Moved up 1 color Linda Vista: (-3.1%) Moved up 1 color Rio Vista: (-10.8%) Moved up 1 color Sierra Vista: (-10.6%) Moved up 2 colors Topaz: (-16.4%) Moved up 1 color Tynes: (-7.9%) Moved up 1 color Tuffree: (-4.0%) Moved up 2 colors Valadez: (-7.5%) Moved up 1 color SED: Brookhaven: (-14.1%) Moved up 1 color Buena Vista: (+7.9%) Moved up 1 level Tuffree: (-7.1%) Moved up 1 color Glenknoll: (-18.4%) Moved up 2 colors Tynes: (-9.9%) Moved up 1 color Lakeview: (-6.3%) Moved up 1 color Rio Vista: (-10.0%) Moved up 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 (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	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% 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%	Rio Vista 28.4%, Topaz 21.1%, Valadez 25.6%, Fairmont 16.2% = Orange Tuffree 17.4%, Lakeview 10.7%, Linda Vista 15.6%, Golden 13.3% = Yellow Sierra Vista 8.7% = Green White Students Rio Vista 25.7% = Orange Linda Vista 11.3% = Yellow Brookhaven 11.2% = Red Golden 1.8% = Blue Hispanic Students Buena Vista 59.1% = No Color Mabel Paine 22.8%, Rio Vista 27.3%, Tynes 22.4%, Linda Vista 13%, Ruby Drive 18.5%, Valadez 21.5% = Orange	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% 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%	Rose Drive: (-6.6%) No change in color Sierra Vista: (-17.9%) Moved up 2 colors Topaz: (-16.9%) Moved up 1 color Valadez: (-7.7%) Moved up 1 color SWD: Tuffree: (-6.8%) Moved up 1 color Fairmont: (-12.1%) Moved up 1 color Golden: (-10.0%) Moved up 1 color Lakeview: (-12.6%) Moved up 1 color Linda Vista: (-13.0%) Moved up 1 color Rio Vista: (-13.4%) Moved up 1 color Sierra Vista: (-19.9%) Moved up 2 colors Topaz: (-14.7%) Moved up 1 color Valadez: (-7.7%) Moved up 1 color White Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tynes = 27.2% Kraemer = 22.8% Rio Vista = 32.7% Ruby Drive = 22.9% Topaz = 16.5% Valadez = 22.9%	Tuffree 13.1%, Topaz 11.6% = Yellow Sierra Vista 8.3%, Fairmont 8.5% = Green Rose Drive 20.6% = Red English Learners (EL) Valadez 27.3%, Van Buren 31% = Red Wagner 21.9% = Orange Tuffree 16.1%, Tynes 17.4%, Rio Vista 20.9%, Ruby Drive 15.6%, Sierra Vista 13% = Yellow Topaz 9.5% = Green Homeless Students Valadez 22.7% = Red Tynes 25.1%, Ruby Drive 21.9% = Orange Tuffree 18%, Kraemer 19.9%, Rio Vista 27%,	Kraemer = 17.5% Rio Vista = 31% Ruby Drive = 17.4% Topaz = 12.2% Valadez = 21.9%	Brookhaven: (-6.7%) No change in color Golden: (-12.3%) Moved up 3+ colors Linda Vista: (-0.1%) Moved up 1 color Rio Vista: (-10.7%) Moved up 1 color Hispanic Students: Buena Vista: (+8.4%) Moved up 1 level Tuffree: (-5.3%) Moved up 1 color Fairmont: (-11.8%) Moved up 1 color Tynes: (-10.4%) Moved up 1 color Linda Vista: (-9.3%) Moved up 1 color Mabel Paine: (-6.1%) Moved up 1 color Rio Vista: (-10.7%) Moved up 1 color Rose Drive: (-6.4%) No change in color Ruby Drive: (-10.7%) Moved up 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Topaz 10.5% = Yellow		Sierra Vista: (-18.6%) Moved up 2 colors Topaz: (-18.0%) Moved up 1 color Valadez: (-7.8%) Moved up 1 color ELs: Wagner: (-3.7%) Moved up 1 color Tuffree: (-16.4%) Moved up 1 color Tynes: (-11.4%) Moved up 1 color Rio Vista: (-13.2%) Moved up 1 color Ruby Drive: (-15.0%) Moved up 1 color Sierra Vista: (-9.4%) Moved up 1 color Topaz: (-16.8%) Moved up 1 color Valadez: (-3.0%) No change in color Van Buren: (-3.1%) No change in color Homeless: Tuffree: (-6.8%) Moved up 1 color Tynes: (-10.0%) Moved up 1 color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Kraemer: (-15.0%) Moved up 1 color Rio Vista: (-14.4%) Moved up 1 color Ruby Drive: (-12.9%) Moved up 1 color Topaz: (-13.9%) Moved up 1 color Valadez: (-6.5%) No change in color
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%	24-25 District wide Grade Span Attendance Rate: Elementary School = 94.9% Middle School = 94.8% High School = 90.7% 24-25 School wide Attendance Rates: Brookhaven = 96% Buena Vista = 92% Lakeview = 96% Linda Vista = 95% Rio Vista = 93% Sierra Vista = 96% Topaz = 95% Tynes = 94% Tuffree = 96% 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: (+1.1%) Middle School: (+0.7%) High School: (+0.6%) Schoolwide: Brookhaven: (+1%) Buena Vista: (+4%) Lakeview: (+1%) Linda Vista: (+1%) Rio Vista: (+2%) Sierra Vista: (+2%) Topaz: (+3%) Tynes: (+2%) Tuffree: (+1%) Valadez: (+1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-2025 Suspension Rate for Asian Students: Travis Ranch School = 1%	2025-2026 Suspension Rate of Asian Students at Travis Ranch School = <0.5%	Suspension Rate for Asian Students: Travis Ranch School = -2.2%
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 Ranch School = 0%	2024-2025 Suspension Rate for Students with Disabilities: Travis Ranch School = 1.5%	2025-2026 Suspension Rate for Students with Disabilities at Travis Ranch School = <0.5%	Suspension Rate for Students with Disabilities: Travis Ranch School = -3.6%
8.10	District Least Restrictive Environment (LRE) Rate	2022-2023 Districtwide Rate = 53.96%	2023-2024 Districtwide Rate = 54.15%	2024-2025 Districtwide Rate = 55.62%	2025-2026 Districtwide Rate = 73%	+1.66%
8.11	Graduation Rate for Students with Disabilities	2022-2023 74.9%	2023-2024 81.8%	2024-2025 79.3%	2025-2026 84.9%	+4.4%
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	2025-2026 All Students = 57.9% SED = 44.3% EL = 21.7% FY = 18.8%	2025-26 All Students = 69.5% SED = 52.9% English Learners = 34.3% Foster Youth = 54.4%	All Students: (-1.6%) SED: (+1.4%) EL: (-2.6%) FY: (-25.6%)
8.13	Career Technical Education (CTE) Pathway Completion	2022-2023 All Students =20.2% Socioeconomically Disadvantaged= 17.8% English Learners = 7.1%	2023-2024 All Students =23.4% SED = 19.7% EL = 7.3% FY = N/A	2024-25 All Students =26.2% SED= 24.8% EL = 17.7% FY =17.6%	2025-2026 All Students = 30.2% Socioeconomically Disadvantaged= 27.8%	All Students: (+6.0%) SED: (+7.0%) EL: (+10.6%) FY:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth = N/A			English Learners = 17.1% Foster Youth = N/A	(N/A)
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	2024-25 ELA All Students = 71.42% SED= 59.67% EL = 9.01% FY = N/A MATH All Students = 47.66% SED= 32.62% EL = 7.2% 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: (-2.98%) SED: (-5.03%) EL: (-1.69%) FY: (N/A) MATH: All Students: (-0.74%) SED: (+1.42%) EL: (+0.7%) FY: (N/A)
8.15	High School Dropout Rate	2022-2023 All Students = 2.3%	2023-2024 All Students =1.7% SED = 2.9%	2024-25 All Students 2.4% SED= 2.7%	2025-2026 All Students = <1.3%	All Students: (+0.1%) SED: (-0.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged= 3.4% English Learners = 10.9% Foster Youth = N/A	EL = 11% FY = N/A	EL =6.5% FY = 5.9%	Socioeconomically Disadvantaged= <1.4% English Learners = <8.9% Foster Youth = N/A	EL: (-4.4%) FY: (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	2024-25 All Students = 0% SED = 0% EL = 0% FY =0%	2025-2026 All Students <0.03% Socioeconomically Disadvantaged = < 0.07% English Learners= < 0.12% Foster Youth = N/A	All Students: (-0.08%) SED: (-0.17%) EL: (-0.22%) FY: (N/A)
8.17	Expulsion Rate and Count	2022-2023 = 11 students expelled, 0%	2023-2024 Districtwide = 0, 0%	2024-25 Districtwide=0, 0%	2025-2026 = <5 students expelled, 0%	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". 75% of students completely or	2024-2025 77% of students completely or somewhat agree to the prompt, "I feel like I belong at this school".	TBD - available June 2026	2026-2027 84% of students will 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
		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".	

Goal Analysis [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.

The district's goal to close the academic achievement gap for the lowest-performing groups and sites has been implemented with few differences in the planned actions and actual outcomes.

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 actions for Goal 8 impacted student outcomes and will be continued for the 20-26-27 school year.

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.

8.2: Mental Health Support

Progress will be monitored closely in the coming periods to determine the effectiveness of the support provided, as the specific details of this action are still being developed in accordance with new educational codes.

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.

8.10: Community Engagement via Parent Education

The initiative has been successful in engaging families and providing resources for addressing chronic absenteeism. The district's efforts to communicate and assist school sites in developing a multi-tiered system of support for attendance have contributed to greater family involvement 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

Efforts to engage parents of students with disabilities are underway, but further data and monitoring will be required to evaluate its success in fully meeting the goal at the end of the 2026-27 school year

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.

The following action was revised:

Action 8.2 was updated to reflect that the staffing model for school psychologists that was new in the 2025-26 school year will continue for the 2026-27 school 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.

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	\$2,218,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 capacity to manage classrooms effectively (Simonsen et al., 2014). M8.3 & M8.6 will be used to monitor the effectiveness of this action. 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)		
8.2	Mental Health Support	Maintain 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. 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)	\$769,777.00	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. 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)	\$296,724.00	Yes
8.4	Attendance and Student Services Support	Provide consultation, collaboration, interventions, and transitional support to address students' attendance concerns	\$20,318.31	No

Action #	Title	Description	Total Funds	Contributing
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	\$18,286.48	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	\$16,457.83	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	\$14,812.05	No
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.	\$140,000.00	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	\$46,428.00	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	\$912.15	No

Action #	Title	Description	Total Funds	Contributing
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.	\$4,400.00	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	\$246,219.69	No
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	\$131,569.20	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 called the Special Education Community Advisory Committee	\$221,597.72	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 (\$157,380.00). Melrose Elementary School demonstrates a significant need for increased academic support, particularly in English	\$157,380.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

5.29.26 DRAFT

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 Orange and Red performance levels for English Language Arts (ELA) and Mathematics. Specifically, Hispanic and Socioeconomically Disadvantaged (SED) student groups scored in the Orange for ELA, and SED students were in the Red for Math. Additionally, the English Learner Progress Indicator has moved to the Yellow performance level, reflecting progress in their work to address this 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	2024-2025: Schoolwide (11.86%) = Orange DFS=173.2 below Hispanic Students (10.42%) = Orange DFS=174 below Socioeconomically Disadvantaged Students (8%) = Orange DFS=183 below	2025-2026: Schoolwide (26%) = Yellow DFS = 45 below Hispanic Students (25%) = Yellow DFS = 45 below SED Students (24%) = Yellow DFS = 45 below	Schoolwide: (-3.94%) DFS: +6.6 points Moved up 1 color Hispanic Students: (-4.38%) DFS: -8.1 points Moved up 1 color SED: (-5.7%) DFS: -0.9 points Moved up 1 color
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	2024-2025: Schoolwide (5.08%) = Red DFS=259.9 below Hispanic Students (4.08%) = No Color DFS=251 below Socioeconomically Disadvantaged Students (3.85%) = Red DFS=259.3 below	2025-2026: School (11%) = Yellow DFS = 115 below Hispanic (10%) = Yellow DFS = 115 below SED Students (10%) = Yellow DFS=115 below	Schoolwide: (+3.48%) DFS: -29.1 points No change in color Hispanic Students: (+4.08%) DFS: -17.4 points Moved up 1 color SED: (+3.85%) DFS: -31.7 points No change in color

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	2024-2025: White Students (0%) = No Color	2025-2026: White Students (<0.5%) = Yellow	White Students +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	2024-2025 All Students (4.7%) = Very Low English Learners (0%) = No Color Hispanic Students (1.7%) = Red / Very Low Homeless Students (0%) = Red / Very Low Socioeconomically Disadvantaged Students (2.5%) = Red / Very 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: (-0.4%) No change in color English Learners: (-2.0%) Moved up 1 color Hispanic Students: (-1.8%) No change in color Homeless Students: (-6.5%) No change in color SED: (-0.3%) No change in color
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 2025-2026: ELA = 63% Math = 75% Science = 62% Social Science = 52%	First Semester 2026-2027: ELA = 52% Math = 52% Science = 59% Social Science = 52%	ELA: (+21%) Math: (+33%) Science: (+13%) Social Science: (+10%)
9.6	El Camino Attendance Rate	2022-2023: 70.05%	2023-2024: 75.18%	2024-2025 71.02%	2025-2026: 80.05%	+0.97%
9.7	Graduation Rate for El Camino Students	2022-2023: 73.8%	2023-2024: 83.8%	2024-2025 85.3%	2025-2026: 84%	+11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.8	Suspension Rate for EI Camino Students	2022-2023: 6.5%	2023-2024: 0.9%	2024-2025 1.7%	2025-2026: < 2%	+4.8%
9.9	Expulsion Rate for EI Camino Students	2022-2023: 0.4%	2023-2024: 0%	2024-2025 0%	2025-2026: < 0.4%	+ 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%)	2024-2025 EL = CTE enrollment is 4% less than student enrollment (32% as compared to 36%)	2025-2026 EL = CTE enrollment will be within 2% of student enrollment	+6%
9.11	English Learner Progress	2022-2023 36.9% Orange	2023-2024 26.2% Red	2024-2025 44.7% Yellow	2025 - 2026 42% Green	+7.8% Moved up 1 color

Goal Analysis [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.

The actions within this goal were implemented with fidelity during the 2025-26 school 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.

The actions were effective in making progress toward the suspension rate, attendance rate, graduation rate, and college/career indicator; however a continued focus needs to be provided to the academic achievement of students. There were increases 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.

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.

The following action was revised:

Action 9.9 was updated to no longer include outside-of-school intervention due to low attendance. El Camino will offer more during-the-school-day intervention opportunities moving forward.

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. 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)	\$740,492.00	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.	\$99,449.36	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	\$26,632.09	No
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.	\$190,208.00	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	\$23,968.88	No

Action #	Title	Description	Total Funds	Contributing
		disproportionality that may exist in program enrollment and completion through targeted recruitment and enrollment of UPs in CTE classes		
9.6	College Link	Provide College Link courses and quarterly College and Career Events in order to increase College and Career Readiness	\$21,571.99	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	\$41,786.00	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	\$37,607.00	No
9.9	Targeted Intervention	Provide a targeted intervention program during 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	\$270,916.78	No
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	\$729.00	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	\$13,330.84	No

Action #	Title	Description	Total Funds	Contributing
		regular home visits, phone calls, SART meetings, and linkage to outside resources to improve the attendance rate of students		
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	\$19,414.79	No

5.29.26 DRAFT

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$24,983,734.00	\$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
9.557%	0.000%	\$0.00	9.557%

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 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	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	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, & M2.14)

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
	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	capacity to support unduplicated pupils, making 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 California School Dashboard. English learners showed a decrease in progress toward English language proficiency and elevated chronic absenteeism rates. 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)
4.5	Action: OCDE LTEL Network Need:		

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
	Scope: LEA-wide		
4.10	Action: Academic Progress Check-ins Need: Scope: LEA-wide		
5.13	Action: Melrose Family Resource Center / Health Clinics Need: The number of identified homeless students in PYLUSD rose 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	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento Liaison 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, specifically Homeless students. (M5.10-M5.15)

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
	college/career prepared, a figure that has remained stagnant over two years. Scope: LEA-wide		
7.1	Action: Teacher Collaboration and Intervention Design Need: The CA Dashboard performance indicators 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: LEA-wide	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)
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	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)

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 in the early grades. Scope: LEA-wide		
7.5	Action: Additional Intervention Support at Valencia High School Need: The California School Dashboard 2025 performance indicators for Valencia High School reveal that English Learners and Long-Term English Learners scored in the Red for English Language Arts. Students with Disabilities, were in the Orange, while Homeless students performed in the Yellow—each performing below the overall student population, which scored in the Green. In Mathematics, English Learners and Long-Term English Learners were in the Red, with Hispanic, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged students scoring in the Orange, compared to the overall school performance in the Yellow. Scope: Schoolwide	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 achievement gaps faced by these student groups, as it provides personalized instruction and targeted strategies to help students succeed academically (Gersten et al., 2009).	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)
7.7	Action: Professional Development focused on needs of EL, SED, and FY Need:	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	The effectiveness of this action will be assessed using local measures such as the iReady Diagnostic

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
	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	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.	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 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	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)
7.9	Action: Mental Health Support and Resources for Students and Families at Secondary Sites	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students	The effectiveness of this action will be assessed using CA Dashboard

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
	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	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).	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: In 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	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) 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).	The effectiveness of this action will be assessed using CA Dashboard Indicators for Math, ELA, and Chronic Absenteeism. (M7.1, M7.2, & 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
	interventions to improve student engagement and reduce absenteeism. Scope: LEA-wide		
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: LEA-wide	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)
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. More than 10% of students in PYLUSD are chronically absent,	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,	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,

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
	highlighting the urgent need for targeted interventions and enhanced family engagement strategies. Scope: Schoolwide	and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	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 higher rates of chronic absenteeism and suspensions, highlighting ongoing disparities that impact their academic success and overall school engagement. Scope: Schoolwide	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)
7.14	Action: Instructional Aides for Physical Education Need:	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	The effectiveness of this action will be assessed using CA Dashboard Indicators and local

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
	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	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).	performance measures. (M7.1-M7.4, M7.6-M7.9)
7.15	Action: Library Support at High Schools 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	Maintaining Library Media Assistants at high schools is essential for supporting the academic achievement of students by fostering critical thinking, communication, collaboration, and 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).	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
	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		
7.16	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 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 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
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: LEA-wide	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)
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,	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	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.

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
	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	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).	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 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	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, 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)
7.24	Action: School and District Attendance Review Teams	Providing district support to oversee systematic School Attendance Review Team (SART) and	The effectiveness of this action will be assessed

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
	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	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).	using CA Dashboard Indicator for Chronic Absenteeism. (M7.4)
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	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	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)

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	performance, with effects lasting well beyond the intervention period (Durlak et al., 2011, Child Development).	
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 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 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 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).	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
	Scope: Schoolwide		
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 students (18.6%) remain significantly higher than average. Scope: LEA-wide	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)
7.35	Action: Dual Language Academy Need: English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to	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 establishing a high school DLA program at Esperanza High School is a strategic approach to	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics as well as

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
	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	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).	student course performance. (M7.1, M7.2, & M7.9)
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	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	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
	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	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).	
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 Mathematics performance on the CA Dashboard remains in the Orange and Red indicator range 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	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 (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).	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)

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
	interventions and support systems to improve engagement, access, and achievement. Scope: LEA-wide		
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 Orange and Red indicator range 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:	Maintain 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
	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 Orange and Red indicator range 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	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)
9.1	Action: Class Size Reduction	Providing additional teaching staff at El Camino Real Continuation High School to maintain lower	The effectiveness of this action will be measured

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
	Need: El Camino Real Continuation High School was identified as receiving the low performance levels on the CA Dashboard. Schoolwide indicators in the Orange include: English Language Arts, College and Career Readiness. The schoolwide indicator for Math was Red. Scope: Schoolwide	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).	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: English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to	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.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	Research supports the effectiveness of integrated and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)
3.3	Action: Bilingual Aides 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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 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 and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.7	Action: ELD Instruction and Support 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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 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)
3.8	Action: ELD Teacher Support 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. While the district maintained Green performance overall in both	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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	content areas, EL students remain among the lowest-performing subgroups. Scope: Limited to Unduplicated Student Group(s)		
3.9	Action: Translation Services 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	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).
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 2025, the percentage of ELs scoring Level 4 in Reading dropped from	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).	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 and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	12% to 10.3%, and in Writing from 19% to 13.27%. While Listening scores remained relatively flat with a change from 23% to 22.67%, and Speaking saw a slight decline from 52% to 51.48%. Scope: Limited to Unduplicated Student Group(s)	Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	
3.12	Action: Bilingual Community Liaisons 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	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, 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 and notable progress in graduation and	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	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
	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 51% in 2025. 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)	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.	
3.16	Action: ELD Coordination Need: Despite improvements in reclassification rates 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 51% in 2025. 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	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
	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)		
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.	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
	Scope: Limited to Unduplicated Student Group(s)		
4.1	Action: AVID Excel program for LTELs Need: 2024 CA Dashboard data indicates that 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: 2024 CA Dashboard data indicates that 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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	Action: McKinney Vento Support Staff 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 chronic absenteeism rate for homeless students improved, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in 2024-2025 (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. Scope: Limited to Unduplicated Student Group(s)	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento Liaison 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, specifically Homeless students. (M5.10-M5.15)
5.4	Action: McKinney Vento Program Support Need: The number of identified homeless students in PYLUSD rose to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the	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	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
	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)	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).	
5.5	Action: Family Literacy and Math Nights Need: In 2025, the academic performance of Socio-Economically Disadvantaged (SED) students was in the Green 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 was at the Yellow 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:	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)

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)		
5.6	Action: Elementary School Counselors at High Impact Sites Need: 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)	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)
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, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in	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	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
	2024-2025 (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. Scope: Limited to Unduplicated Student Group(s)	education and the support needed for academic success.	
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 Yellow and Orange	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	for key student groups in PYLUSD, including low income, 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. Scope: Limited to Unduplicated Student Group(s)	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).	Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16).
6.1	Action: Tutoring Services for FY Need: In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red 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:	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	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red performance level. Scope: Limited to Unduplicated Student Group(s)	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).	Language Arts, Math, Suspension, and Chronic Absenteeism. (M6.1-M6.4)

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.

N/A: PYLUSD does 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

5.29.26 DRAFT

2026-27 Total Planned 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	\$261,409,200.00	24,983,734.00	9.557%	0.000%	9.557%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$229,711,810.76	\$15,352,125.36	\$13,449.92	\$1,783,342.51	\$246,860,728.55	\$237,589,621.96	\$9,271,106.59

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	EL, SED, FY	No												
1	1.2	Foundational Math	All	No			All Schools	25-26 School Year	\$145,770.00	\$0.00	\$0.00	\$145,770.00	\$0.00	\$0.00	\$145,770.00	
1	1.3	Foundational Writing	All	No			All Schools	25-26 School Year	\$87,363.14	\$0.00	\$0.00	\$87,363.14	\$0.00	\$0.00	\$87,363.14	
1	1.4	Computer Science	All	No			All Schools	Ongoing	\$1,464.00	\$59,284.58	\$0.00	\$16,718.40	\$0.00	\$44,030.18	\$60,748.58	
1	1.5	Middle School Athletics	All	No			All Schools Middle School	Ongoing	\$292,000.00	\$61,730.70	\$10,000.00	\$343,730.70	\$0.00	\$0.00	\$353,730.70	
1	1.6	PLUS Program	Students with Disabilities	No			Specific Schools: Venture Academy	Ongoing	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	
1	1.7	Applied Studies Pathway	All	No			Specific Schools: El Camino Real Continuation High School and Venture Academy	Ongoing	\$2,474,037.00	\$0.00	\$0.00	\$2,474,037.00	\$0.00	\$0.00	\$2,474,037.00	
1	1.8	Preschool Program	All	No			All Schools Preschool students	Ongoing	\$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	Ongoing	\$0.00	\$19,230.00	\$19,230.00	\$0.00	\$0.00	\$0.00	\$19,230.00	
1	1.10	5th/6th Grade Combination Class Elimination														
1	1.11	Innovative Programs	All	No			All Schools	Ongoing	\$9,000.00	\$612.00	\$9,612.00	\$0.00	\$0.00	\$0.00	\$9,612.00	
2	2.1	Districtwide Staffing	All	No			All Schools	Ongoing	\$199,129,418.83	\$0.00	\$199,129,418.83	\$0.00	\$0.00	\$0.00	\$199,129,418.83	
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	Ongoing	\$271,157.05	\$67,305.50	\$203,745.64	\$54,498.63	\$0.00	\$80,218.28	\$338,462.55	
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	Ongoing	\$0.00	\$2,540,385.00	\$220,000.00	\$2,320,385.00	\$0.00	\$0.00	\$2,540,385.00	
2	2.4	State Testing	All	No			All Schools	Ongoing	\$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	Ongoing	\$0.00	\$254,038.50	\$0.00	\$254,038.50	\$0.00	\$0.00	\$254,038.50	
2	2.6	Training for Classified Staff	All	No			All Schools	Ongoing	\$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	Ongoing	\$0.00	\$6,651.00	\$0.00	\$6,651.00	\$0.00	\$0.00	\$6,651.00	
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	Ongoing	\$220,431.00	\$0.00	\$220,431.00	\$0.00	\$0.00	\$0.00	\$220,431.00	
3	3.3	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview	Ongoing	\$351,955.00	\$12,000.00	\$351,955.00	\$12,000.00	\$0.00	\$0.00	\$363,955.00	
3	3.4	Special Education Staff Training	Students with Disabilities	No			Specific Schools: Melrose Ruby	25-26 School Year	\$13,449.92	\$0.00	\$0.00	\$0.00	\$13,449.92	\$0.00	\$13,449.92	

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
							Topaz Rio Vista Glenview Valadez Kraemer Tuffree Valencia El Dorado Esperanza									
3	3.5	English Language Proficiency Assessments for California (ELPAC)	English Learners	No			All Schools	Ongoing	\$175,000.00	\$0.00	\$30,000.00	\$145,000.00	\$0.00	\$0.00	\$175,000.00	
3	3.6	Additional Instructional Materials for EL Support	English Learners	No			All Schools	Ongoing	\$0.00	\$77,673.00	\$0.00	\$77,673.00	\$0.00	\$0.00	\$77,673.00	
3	3.7	ELD Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary	Ongoing	\$1,760,698.00	\$0.00	\$1,760,698.00	\$0.00	\$0.00	\$0.00	\$1,760,698.00	
3	3.8	ELD Teacher Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$379,522.00	\$14,815.20	\$203,027.20	\$0.00	\$0.00	\$191,310.00	\$394,337.20	
3	3.9	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$58,954.00	\$0.00	\$58,954.00	\$0.00	\$0.00	\$0.00	\$58,954.00	
3	3.10	English Language Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$332,656.00	\$18,500.00	\$268,528.00	\$82,628.00	\$0.00	\$0.00	\$351,156.00	
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory	All English Learners	No			All Schools	Ongoing	\$2,650.00	\$5,000.00	\$0.00	\$7,650.00	\$0.00	\$0.00	\$7,650.00	

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
		Committee (ELAC) Groups														
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	Ongoing	\$337,598.00	\$0.00	\$337,598.00	\$0.00	\$0.00	\$0.00	\$337,598.00	
3	3.13	Administrative Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$223,219.00	\$0.00	\$223,219.00	\$0.00	\$0.00	\$0.00	\$223,219.00	
3	3.14	Melrose Literacy Coach	All	No			Specific Schools: Melrose Elementary	Ongoing	\$139,940.00	\$0.00	\$0.00	\$139,940.00	\$0.00	\$0.00	\$139,940.00	
3	3.15	EL Progress Monitoring and Intervention	English Learners	No			All Schools	Ongoing	\$0.00	\$25,515.00	\$0.00	\$25,515.00	\$0.00	\$0.00	\$25,515.00	
3	3.16	ELD Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	Ongoing	\$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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.18	Guided Language Acquisition and Design (GLAD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$69,600.00	\$498,433.00	\$144,200.00	\$0.00	\$0.00	\$423,833.00	\$568,033.00	
3	3.19	English Learner Master Plan	English Learners	No			All Schools	Ongoing	\$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
3	3.20	Needs-Responsive Schools	All	No			All Schools	Ongoing	\$78,626.83	\$0.00	\$0.00	\$78,626.83	\$0.00	\$0.00	\$78,626.83	
3	3.21	English Learner Snapshot	English Learners	No			All Schools	Ongoing	\$0.00	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	
4	4.1	AVID Excel program for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School	Ongoing	\$11,813.12	\$22,824.76	\$34,637.88	\$0.00	\$0.00	\$0.00	\$34,637.88	
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	Ongoing	\$389,516.00	\$0.00	\$389,516.00	\$0.00	\$0.00	\$0.00	\$389,516.00	
4	4.3	English Language Development Curriculum	Long-Term English Learners	No			All Schools	Ongoing	\$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	Ongoing	\$0.00	\$3,150.00	\$0.00	\$3,150.00	\$0.00	\$0.00	\$3,150.00	
4	4.5	OCDE LTEL Network	English Learners	Yes	LEA-wide	English Learners		Ongoing	\$303,974.92	\$0.00	\$303,974.92	\$0.00	\$0.00	\$0.00	\$303,974.92	
4	4.6	ELAC and DELAC	Long-Term English Learners	No			All Schools	Ongoing	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$0.00	\$850.00	
4	4.7	LTEL Engagement	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$69,682.62	\$0.00	\$0.00	\$0.00	\$69,682.62	\$69,682.62	
4	4.8	At-risk for LTEL	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$1,013.50	\$0.00	\$0.00	\$0.00	\$1,013.50	\$1,013.50	

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	4.9	LTEL Identification	Long-Term English Learners	No			All Schools	Ongoing	\$70,764.00	\$0.00	\$0.00	\$70,764.00	\$0.00	\$0.00	\$70,764.00	
4	4.10	Academic Progress Check-ins	English Learners	Yes	LEA-wide	English Learners		Ongoing	\$132,207.42	\$0.00	\$8,670.24	\$123,537.18	\$0.00	\$0.00	\$132,207.42	
4	4.11	Professional Development	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$810.00	\$0.00	\$810.00	\$0.00	\$0.00	\$810.00	
4	4.12	Goal-Setting	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$810.00	\$0.00	\$810.00	\$0.00	\$0.00	\$810.00	
4	4.13	Progress Monitoring	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$2,835.00	\$0.00	\$2,835.00	\$0.00	\$0.00	\$2,835.00	
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	Ongoing	\$120,819.51	\$0.00	\$103,859.89	\$0.00	\$0.00	\$16,959.62	\$120,819.51	
5	5.2	McKinney Vento Tutoring	Homeless Students	No			All Schools	Ongoing	\$14,759.58	\$0.00	\$0.00	\$0.00	\$0.00	\$14,759.58	\$14,759.58	
5	5.3	McKinney Vento Classified Support	Homeless Students	No			All Schools	Ongoing	\$28,278.85	\$0.00	\$0.00	\$0.00	\$0.00	\$28,278.85	\$28,278.85	
5	5.4	McKinney Vento Program Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	\$18,414.80	\$0.00	\$18,414.80	\$0.00	\$0.00	\$0.00	\$18,414.80	
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	Ongoing	\$6,000.00	\$6,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	

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
							Paine, Morse, Sierra Vista, Topaz, Wagner, Woodsboro Elementary									
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	Ongoing	\$1,643,322.09	\$0.00	\$0.00	\$1,340,444.09	\$0.00	\$302,878.00	\$1,643,322.09	
5	5.7	Additional Transportation Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	Ongoing	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
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	Ongoing	\$975,009.00	\$0.00	\$975,009.00	\$0.00	\$0.00	\$0.00	\$975,009.00	
5	5.9	Advancement Via Individual Determination (AVID) Program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Fairmont, Glenview, Golden, Lakeview, Mabel Paine, Melrose, Morse, Rio Vista, Ruby Drive, Topaz, Tynes, Van	Ongoing	\$736,343.30	\$79,228.02	\$15,979.38	\$799,591.94	\$0.00	\$0.00	\$815,571.32	

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
							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														
5	5.11	Create a Title I Parent Advisory														
5	5.12	Project GLAD - train Title I Instructional Coaches														
5	5.13	Melrose Family Resource Center / Health Clinics	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Melrose Elementary	Ongoing	\$16,573.32	\$0.00	\$16,573.32	\$0.00	\$0.00	\$0.00	\$16,573.32	
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration	All	No			Specific Schools: Title I Schools	Ongoing	\$18,000.00	\$0.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	
5	5.15	Mentoring Program														
6	6.1	Tutoring Services for FY	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$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	Ongoing	\$167,725.00	\$0.00	\$0.00	\$167,725.00	\$0.00	\$0.00	\$167,725.00	

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
6	6.3	Trauma-Informed Practices	Foster Youth	No			All Schools	Ongoing	\$63,688.00	\$0.00	\$0.00	\$63,688.00	\$0.00	\$0.00	\$63,688.00	
6	6.4	Collaboration with Child Welfare Agencies	Foster Youth	No			All Schools	Ongoing	\$273,577.43	\$0.00	\$273,577.43	\$0.00	\$0.00	\$0.00	\$273,577.43	
6	6.5	Family and Caregiver Engagement	Foster Youth	No			All Schools	Ongoing	\$14,915.99	\$0.00	\$14,915.99	\$0.00	\$0.00	\$0.00	\$14,915.99	
6	6.6	Professional Development for Staff	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$0.00	\$76,009.50	\$76,009.50	\$0.00	\$0.00	\$0.00	\$76,009.50	
6	6.7	Foster Youth Enrollment	Foster Youth in group homes	No			All Schools	Ongoing	\$13,424.38	\$0.00	\$0.00	\$0.00	\$0.00	\$13,424.38	\$13,424.38	
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	Ongoing	\$2,438,250.99	\$0.00	\$2,438,250.99	\$0.00	\$0.00	\$0.00	\$2,438,250.99	
7	7.2	Professional Learning Communities PD	All	No			All Schools	Ongoing	\$35,136.00	\$12,000.00	\$0.00	\$47,136.00	\$0.00	\$0.00	\$47,136.00	
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	Ongoing	\$4,886,565.62	\$12,000.00	\$4,886,565.62	\$12,000.00	\$0.00	\$0.00	\$4,898,565.62	
7	7.4	Tier I Intervention	All	No			All Schools Elementary	Ongoing	\$301,018.64	\$0.00	\$301,018.64	\$0.00	\$0.00	\$0.00	\$301,018.64	
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	Ongoing	\$419,629.00	\$0.00	\$419,629.00	\$0.00	\$0.00	\$0.00	\$419,629.00	
7	7.6	Math Intervention Support for UPs	All	No			All Schools Middle School Middle School	Ongoing	\$211,817.00	\$0.00	\$0.00	\$211,817.00	\$0.00	\$0.00	\$211,817.00	

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
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	Ongoing	\$33,000.00	\$137,452.12	\$30,000.00	\$140,452.12	\$0.00	\$0.00	\$170,452.12	
7	7.8	PYLUSD Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$90,000.00	\$6,250.00	\$92,750.00	\$3,500.00	\$0.00	\$0.00	\$96,250.00	
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	Ongoing	\$2,233,159.92	\$0.00	\$2,043,638.00	\$3,875.92	\$0.00	\$185,646.00	\$2,233,159.92	
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	Ongoing	\$0.00	\$307,892.00	\$307,892.00	\$0.00	\$0.00	\$0.00	\$307,892.00	
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	Ongoing	\$0.00	\$657,655.00	\$657,655.00	\$0.00	\$0.00	\$0.00	\$657,655.00	
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, Melrose, Lakeview	Ongoing	\$266,611.00	\$0.00	\$266,611.00	\$0.00	\$0.00	\$0.00	\$266,611.00	
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	Ongoing	\$1,404,489.00	\$0.00	\$1,404,489.00	\$0.00	\$0.00	\$0.00	\$1,404,489.00	
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	Ongoing	\$222,292.00	\$0.00	\$222,292.00	\$0.00	\$0.00	\$0.00	\$222,292.00	

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
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	Ongoing	\$157,417.00	\$0.00	\$157,417.00	\$0.00	\$0.00	\$0.00	\$157,417.00	
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	Ongoing	\$1,408,616.47	\$0.00	\$1,310,395.47	\$98,221.00	\$0.00	\$0.00	\$1,408,616.47	
7	7.17	District Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,994,379.45	\$0.00	\$1,089,383.45	\$770,107.00	\$0.00	\$134,889.00	\$1,994,379.45	
7	7.18	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$62,856.00	\$0.00	\$0.00	\$62,856.00	\$0.00	\$0.00	\$62,856.00	
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	Ongoing	\$515,794.19	\$0.00	\$483,513.00	\$32,281.19	\$0.00	\$0.00	\$515,794.19	
7	7.20	Multi-Tiered Systems of Support	All	No			All Schools	Ongoing	\$19,032.00	\$0.00	\$19,032.00	\$0.00	\$0.00	\$0.00	\$19,032.00	
7	7.21	Data Dashboard and Analysis System	All	No			All Schools	Ongoing	\$57,319.00	\$0.00	\$0.00	\$57,319.00	\$0.00	\$0.00	\$57,319.00	
7	7.22	Collaborative Task Forces	All	No			All Schools	Ongoing	\$80,544.00	\$0.00	\$0.00	\$80,544.00	\$0.00	\$0.00	\$80,544.00	
7	7.23	Attendance Tracking and Early Intervention	All	No			All Schools	Ongoing	\$22,575.90	\$0.00	\$22,575.90	\$0.00	\$0.00	\$0.00	\$22,575.90	
7	7.24	School and District Attendance Review Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$119,977.59	\$0.00	\$119,977.59	\$0.00	\$0.00	\$0.00	\$119,977.59	
7	7.25	Professional Development for Core Content Curriculum and Instruction	All	No			All Schools	Ongoing	\$283,000.00	\$0.00	\$78,000.00	\$205,000.00	\$0.00	\$0.00	\$283,000.00	
7	7.26	Student Study Team and 504 Plan Coordination	All	No			All Schools	Ongoing	\$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	All Schools Middle and High School	Ongoing	\$522,648.00	\$0.00	\$279,372.00	\$243,276.00	\$0.00	\$0.00	\$522,648.00	

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
7	7.28	High School Credit Recovery Programs	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$218,733.14	\$82,310.00	\$0.00	\$301,043.14	\$0.00	\$0.00	\$301,043.14	
7	7.29	Suicide Prevention	All	No			All Schools Middle and High School	Ongoing	\$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	Ongoing	\$997,610.00	\$455,600.00	\$8,600.00	\$1,444,610.00	\$0.00	\$0.00	\$1,453,210.00	
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	Ongoing	\$174,733.12	\$0.00	\$174,733.12	\$0.00	\$0.00	\$0.00	\$174,733.12	
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	Ongoing	\$121,109.50	\$0.00	\$121,109.50	\$0.00	\$0.00	\$0.00	\$121,109.50	
7	7.33	Career Technical Education (CTE)	All	No			All Schools High School	Ongoing	\$672,830.71	\$2,860,015.33	\$2,206,633.93	\$1,177,582.11	\$0.00	\$148,630.00	\$3,532,846.04	
7	7.34	Parent Engagement	All	No			All Schools Specific Schools: Title I Schools	Ongoing	\$0.00	\$8,209.35	\$0.00	\$0.00	\$0.00	\$8,209.35	\$8,209.35	
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	Ongoing	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00	

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
							Esperanza HS									
7	7.36	Dual Enrollment	All	No			All Schools High School	Ongoing	\$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	Ongoing	\$73,800.55	\$0.00	\$73,800.55	\$0.00	\$0.00	\$0.00	\$73,800.55	
7	7.38	Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$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	Ongoing	\$51,587.00	\$0.00	\$0.00	\$51,587.00	\$0.00	\$0.00	\$51,587.00	
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	Ongoing	\$2,048,863.00	\$170,000.00	\$2,048,863.00	\$170,000.00	\$0.00	\$0.00	\$2,218,863.00	
8	8.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$769,777.00	\$0.00	\$769,777.00	\$0.00	\$0.00	\$0.00	\$769,777.00	
8	8.3	Behavioral Support and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$296,724.00	\$0.00	\$178,056.00	\$0.00	\$0.00	\$118,668.00	\$296,724.00	
8	8.4	Attendance and Student Services Support	All	No			All Schools	Ongoing	\$20,318.31	\$0.00	\$20,318.31	\$0.00	\$0.00	\$0.00	\$20,318.31	
8	8.5	Attendance Monitoring and Analysis	All	No			All Schools	Ongoing	\$18,286.48	\$0.00	\$18,286.48	\$0.00	\$0.00	\$0.00	\$18,286.48	
8	8.6	Attendance Recovery Program	All	No			All Schools	Ongoing	\$16,457.83	\$0.00	\$16,457.83	\$0.00	\$0.00	\$0.00	\$16,457.83	
8	8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	All	No			All Schools	Ongoing	\$14,812.05	\$0.00	\$14,812.05	\$0.00	\$0.00	\$0.00	\$14,812.05	
8	8.8	Districtwide Positive Behavior Interventions and Supports	All	No			All Schools	Ongoing	\$0.00	\$140,000.00	\$140,000.00	\$0.00	\$0.00	\$0.00	\$140,000.00	
8	8.9	Implement Attendance Strategies in IEPs	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$46,428.00	\$0.00	\$46,428.00	\$0.00	\$0.00	\$46,428.00	

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	8.10	Community Engagement via Parent Education	All	No			All Schools	Ongoing	\$0.00	\$912.15	\$0.00	\$0.00	\$0.00	\$912.15	\$912.15	
8	8.11	Flexible Scheduling and Accommodations	Students with Disabilities	No			All Schools	Ongoing	\$4,400.00	\$0.00	\$0.00	\$4,400.00	\$0.00	\$0.00	\$4,400.00	
8	8.12	Professional Development for Educators	Students with Disabilities	No			All Schools	Ongoing	\$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	Ongoing	\$280,000.00	\$0.00	\$0.00	\$280,000.00	\$0.00	\$0.00	\$280,000.00	
8	8.14	ATSI Collaboration	All	No				Ongoing	\$246,219.69	\$0.00	\$246,219.69	\$0.00	\$0.00	\$0.00	\$246,219.69	
8	8.15	College and Career Readiness	All	No			All Schools High School	Ongoing	\$131,569.20	\$0.00	\$14,016.89	\$117,552.31	\$0.00	\$0.00	\$131,569.20	
8	8.16	Engagement of Parents of Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$221,597.72	\$0.00	\$221,597.72	\$0.00	\$0.00	\$0.00	\$221,597.72	
8	8.17	Additional Academic Support for Melrose Elementary	All	No			Specific Schools: Melrose Elementary School	Ongoing	\$157,380.00	\$0.00	\$0.00	\$157,380.00	\$0.00	\$0.00	\$157,380.00	
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	Ongoing	\$740,492.00	\$0.00	\$740,492.00	\$0.00	\$0.00	\$0.00	\$740,492.00	
9	9.2	AVID Program	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$0.00	\$99,449.36	\$0.00	\$99,449.36	\$0.00	\$0.00	\$99,449.36	
9	9.3	Student Discipline Systems and Practices	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$26,632.09	\$0.00	\$26,632.09	\$0.00	\$0.00	\$0.00	\$26,632.09	

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
							ion High School									
9	9.4	Counseling Support and Academic Guidance	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$190,208.00	\$0.00	\$0.00	\$190,208.00	\$0.00	\$0.00	\$190,208.00	
9	9.5	College and Career	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$23,968.88	\$0.00	\$23,968.88	\$0.00	\$0.00	\$0.00	\$23,968.88	
9	9.6	College Link	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$21,571.99	\$0.00	\$21,571.99	\$0.00	\$0.00	\$0.00	\$21,571.99	
9	9.7	Math Achievement	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$0.00	\$41,786.00	\$0.00	\$41,786.00	\$0.00	\$0.00	\$41,786.00	
9	9.8	ELA Achievement	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$0.00	\$37,607.00	\$0.00	\$37,607.00	\$0.00	\$0.00	\$37,607.00	
9	9.9	Targeted Intervention	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$270,916.78	\$0.00	\$270,916.78	\$0.00	\$0.00	\$0.00	\$270,916.78	

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	9.10	Training to Support English Learners	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$0.00	\$729.00	\$0.00	\$729.00	\$0.00	\$0.00	\$729.00	
9	9.11	Attendance Monitoring	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$13,330.84	\$0.00	\$13,330.84	\$0.00	\$0.00	\$0.00	\$13,330.84	
9	9.12	Flexible Scheduling	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$19,414.79	\$0.00	\$19,414.79	\$0.00	\$0.00	\$0.00	\$19,414.79	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$261,409,200.00	24,983,734.00	9.557%	0.000%	9.557%	\$26,359,851.15	0.000%	10.084 %	Total:	\$26,359,851.15
								LEA-wide Total:	\$17,993,871.74
								Limited Total:	\$5,353,025.29
								Schoolwide Total:	\$3,012,954.12

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	\$203,745.64	
2	2.3	Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	
3	3.2	Additional EL Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School	\$220,431.00	
3	3.3	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview	\$351,955.00	
3	3.7	ELD Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary	\$1,760,698.00	
3	3.8	ELD Teacher Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$203,027.20	

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	\$58,954.00	
3	3.10	English Language Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$268,528.00	
3	3.12	Bilingual Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Melrose, Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer	\$337,598.00	
3	3.13	Administrative Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$223,219.00	
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	\$144,200.00	
4	4.1	AVID Excel program for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School	\$34,637.88	
4	4.2	English Learner Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School	\$389,516.00	
4	4.5	OCDE LTEL Network	Yes	LEA-wide	English Learners		\$303,974.92	
4	4.10	Academic Progress Check-ins	Yes	LEA-wide	English Learners		\$8,670.24	
5	5.1	McKinney Vento Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$103,859.89	
5	5.4	McKinney Vento Program Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$18,414.80	

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 (%)
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, Wagner, Woodsboro Elementary	\$12,000.00	
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	\$0.00	
5	5.7	Additional Transportation Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	\$35,000.00	
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	\$975,009.00	
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	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,	\$15,979.38	

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 (%)
						Valencia, and Yorba Linda High School.		
5	5.13	Melrose Family Resource Center / Health Clinics	Yes	LEA-wide	Foster Youth Low Income		\$16,573.32	
6	6.1	Tutoring Services for FY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$54,988.64	
6	6.6	Professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$76,009.50	
7	7.1	Teacher Collaboration and Intervention Design	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,438,250.99	
7	7.3	Reduction of Class Sizes in TK/K	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$4,886,565.62	
7	7.5	Additional Intervention Support at Valencia High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School	\$419,629.00	
7	7.6	Math Intervention Support for UPs				All Schools Middle School	\$0.00	
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	\$30,000.00	
7	7.8	PYLUSD Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,750.00	
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	\$2,043,638.00	
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	\$307,892.00	
7	7.11	Site Discretionary Funding for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$657,655.00	

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 (%)
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	\$266,611.00	
7	7.13	Additional Health Support at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,404,489.00	
7	7.14	Instructional Aides for Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools	\$222,292.00	
7	7.15	Library Support at High Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	\$157,417.00	
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,310,395.47	
7	7.17	District Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,089,383.45	
7	7.18	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
7	7.19	College and Career Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	\$483,513.00	
7	7.24	School and District Attendance Review Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,977.59	
7	7.27	GEAR UP Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$279,372.00	
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	\$174,733.12	

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 (%)
						Continuation High School		
7	7.32	Secondary Intervention Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$121,109.50	
7	7.35	Dual Language Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and Esperanza HS	\$7,000.00	
7	7.38	Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
8	8.1	Behavioral Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$2,048,863.00	
8	8.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$769,777.00	
8	8.3	Behavioral Support and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$178,056.00	
9	9.1	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School	\$740,492.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$244,029,673.29	\$236,133,951.82

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	\$143,816.00	\$84,446.35
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	\$119,030.18	\$10,000.00
1	1.5	Middle School Athletics	No	\$246,936.00	\$253,907.20
1	1.6	PLUS Program	No	\$30,000.00	\$15,289.05
1	1.7	ADVANCE Program	No	\$67,492.63	\$0.00
1	1.8	Preschool Program	No	\$0.00	\$0.00
1	1.9	Engaged Community	No	\$31,230.00	\$6,930.00
1	1.10	5th/6th Grade Combination Class Elimination	No	\$0.00	\$0.00
1	1.11	Innovative Programs	No	\$207,068.00	\$197,484.00

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)
2	2.1	Districtwide Staffing	No	\$203,791,159.74	\$195,361,031.14
2	2.2	Professional Development, Training, and Task Forces	Yes	\$1,188,624.69	\$870,275.05
2	2.3	Instructional Materials, Supplies, and Services	Yes	\$753,393.13	\$3,498,436.97
2	2.4	State Testing	No	\$70,000.00	\$76,494.00
2	2.5	Resource Distribution	No	\$0.00	\$0.00
2	2.6	Training for Classified Staff	No	\$5,000.00	\$15,994.92
3	3.1	English Language Development (ELD) Professional Development	No	\$53,326.60	\$56,621.34
3	3.2	Additional EL Sections at Secondary Schools	Yes	\$175,223.25	\$170,832.03
3	3.3	Bilingual Aides	Yes	\$384,363.12	\$411,033.83
3	3.4	Special Education Staff Training	No	\$13,449.92	\$13,500.00
3	3.5	English Language Proficiency Assessments for California (ELPAC)	No	\$285,096.16	\$68,798.00
3	3.6	Additional Instructional Materials for EL Support	No	\$72,141.20	\$13,915.76
3	3.7	ELD Instruction and Support	Yes	\$1,228,191.08	\$1,424,182.15

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	3.8	ELD Teacher Support	Yes	\$449,670.79	\$430,665.24
3	3.9	Translation Services	Yes	\$84,343.95	\$43,496.85
3	3.10	English Language Assessment Center	Yes	\$344,494.15	\$337,611.91
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	No	\$20,000.00	\$1,200.00
3	3.12	Bilingual Community Liaisons	Yes	\$336,402.94	\$311,556.25
3	3.13	Administrative Support	Yes	\$199,176.17	\$195,740.09
3	3.14	Melrose Literacy Coach	No	\$139,749.99	\$139,751.49
3	3.15	EL Progress Monitoring and Intervention	No	\$30,000.00	\$0.00
3	3.16	ELD Coordination	Yes	\$69,000.00	\$70,987.36
3	3.17	ELD Summer Program	No	\$325,605.24	\$254,348.08
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	\$185,000.00	\$169,511.44
3	3.19	English Learner Master Plan	No	\$240,351.00	\$204,297.00
3	3.20	Needs-Responsive Schools	No	\$0.00	\$0.00
3	3.21	English Learner Snapshot	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	4.1	AVID Excel program for LTELs	Yes	\$217,206.70	\$180,133.75
4	4.2	English Learner Sections at Secondary Schools	Yes	\$511,848.53	\$337,918.77
4	4.3	English Language Development Curriculum	No	\$57,000.00	\$80,617.46
4	4.4	EL Progress Monitoring	No	\$0.00	\$0.00
4	4.5	OCDE LTEL Network	No	\$0.00	\$0.00
4	4.6	ELAC and DELAC	No	\$0.00	\$0.00
4	4.7	LTEL Engagement	No	\$58,581.00	\$41,963.00
4	4.8	At-risk for LTEL	No	\$0.00	\$0.00
4	4.9	LTEL Identification	No	\$0.00	\$0.00
4	4.10	Academic Progress Check-ins	No	\$0.00	\$0.00
4	4.11	Professional Development	No	\$0.00	\$0.00
4	4.12	Goal-Setting	No	\$0.00	\$0.00
4	4.13	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)
5	5.1	McKinney Vento Support Staff	Yes	\$442,865.55	\$40,429.90
5	5.2	McKinney Vento Tutoring	No	\$20,000.00	\$30,000.00
5	5.3	McKinney Vento Classified Support	No	\$0.00	\$0.00
5	5.4	McKinney Vento Program Support	Yes	\$179,214.10	\$152,329.48
5	5.5	Family Literacy and Math Nights	Yes	\$12,604.40	\$10,284.69
5	5.6	Elementary School Counselors at High Impact Sites	Yes	\$1,109,116.47	\$1,153,072.96
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	\$951,613.80
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	\$933,017.40	\$1,142,535.31
5	5.10	Community Engagement Initiative	No	\$0.00	\$0.00
5	5.11	Title I Parent Advisory	No	\$4,000.00	\$0.00
5	5.12	Project GLAD - Title I Instructional Coaches	No	\$0.00	\$0.00
5	5.13	Melrose Family Resource Center / Health Clinics	No	\$0.00	\$0.00
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration	No	\$20,057.28	\$9,100.00

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	5.15	Mentoring Program	No	\$0.00	\$0.00
6	6.1	Tutoring Services for FY	Yes	\$54,988.64	\$56,856.76
6	6.2	Mentoring Services for FY	No	\$167,725.00	\$7,414.55
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	\$33,782.56	\$2,666.53
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	\$24,867.60	\$21,300.00
7	7.3	Reduction of Class Sizes in TK/K	Yes	\$1,360,931.16	\$5,256,603.82
7	7.4	Tier I Intervention	No	\$0.00	\$0.00
7	7.5	Additional Intervention Support at Valencia High School	Yes	\$406,453.45	\$406,170.25

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	Yes	\$499,534.98	\$499,534.98
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	\$189,946.08	\$46,569.01
7	7.8	PYLUSD Induction Program	Yes	\$427,514.56	\$154,884.51
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	\$2,992,791.83	\$2,530,056.47
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	\$204,000.00	\$130,000.00
7	7.11	Site Discretionary Funding for UPs	Yes	\$636,238.08	\$636,238.08
7	7.12	Additional Support Staff at High Impact Sites	Yes	\$285,675.48	\$263,091.89
7	7.13	Additional Health Support at High Impact Sites	Yes	\$720,639.35	\$764,765.42
7	7.14	Instructional Aides for Physical Education	Yes	\$240,616.71	\$170,299.08
7	7.15	Library Support at High Schools	Yes	\$157,122.12	\$134,050.18
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	\$1,248,917.50	\$1,592,517.34
7	7.17	District Leadership	Yes	\$2,469,624.25	\$1,644,341.47
7	7.18	Administrative Support	Yes	\$114,954.00	\$118,343.47
7	7.19	College and Career Technicians	Yes	\$478,133.73	\$423,970.93

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	7.20	Multi-Tiered Systems of Support	No	\$19,032.00	\$0.00
7	7.21	Data Dashboard and Analysis System	No	\$0.00	\$0.00
7	7.22	Collaborative Task Forces	No	\$120,816.00	\$11,895.00
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	\$0.00
7	7.25	Professional Development for Core Content Curriculum and Instruction	No	\$175,483.20	\$191,414.40
7	7.26	Student Study Team and 504 Plan Coordination	No	\$174,473.40	\$180,000.00
7	7.27	GEAR UP Program	Yes	\$486,718.11	\$514,162.03
7	7.28	High School Credit Recovery Programs	No	\$219,233.14	\$219,232.48
7	7.29	Suicide Prevention	No	\$16,974.40	\$0.00
7	7.30	Learning Recovery Programs	No	\$808,683.26	\$467,750.07
7	7.31	Counselors at High Impact High Schools	Yes	\$276,096.57	\$284,413.75
7	7.32	Secondary Intervention Classrooms	Yes	\$408,010.00	\$70,100.00

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)
7	7.33	Career Technical Education (CTE)	No	\$3,103,504.11	\$3,099,889.85
7	7.34	Parent Engagement	No	\$129,000.00	\$129,000.00
7	7.35	Dual Language Academy	Yes	\$7,000.00	\$2,559.41
7	7.36	Dual Enrollment	No	\$100,000.00	\$24,960.00
7	7.37	SPSA Development	No	\$77,365.27	\$65,760.25
7	7.38	Interpretation Services	Yes	\$4,000.00	\$3,200.00
7	7.39	Site-level Awareness	No	\$0.00	\$0.00
8	8.1	Behavioral Intervention and Support	Yes	\$3,274,497.78	\$1,518,570.75
8	8.2	Mental Health Support	Yes	\$750,511.84	\$758,940.44
8	8.3	Behavioral Support and Supervision	Yes	\$297,644.16	\$242,764.16
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	Attendance Recovery Program	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	8.7	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	\$10,000.00	\$0.00
8	8.9	Implement Attendance Strategies in IEPs	No	\$0.00	\$0.00
8	8.10	Community Engagement via Parent Education	No	\$0.00	\$0.00
8	8.11	Flexible Scheduling and Accommodations	No	\$13,424.00	\$4,400.00
8	8.12	Professional Development for Educators	No	\$30,000.00	\$5,267.25
8	8.13	High School Co-taught Algebra 1A and 1B Courses	No	\$280,000.00	\$224,882.18
8	8.14	ATSI Collaboration	No	\$0.00	\$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	\$0.00	\$0.00
8	8.17	Additional Academic Support for Melrose Elementary	No	\$150,000.00	\$151,902.35
9	9.1	Class Size Reduction	Yes	\$882,447.61	\$766,642.34
9	9.2	AVID Program	No	\$7,960.00	\$7,960.00
9	9.3	Student Discipline Systems and Practices	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	9.4	Counseling Support and Academic Guidance	No	\$184,836.48	\$187,587.34
9	9.5	College and Career	No	\$0.00	\$0.00
9	9.6	College Link	No	\$0.00	\$0.00
9	9.7	Math Achievement	No	\$0.00	\$0.00
9	9.8	ELA Achievement	No	\$0.00	\$0.00
9	9.9	Targeted Intervention	No	\$0.00	\$0.00
9	9.10	Training to Support English Learners	No	\$0.00	\$0.00
9	9.11	Attendance Monitoring	No	\$0.00	\$0.00
9	9.12	Flexible Scheduling	No	\$0.00	\$0.00

2025-26 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)
24,240,834	\$26,926,984.47	\$26,926,993.47	(\$9.00)	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	\$581,611.90	\$295,707.85		
2	2.3	Instructional Materials, Supplies, and Services	Yes	\$21,700.00	\$10,128.62		
3	3.2	Additional EL Sections at Secondary Schools	Yes	\$175,223.25	\$170,832.03		
3	3.3	Bilingual Aides	Yes	\$384,363.12	\$411,033.83		
3	3.7	ELD Instruction and Support	Yes	\$1,228,191.08	\$1,424,182.15		
3	3.8	ELD Teacher Support	Yes	\$115,167.32	\$177,389.22		
3	3.9	Translation Services	Yes	\$84,343.95	\$43,496.85		
3	3.10	English Language Assessment Center	Yes	\$263,554.03	\$257,305.03		
3	3.12	Bilingual Community Liaisons	Yes	\$336,402.94	\$311,556.25		
3	3.13	Administrative Support	Yes	\$199,176.17	\$195,740.09		
3	3.16	ELD Coordination	Yes	\$69,000.00	\$70,987.36		
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	\$185,000.00	\$169,511.44		
4	4.1	AVID Excel program for LTELs	Yes	\$68,982.64	\$51,572.61		

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)
4	4.2	English Learner Sections at Secondary Schools	Yes	\$511,848.53	\$337,918.77		
5	5.1	McKinney Vento Support Staff	Yes	\$365,076.05	\$10,328.88		
5	5.4	McKinney Vento Program Support	Yes	\$179,214.10	\$152,329.48		
5	5.5	Family Literacy and Math Nights	Yes	\$12,604.40	\$10,284.69		
5	5.6	Elementary School Counselors at High Impact Sites	Yes	\$277,279.16	\$288,268.23		
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	\$951,613.80		
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	\$933,017.40	\$1,142,535.31		
6	6.1	Tutoring Services for FY	Yes	\$54,988.64	\$56,856.76		
6	6.6	Professional Development for Staff	Yes	\$33,782.56	\$2,666.53		
7	7.1	Teacher Collaboration and Intervention Design	Yes	\$3,010,186.41	\$3,010,186.41		
7	7.3	Reduction of Class Sizes in TK/K	Yes	\$1,360,931.16	\$5,256,603.82		
7	7.5	Additional Intervention Support at Valencia High School	Yes	\$406,453.45	\$406,170.25		
7	7.6	Math Intervention Support for UPs	Yes	\$499,534.98	\$499,534.98		
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	\$189,946.08	\$46,569.01		
7	7.8	PYLUSD Induction Program	Yes	\$3,750.00	\$2,000.00		
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	\$2,570,549.99	\$2,162,313.83		

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	\$204,000.00	\$130,000.00		
7	7.11	Site Discretionary Funding for UPs	Yes	\$636,238.08	\$636,238.08		
7	7.12	Additional Support Staff at High Impact Sites	Yes	\$285,675.48	\$263,091.89		
7	7.13	Additional Health Support at High Impact Sites	Yes	\$720,639.35	\$764,765.42		
7	7.14	Instructional Aides for Physical Education	Yes	\$240,616.71	\$170,299.08		
7	7.15	Library Support at High Schools	Yes	\$157,122.12	\$134,050.18		
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	\$967,124.46	\$1,403,813.05		
7	7.17	District Leadership	Yes	\$1,775,669.12	\$995,795.87		
7	7.18	Administrative Support	Yes	\$57,477.00	\$0.00		
7	7.19	College and Career Technicians	Yes	\$448,011.32	\$397,981.29		
7	7.24	School and District Attendance Review Teams	Yes	\$183,000.00	\$0.00		
7	7.27	GEAR UP Program	Yes	\$261,148.11	\$290,205.48		
7	7.31	Counselors at High Impact High Schools	Yes	\$276,096.57	\$284,413.75		
7	7.32	Secondary Intervention Classrooms	Yes	\$408,010.00	\$70,100.00		
7	7.35	Dual Language Academy	Yes	\$7,000.00	\$2,559.41		
7	7.38	Interpretation Services	Yes	\$4,000.00	\$3,200.00		
8	8.1	Behavioral Intervention and Support	Yes	\$3,104,497.78	\$1,469,438.26		
8	8.2	Mental Health Support	Yes	\$750,511.84	\$758,940.44		

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)
8	8.3	Behavioral Support and Supervision	Yes	\$176,348.50	\$167,334.85		
9	9.1	Class Size Reduction	Yes	\$882,447.61	\$766,642.34		

5.29.26 DRAFT

2025-26 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)
254,407,273	24,240,834	0	9.528%	\$26,926,993.47	0.000%	10.584%	\$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, Statutes 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 2026-27, 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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - 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 32627\(d\)](#). 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 32627(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 32627\(c\)\(2\)](#).
- 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:

- 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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County School of Computer Science

CDS Code: 30-66647-6068621

School Year: 2026-27

LEA contact information:

Dr. Kym LeBlanc-Esparza

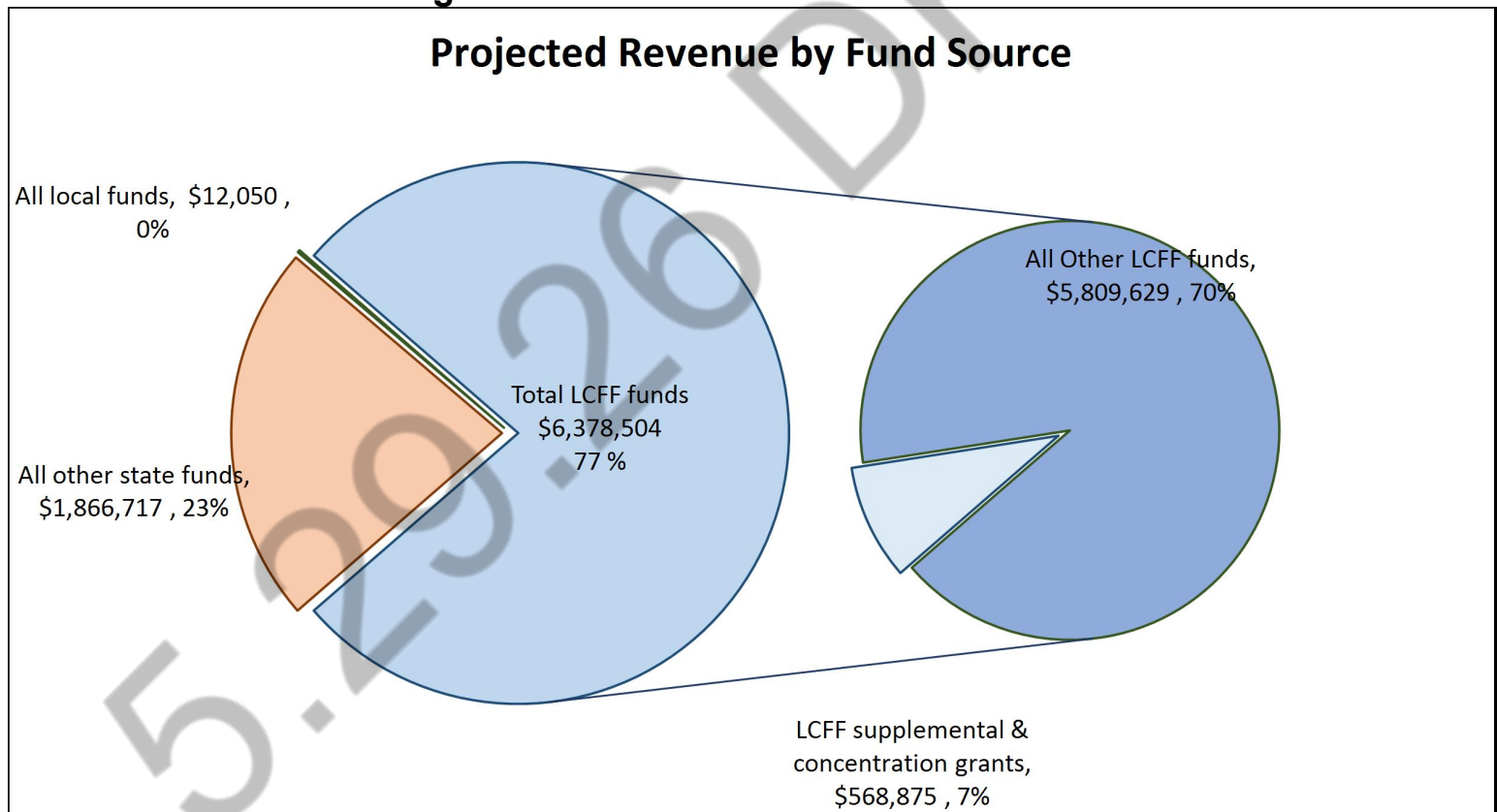
Superintendent

kleblancesparza@pylusd.org

(714) 986-7000

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

Budget Overview for the 2026-27 School Year

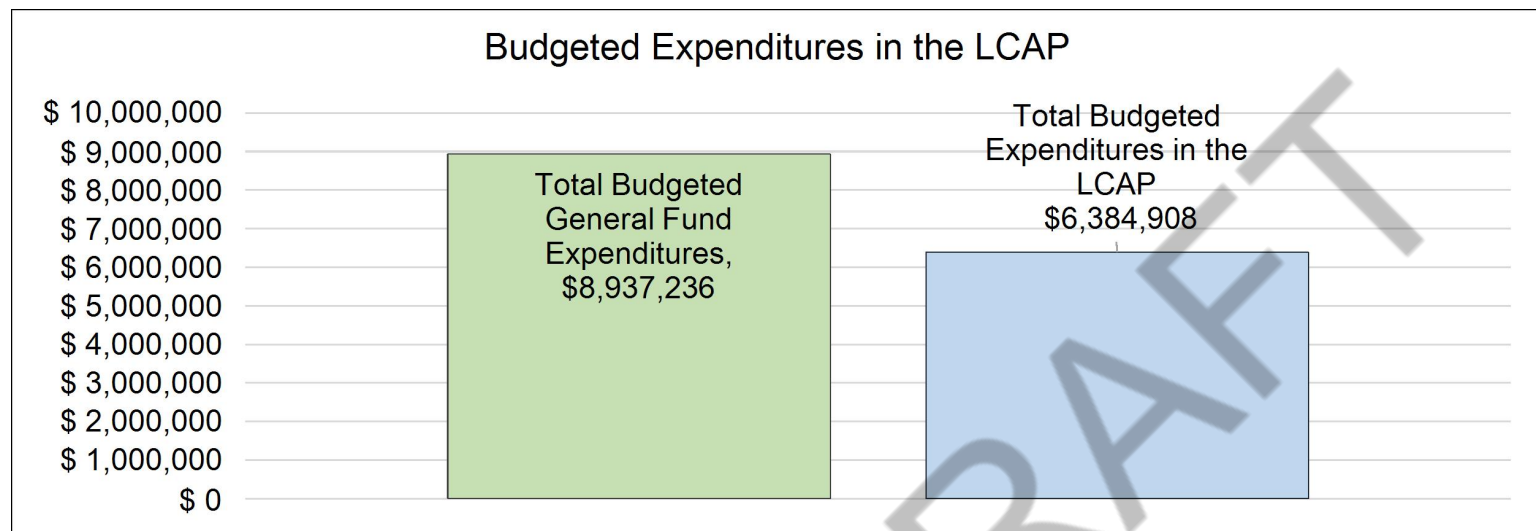


This chart shows the total general purpose revenue Orange County School of Computer Science expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County School of Computer Science is \$8,257,271, of which \$6,378,504 is Local Control Funding Formula (LCFF), \$1,866,717 is other state funds, \$12,050 is local funds, and \$0 is federal funds. Of the \$6,378,504 in LCFF Funds, \$568,875 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 2026-27. 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 \$8,937,236 for the 2026-27 school year. Of that amount, \$6,384,907.83 is tied to actions/services in the LCAP and \$2,552,328.17 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.

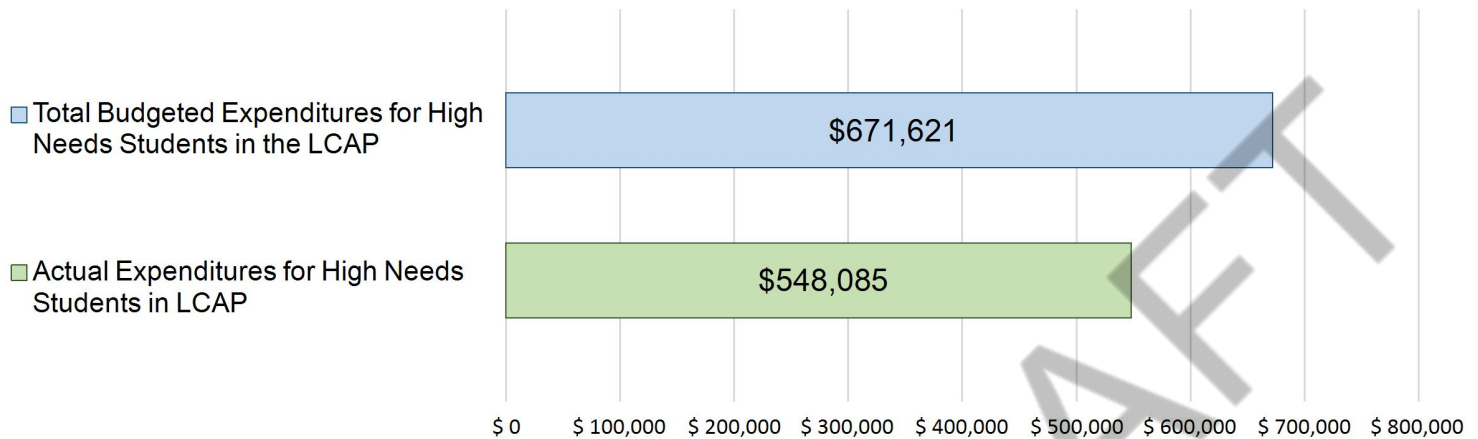
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orange County School of Computer Science is projecting it will receive \$568,875 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 \$967,494.74 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Orange County School of Computer Science's LCAP budgeted \$671,621.00 for planned actions to increase or improve services for high needs students. Orange County School of Computer Science actually spent \$548,085.00 for actions to increase or improve services for high needs students in 2025-26.

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
Orange County School of Computer Science	Dr. Kym LeBlanc-Esparza Superintendent	kleblancesparza@pylUSD.org (714) 986-7000

Plan Summary [2026-27]

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 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 was the first year of operation for OCSCS, and as such, the actions contained in this plan are largely the same as those in the PYLUSD LCAP, with a couple separate actions that are specific to the 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. OCSCS’ LCAP maintains the district’s actions and numbering conventions to ease cross-referencing and accountability.

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: 2.2, 2.3, 3.1, 3.3, 3.5, 3.6,

3.10, 3.11, 3.15, 5.6, 5.9 6.2, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 8.1, and 8.17. The remaining funds will be spent during the 2027-28 school year current projections indicate that this amount will be approximately \$2,511,934.80.

PYLUSD enhances learning 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 over 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.

The following narrative is indicative of wider PYLUSD trends and outcomes; it will be tailored to outcome data specific to the Orange County School of Computer Science prior to Board Adoption on June 16th.

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 67.39% in 2025, maintaining a Green performance level. Early literacy indicators also showed improvement, with 63% of K-5 students performing at or above grade level on the Winter 2024-25 iReady Diagnostic, up from 62% the previous year.

Writing assessment scores varied by grade level:

Grades 1-5: Performance maintained the same to 67% rate of 'met or exceeded' in 2024-25 as was achieved in 2023-24 (scoring 3 or 4 out of 4).

Grades 6-12: Performance improved from 81% in 2023-24 to 82% in 2024-25 (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:

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

Districtwide 2024–2025:

FY (33.33%) = Yellow

Schoolwide 2025:

El Camino (11.86%) = Orange

SWD:

OCSCS = 15.66% (Orange)

Esperanza = 42.9% (Red)

Melrose = 6.06% (Orange)

Tynes = 31.58% (Yellow)

Rio Vista = 1.69% (Red)

Ruby Drive = 15.68% (Orange)

Van Buren = 33.34% (Orange)

ELs:

Tuffree = 26.3% (Yellow)

Valadez = 4.48% (Yellow)

Hispanic Students:

El Camino = 10.42% (Orange)

SED Students:

El Camino = 8% (Orange)

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 56.07% in 2025, maintaining a Green performance level. Targeted interventions and digital resources have supported this growth, with engaging with Reflex Math and Frax, 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

Performance Gaps:

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

Schoolwide:

El Camino = 5.08% (Red)

Valadez = 17.41% (Yellow)

SWD:

Tuffree = 5.17% (Red)

El Dorado = 9.38% (Orange)

Esperanza = 14.82% (Red)

Valencia = 16% (Orange)

SED:

Buena Vista = 33.34% (No Color due to student group size)

El Camino = 3.85% (Red)

Valadez = 16.8% (Yellow)

Hispanic:

Buena Vista = 35% (No Color due to student group size)

El Camino = 4.08% (No Color due to student group size)

Valadez = 15.56% (Yellow)

ELs:

Tuffree = 6% (Yellow)

Valadez = 1.44% (Orange)

Homeless:

Valadez = 17.02% (Yellow)

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 11.4% in 2025 (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:

2024-2025 Districtwide

African American = 23.7% = Red, English Learners = 16.5% = Yellow, Hispanic = 16.9% = Yellow, Homeless = 20% = Yellow, SED = 18.1% = Yellow

Schoolwide

Brookhaven 6.3%, Lakeview 8.5%, Rio Vista 27.7%, Linda Vista 10.6% = Orange

Topaz 12.6%, Tynes 17.7%, Valadez 22.2% = Yellow

Sierra Vista 6.0%, Tuffree 10.0% = Green

Buena Vista 43.2% = Red

Socioeconomically Disadvantaged Students

Brookhaven 11.6%, Lakeview 16.2%, Rio Vista 28.7% = Orange

Tuffree 16.8%, Tynes 21.9%, Sierra Vista 10.6%, Topaz 12.5%, Valadez 22.5% = Yellow

Rose Drive 18.2% = Red

Buena Vista 63% = No color due to student group size

Students with Disabilities

Rio Vista 28.4%, Topaz 21.1%, Valadez 25.6%, Fairmont 16.2% = Orange
Tuffree 17.4%, Lakeview 10.7%, Linda Vista 15.6%, Golden 13.3% = Yellow

White Students

Rio Vista 25.7% = Orange
Linda Vista 11.3% = Yellow
Brookhaven 11.2% = Red

Hispanic Students

Buena Vista 59.1% = No Color due to student group size

Mabel Paine 22.8%, Rio Vista 27.3%, Tynes 22.4%, Linda Vista 13%, Ruby Drive 18.5%, Valadez 21.5% = Orange
Tuffree 13.1%, Topaz 11.6% = Yellow
Rose Drive 20.6% = Red

English Learners (EL)

Valadez 27.3%, Van Buren 31% = Red
Wagner 21.9% = Orange
Tuffree 16.1%, Tynes 17.4%, Rio Vista 20.9%, Ruby Drive 15.6%, Sierra Vista 13% = Yellow

Homeless Students

Valadez 22.7% = Red
Tynes 25.1%, Ruby Drive 21.9% = Orange
Tuffree 18%, Kraemer 19.9%, Rio Vista 27%, Topaz 10.5% = Yellow

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 2025 (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

2024-2025 SWD

Travis Ranch = 1.5% (Orange)

Asian Students:

Travis Ranch (1.0%) = 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 improved from 50.3% in 2024 (Orange) to 51% (Yellow). 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

English Language Arts Proficiency for ELs

2023: 11.7% (Orange), 2024: 11.4% (Orange) 2025: 11.66% (Yellow)

Mathematics Proficiency for ELs

2023: 10.6% (Orange), 2024: 11.5% (Yellow), 2025: 13.97% (Yellow)

College and Career Readiness for ELs

2023: 11.4% (Low), 2024: 16.8% (Green) 2025: 20.8% (Yellow)

Percentage of English Learners Scoring Level 4 on ELPAC

Reading: 12% (2023), 10% (2024), 10.3% (2025)

Writing: 19% (2023), 14% (2024), 13.27% (2025)

Listening: 23% (2023), 23% (2024) 22.67% (2025)

Speaking: 52% (2023), 50% (2024), 51.48% (2025)

English Learner Progress CA Dashboard Indicator

Glenview: 42.9% (Red, 2023), 53.2% (Green, 2024), 55.25% (Green, 2025)

Rio Vista: 43.7% (Red, 2023), 46.2% (Green, 2024), 41.25% (Orange, 2025)

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 95.6% in 2025 (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.

Performance

The following subgroups have demonstrated the following changes in graduation rates:

English Learners

2023 Graduation Rate: 79.9% (Orange), 2024 Graduation Rate: 87.8% (Green), 2025 Graduation Rate: 89.9% (Green)

Socioeconomically Disadvantaged (SED) Students

2023 Graduation Rate: 91.8% (Green), 2024 Graduation Rate: 94.4% (Green), 2025 Graduation Rate: 94.8% (Green)

Students with Disabilities

2023 Graduation Rate: 74.9%, 2024 Graduation Rate: 81.8%, 2025 Graduation Rate: 79.3%

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. PYLUSD will ensure that LREBG funds are spent according to the allowable uses identified in EC Section 32526 (c)(2) and based on the findings of a needs assessment as required by EC Section 32526(d). LREBG Action Numbers include: 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.

Based on the LREBG needs assessment, Actions 1.1 and 2.2 focus on Intervention and staff development. Actions 3.6, 3.10, 3.11 are focused on the administration of the ELPAC, the Language Assessment Center and English Learner Instruction. Action 6.1 will focus on Foster Youth Mentors. Actions 7.2, 7.20, 7.22, 7.26, 7.28, 7.29, 7.30 focus on PLC professional development, MTSS and collaborative task forces, SST and 504 coordination, Credit Recovery, Suicide Prevention, and Learning Recovery Programs. Actions 8.1 and 8.17 are focused on Behavioral Intervention and Support and Academic Support for Melrose Elementary.

Reflections: Technical Assistance

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

PYLUSD has been identified for technical assistance to address CA Dashboard Indicators for dashboard indicators for our Long-Term English Learners in the areas of Chronic Absenteeism and Suspension Rate. We have conducted a root cause analysis and a series of

group & individual empathy interviews and received valuable feedback that will inform the lens through which we support these students. The need to address these metrics has been folded into our Community Engagement Initiative ("CEI") team's work that is focused on building authentic connections with families of English Learners and Long Term English Learners to address these underlying causes. Our Differentiated Assistance-related actions can be found in Goals 3 & 4. While Goal 4, and its 13 actions, is expressly designed to support Long Term English Learners, Goal 3 is also a contributing goal for this work in that the 21 actions it contains aims to support earlier reclassification and therefore reduce the number of students identified as LTELs.

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
Mid-Year LCAP Presentation to the Board of Education	At the February 10, 2026, 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.
PYLUSD Principals	Site principals convened for a meeting on February 12, 2026 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.
California School Employee Association (CSEA) Chapter 293	On February 24, 2026, 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.
Association of Placentia-Yorba Linda Educators (APLE)	On February 25, 2026 the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation covered available

Educational Partner(s)	Process for Engagement
	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.
PYLUC PTA	On March 4, 2026, 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.
Community Town Hall, DELAC, Title 1 Parent Advisory, and Special Education Community Advisory Committee	The Community Town Hall, District English Learners Advisory Committee (DELAC), and Title I Parent Advisory convened on March 16, 2026, 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.
Student Advisory Committee	During the Student Advisory Committee meetings on March 25, 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.
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 25, 2026. OCSCS staff input was gathered at a meeting on February 25, 2026. Student input was gathered at two sessions on April 1 & 3, 2026. As was done last

Educational Partner(s)	Process for Engagement
	year, the OCSCS LCAP will emulate the PYLUSD LCAP. It will be considered at a public hearing and submitted for approval in June.
Board Study Session	The Board Study Session will took place on April 28, 2026. During the session, district leadership provided an overview of the LCFF, shared performance data across state priorities, and reviewed 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 was discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board engaged in discussions, asked questions about goals, and provided feedback on proposed actions.

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

The Orange County School of Computer Science (OCSCS) is a dependent charter. Throughout the 2025-26 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. 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.
- PYLUSD District Leaders: Superintendent, Assistant Superintendents, Directors, and School Site Administrators
- 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
- 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 and Special Education Community Advisory Committee informed the development of the LCAP. PYLUSD collaborated and reviewed the progress towards the LCAP goals and the action steps that were being adjusted and modified. In collaboration with the SELPA director, PYLUSD ensured that all actions and goals were in line with the needs of students with disabilities. The SELPA director attended multiple input sessions and is a part of the district team that develops the LCAP and represented the needs of this student group and the SELPA throughout the process.

Separate meetings were held for each advisory group, conducted either virtually or in person to ensure accessibility. At the start of each session a slideshow was presented that outlined the budget overview, LCAP goals, and proposed actions. 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, district leadership including Executive Cabinet members, 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 will be 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 12, 2026 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
February 12, 2026 - Principals' Feedback Session
February 24, 2026 - CSEA (Classified Employee Association) Study Session
February 25, 2026 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
March 4, 2026 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session
March 16, 2026 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
March 25, 2026 - Student Advisory Committees (5th, 8th, and 12th grade student representatives)
April 28, 2026 - PYLUSD School Board Study Session
May 2026 - Share draft LCAP with OCDE
June 2026 - Share draft LCAP on district website for public review
June 2026 - Provide written responses to any LCAP concerns from PYLUC and DELAC
June 2026 - Local Indicators School Board Presentation
June 2026 - LCAP and Budget Public Hearing
June 2026 - Board approval of LCAP and Local Indicators
June 2026 - 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. Feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered at these sessions and taken under advisement by district leadership.

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.

Attendance & Intervention

Participants noted that while school attendance rates are improving, chronic absenteeism remains above pre-COVID levels and continues to be an area of focus. Recommendations included encouraging partial-day attendance when possible to maintain student connection to school and increasing the use of text notifications to improve family engagement and communication. Participants also suggested providing attendance incentives for families in addition to students and improving staff awareness of available student supports and intervention resources. Additional recommendations included implementing student attendance incentives that promote consistent attendance while avoiding recognition systems that encourage sick students to attend school. Participants further emphasized the importance of increasing student engagement through expanded extracurricular opportunities at the elementary level.

Academic Interventions & Instructional Support

Participants suggested expanding targeted academic supports in mathematics and English language arts to strengthen student achievement and address opportunity gaps for all learners. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD staffing, and continuing targeted supports for English learners. Additional suggestions focused on expanding elementary and middle school math intervention opportunities, providing before-school reading classes at elementary sites, and increasing access to online tutoring and academic interaction supports. Participants also recommended offering summer reading and mathematics programs for all students and improving communication with families regarding elementary math progress and student performance. Participants suggested expanding curriculum, enrichment, and engagement opportunities to better support student access and family involvement across the district. Recommendations included expanding tutorial periods to provide additional intervention and enrichment opportunities, increasing access to VAPA programming for all students, and strengthening parent engagement through partnerships with PTA organizations, businesses, and community groups. Participants also recommended offering additional Booster training to promote greater access, equity, oversight, and parent involvement. In the area of professional development and staff support, participants emphasized the need for more practical, classroom-ready training opportunities based on feedback from summer institute sessions. Additional recommendations included providing more comprehensive training for new curriculum adoptions and ensuring classified staff receive emergency procedure training with appropriate compensation for participation.

School Engagement & Student Motivation

Participants suggested expanding extracurricular and student engagement opportunities to strengthen school connectedness and increase participation across grade levels. Recommendations included expanding middle school athletics and integrating additional VAPA opportunities to provide students with a broader range of enrichment experiences. Participants also emphasized the value of structured extracurricular activities, such as student council, English-learning games, and academic competitions, to support student engagement and

leadership development. Additional suggestions focused on increasing opportunities for hands-on, interactive lessons designed to improve classroom participation and student interest. Participants further recommended strengthening partnerships with local businesses to expose students to a wider range of career pathways and real-world learning experiences.

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

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

Participants emphasized the importance of strengthening supports for English learners through expanded staffing, targeted instruction, and increased family engagement. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD teachers, and increasing access to bilingual aides and targeted English learner support services. Participants also suggested expanding English classes for adults at high school sites, improving multilingual communication and outreach efforts, and providing more user-friendly parent resources and workshops. Additional recommendations focused on increasing awareness of translation services, strengthening family engagement opportunities in parents' native languages, and improving communication regarding programs, assessments, and available supports for English learner families.

Participants also highlighted the need to enhance instructional practices, intervention systems, and professional development related to English learner achievement. Suggestions included increasing teacher training on ELD instructional strategies, expanding GLAD training, integrating language development supports into core instruction, and utilizing technology tools such as Lexia, Nearpod, and digital translation resources to support language acquisition. Participants recommended expanding after-school tutoring, small-group interventions, bilingual tutoring, and targeted writing support, while also exploring additional literacy resources and curriculum options to address learning gaps. Additional recommendations included improving progress monitoring systems for LTEL students, strengthening reclassification processes, integrating ELPAC preparation into instruction, and using assessment and attendance data to guide intervention strategies and early support efforts.

Participants further emphasized the importance of increasing student engagement, motivation, and community partnerships to support long-term English learner success. Recommendations included expanding peer mentoring, classroom buddy systems, leadership opportunities, and milestone celebrations to recognize student progress and build school connectedness. Participants also suggested strengthening career awareness and goal-setting initiatives to reinforce the importance of English language development and academic achievement. Additional recommendations included expanding summer and after-school ELD programs, increasing mentorship opportunities, improving access to bilingual mental health and community supports, and exploring partnerships and grant opportunities through programs such as AVID Excel, PIQE, and Community Schools initiatives to enhance districtwide services for English learners.

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

Participants emphasized the importance of expanding college and career readiness opportunities through increased access to Career Technical Education (CTE), academic intervention, and real-world learning experiences. Recommendations included expanding CTE pathways at Valencia High School with a focus on hands-on technical and trade-related programs such as robotics, autobody, manufacturing, and mechanical systems. Participants also suggested strengthening partnerships with community colleges to provide students with career-focused coursework and experiential learning opportunities, while advocating for districtwide Trade Fairs, College Fairs, and Career Days. Additional recommendations focused on expanding AVID and career-readiness programs at the elementary and middle school levels, increasing access to tutoring and structured intervention during the school day, improving student confidence with testing formats, and strengthening access to internships, mentorships, financial literacy education, and college and career exploration opportunities.

Participants also highlighted the need to strengthen student engagement, family support systems, and access to social-emotional and wellness resources. Recommendations included increasing staff outreach to families to improve attendance and address chronic absenteeism through conferences, home visits, and enhanced communication efforts. Participants suggested expanding after-school athletics and enrichment opportunities, improving transportation access to support participation in programs, and continuing to expand bus routes and awareness of available transportation services. Additional recommendations included ensuring access to counseling, behavioral, and wellness supports across all schools, expanding SEL and intervention services, and strengthening school-family partnerships through community resource fairs, childcare and food supports for family events, financial literacy resources, and increased collaboration with PTAs, local businesses, colleges, and community organizations to support whole-family engagement and student success.

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

Participants emphasized the importance of strengthening stability, connection, and access to supports for foster youth students and families across the district. Recommendations included researching best practices from existing support models, establishing policies that promote school stability despite placement changes, and maintaining transportation services that allow foster youth to remain at their school of origin whenever possible. Participants also suggested strengthening partnerships with county agencies and community organizations to improve access to available resources and services for foster youth and families. Additional recommendations focused on expanding counselor and mentor availability across all schools, utilizing foster youth liaisons to coordinate districtwide supports, improving access to mental health services, and creating welcoming campus processes that connect students to support staff immediately upon enrollment. Participants further recommended organizing resource fairs, increasing professional development for classified staff, and ensuring each foster youth student has a designated point person or mentor for ongoing support.

Participants also highlighted the need to expand academic interventions, student engagement opportunities, and trauma-informed supports to improve outcomes for foster youth students. Recommendations included enhancing tutoring services through earlier intervention referrals, improving family awareness of available academic supports, and providing staff training focused on trauma-informed practices and the unique needs of foster youth students. Participants emphasized the importance of fostering school belonging through peer buddy programs, mentorship opportunities, extracurricular activities, middle school athletics, clubs, celebrations, and schoolwide SEL initiatives that help students build meaningful connections. Additional recommendations included creating inclusive campus environments through staff awareness training, providing vouchers for school-sponsored activities, supporting students' ability to practice their faith on campus, and strengthening absenteeism interventions through monitoring, communication, and family meetings. Participants also suggested expanding welcoming resources such as Care Closets, student service groups, and ASB or activities cards to further support student engagement and connectedness.

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

Participants emphasized the importance of expanding staffing, intervention systems, and mentorship opportunities to better support unduplicated pupil groups and struggling students across the district. Recommendations included increasing human resources available to support teachers and students through preventive interventions focused on literacy, reading, and mathematics, particularly for students who may lack academic support outside of school. Participants suggested expanding mentorship opportunities through peer helper programs, classified staff mentorship training, and initiatives such as Support One Student (S.O.S.) to provide targeted support for specific student groups. Additional recommendations included increasing staffing dedicated to pre-intervention services, strengthening counselor availability and mental health supports, improving outreach and registration supports for foster youth students, and ensuring additional school and district staff are available to monitor student needs and provide ongoing assistance. Participants also emphasized the importance of targeted

resource allocation for schools serving high concentrations of English learners and socioeconomically disadvantaged students, while maintaining transparency regarding funding and support services for unduplicated pupils.

Participants highlighted the need to strengthen family engagement, attendance supports, and school climate initiatives to improve student connectedness and academic outcomes. Participants noted that parent involvement has decreased following the COVID-19 pandemic and recommended expanding district-led parent engagement opportunities, parenting classes, and feeder-pattern family events to better support student success. Additional recommendations included strengthening communication regarding academic programs and support services, increasing multilingual outreach and language supports for families, and continuing to utilize advisory groups and PTA partnerships to strengthen connections between families and the district. Participants also emphasized the importance of strengthening attendance interventions through incentive-based attendance campaigns, more frequent attendance reporting, home visits, and expanded SART/SARB follow-through, while exploring options such as elementary attendance recovery opportunities. Recommendations further focused on improving school climate through restorative practices, PBIS, SEL, peer mentoring, buddy systems, clubs, and culturally inclusive activities designed to increase student belonging, engagement, and positive relationships across school communities.

Participants further emphasized the importance of expanding academic interventions, literacy supports, pathway opportunities, and professional development for both certificated and classified staff. Recommendations included replicating successful intervention models such as the tutoring block at Valencia High School, maintaining tutorial periods at the secondary level, and expanding after-school tutoring, small-group instruction, math labs, and structured intervention programs such as Reflex and ST Math. Participants stressed the importance of maintaining a districtwide focus on literacy, supporting struggling readers, and providing accommodations and interventions for students not responding to instruction. Additional recommendations included strengthening college and career readiness efforts through expanded pathway programs, earlier career exploration opportunities, increased promotion of dual enrollment and scholarship opportunities, and broader access to high-demand programs such as manufacturing. Participants also emphasized the need for ongoing professional development related to intervention strategies, behavioral supports, reading difficulties, AVID strategies, trauma-informed practices, and student engagement, while ensuring teachers have structured time and resources to identify and support struggling students effectively.

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 and a review of our outcome data:

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

1.1 - Intervention Program

1.7 - ADVANCE Program

1.8 - Preschool programs

1.9 - Community Engagement

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

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

3.21 - 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

4.9 - 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:

5.1 - McKinney Vento Liaison

5.12 - Title 1 Instructional Coaches

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:

7.29 - Suicide Prevention Program

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

7.39 - 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 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 95.6% 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,	Districtwide 2022-2023 (64.75%) = Green	Districtwide 2023-2024	Districtwide 2024-2025	Districtwide 2025-2026	(Increase of 2.64%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	DFS = 35.6 above	(65.32%) = Green DFS = 35.6 above	(67.39%) = Green DFS = 43.9 above	(70.8%) = Blue DFS = 45 above	No change in color DFS = + 8.3 points
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 2024-2025 (56.07%) = Green DFS = 14.3 above	Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	(Increase of 2.59%) No change in color DFS = + 8.2 points
1.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue	Districtwide 2024-2025 (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 2024-2025 (61.8%) = Green	Districtwide 2025-2026 (61.8%) = High	Increase of 6%
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow	Districtwide 2024-2025 (11.4%) = Yellow	Districtwide 2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	Reduction of 6.4%
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue	Districtwide 2024-2025 (95.6%) = Blue	Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	Increase of 1.3%
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 2024-25, K-5: 63%	Winter Diagnostic 2025-26 = 63%	Increase of 5%
1.8	Percentage of students early on grade level or	Winter Diagnostic 2022-23 = 47%	Winter Diagnostic 2023-24, K-5:	Winter Diagnostic 2024-25, K-5:	Winter Diagnostic 2025-26 = 52%	Increase of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above as indicated on the iReady Math Diagnostic (K-5)		50%	53%		
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 2025-2026, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 96% Social Science = 94% First Semester 2025-2026, 6th-12th: ELA = 91% Math = 87% Science = 90% Social Science = 89%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-1%) 6th–12th (First Semester): ELA: (+2%) Math: (+1%) Science: (+2%) Social Science: (+1%)
1.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th (score of 3 or 4 out of 4): 81% Spring 2022-2023, 6th-12th (score of 3, 4, or 5 out of 5): 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): 81%	Spring 2024-2025, 1st-5th (score of 3 or 4 out of 4): 67% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 82%	Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	1st-5th: Reduction of 14% 6th-12th: Increase of 6%
1.11	AP Program Participation, Exams Administered, and Pass Rate	Spring 2022-2023: 27% student course participation	Spring 2023-2024: 28% student course participation	Spring 2024-2025: 30% student course participation	Spring 2025-2026: 33% student course participation	Increase of 3% course participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4,493 exams administered 85% pass rate	5,017 exams administered 88.4% pass rate	5,278 exams administered 91.2% pass rate	4,893 exams administered 88% pass rate	Increase of 785 exams administered Increase of 6.2% 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 2024-2025: 178 exams administered 93% pass rate	Spring 2025-2026: 150 exams administered 83% pass rate	Increase of 76 exams administered Increase of 13% 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 2024-2025: 57 IB Diplomas earned 371 exams administered 98% pass rate	Spring 2025-2026: 70 IB Diplomas earned 452 exams administered 96% pass rate	Decrease of 6 IB Diplomas earned Decrease of 49 exams administered Increase of 7% pass rate

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 1 with the exception of Action 1.1 that was discontinued in winter of 2026 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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, aside from Action 1.1 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

Action 1.1: Targeted Intervention

PYLUSD elementary schools implemented five cycles of before-school and after-school intervention groups for math and English in grades 1-6. Survey feedback from teachers and anecdotal feedback from parents has been positive, indicating effectiveness in supporting student learning.

Action 1.2: Foundational Math

A total of 6,185 students in grades 1-6 engaged with the Reflex math app, resulting in an increase in group fluency averages from 40.1% to 66.2%, with an average of 68 facts gained per student. Additionally, 2,955 students in grades 2-6 used the Frax math app, completing an average of 9.7 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 late-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 continued to progress, with Computer Instructional Specialists being offered professional development to support elementary students.

Action 1.5: Middle School Athletics

The Middle School Athletics program maintained high participation levels during the 2026-27 school year with hundreds of students participating across 5 different sports: Volleyball, Cross Country, Flag Football, Wrestling, and Track.

Action 1.6: PLUS Program

High School and adult students at sites across the district are participating in subsidized employment opportunities for students in special education programs.

Action 1.7: ADVANCE Program

Due to the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8: Preschool Program

We completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

Action 1.9: Special Education Resources and Program

The current hiring efforts have been effective in meeting the goal of strengthening support for students with special needs.

Action 1.10: Engaged Community

Messages to our community and invitations to collaborate have grown with the listening tour sessions that will be used to create PYLUSD's new Strategic Plan.

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, reducing class sizes at the elementary level.

Action 1.12: Innovative Programs

The Orange County School of Computer Science and Universal Sports Institute continue to operate.

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.

The following actions have draft revisions as of April 2, 2026:

Action 1.1 was discontinued because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

Action 1.7 was revised because the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8 was revised because in 24 months, we completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

An action related to eliminating 5th/6th combination classes was removed. Prior to the elimination of 5th- and 6th-grade combination classes, our teachers have supported student learning through differentiated instruction and/or collaboration with colleagues to share students and minimize combos during ELA and/or math periods. In addition, in adherence to the teacher contract, the district will work with principals to provide on-going year-long classroom support for 5/6 combo classes. Moreover, we are looking to align math curriculum K-8 to optimize continuity of learning.

Further revisions may be incorporated based on educational partner input sessions prior to the June Public Hearing.

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	Action Discontinued Effective 26-27		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.	\$6,950.00	No
1.3	Foundational Writing	Provide a comprehensive program to support the writing process for students through the use of supplemental programs.	\$250.00	No
1.4	Computer Science	Provide a districtwide K-12 computer science opportunities 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.	\$5,534.00	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.	\$27,732.55	No
1.6	PLUS Program	Action 1.6 does not apply to OCSCS		
1.7	Applied Studies Pathway	Action 1.7 does not apply to OCSCS		
1.8	Preschool Program	Action 1.8 does 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 Friday Message,	\$1,200.00	No

Action #	Title	Description	Total Funds	Contributing
		Superintendent's Community Advisory Committees, and a new Digital Flier Distribution Platform.		
1.10	5th/6th Grade Combination Class Elimination	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.	\$5,013.00	No
1.12	Mastery Based Learning	Provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.	\$3,981.78	
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.	\$2,550.00	
1.14	SPED Inclusion	Maintain efforts to provide a full inclusion model of Special Education	\$85,347.00	
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.	\$15,130.66	

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.

Measuring 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 2024-2025 (67.39%) = Green DFS = 43.9 above	Districtwide 2025-2026 (70.8%) = Blue DFS = 45 above	(Increase of 2.64%) No change in color DFS = + 8.3 points
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 2024-2025 (56.07%) = Green DFS = 14.3 above	Districtwide 2025-2026 (59.5%) = Blue DFS = 35 above	(Increase of 2.59%) No change in color DFS = + 8.2 points
2.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2022-2023 (1.4%) = Green	Districtwide 2023-2024 (0.6%) = Blue	Districtwide 2024-2025 (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 2024-2025 (61.8%) = Green	Districtwide 2025-2026 (61.8%) = High	Increase of 6%
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2022-2023 (17.8%) = Orange	Districtwide 2023-2024 (12.2%) = Yellow	Districtwide 2024-2025 (11.4%) = Yellow	2025-2026 25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	Reduction of 6.4%
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2022-2023 (94.3%) = Green	Districtwide 2023-2024 (95.4%) = Blue	Districtwide 2024-2025 (95.6%) = Blue	Districtwide 2025-2026 (95.8%), 0.5% yearly = Blue	Increase of 1.3%
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 2024-25, K-5: 63%	Winter Diagnostic 2025-26, K-5: 63%	Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-25, K-5: 53%	Winter Diagnostic 2025-26, K-5: 52%	Increase of 6%
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 2025-2026, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 96% Social Science = 94% First Semester 2025-2026, 6th-12th: ELA = 91% Math = 87% Science = 90% Social Science = 89%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-1%) 6th–12th (First Semester): ELA: (+2%) Math: (+1%) Science: (+2%) Social Science: (+1%)
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): 81%	Spring 2024-2025, 1st-5th (score of 3 or 4 out of 4): 67% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 82%	Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	1st-5th: Decrease of 14% 6th-12th: Increase of 6%
2.11	Total # Teacher Miss-assignments	2023-24 = 0	2024-25 = 2	To be Completed in May 2026 prior	2026-27 = 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				to the June Public Hearing		
2.12	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = 100%	
2.13	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = Good	
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)	To be Completed in May 2026 prior to the June Public Hearing	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)	

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 2.

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:

2.2: Mathematics: Expanded teacher support to support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort and the launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

2.3: 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).

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

The majority of actions for Goal 2 are related to base program offerings and were implemented as planned. An implementation efficacy reflection for Action 2.2 is below:

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 support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort. 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.

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.

No actions for this goal have been revised for the 2026-27 school 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.

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.	\$4,137,249.10	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 Math/ELA Fellows, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, Learning Walks, etc—supported in part through LREBG funds (\$545,200). 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. (M2.1 - M2.10, M2.14)	\$172,285.00	Yes
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas to support learning for unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth).	\$3,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELPAC, ELA, Math & Science).	\$92,447.70	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources	\$15,130.66	No
2.6	Training for Classified Staff	Ensure all classified staff are provided training and professional development on job related responsibilities.	\$83,202.93	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.	\$15,130.67	

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 Learners Making	Districtwide 2022-2023 (54.2%) = Yellow	Districtwide 2023-2024 (50.3%) = Orange	Districtwide 2024-2025 (51%) = Yellow	Districtwide 2025-2026 (65%) = Blue	Decrease of 3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 2024-2025 (11.66%) = Yellow DFS = 33.4 below	Districtwide EL Subgroup 2025-2026 (22%) = Green DFS = 5 below	(Decrease of 0.3%) Color: moved up 1 color DFS = + 7.6 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 2024-2025 (13.97%) = Yellow DFS = 55 below	Districtwide EL Subgroup 2025-2026 (21%) = Green DFS = 25 below	(Increase of 0.9%) Color: moved up 1 color DFS = + 13.7 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 2024-2025 (1.5%) = Green	Districtwide EL Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 0.6%
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 2024-2025 (20.8%) = Yellow	Districtwide EL Subgroup 2025-2026 (21%) = Green	Increase of 9.4%
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	Districtwide EL Subgroup 2024-2025 (16.5%) = Yellow	50% Reduction in Chronic Absenteeism Rate Districtwide EL Subgroup 2025-2026 (12.95%) = Yellow	Reduction of 9.4%
3.7	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide EL Subgroup 2022-2023 (79.9%) = Orange	Districtwide EL Subgroup 2023-2024	Districtwide EL Subgroup 2024-2025	Districtwide EL Subgroup 2025-2026	Increase of 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(87.8%) = Green	(89.9%) = Green	(89.9%) = Green	
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 2024-25, K-5: 15%	Winter Diagnostic 2025-26, K-5: 30%	Reduction of 5%
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 2024-25, K-5: 12%	Winter Diagnostic 2025-26, K-5: 22%	0%
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 2024-2025, 1st-5th (score of 3 or 4 out of 5): 27% Spring 2024-2025, 6th-12th (score of 3, 4, or 5 out of 5): 41%	Spring 2025-2026, 1st-5th 63% Spring 2025-2026, 6th-12th 67%	1st-5th: Decrease of 26% 6th-12th: Decrease of 16%
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: ELA = 73% Math = 62% Science = 64% Social Science = 64%	Second Trimester 2024-2025, 3rd-6th: Reading = 70% Writing = 73% Math = 77% Science = 89% Social Science = 85% First Semester 2024-2025, 6th-12th: ELA = 73% Math = 66% Science = 69%	Second Trimester 2025-2026, 3rd-6th: Reading = 70% Writing = 76% Math = 72% Science = 85% Social Science = 81% First Semester 2025-2026, 6th-12th: ELA = 75% Math = 67% Science = 74%	Second Trimester 2026-2027, 3rd-6th: Reading = 78% Writing = 83% Math = 80% Science = 95% Social Science = 93% First Semester 2026-2027, 6th-12th: ELA = 78% Math = 67% Science = 69%	3rd–6th (Second Trimester): Reading: (-3%) Writing: (-2%) Math: (-3%) Science: (-5%) Social Science: (-6%) 6th–12th (First Semester): ELA: (+2%) Math: (+5%) Science: (+10%) Social Science: (+4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Science = 70%	Social Science = 68%	Social Science = 69%	
3.12	Reclassification Rate	Fall 2023: 14%	Fall 2024: 26%	Data will be available in May 2026	Fall 2026: 29%	
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 12%	Fall 2024: 10%	Fall 2025: 10.3%	Fall 2026: 17%	Decreased 1.7%
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 19%	Fall 2024: 14%	Fall 2025: 13.27%	Fall 2026: 24%	Decreased 5.73%
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 23%	Fall 2024: 23%	Fall 2025: 22.67%	Fall 2026: 28%	Decreased 0.33%
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 50%	Fall 2025: 51.48%	Fall 2026: 57%	Decreased 0.52%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 3.

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:

3.17: Expenditures for the ELD Summer Program exceeded initial projections due to expanded implementation, including increased student participation, additional program sites, and staffing needs to support small group instruction and differentiated learning. These increases reflect the district's responsiveness to student need and commitment to expanding access to language development opportunities.

3.18: Increased demand from sites, and additional costs associated with substitute coverage, demonstration classrooms, and coaching support were distributed across multiple funding sources to sustain expanded implementation.

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

Action 3.1: English Language Development (ELD) Professional Development

Implementation contributed to measurable gains, including 74.6% of English learners improving their ELA scores and 71.8% improving in Math. Increased teacher capacity supported access to grade-level content and language development aligned to EL Roadmap Principles 1 and 2.

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. Students continued to receive ELD instruction; however, data indicates ongoing gaps, with only 11.66% of ELs meeting or exceeding ELA standards and 13.97% in Math.

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 ELPAC 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. Elevation 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 aligns with the California English Learner Roadmap (Principles 1 and 2) by promoting asset-based instruction and ensuring meaningful access to rigorous content supported by appropriate scaffolds. As a result, sites are better positioned to respond to student needs and provide targeted supports within a Comprehensive ELD and MTSS framework.

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.

3.20: Needs-Responsive Schools

Trainings were offered that site & district staff attended to offer programs that are more responsive to student needs.

3.21: English Learner Snapshot

Based on reflection on prior implementation, the district identified variability in how the EL Snapshot Tool was used across sites and a need to strengthen alignment to state accountability measures. As a result, the district will revise Action 3.21 to incorporate the use of the English Learner Progress Indicator (ELPI) as a primary metric for monitoring student progress, in place of relying solely on growth by proficiency level.

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.

The following action has been revised:

Action 3.4 was updated because PYLUSD completed the training with the 11 targeted schools in the Spring 2025, we are recommending to provide additional targeted training for all of our Speech Language Therapists to ensure assessment processes are aligned.

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.	\$74,882.64	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.	\$19,395.00	Yes
3.3	Bilingual Aides	Action 3.3 does not apply to OCSCS		
3.4	Special Education Staff Training	Conduct training for special education staff on bilingual language assessments to appropriately identify language differences versus language disorders, ensuring that resources for student supports are appropriately allocated and effectively serve students.	\$27,732.55	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. 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	\$24,555.25	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 core English Language Arts curriculum as well as supplemental ELD curriculum. 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.	\$1,051.00	No
3.7	ELD Instruction and Support	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.	\$24,555.25	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.	\$24,555.25	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. Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in	\$24,555.25	Yes

Action #	Title	Description	Total Funds	Contributing
		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). 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. 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.	\$3,981.78	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.	\$27,732.55	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.	\$27,732.55	Yes
3.14	Melrose Literacy Coach	Action 3.14 does not apply to OCSCS		

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.	\$3,981.78	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.	\$24,555.25	Yes
3.17	ELD Summer Program	Action 3.17 does not apply to OCSCS		
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.	\$24,555.25	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.	\$24,555.25	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	\$27,732.55	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	\$27,732.55	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.

Further analysis of district writing prompt performance shows a decline from 61% to 51% 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 declined 4% and 8% respectively from 2022-2023 and 2024-2025.

In terms of language proficiency, ELPAC Level 4 scores in Reading, Writing, and Listening have declined, with only 10.15% of LTELs scoring Level 4 in Reading and Writing in 2024-2025, compared to 14% and 18% in 2022-2023. While Speaking scores remain stronger (82.34%), 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.

Measuring 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	2024-2025 (27.2%) = Red DFS = 113.9 below	2025-2026 (37.5%) Yellow DFS = 70 below	Decrease of 5.3% 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	2024-2025 (14.68%) = Red DFS = 157.3 below	2025-2026 (14.9%) Yellow DFS = 95 below	Increase of 4.76% 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)	Data will be available in May, 2026	May 2026: 25%	
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 2024-2025, 1st-5th: N/A 6th-12th (3, 4, or 5 out of 5): 51%	Spring 2025-2026, 6th-12th (3, 4, or 5 out of 5): 71%	Decrease of 10%

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 2025-2026, Grades 6th-12th: ELA = 74% Math = 68% Science = 72% Social Science = 65%	1st Semester 2026-2027, Grades 6th-12th: ELA = 82% Math = 77% Science = 85% Social Science = 85%	1st Semester, 6th-12th: ELA = Decrease of 3% Math = Decrease of 4% Science = Decrease of 8% Social Science = Decrease of 15%
4.6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 14%	2023-2024 7.3%	2024-2025 10.15%	2025-2026 19%	Decrease of 3.85%
4.7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 18%	2023-2024 7.3%	2024-2025 8.61%	2025-2026 23%	Decrease of 9.39%
4.8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 18%	2023-2024 9.7%	2024-2025 13.69%	2025-2026 23%	Decrease of 4.31%
4.9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 84%	2023-2024 75%	2024-2025 82.34%	2025-2026 89%	Decrease of 1.66%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 4.

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, aside from action 4.11: Professional Development: Expenditures were lower than initially projected due to the use of existing district professional development structures, internal expertise, and integration of training within ongoing initiatives (e.g., DWI, GLAD cohorts). Services were fully implemented as planned without the need for additional external costs.

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

The actions 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

AVID Excel contributed to improved student engagement and academic behaviors. LTEL students progress will focus on the English Learner Progress Indicator (ELPI).

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. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

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.

4.7 LTEL Engagement

We improved student engagement and family awareness 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

Elementary students at risk of becoming LTELs received support through early intervention and increased parental awareness of available resources.

4.9 LTEL Identification

We enhanced teacher awareness of LTEL students by utilizing Aeries and Ellevation software platforms.

4.10: Regular Check-Ins

2025-26 saw inconsistent implementation of academic check-ins to monitor LTEL student progress.

4.11: Professional Development

Professional development improved teacher capacity to implement language-focused instruction tailored to LTEL students, particularly through the use of E3D resources and structured language routines. Teachers demonstrated increased use of:

4.12: Goal Setting

This action supported student ownership of learning and progress.

4.13: Progress Monitoring

Improved monitoring supported targeted intervention and LTEL progress. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

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.

No actions for this goal have material revisions for the 2026-27 school year. Action 4.9 has been revised to not limit the awareness of LTELs coming solely from Aeries rostering.

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	Action 4.1 does not apply to OCSCS		
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.	\$24,555.25	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.	\$27,732.55	No
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas	\$3,981.78	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	\$27,732.55	No Yes
4.6	ELAC and DELAC	Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting	\$3,981.78	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.	\$24,555.25	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	\$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
4.9	LTEL Identification	Enhance teacher awareness of LTEL students for improved identification and support	\$27,732.55	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	\$27,732.55	No Yes
4.11	Professional Development	Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum	\$27,732.55	No
4.12	Goal-Setting	Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress	\$27,732.55	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	\$27,732.55	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 52.18% (Green) in 2025 and Math rising from 33.6% (Yellow) to 38.12% (Yellow), these scores still indicate a need for targeted academic support to move these students to the Blue performance level. Similarly, early literacy and math proficiency on iReady diagnostics (K-5) remain low, with only 46% of SED students on grade level in ELA and 35% in Math, underscoring the need for stronger foundational instruction. While the graduation rate (94.8%) and college/career readiness (49.6%) 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 18.1% (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.
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Measuring 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 2024-2025 (52.18%) = Green DFS = 2.5 above	Districtwide SED Subgroup 2025-2026 (59%) = Green DFS = 3.3 above	(Increase of 3.28%) Color: moved up 2 colors DFS = +7.9 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 2024-2025 (38.12%) = Yellow DFS = 32.4 below	Districtwide SED Subgroup 2025-2026 (44%) = Blue DFS = 25 below	(Increase of 4.52%) No change in color DFS = +11.9 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 2024-2025 (0.9%) = Blue	Districtwide SED Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 1%
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 2024-2025 (49.6%) = Yellow	Districtwide SED Subgroup 2025-2026 (53%) = Green	Increase of 6.3%
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 2024-2025 (18.1%) = Yellow	Districtwide SED Subgroup 2025-2026 (16.6%) = Yellow	Reduction of 8.5%
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 2024-2025 (94.8%) = Green	Districtwide SED Subgroup 2025-2026 (94.8%) = Blue	(Increase of 3%) No change in color
5.7	Percentage of SED students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 42%	Winter Diagnostic 2023-24, K-5: 44%	Winter Diagnostic 2024-25, K-5: 46%	Winter Diagnostic 2025-26, K-5: 52%	Increase of 4%
5.8	Percentage of SED students early on grade level or above as	Winter Diagnostic 2022-23, K-5: 27%	Winter Diagnostic 2023-24, K-5: 31%	Winter Diagnostic 20234-25, K-5: 35%	Winter Diagnostic 2025-26, K-5: 37%	Increase of 8%

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)					
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 2025-2026, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 85% Science = 93% Social Science = 89% 1st Semester 2025-2026, Grades 6th-12th: ELA = 86% Math = 79% Science = 85% Social Science = 83%	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%	3rd–6th (Second Trimester): Reading: (0%) Writing: (0%) Math: (0%) Science: (-1%) Social Science: (-2%) 6th–12th (First Semester): ELA: (+3%) Math: (+1%) Science: (+5%) Social Science: (+2%)
5.10	Homeless Student Population	Spring 2022-2023 3,425	Spring 2023-2024 3,475	Spring 2024-2025 4,198	Spring 2025-2026 N/A	N/A
5.11	Homeless English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -37.6 DFS	2023-2024 Orange (34.61 %) -44.5 DFS	2024-2025 Yellow (38.45%) -30.4 DFS	2025-2026 Green 37.7%	(N/A%) No Change in Color DFS = +7.2 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding	2022-2023 Yellow N/A % -79.7 DFS	2023-2024 Orange (20.92%) -79.2 DFS	2024-2025 Yellow (24.26%) -66.9 DFS	2025-2026 Green 23.2%	(N/A%) Color: moved down 1 color DFS = +12.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards, and Distance from Standards (DFS)					
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%	2024-2025 Green 1.2 % suspended at least one day Declined 0.4%	2025-2026 Blue 1.7%	Reduction of 1.2%
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	2024-2025 Green 36.8% Prepared Increased 7.7%	2025-2026 Green 32.7%	Increase of 7.3%
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%	2024-2025 Yellow 20% Chronically Absent Declined 2.6%	2025-2026 Yellow 23.8%	Reduction of 11.6%
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%	2024-2025 Green 94.2% Increase of 3.8%	2025-2026 Blue 90.6%	Increase of 5.4%

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 5, aside from action 5.15 for the Mentoring Program: Low participation in this program limited its impact.

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.

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

Regular tutoring was provided through Certificated teachers within the District along with an outside service provider. to support academic needs.

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

The program has been effective in assessing family needs and providing referrals to school-based and community-based counseling services. These efforts have enhanced the emotional and social support available to students experiencing homelessness.

5.5: Family Literacy and Math Nights

The implementation of these events across school sites resulted in strong family participation. These initiatives have successfully fostered family 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

This year, the Melrose Family Resource Center (FRC) has primarily supported families through referrals, coordinated outreach by McKinney-Vento liaisons, home visits, and scheduled follow-ups, as data showed limited walk-in utilization despite dedicated onsite staffing last year.

5.14: Elementary Math Fellows & Title I Teaching Collaboration

Math Fellows facilitated peer coaching across three sites over three sessions, focusing on framework-aligned instructional strategies. In addition, they developed the rubric used to evaluate publishers during the math adoption process.

5.15: Mentoring Program

Low participation in this program limited its impact.

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.

The following actions have revisions:

Action 5.1 was updated to accurately reflect that the McKinney-Vento Liaison is not a TOSA due to our current staffing structure.

Actions 5.10 & 5.11 related to the Community Engagement Initiative were discontinued for the 2026-27 school year because they were connected to a 2 year grant which concludes this year. We will continue to engage the community and apply our learning from our participation.

Action 5.12 related to training Title 1 instructional coaches was deleted for the 2026-27 school year because the training it referred to was completed.

Action 5.15 related to a districtwide mentoring program was not renewed last year due to a lack of participation. Funding from the EHCY Grant was dispersed to other areas of support. At Title I sites, TOSAs serve as Title I Instructional Coaches and monitor and check on students' attendance and grades.

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
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 Liaison and support staff to coordinate community linkage services and support parents.	\$27,732.55	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	\$27,732.55	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	\$27,732.55	No
5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	\$27,732.55	Yes
5.5	Family Literacy and Math Nights	Action 5.5 does not apply to OCSCS		
5.6	Elementary School Counselors at High Impact Sites	Action 5.6 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
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.	\$152,100.00	Yes
5.8	Additional Administrative Support at High Impact Sites	Action 5.8 does not apply to OCSCS		
5.9	Advancement Via Individual Determination (AVID) Program	Action 5.9 does not apply to OCSCS		
5.10	Community Engagement Initiative	Action 5.10 does not apply to OCSCS		
5.11	Create a Title I Parent Advisory	Action 5.11 does not apply to OCSCS		
5.12	Project GLAD - train Title I Instructional Coaches	Action 5.12 does not apply to OCSCS		
5.13	Melrose Family Resource Center / Health Clinics	Action 5.13 does not apply to OCSCS		
5.14	Elementary Math Fellows & Title I Teaching Collaboration	Action 5.14 does not apply to OCSCS		
5.15	Mentoring Program	Action Discontinued Effective 26-27		

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 33.33% (Yellow) in 2025, there is still a significant gap compared to districtwide performance, necessitating continued support in literacy development. In contrast, Mathematics achievement remains critically low, with an increase from 14.3% (Orange) to 18.18% (Orange), highlighting an urgent need for targeted math interventions.

A longitudinal 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 changed from 18% (K-2) in Winter 2022-2023 to 25% (K-5) in Winter 2024–25, while Math scores changed from 2.9% to 17% over the same period. This highlights a need for continued targeted academic support and intervention to address the learning gaps and ensure foster youth have equitable opportunities to succeed.

An increase in the chronic absenteeism rate for FY from 31.5% to 32.4% (Red) shows that absenteeism remains a significant barrier to achievement, requiring expanded mentorship, attendance incentives, and family engagement strategies. Similarly, suspension rates have remained stagnant at 6.6% (Orange), reinforcing the need for continued implementation of restorative practices and behavioral supports to ensure a stable and supportive learning environment.

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
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 2024-2025 (33.33%) = Yellow DFS = 61.8 below	Districtwide FY Subgroup 2025-2026 (30%) = Yellow DFS = 56.8 below	(Increase of 13.33%) Moved up 2 colors DFS = + 9.3 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 2024-2025 (18.18%) = Orange DFS = 105.3 below	Districtwide FY Subgroup 2025-2026 (24%) = Green DFS = 25 below	(Increase of 3.88%) No change in color DFS = +3.5 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 2024-2025 (6.6%) = Orange	Districtwide FY Subgroup 2025-2026 (<5%) = Blue	Reduction of 0.4%
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	Districtwide FY Subgroup 2024-2025 (32.4%) = Red	25% Reduction in Chronic Absenteeism Rate Districtwide FY Subgroup 2025-2026 (23.6%) = Green	Increase of 0.9%
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-2: 18%	Revised Grade Levels Winter Diagnostic 2023-24, K-5: 30%	Revised Grade Levels Winter Diagnostic 2024-25, K-5: 25%	Winter Diagnostic 2025-26, K-5: 23%	Increase of 7%
6.6	Percentage of FY students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-2: 2.9%	Revised Grade Levels Winter Diagnostic 2023-24, K-5: 23%	Revised Grade Levels Winter Diagnostic 2024-25, K-5: 17%	Winter Diagnostic 2025-26, K-5: 7.9%	Increase of 14.1%
6.7	Passing Grades Indicated on Transcript in Core Content Classes	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82%	2nd Trimester 2024-2025, Grades 3rd-6th:	2nd Trimester 2025-2026, Grades 3rd-6th:	2nd Trimester 2026-2027, Grades 3rd-6th:	3rd-6th (Second Trimester): Reading: (-12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A, B, or C) of FY students	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%	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%	Reading = 70% Writing = 74% Math = 63% Science = 88% Social Science = 78% 1st Semester 2025-2026, Grades 6th-12th: ELA = 75% Math = 74% Science = 83% Social Science = 70%	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%	Writing: (+1%) Math: (-19%) Science: (-12%) Social Science: (-4%) 6th–12th (First Semester): ELA: (+5%) Math: (+5%) Science: (+10%) Social Science: (0%)
6.8	Suspension Rate for FY Students	2022-2023 7%	2023-2024 6.5%	2024-2025 6.6%	2025-2026 < 2%	Reduction of 0.4%

Goal Analysis [2025-26]

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

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

Overall implementation of the actions 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.

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.

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. Administrators and staff have benefited from training, with several attending the 2026 California Foster Youth Summit.

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.

No actions for this goal have revisions.

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.	\$5,946.00	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. 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). M6.1-M6.8 will be used to monitor the effectiveness of this action.	\$27,732.55	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,	\$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		understanding its potential impact on students' attendance and academic performance, and developing tailored interventions to address these challenges.		
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	\$27,732.55	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	\$27,732.55	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.	\$3,851.00	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.	\$27,732.55	No Yes

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 11.66% (Yellow) and math proficiency showing a slight improvement from 10.62% (Orange) to 13.97% (Yellow). Socioeconomically Disadvantaged students have made some gains, with ELA proficiency increasing from 48.87% to 52.18% (Green) and math improving from 33.57% to 38.12% (Yellow), yet they still lag behind district averages. Foster Youth, while making progress in ELA from 20% (Red) to 33.33% (Yellow), still face significant challenges in math, where proficiency remains low at 18.18% (Orange).

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 16.5% (Yellow), SED students 18.1% (Yellow), and Foster Youth 32.4% (Red), all of which impact their academic growth and access to necessary resources. College and career readiness indicators further reveal disparities, with only 20.8% of EL students categorized as prepared (Yellow) and 49.6% of SED students meeting the threshold (Yellow), 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 46%, and math proficiency has improved from 27% to 35% on the iReady diagnostic. These gains demonstrate the effectiveness of targeted interventions and support the need for expanding such programs districtwide.

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
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 2024-2025 =(67.39%) Green DFS = 43.9 above Student Groups: EL (11.66%) = Yellow DFS=33.4 below SED (52.18%) = Green DFS=2.5 above FY (33.33%) = Yellow DFS=61.8 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: (+2.64%) No change in color DFS = +8.3 points Student Groups: EL: (-0.04%) Moved up 1 color DFS = +7.6 points SED: (+3.28%) Moved up 1 color DFS = +7.9 points FY: (+13.33%) Moved up 2 color DFS = +9.3 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%) Orange DFS = 108.8 below	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 (15.63%) Red	Districtwide 2024-2025 = (56.07%) Green DFS =14.3 above Student Groups: EL (13.97%) Yellow DFS = 55 below SED (38.12%) Yellow DFS = 32.4 below FY (18.18%) Orange	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 (24%) Green	Districtwide: (+2.59%) No change in color DFS = +8.2 points Student Groups: EL: (+3.37%) Moved up 1 color DFS = +13.7 points SED: (+4.52%) No change in color DFS = +11.9 points FY: (+3.89%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DFS= 114.4 below	DFS= 105.3 below	DFS = 25 below	No change in color DFS = +3.5 points
7.3	Suspension CA Dashboard Indicator	Districtwide 2022-2023 = 1.4% (Green) Student Groups: EL = 2.1% (Green) SED = 1.9 (Green) Foster Youth = 7% (Yellow)	Districtwide 2023-2024 = 0.6% (Blue) Student Groups: EL = 1.4% (Green) SED = 1% (Blue) FY = 6.5% (Yellow)	Districtwide 2024-2025 = 0.6% (Blue) Student Groups: EL = 1.5% (Green) SED = 0.9% (Blue) FY = 6.6% (Orange)	Districtwide ____2025-2026 = <0.5% Student Groups: EL = Blue SED = Blue Foster Youth = <5%, or Blue	Districtwide: (-0.8%) Moved up 1 color Student Groups: EL: (-0.6%) No change in color SED: (-1.0%) Moved up 1 color FY: (-0.4%) Moved down 1 color
7.4	Chronic Absenteeism CA Dashboard Indicator	Districtwide 2022-2023 = 17.8% (Orange) 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 2024-2025 = 11.4% (Yellow) Student Groups: EL = 16.5% (Yellow) SED = 18.1% (Yellow) FY = 32.4% (Red)	Districtwide 2025-2026 = 8.9% Student Groups: English Learners = 15.9% (Yellow) SED = 13.6% (Yellow) Foster Youth = 23.6% (Green)	Districtwide: (-6.4%) Moved up 1 color Student Groups: EL: (-9.4%) Moved up 1 color SED: (-8.5%) Moved up 1 color FY: (+0.9%) Moved down 1 color (
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)	Districtwide 2024-2025 = 61.8% (Green) Student Groups: EL = 20.8% (Yellow)	Districtwide 2025-2026 = 66% Prepared Student Groups: EL = 21% (Green) SED = 53% (Blue) FY = N/A	Districtwide: +6% Student Groups: EL: +9.4% SED: +6.3% FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED = 47.8% (Green) FY = N/A	SED = 49.6% (Yellow) FY = 17.6 (N/A)		
7.6	English Learner Progress CA Dashboard Indicator	Districtwide 2022-2023 = 54.2% making progress (Yellow)	Districtwide 2023-2024 = 50.3% (Orange)	Districtwide 2024-2025 = 51% (Yellow)	Districtwide 2025-2026 = 59% making progress (Blue)	-3.2% No change in 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 2022-2023, K-2: SED: 42% EL: 20%	Winter Diagnostic 2023-2024, Revised from K-2 to K-5: SED: 44% EL: 22%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: SED: 46% EL: 15%	Winter Diagnostic 2025-2026, K-5: % SED: 52% EL: 30%	SED: (+4%) EL: (-5%)
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 2022-2023, K-2: SED: 27% EL: 12%	Winter Diagnostic 2023-2024, Revised from K-2 to K-5: SED: 31% EL: 15%	Winter Diagnostic 2024-2025, Revised from K-2 to K-5: SED: 35% EL: 12%	Winter Diagnostic 2025-2026, K-5: SED: 37% EL: 22%	SED: (+8%) EL: (0%)
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 2025-2026, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 91% Science = 93% Social Science = 90% 1st Semester 2025-2026, Grades 6th-12th: ELA = 86% Math = 79% Science = 84%	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%	3rd-6th (Second Trimester): Reading: (+4%) Writing: (+3%) Math: (+9%) Science: (0%) Social Science: (0%) 6th-12th (First Semester): ELA: (+6%) Math: (+5%) Science: (+7%) Social Science: (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Science = 84%	Social Science = 83%	Social Science = 83%	

Goal Analysis [2025-26]

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

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

There was one substantive differences between planned actions and actual implementation during the 2025-26 school year for Action 7.22: the postponement of creating a Financial Literacy Task Force until the 2026-27 school year due to staff capacity.

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.

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 2025-26 series of 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.

7.4: Academic Support Teachers (ASTs)

The academic interventions provided by ASTs have been effective, especially in foundational skills for ELA and Math. The use of diagnostic tools like i-Ready allows for continuous monitoring and targeted intervention, helping close learning gaps for our students. The support provided 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 27% of the class of 2025 graduating having completed a CTE pathway. Additionally, 38.8% of high school students were enrolled in a CTE course in the 2025*26 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.

The following action had revisions

Action 7.35 was updated to not include the summer program because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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.	\$27,732.55	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. 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	\$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		professional development. M7.1 & M7.2 will be used to monitor the effectiveness of this action.		
7.3	Reduction of Class Sizes in TK/K	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.	\$3,981.78	No
7.5	Additional Intervention Support at Valencia High School	Action 7.5 does not apply to OCSCS		
7.6	Math Intervention Support for UPs	Action 7.6 does not apply to OCSCS		
7.7	Professional Development focused on needs of EL, SED, and FY	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.	\$3,981.78	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.	\$4,481.78	Yes
7.10	Mental Health Support and	Action 7.10 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
	Resources for Students and Families at Elementary Sites			
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.	\$15,652.00	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.	\$24,555.25	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.	\$24,555.25	Yes
7.14	Instructional Aides for Physical Education	Action 7.14 does not apply to OCSCS		
7.15	Library Support at High Schools	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.	\$27,732.55	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	\$24,555.25	Yes
7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	\$27,732.55	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$27,732.55	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. 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.	\$27,732.55	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.	\$27,732.55	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). 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.	\$27,732.55	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	\$27,732.55	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.	\$27,732.55	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.	\$27,732.55	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 . 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.	\$27,732.55	No
7.27	GEAR UP Program	Action 7.27 does not apply to OCSCS		
7.28	High School Credit Recovery Programs	Action 7.28 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
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. 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.	\$27,732.55	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 . 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. M7.1 & M7.2 will be used to monitor the effectiveness of this action.	\$27,732.55	No
7.31	Counselors at High Impact High Schools	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.	\$27,732.55	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$27,732.55	No
7.34	Parent Engagement	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 after school and providing a high school DLA program at Esperanza High School.	\$1,000.00	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.	\$27,732.55	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.	\$2,275.90	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.	\$3,981.78	Yes
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated Services by utilizing Aeries rostering for improved identification and support.	\$27,732.55	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$568,875	\$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
9.644%	0.000%	\$0.00	9.644%

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 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	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	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, & M2.14)

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
	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	capacity to support unduplicated pupils, making 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 California School Dashboard. English learners showed a decrease in progress toward English language proficiency and elevated chronic absenteeism rates. 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)
4.5	Action: OCDE LTEL Network Need:		

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
	Scope: LEA-wide		
4.10	Action: Academic Progress Check-ins Need: Scope: LEA-wide		
6.7	Action: Foster Youth Enrollment Need: Scope: LEA-wide		
7.1	Action: Teacher Collaboration and Intervention Design Need: The CA Dashboard performance indicators 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	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,

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
	performed at lower levels compared to the overall student population. Scope: LEA-wide		and Foster Youth. (M7.1 & M7.2)
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 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	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)
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.	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,	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 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
	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	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).	
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: LEA-wide	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)
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	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	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
	achievement, and maintain consistent communication with families. More than 10% of students in PYLUSD are chronically absent, highlighting the urgent need for targeted interventions and enhanced family engagement strategies. Scope: Schoolwide	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).	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 higher rates of chronic absenteeism and suspensions, highlighting ongoing disparities that impact their academic success and overall school engagement. Scope: Schoolwide	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)
7.16	Action:	Maintaining district Teacher on Special Assignment (TOSAs) is essential for providing	The effectiveness of this action will be assessed

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
	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 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	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).	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)
7.17	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,	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).	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.

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
	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	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).	and Foster Youth. (M7.1-M7.9)
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).	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 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
	Scope: LEA-wide		
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 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	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, 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)
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	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	The effectiveness of this action will be assessed using CA Dashboard Indicator for Chronic Absenteeism. (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
	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	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).	
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 students (18.6%) remain significantly higher than average. Scope:	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
	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 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)
7.38	Action: Interpretation Services Need:	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	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and

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
	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	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).	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 Mathematics performance on the CA Dashboard remains in the Orange and Red indicator range for these groups, with especially alarming Distance from Standard	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 (Sugai & Simonsen, 2012). RBTs are highly trained professionals who can implement evidence-based behavioral interventions to help students develop positive behaviors, improve	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)

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
	(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	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 Orange and Red indicator range 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	Maintain 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
	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 Orange and Red indicator range 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	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
	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 low performance levels on the CA Dashboard. Schoolwide indicators in the Orange include: English Language Arts, College and Career Readiness. The schoolwide indicator for Math was Red. 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: 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	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)
3.8	Action: ELD Teacher Support 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 2024-2025 CA Dashboard, EL student	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)		Graduation Rate. (M3.1-M3.3 and M3.5-M3.7)
3.9	Action: Translation Services 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	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).
3.10	Action: English Language Assessment Center Need:	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	The effectiveness of this action will be measured through the CA Dashboard indicators for English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 2025, the percentage of ELs scoring Level 4 in Reading dropped from 12% to 10.3%, and in Writing from 19% to 13.27%. While Listening scores remained relatively flat with a change from 23% to 22.67%, and Speaking saw a slight decline from 52% to 51.48%. Scope: Limited to Unduplicated Student Group(s)	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.	Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
3.12	Action: Bilingual Community Liaisons 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 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. 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)	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, English Learner Progress and Graduation Rate. (M3.1-M3.3 and M3.5-M3.7)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.13	Action: Administrative Support Need: Despite improvements in reclassification rates 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 51% in 2025. 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)	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 and local indicators for English Learners. (M3.1-M3.16).
3.16	Action: ELD Coordination Need: Despite improvements in reclassification rates 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	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	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
	proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 51% in 2025. 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)	monitor the implementation of EL strategies, provide targeted professional development, and ensure that teachers have the resources necessary to deliver high-quality instruction.	
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	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
	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)		
4.2	Action: English Learner Sections at Secondary Schools Need: 2024 CA Dashboard data indicates that 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: 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 chronic absenteeism rate for homeless students improved, it remains significantly	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento Liaison 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	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
	higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in 2024-2025 (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. Scope: Limited to Unduplicated Student Group(s)	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).	
5.4	Action: McKinney Vento Program Support Need: The number of identified homeless students in PYLUSD rose 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	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
	homeless students are considered college/career prepared, a figure that has remained stagnant over two years. Scope: Limited to Unduplicated Student Group(s)		
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, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in 2024-2025 (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. Scope: Limited to Unduplicated Student Group(s)	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)
6.1	Action: Tutoring Services for FY	Continuing to provide both in-district and out-of-district tutoring services for Foster Youth (FY) is	The effectiveness of this action will be measured

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red performance level. Scope: Limited to Unduplicated Student Group(s)	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).	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 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red performance level. Scope:	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. (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
	Limited to Unduplicated Student Group(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.

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.

N/A: PYLUSD does 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

2026-27 Total Planned 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	\$5,898,738	\$568,875	9.644%	0.000%	9.644%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,254,168.84	\$130,738.99	\$0.00	\$0.00	\$6,384,907.83	\$4,727,895.00	\$1,657,012.83

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	EL, SED, FY	No												
1	1.2	Foundational Math	All	No			All Schools	25-26 School Year	\$6,950.00	\$0.00	\$6,950.00	\$0.00	\$0.00	\$0.00	\$6,950.00	
1	1.3	Foundational Writing	All	No			All Schools	25-26 School Year	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00	
1	1.4	Computer Science	All	No			All Schools	Ongoing	\$1,034.00	\$4,500.00	\$5,534.00	\$0.00	\$0.00	\$0.00	\$5,534.00	
1	1.5	Middle School Athletics	All	No			All Schools Middle School	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
1	1.6	PLUS Program														
1	1.7	Applied Studies Pathway														
1	1.8	Preschool Program														
1	1.9	Engaged Community	All	No			All Schools	Ongoing	\$0.00	\$1,200.00	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	
1	1.10	5th/6th Grade Combination Class Elimination														
1	1.11	Innovative Programs	All	No			All Schools	Ongoing	\$0.00	\$5,013.00	\$5,013.00	\$0.00	\$0.00	\$0.00	\$5,013.00	
1	1.12	Mastery Based Learning							\$0.00	\$3,981.78	\$3,981.78				\$3,981.78	
1	1.13	School Climate							\$0.00	\$2,550.00	\$2,550.00				\$2,550.00	
1	1.14	SPED Inclusion							\$85,347.00	\$0.00		\$85,347.00			\$85,347.00	
1	1.15	Enrichment							\$0.00	\$15,130.66		\$15,130.66			\$15,130.66	

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
2	2.1	Districtwide Staffing	All	No			All Schools	Ongoing	\$4,137,249.10	\$0.00	\$4,137,249.10	\$0.00	\$0.00	\$0.00	\$4,137,249.10	
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	Ongoing	\$172,285.00	\$0.00	\$172,285.00	\$0.00	\$0.00	\$0.00	\$172,285.00	
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	Ongoing	\$0.00	\$3,300.00	\$3,300.00	\$0.00	\$0.00	\$0.00	\$3,300.00	
2	2.4	State Testing	All	No			All Schools	Ongoing	\$0.00	\$92,447.70	\$92,447.70	\$0.00	\$0.00	\$0.00	\$92,447.70	
2	2.5	Resource Distribution	All	No			All Schools	Ongoing	\$0.00	\$15,130.66	\$0.00	\$15,130.66	\$0.00	\$0.00	\$15,130.66	
2	2.6	Training for Classified Staff	All	No			All Schools	Ongoing	\$0.00	\$83,202.93	\$83,202.93	\$0.00	\$0.00	\$0.00	\$83,202.93	
2	2.7	Math Curriculum and Instruction							\$0.00	\$15,130.67		\$15,130.67			\$15,130.67	
3	3.1	English Language Development (ELD) Professional Development	English Learners	No			All Schools	Ongoing	\$0.00	\$74,882.64	\$74,882.64	\$0.00	\$0.00	\$0.00	\$74,882.64	
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	Ongoing	\$19,395.00	\$0.00	\$19,395.00	\$0.00	\$0.00	\$0.00	\$19,395.00	
3	3.3	Bilingual Aides														
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	25-26 School Year	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	

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	3.5	English Language Proficiency Assessments for California (ELPAC)	English Learners	No			All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.6	Additional Instructional Materials for EL Support	English Learners	No			All Schools	Ongoing	\$0.00	\$1,051.00	\$1,051.00	\$0.00	\$0.00	\$0.00	\$1,051.00	
3	3.7	ELD Instruction and Support														
3	3.8	ELD Teacher Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.9	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.10	English Language Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	All English Learners	No			All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
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	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
3	3.13	Administrative Support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	

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
					Student Group(s)											
3	3.14	Melrose Literacy Coach														
3	3.15	EL Progress Monitoring and Intervention	English Learners	No			All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
3	3.16	ELD Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.17	ELD Summer Program														
3	3.18	Guided Language Acquisition and Design (GLAD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.19	English Learner Master Plan	English Learners	No			All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
3	3.20	Needs-Responsive Schools	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
3	3.21	English Learner Snapshot	English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.1	AVID Excel program for LTELs														
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	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
4	4.3	English Language Development Curriculum	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.4	EL Progress Monitoring	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	

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	4.5	OCDE LTEL Network	English Learners Long-Term English Learners	No Yes	LEA-wide	English Learners		Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.6	ELAC and DELAC	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
4	4.7	LTEL Engagement	Long-Term English Learners	No			All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
4	4.8	At-risk for LTEL	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.9	LTEL Identification	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.10	Academic Progress Check-ins	English Learners Long-Term English Learners	No Yes	LEA-wide	English Learners		Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.11	Professional Development	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.12	Goal-Setting	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
4	4.13	Progress Monitoring	Long-Term English Learners	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
5	5.1	McKinney Vento Support Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	

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
					Student Group(s)	Low Income										
5	5.2	McKinney Vento Tutoring	Homeless Students	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
5	5.3	McKinney Vento Classified Support	Homeless Students	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
5	5.4	McKinney Vento Program Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
5	5.5	Family Literacy and Math Nights	Low Income			Low Income										
5	5.6	Elementary School Counselors at High Impact Sites														
5	5.7	Additional Transportation Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	Ongoing	\$0.00	\$152,100.00	\$152,100.00	\$0.00	\$0.00	\$0.00	\$152,100.00	
5	5.8	Additional Administrative Support at High Impact Sites														
5	5.9	Advancement Via Individual Determination (AVID) Program														
5	5.10	Community Engagement Initiative														
5	5.11	Create a Title I Parent Advisory														
5	5.12	Project GLAD - train Title I Instructional Coaches														
5	5.13	Melrose Family Resource Center / Health Clinics														
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration														
5	5.15	Mentoring Program														

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
6	6.1	Tutoring Services for FY	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$5,946.00	\$0.00	\$5,946.00	\$0.00	\$0.00	\$0.00	\$5,946.00	
6	6.2	Mentoring Services for FY	Foster Youth	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
6	6.3	Trauma-Informed Practices	Foster Youth	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
6	6.4	Collaboration with Child Welfare Agencies	Foster Youth	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
6	6.5	Family and Caregiver Engagement	Foster Youth	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
6	6.6	Professional Development for Staff	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$2,500.00	\$1,351.00	\$3,851.00	\$0.00	\$0.00	\$0.00	\$3,851.00	
6	6.7	Foster Youth Enrollment	Foster Youth Foster Youth	No Yes	LEA-wide	Foster Youth		Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
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	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.2	Professional Learning Communities PD	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.3	Reduction of Class Sizes in TK/K														
7	7.4	Tier I Intervention	All	No			All Schools Elementary	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
7	7.5	Additional Intervention Support at Valencia High School					Specific Schools: Valencia High School									

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	7.6	Math Intervention Support for UPs														
7	7.7	Professional Development focused on needs of EL, SED, and FY														
7	7.8	PYLUSD Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
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	Ongoing	\$0.00	\$4,481.78	\$4,481.78	\$0.00	\$0.00	\$0.00	\$4,481.78	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites														
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	Ongoing	\$0.00	\$15,652.00	\$15,652.00	\$0.00	\$0.00	\$0.00	\$15,652.00	
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, Melrose, Lakeview	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
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	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
7	7.14	Instructional Aides for Physical Education														
7	7.15	Library Support at High Schools														
7	7.16	District Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	

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	7.17	District Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$24,555.25	\$0.00	\$24,555.25	\$0.00	\$0.00	\$0.00	\$24,555.25	
7	7.18	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
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	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.20	Multi-Tiered Systems of Support	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.21	Data Dashboard and Analysis System	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.22	Collaborative Task Forces	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.23	Attendance Tracking and Early Intervention	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.24	School and District Attendance Review Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.25	Professional Development for Core Content Curriculum and Instruction	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.26	Student Study Team and 504 Plan Coordination	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.27	GEAR UP Program														
7	7.28	High School Credit Recovery Programs														
7	7.29	Suicide Prevention	All	No			All Schools Middle and High School	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.30	Learning Recovery Programs	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	

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	7.31	Counselors at High Impact High Schools														
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	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.33	Career Technical Education (CTE)	All	No			All Schools High School	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.34	Parent Engagement														
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	Ongoing	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
7	7.36	Dual Enrollment	All	No			All Schools High School	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
7	7.37	SPSA Development	All	No			All Schools	Ongoing	\$2,275.90	\$0.00	\$2,275.90	\$0.00	\$0.00	\$0.00	\$2,275.90	
7	7.38	Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,981.78	\$3,981.78	\$0.00	\$0.00	\$0.00	\$3,981.78	
7	7.39	Site-level Awareness	All	No			All Schools	Ongoing	\$0.00	\$27,732.55	\$27,732.55	\$0.00	\$0.00	\$0.00	\$27,732.55	
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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.3	Behavioral Support and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$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
						Low Income										
8	8.4	Attendance and Student Services Support	All	No			All Schools	Ongoing	\$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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.6	Attendance Recovery Program	All	No			All Schools	Ongoing	\$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	Ongoing	\$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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.9	Implement Attendance Strategies in IEPs	Students with Disabilities	No			All Schools	Ongoing	\$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	Ongoing	\$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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.12	Professional Development for Educators	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.13	High School Co-taught Algebra 1A and 1B Courses	All	No			All Schools High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.14	ATSI Collaboration	All	No				Ongoing	\$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	Ongoing	\$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	Ongoing	\$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	Ongoing	\$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
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 Continuat ion High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.2	AVID Program	All	No			Specific Schools: El Camino Real Continuat ion High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.3	Student Discipline Systems and Practices	All	No			Specific Schools: El Camino Real Continuat ion High School	Ongoing	\$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 Continuat ion High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.5	College and Career	All	No			Specific Schools: El Camino Real Continuat ion High School	Ongoing	\$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 Continuat ion High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.7	Math Achievement	All	No			Specific Schools: El	Ongoing	\$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	9.8	ELA Achievement	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.9	Targeted Intervention	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	\$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	Ongoing	\$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	Ongoing	\$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	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,898,738	\$568,875	9.644%	0.000%	9.644%	\$967,494.74	0.000%	16.402 %	Total:	\$967,494.74
								LEA-wide Total:	\$477,830.54
								Limited Total:	\$439,553.70
								Schoolwide Total:	\$50,110.50

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	\$172,285.00	
2	2.3	Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,300.00	
3	3.2	Additional EL Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School	\$19,395.00	
3	3.8	ELD Teacher Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,555.25	
3	3.9	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,555.25	
3	3.10	English Language Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,555.25	
3	3.12	Bilingual Community Liaisons	Yes	Limited to Unduplicated	English Learners	Specific Schools: Melrose,	\$27,732.55	

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 (%)
				Student Group(s)		Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer		
3	3.13	Administrative Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$27,732.55	
3	3.16	ELD Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	\$24,555.25	
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,555.25	
4	4.2	English Learner Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School	\$24,555.25	
4	4.5	OCDE LTEL Network	Yes	LEA-wide	English Learners		\$27,732.55	
4	4.10	Academic Progress Check-ins	Yes	LEA-wide	English Learners		\$27,732.55	
5	5.1	McKinney Vento Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$27,732.55	
5	5.4	McKinney Vento Program Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$27,732.55	
5	5.5	Family Literacy and Math Nights			Low Income			
5	5.7	Additional Transportation Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	\$152,100.00	
6	6.1	Tutoring Services for FY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,946.00	
6	6.6	Professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$3,851.00	

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 (%)
6	6.7	Foster Youth Enrollment	Yes	LEA-wide	Foster Youth		\$27,732.55	
7	7.1	Teacher Collaboration and Intervention Design	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,732.55	
7	7.5	Additional Intervention Support at Valencia High School				Specific Schools: Valencia High School		
7	7.8	PYLUSD Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,981.78	
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	\$4,481.78	
7	7.11	Site Discretionary Funding for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,652.00	
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	\$24,555.25	
7	7.13	Additional Health Support at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$24,555.25	
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,732.55	
7	7.17	District Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,555.25	
7	7.18	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,732.55	
7	7.19	College and Career Technicians	Yes	LEA-wide	English Learners Foster Youth	All Schools High Schools	\$27,732.55	

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 (%)
					Low Income			
7	7.24	School and District Attendance Review Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,732.55	
7	7.32	Secondary Intervention Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$27,732.55	
7	7.35	Dual Language Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and Esperanza HS	\$1,000.00	
7	7.38	Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,981.78	
8	8.1	Behavioral Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$0.00	
8	8.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
8	8.3	Behavioral Support and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
9	9.1	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$657,621.00	\$548,085.00

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	1.1	Targeted Intervention	No	0.00	0.00
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	0.00	0.00
1	1.5	Middle School Athletics	No	0.00	0.00
1	1.6	PLUS Program	No	0.00	0.00
1	1.7	ADVANCE Program	No	0.00	\$0.00
1	1.8	Preschool Program	No	\$0.00	\$0.00
1	1.9	Engaged Community	No	0.00	0.00
1	1.10	5th/6th Grade Combination Class Elimination	No	\$0.00	\$0.00
1	1.11	Innovative Programs	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)
2	2.1	Districtwide Staffing	No	0.00	0.00
2	2.2	Professional Development, Training, and Task Forces	Yes	0.00	0.00
2	2.3	Instructional Materials, Supplies, and Services	Yes	0.00	0.00
2	2.4	State Testing	No	0.00	0.00
2	2.5	Resource Distribution	No	\$0.00	\$0.00
2	2.6	Training for Classified Staff	No	0.00	0.00
3	3.1	English Language Development (ELD) Professional Development	No	0.00	0.00
3	3.2	Additional EL Sections at Secondary Schools	Yes	0.00	0.00
3	3.3	Bilingual Aides	Yes	0.00	0.00
3	3.4	Special Education Staff Training	No	0.00	0.00
3	3.5	English Language Proficiency Assessments for California (ELPAC)	No	0.00	0.00
3	3.6	Additional Instructional Materials for EL Support	No	0.00	0.00
3	3.7	ELD Instruction and Support	Yes	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)
3	3.8	ELD Teacher Support	Yes	0.00	0.00
3	3.9	Translation Services	Yes	0.00	0.00
3	3.10	English Language Assessment Center	Yes	0.00	0.00
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	No	0.00	0.00
3	3.12	Bilingual Community Liaisons	Yes	0.00	0.00
3	3.13	Administrative Support	Yes	0.00	0.00
3	3.14	Melrose Literacy Coach	No	0.00	0.00
3	3.15	EL Progress Monitoring and Intervention	No	0.00	\$0.00
3	3.16	ELD Coordination	Yes	0.00	0.00
3	3.17	ELD Summer Program	No	0.00	0.00
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	0.00	0.00
3	3.19	English Learner Master Plan	No	0.00	0.00
3	3.20	Needs-Responsive Schools	No	\$0.00	\$0.00
3	3.21	English Learner Snapshot	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	4.1	AVID Excel program for LTELs	Yes	0.00	0.00
4	4.2	English Learner Sections at Secondary Schools	Yes	0.00	0.00
4	4.3	English Language Development Curriculum	No	0.00	0.00
4	4.4	EL Progress Monitoring	No	\$0.00	\$0.00
4	4.5	OCDE LTEL Network	No	\$0.00	\$0.00
4	4.6	ELAC and DELAC	No	\$0.00	\$0.00
4	4.7	LTEL Engagement	No	0.00	0.00
4	4.8	At-risk for LTEL	No	\$0.00	\$0.00
4	4.9	LTEL Identification	No	\$0.00	\$0.00
4	4.10	Academic Progress Check-ins	No	\$0.00	\$0.00
4	4.11	Professional Development	No	\$0.00	\$0.00
4	4.12	Goal-Setting	No	\$0.00	\$0.00
4	4.13	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)
5	5.1	McKinney Vento Support Staff	Yes	0.00	0.00
5	5.2	McKinney Vento Tutoring	No	0.00	0.00
5	5.3	McKinney Vento Classified Support	No	\$0.00	\$0.00
5	5.4	McKinney Vento Program Support	Yes	0.00	0.00
5	5.5	Family Literacy and Math Nights	Yes	0.00	0.00
5	5.6	Elementary School Counselors at High Impact Sites	Yes	0.00	0.00
5	5.7	Additional Transportation Support	Yes	0.00	0.00
5	5.8	Additional Administrative Support at High Impact Sites	Yes	0.00	0.00
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	0.00	0.00
5	5.10	Community Engagement Initiative	No	\$0.00	\$0.00
5	5.11	Title I Parent Advisory	No	0.00	\$0.00
5	5.12	Project GLAD - Title I Instructional Coaches	No	\$0.00	\$0.00
5	5.13	Melrose Family Resource Center / Health Clinics	No	\$0.00	\$0.00
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration	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	5.15	Mentoring Program	No	\$0.00	\$0.00
6	6.1	Tutoring Services for FY	Yes	0.00	0.00
6	6.2	Mentoring Services for FY	No	0.00	0.00
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	0.00	0.00
6	6.7	Foster Youth Enrollment	No	\$0.00	\$0.00
7	7.1	Teacher Collaboration and Intervention Design	Yes	0.00	0.00
7	7.2	Professional Learning Communities PD	No	0.00	0.00
7	7.3	Reduction of Class Sizes in TK/K	Yes	0.00	0.00
7	7.4	Tier I Intervention	No	\$0.00	\$0.00
7	7.5	Additional Intervention Support at Valencia High School	Yes	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)
7	7.6	Math Intervention Support for UPs	Yes	0.00	0.00
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	0.00	0.00
7	7.8	PYLUSD Induction Program	Yes	0.00	0.00
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	0.00	0.00
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	0.00	0.00
7	7.11	Site Discretionary Funding for UPs	Yes	657,621	548,085
7	7.12	Additional Support Staff at High Impact Sites	Yes	0.00	0.00
7	7.13	Additional Health Support at High Impact Sites	Yes	0.00	0.00
7	7.14	Instructional Aides for Physical Education	Yes	0.00	0.00
7	7.15	Library Support at High Schools	Yes	0.00	0.00
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	0.00	0.00
7	7.17	District Leadership	Yes	0.00	0.00
7	7.18	Administrative Support	Yes	0.00	0.00
7	7.19	College and Career Technicians	Yes	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)
7	7.20	Multi-Tiered Systems of Support	No	0.00	\$0.00
7	7.21	Data Dashboard and Analysis System	No	\$0.00	\$0.00
7	7.22	Collaborative Task Forces	No	0.00	0.00
7	7.23	Attendance Tracking and Early Intervention	No	\$0.00	\$0.00
7	7.24	School and District Attendance Review Teams	Yes	0.00	\$0.00
7	7.25	Professional Development for Core Content Curriculum and Instruction	No	0.00	0.00
7	7.26	Student Study Team and 504 Plan Coordination	No	0.00	0.00
7	7.27	GEAR UP Program	Yes	0.00	0.00
7	7.28	High School Credit Recovery Programs	No	0.00	0.00
7	7.29	Suicide Prevention	No	0.00	\$0.00
7	7.30	Learning Recovery Programs	No	0.00	0.00
7	7.31	Counselors at High Impact High Schools	Yes	0.00	0.00
7	7.32	Secondary Intervention Classrooms	Yes	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)
7	7.33	Career Technical Education (CTE)	No	0.00	0.00
7	7.34	Parent Engagement	No	0.00	0.00
7	7.35	Dual Language Academy	Yes	0.00	0.00
7	7.36	Dual Enrollment	No	0.00	0.00
7	7.37	SPSA Development	No	0.00	0.00
7	7.38	Interpretation Services	Yes	0.00	0.00
7	7.39	Site-level Awareness	No	\$0.00	\$0.00
8	8.1	Behavioral Intervention and Support	Yes	0.00	0.00
8	8.2	Mental Health Support	Yes	0.00	0.00
8	8.3	Behavioral Support and Supervision	Yes	0.00	0.00
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	Attendance Recovery Program	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	8.7	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
8	8.9	Implement Attendance Strategies in IEPs	No	\$0.00	\$0.00
8	8.10	Community Engagement via Parent Education	No	\$0.00	\$0.00
8	8.11	Flexible Scheduling and Accommodations	No	0.00	0.00
8	8.12	Professional Development for Educators	No	0.00	0.00
8	8.13	High School Co-taught Algebra 1A and 1B Courses	No	0.00	0.00
8	8.14	ATSI Collaboration	No	\$0.00	\$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	\$0.00	\$0.00
8	8.17	Additional Academic Support for Melrose Elementary	No	0.00	0.00
9	9.1	Class Size Reduction	Yes	0.00	0.00
9	9.2	AVID Program	No	0.00	0.00
9	9.3	Student Discipline Systems and Practices	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	9.4	Counseling Support and Academic Guidance	No	0.00	0.00
9	9.5	College and Career	No	\$0.00	\$0.00
9	9.6	College Link	No	\$0.00	\$0.00
9	9.7	Math Achievement	No	\$0.00	\$0.00
9	9.8	ELA Achievement	No	\$0.00	\$0.00
9	9.9	Targeted Intervention	No	\$0.00	\$0.00
9	9.10	Training to Support English Learners	No	\$0.00	\$0.00
9	9.11	Attendance Monitoring	No	\$0.00	\$0.00
9	9.12	Flexible Scheduling	No	\$0.00	\$0.00

2025-26 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)
548,085	\$671,621.00	\$548,085.00	\$123,536.00	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	0.00	0.00		
2	2.3	Instructional Materials, Supplies, and Services	Yes	0.00	0.00		
3	3.2	Additional EL Sections at Secondary Schools	Yes	0.00	0.00		
3	3.3	Bilingual Aides	Yes	0.00	0.00		
3	3.7	ELD Instruction and Support	Yes	0.00	0.00		
3	3.8	ELD Teacher Support	Yes	0.00	0.00		
3	3.9	Translation Services	Yes	0.00	0.00		
3	3.10	English Language Assessment Center	Yes	0.00	0.00		
3	3.12	Bilingual Community Liaisons	Yes	0.00	0.00		
3	3.13	Administrative Support	Yes	0.00	0.00		
3	3.16	ELD Coordination	Yes	0.00	0.00		
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	0.00	0.00		
4	4.1	AVID Excel program for LTELs	Yes	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)
4	4.2	English Learner Sections at Secondary Schools	Yes	0.00	0.00		
5	5.1	McKinney Vento Support Staff	Yes	0.00	0.00		
5	5.4	McKinney Vento Program Support	Yes	0.00	0.00		
5	5.5	Family Literacy and Math Nights	Yes	0.00	0.00		
5	5.6	Elementary School Counselors at High Impact Sites	Yes	0.00	0.00		
5	5.7	Additional Transportation Support	Yes	0.00	0.00		
5	5.8	Additional Administrative Support at High Impact Sites	Yes	0.00	0.00		
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	0.00	0.00		
6	6.1	Tutoring Services for FY	Yes	0.00	0.00		
6	6.6	Professional Development for Staff	Yes	0.00	0.00		
7	7.1	Teacher Collaboration and Intervention Design	Yes	0.00	0.00		
7	7.3	Reduction of Class Sizes in TK/K	Yes	0.00	0.00		
7	7.5	Additional Intervention Support at Valencia High School	Yes	0.00	0.00		
7	7.6	Math Intervention Support for UPs	Yes	0.00	0.00		
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	0.00	0.00		
7	7.8	PYLUSD Induction Program	Yes	0.00	0.00		
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	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	0.00	0.00		
7	7.11	Site Discretionary Funding for UPs	Yes	671,621	548,085		
7	7.12	Additional Support Staff at High Impact Sites	Yes	0.00	0.00		
7	7.13	Additional Health Support at High Impact Sites	Yes	0.00	0.00		
7	7.14	Instructional Aides for Physical Education	Yes	0.00	0.00		
7	7.15	Library Support at High Schools	Yes	0.00	0.00		
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	0.00	0.00		
7	7.17	District Leadership	Yes	0.00	0.00		
7	7.18	Administrative Support	Yes	0.00	0.00		
7	7.19	College and Career Technicians	Yes	0.00	0.00		
7	7.24	School and District Attendance Review Teams	Yes	0.00	0.00		
7	7.27	GEAR UP Program	Yes	0.00	0.00		
7	7.31	Counselors at High Impact High Schools	Yes	0.00	0.00		
7	7.32	Secondary Intervention Classrooms	Yes	0.00	0.00		
7	7.35	Dual Language Academy	Yes	0.00	0.00		
7	7.38	Interpretation Services	Yes	0.00	0.00		
8	8.1	Behavioral Intervention and Support	Yes	0.00	0.00		
8	8.2	Mental Health Support	Yes	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)
8	8.3	Behavioral Support and Supervision	Yes	0.00	0.00		
9	9.1	Class Size Reduction	Yes	0.00	0.00		

5.29.26 DRAFT

2025-26 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)
5,819,550	548,085	0	9.418%	\$548,085.00	0.000%	9.418%	\$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, Statutes 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 2026-27, 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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - 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 32627\(d\)](#). 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 32627(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 32627\(c\)\(2\)](#).
- 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:

- 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

**Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870**

NOTICE OF PUBLIC HEARING

**The Placentia-Yorba Linda Unified School District
The Orange County School of Computer Science
hereby gives notice that a Public Hearing to receive comment by members
of the community will be held as follows:**

TOPIC OF HEARING:

**Local Control Accountability Plan (LCAP)
for 2026-27
Proposed Budget for 2026-27**

Copies of these documents may be inspected at:

**Placentia-Yorba Linda Unified School District
District Administrative Services Office
1301 East Orangethorpe Avenue
Placentia, California 92870**

HEARING DATE: Tuesday, June 2, 2026

TIME: Approximately 5:00 PM

**LOCATION: Placentia-Yorba Linda Unified School District
District Office Board Room
1301 East Orangethorpe
Placentia, CA 92870**

FOR ADDITIONAL INFORMATION CONTACT:

**Phuong Tran, Director
Fiscal Services
(714) 985-8431**

**Distrito Escolar Unificado Placentia-Yorba Linda
1301 East Orangethorpe
Placentia, CA 92870**

Aviso de Audiencia Pública

**El Distrito Escolar Unificado de Placentia-Yorba Linda
La Escuela de Ciencias de la Computacion del Condado de Orange
les notifica que habrá una audiencia pública para recibir comentarios de la
comunidad**

TEMA DE LA AUDIENCIA:

**Presentación General del Presupuesto para los Padres y
Presupuesto Propuesto para el año escolar 2026-27**

Copias de estos documentos pueden ser inspeccionados en:

**Distrito Escolar Unificado Placentia-Yorba Linda
Oficina de Servicios Administrativos
1301 East Orangethorpe
Placentia, California 92870**

FECHA DE LA AUDIENCIA: martes, 2 de junio del 2026

HORA: Aproximadamente 5:00 PM

LOCACION: Distrito Escolar Unificado Placentia-Yorba Linda
Oficina del Distrito, Cuarto de la Junta Directiva
1301 East Orangethorpe
Placentia, CA 92870

PARA INFORMACION ADICIONAL CONTACTE A:

**Phuong Tran, Directora
Oficina de Servicios Fiscales
(714) 985-8431**

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 2, 2026

2026 BOARD ELECTIONS, RESOLUTION NO. 25-34

Background

The General Election scheduled for November 3, 2026 will include the election of a number of federal, state, and local offices, including two Board of Education seats (in Areas 4 and 5) for the Placentia-Yorba Linda Unified School District.

A consolidated election is required for our district this year as two Board of Education seats (in Areas 4 and 5) will be on the ballot on November 3, 2026. The attached resolution and order of election sets this process in motion.

Financial Impact

Budgeted general funds, approximately \$101,000 - \$130,000

Administrator

Dr. Kym LeBlanc-Esparza, Superintendent

**PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 25-34**

Excerpt from the Journal of the Board of Education of the Placentia-Yorba Linda Unified School District of Orange County, State of California, for a regular meeting held on the 2nd day of June 2026, at 5:00 p.m. at which the following members were:

PRESENT:

ABSENT:

On motion of Member _____ seconded by Member _____ a Resolution and Order of Election and Specifications of the Election Order were adopted by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF ORANGE)

Certified a correct copy this 2nd day of June 2026.

Marilyn Anderson, Clerk of the Board of Education
Placentia-Yorba Linda Unified School District

**RESOLUTION AND ORDER OF BIENNIAL TRUSTEE ELECTION
AND SPECIFICATIONS OF THE ELECTION ORDER**

WHEREAS, the election of governing board members is ordered by law pursuant to §5000 of the Education Code to fill the office of members whose terms expire on December 4, 2026, next succeeding the election,

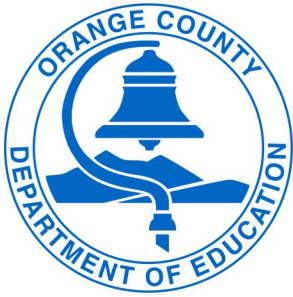
NOW BE IT RESOLVED that pursuant to the authority of Education Code §5304 and 5322, the County Superintendent of Schools, Orange County, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 3, 2026.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code §5340 and 5342.

STATE OF CALIFORNIA)
) ss.
COUNTY OF ORANGE)

Dated this 2nd day of June 2026.

Marilyn Anderson, Clerk of the Board of Education
Placentia-Yorba Linda Unified School District



April 23, 2026

To: District Superintendents / Community College Chancellors

From: Melanie McLean, Manager, Business Services

Subject: **Biennial Governing Board Elections**

ADDRESS

200 Kalmus Drive
Costa Mesa, CA
92626-5922

MAIL

P.O. Box 9050
Costa Mesa, CA
92628-9050

714-966-4000
FAX 714-432-1916
www.ocde.us

**ORANGE COUNTY
SUPERINTENDENT
OF SCHOOLS**
Stefan Bean, Ed.D.

If your district has board members with a term that expires this year, your district will be required to have a consolidated election on Tuesday, November 3, 2026. A consolidated election is for members of specified governing boards, in accordance with Education Code Section 5340, which reads in part:

“School district governing board or community college district governing board member elections for two or more districts of any type to be held in the same district or area on the same day shall be consolidated so that a person entitled to vote in both or all of such elections may do so at the same time and place and using the same ballot.”

Attached are the following documents:

- Roster of District Board Members
- List of Consolidated Governing Board Member Elections
- Tentative Calendar for Governing Board Member Elections
- Sample resolution and order of election

Please ask your board to complete one original resolution and order of election.

Send the original to **Orange County Department of Education,**
Attention: Melanie McLean, Business Services, by **Friday, June 12, 2026.**

A copy should also be sent to the Orange County Registrar of Voters, P.O. Box 11298, Santa Ana, CA 92711-1298.

A uniform ballot will be furnished and will contain the names of candidates for all the governing board positions for which the voters of the district are entitled to vote at that election. All names, including incumbents, shall be listed by randomized alphabetical drawing, which is conducted by the Secretary of State. The cost of conducting consolidated elections will be prorated by the Registrar of Voters among the school districts/community college districts concerned.

If you have any questions or concerns about the biennial election process, please contact me at (714) 966-4234 or mmclean@ocde.us.

Attachments

cc: Assistants to Superintendents/Chancellors
Stefan Bean, Ed.D., Orange County Superintendent of Schools
Dean West, CPA, Associate Superintendent, Business Services
Howard Marinier, Executive Director, Business Services

**ORANGE COUNTY
BOARD OF EDUCATION**

Jorge Valdes, Esq.
Mari Barke
Ken L. Williams, Jr., D.O.
Tim Shaw
Lisa Sparks, Ph.D.

ORANGE COUNTY SCHOOL BOARD MEMBERS

ELEMENTARY SCHOOL DISTRICTS

Anaheim Elementary School District K-6 1001 S. East Street Anaheim, CA 92805 (714) 517-7500	Jackie Filbeck (P)	TA 1	115 South Ohio Street, Unit D, Anaheim 92805	2028
	Juan Gabriel Alvarez	TA 2	1223 N. Ravenna Street, Anaheim 92801	2026
	Julie Diep	TA 3	11182 Palma Vista Street, Garden Grove, CA 92840	2028
	Alva Alvarez* (C)	TA 4	1005 McCloud Streetm Anaheim, CA 92805	2026
	Ryan A. Ruelas	TA 5	739 S. Chantilly Street, Anaheim 92806	2026
Buena Park School District K-8 6885 Orangethorpe Avenue Buena Park, CA 90620 (714) 522-8412	Rhodia Shead (C)	TA 1	6972 Indiana Street, Buena Park 90620	2026
	Jason Chong	TA 2	51 Walter Way, Buena Park 90621	2026
	Michael Jensen	TA 3	5142 McComber Road, Buena Park, CA 90621	2028
	Brenda Estrada	TA 4	7452 8th Street, Apt. 2, Buena Park 90621	2028
	Jerry Frutos (P)	TA 5	58380 Portulaca Way, Buena Park 90620	2026
Centralia School District K-6 6625 La Palma Avenue Buena Park, CA 90620 (714) 228-3100	Henry Charoen	TA 1	7512 Black Star Lane, La Palma 90623	2026
	Arturo "Art" Montez	TA 2	8283 Mulberry Avenue, Buena Park 90620	2026
	Angela M. Hernandez	TA 3	6712 San Alano Cir, Buena Park, CA 90620	2028
	Ahsanul Hoque (C)	TA 4	7921 Jackson Way, Buena Park, CA 90620	2028
	Luis Flores (P)	TA 5	3070 W. Del Monte Drive, Apt 43, Anaheim 92804	2026
Cypress School District K-6 5816 Corporate Avenue, Suite 100 Cypress, CA 90630 (714) 220-6900	Carrie (Katsumata) Hayashida	TA A	Using District Address	2028
	Troy Tanaka	TA B	Using District Address	2026
	Meghna Parikh (C)	TA C	Using District Address	2026
	Lydia Sondhi, Ph.D. (P)	TA D	Using District Address	2026
	Jaime Needham	TA E	Using District Address	2028
Fountain Valley School District K-8 10055 Slater Avenue Fountain Valley, CA 92708 (714) 843-3200	Ashley Ramirez		Using District Address	2028
	Steven Schultz		Using District Address	2028
	Sandra Crandall		Using District Address	2026
	Dennis Cole (P)		Using District Address	2026
	Phu Nguyen		Using District Address	2026
Fullerton School District K-8 1401 W. Valencia Drive Fullerton, CA 92833 (714) 447-7400	Miguel Alvarez*	TA 1	Using District Address	2026
	James Cho	TA 2	Using District Address	2028
	Beverly Berryman	TA 3	Using District Address	2026
	Ruthi Hanchett (P)	TA 4	Using District Address	2026
	Vanesa Estrella (C)	TA 5	Using District Address	2028
Huntington Beach City School District K-8 8750 Dorsett Drive Huntington Beach, CA 92646 (714) 964-8888	Brian Burley	TA 1	Using District Address	2028
	Meghan Willis	TA 2	Using District Address	2026
	Ann Sullivan (P)	TA 3	Using District Address	2028
	Diana Marks	TA 4	Using District Address	2026
	Paul R. Morrow, Ed.D. (C)	TA 5	Using District Address	2026
La Habra City School District K-8 500 N. Walnut Street La Habra, CA 90631 (562) 690-2305	Justin Rodgers (P)		Using District Address	2028
	Ofelia Hanson (C)		Using District Address	2028
	Emily Pruitt		Using District Address	2026
	Adam Rogers		Using District Address	2026
	Minerva Gomez		Using District Address	2026
Lowell Jt School District K-8 11019 Valley Home Avenue Whittier, CA 90603 (562) 943-0211	Regina L. Woods (VP)	TA 1	Using District Address	2028
	Christine J. Berg (P)	TA 2	Using District Address	2026
	Anthony A. Zegarra	TA 3	Using District Address	2028
	Karen L. Shaw (C)	TA 4	Using District Address	2026
	Anastasia M. Shackelford	TA 5	Using District Address	2026
Magnolia School District K-6 2705 W. Orange Avenue Anaheim, CA 92804 (714) 761-5533	Patricia Soave (C)	TA 1	1365 S. Sherrill St., Anaheim, CA 92804	2026
	Connie Martin	TA 2	2751 W. Bridgeport Avenue, Anaheim 92804	2026
	Barbara J. Clendineng	TA 3	2861 Rowland Circle, Anaheim 92804	2028
	Nathan Zug	TA 4	411 S. Ramm Drive, Anaheim 92804	2028
	Annie S. Warne (P)	TA 5	2481 W. Lullaby Lane, Anaheim 92804	2026
Ocean View School District K-8 17200 Pinehurst Lane Huntington Beach, CA 92647 (714) 847-2551	Keri Gorsage		Using District Address	2028
	Gina Clayton-Tarvin (P)		Using District Address	2028
	Morgan Westmoreland		Using District Address	2026
	Jack C. Souders (C)		Using District Address	2026
	Patricia Singer		Using District Address	2026
Savanna School District K-6 1330 S. Knott Avenue Anaheim, CA 92804 (714) 236-3800	Gay Zambrano, DVM (P)	TA 1	Using District Address	2026
	Rigoberto Ramirez* (C)	TA 2	Using District Address	2026
	John Shook	TA 3	Using District Address	2026
	Chris Brown	TA 4	Using District Address	2028
	Christina "Tina" Karanick	TA 5	Using District Address	2028
Westminster School District K-8 14121 Cedarwood Avenue Westminster, CA 92683 (714) 894-7311	David M. Johnson (P)	TA 1	6321 Cherokee Drive, Westminster 92683	2028
	Tina Gurney	TA 2	7822 24th Street, Westminster 92683	2026
	Khanh Nguyen	TA 3	14452 Summerwood Drive, Westminster 92683	2026
	Frances Nguyen (C)	TA 4	8661 Pacheco Avenue, Westminster 92683	2028
	Jeremy Khalaf	TA 5	14411 Fairview Lane, Huntington Beach 92647	2026

ORANGE COUNTY SCHOOL BOARD MEMBERS

HIGH SCHOOL DISTRICTS

Anaheim Union HS District 7-12

501 N. Crescent Way	Jessica Guerrero (P)	TA 1	1300 N. Lewellyn Avenue, Anaheim 92805	2026
Anaheim, CA 92801	Annemarie Randle-Trejo (C)	TA 2	111 W. Orangewood Avenue, Apt Q4, Anaheim 92802	2026
(714) 999-3511	Jose Paola Magcalas, Ph.D.*	TA 3	1796 W. Siva Avenue, Anaheim, CA 92804	2028
	Brian O'Neal	TA 4	5042 Cartagena Circle, La Palma 90623	2028
	Ron Hoshi	TA 5	4229 Via Largo, Cypress, CA	2026

2026 Short-Term

Fullerton Jt Union HS District 9-12

1051 W. Bastanchury Road	Chester Jeng, DDS, JD, LL.M,MBA,MSc.	TA 1	302 S. Monte Vista Street, Apt A, La Habra, 90631	2026
Fullerton, CA 92833	Joanne Fawley	TA 2	1528 Canyon Drive, Fullerton, 92833	2028
(714) 870-2800	Vicki Calhoun, Ed.D.	TA 3	355 E. Rosslyn Avenue, Fullerton 92832	2028
	Lauren Klatzker (C)	TA 4	907 N. Valley View Place, Fullerton 92833	2026
	Marilyn Buchi (P)	TA 5	3501 Rosehedge Drive, Fullerton 92835	2026

Huntington Beach Union HS District 9-12

5832 Bolsa Avenue	Christine Hernandez	TA 2	14147 Windjamer Ln, Westminster 92683	2028
Huntington Beach, CA 92649	Susan Henry	TA 3	16571 Channel Lane, Huntington Beach 92648	2028
(714) 903-7000	Duane Dishno, Ed.D.		19012 Poppy Hill Circle, Huntington Beach 92648	2026
	Bonnie Castrey, JD (P)		8522 Topside Circle, Huntington Beach 92646	2026
	Diana Carey (C)		13462 Milan Street, Westminster, 92683	2026

UNIFIED SCHOOL DISTRICTS

Brea Olinda Unified School District K-12

1 Civic Center Circle, Level 2	Carrie Flanders (P)	TA 1	Using District Address	2026
PO Box 300	Deana Miller (C)	TA 2	Using District Address	2028
Brea, CA 92821	Paul Ruiz	TA 3	Using District Address	2028
(714) 990-7800	Vacant	TA 4	Using District Address	2026
	Joseph Covey	TA 5	Using District Address	2028

Capistrano Unified School District K-12

33122 Valle Road	Jennifer Adnams (C)	TA 1	33901 Via De Agua, San Juan Capistrano, CA 92675	2028
San Juan Capistrano, CA 92675	Lisa Zollinger	TA 2	9 Starlight Isle, Ladera Ranch, CA 92694	2028
(949) 234-9200	Lisa Davis (P)	TA 3	316 West Avenida Gaviota, San Clemente, CA 92672	2028
	Gary Pritchard	TA 4	24342 Donner Court, Laguna Niguel, CA 92677	2026
	Krista Castellanos	TA 5	26 Parisville, Aliso Viejo, CA 92656	2028
	Gila Jones	TA 6	31221 Belford Dr., San Juan Capistrano, CA 92675	2026
	Judy Bullockus	TA 7	27401 Carino Circle, Mission Viejo, CA 92692	2026

Garden Grove Unified School District K-12

10331 Stanford Avenue	Teri Rocco	TA 1	6102 Anthony Avenue, Garden Grove 92845	2028
Garden Grove, CA 92840	Lan Quoc Nguyen, ESQ. (C)	TA 2	9141 Bolsa Avenue, Suite 303, Westminster 92683	2026
(714) 663-6000	Walter Muneton	TA 3	12851 Haster St. Apt 21C, Garden Grove 92840	2028
	Robert Harden (P)	TA 4	10581 Ballast Avenue, Garden Grove 92843	2026
	Dina Nguyen, ESQ.	TA 5	10382 Bonnie Drive, Garden Grove 92843	2028

Irvine Unified School District K-12

5050 Barranca Parkway	Lauren Brooks (C)	TA 1	Using District Address	2028
Irvine, CA 92604	Katie McEwen	TA 2	Using District Address	2026
(949) 936-5000	Cyril Yu	TA 3	Using District Address	2028
	Jeff Kim (P)	TA 4	Using District Address	2026
	Connie Stone	TA 5	Using District Address	2028

Laguna Beach Unified School Dist. K-12

550 Blumont Street	Sheri Morgan (P)		Using District Address	2028
Laguna Beach, CA 92651	Howard Hills		Using District Address	2028
(949) 497-7700	James "Jim" Kelly, Ph.D.		Using District Address	2026
	Dee Namba Perry (C)		Using District Address	2026
	Joan Malczweski		Using District Address	2026

Los Alamitos Unified School Dist K-12

10293 Bloomfield Street	Marilys Davidson	TA 1	Using District Address	2026
Los Alamitos, CA 90720	Chris Forehan (VP/C)	TA 2	Using District Address	2028
(562) 799-4700	Diana D. Hill (P)	TA 3	Using District Address	2026
	Farnaz Pardasani	TA 4	Using District Address	2028
	Matt Bragman	TA 5	Using District Address	2028

Newport-Mesa Unified School Dist K-12

2985 Bear Street	Leah Ersoylu (P)	TA 1	3081 Molokai Place, Costa Mesa, 92626	2028
Costa Mesa, CA 92626	Michelle Murphy	TA 2	2567 Columbia Drive, Costa Mesa, 92626	2026
(714) 424-5000	Carol Crane	TA 3	921 Aleppo, Newport Beach 92660	2028
	Lisa Pearson (C)	TA 4	1915 Tahuna Terrace, Corona del Mar, 92625	2026
	Andrea McElroy	TA 5	226 Tustin Avenue, Newport Beach, CA 92663	2026
	Krista Weigand	TA 6	1222 Sussex Lane, Newport Beach, 92660	2028
	Ashley Anderson	TA 7	1801 Whittier Avenue, #8, Costa Mesa 92627	2026

Orange Unified School District K-12

1401 North Handy Street	Andrea Yamasaki	TA 1	Using District Address	2026
Orange, CA 92867	Sierra Vane, Ph.D.	TA 2	Using District Address	2028
(714) 628-4000	Ana Page	TA 3	Using District Address	2028
	Sarah Pelly (C)	TA 4	Using District Address	2026
	Kristin Erickson, JD	TA 5	Using District Address	2026
	Matthew Thomas	TA 6	Using District Address	2028
	Stephen Glass, Ed.D. (P)	TA 7	Using District Address	2026

Placentia-Yorba Linda Unif School District K-12

1301 E. Orangethorpe Avenue	Tricia Quintero	TA 1	Using District Address	2028
Placentia, CA 92870	Marilyn Anderson (C)	TA 2	Using District Address	2028
(714) 986-7000	Leandra Blades	TA 3	Using District Address	2028
	Todd Frazier	TA 4	Using District Address	2026
	Carrie Buck (P)	TA 5	Using District Address	2026

Saddleback Valley Unified School District K-12

25631 Peter A. Hartman Way	Dan Walsh (C)	TA 1	Using District Address	2026
Mission Viejo, CA 92691	Michelle Sparks	TA 2	Using District Address	2028
(949) 586-1234	Suzie R. Swartz (P)	TA 3	Using District Address	2028
	Amanda Morrell	TA 4	Using District Address	2028
	Barbara Schulman	TA 5	Using District Address	2026

ORANGE COUNTY SCHOOL BOARD MEMBERS

Santa Ana Unified School District K-12 1601 East Chestnut Avenue Santa Ana, CA 92701 (714) 558-5501	Brenda Lebsack	TA 1	Using District Address	2028	
	Valerie Magdaleno	TA 2	Using District Address	2028	
	Alfonso Alvarez, Ed.D. (C)	TA 3	Using District Address	2028	
	Katelyn Brazer Aceves (P)	TA 4	Using District Address	2026	
	Hector Bustos (VP)	TA 5	Using District Address	2026	
Tustin Unified School District K-12 300 South "C" Street Tustin, CA 92780 (714) 730-7301	Allyson M. Damikolas (C)	TA 1	Using District Address	2028	
	Kathy Copeland	TA 2	Using District Address	2028	
	Lynn Davis (P)	TA 3	Using District Address	2026	
	Jonathan Stone	TA 4	Using District Address	2028	
	Jonathan Abelow	TA 5	Using District Address	2026	
<u>COMMUNITY COLLEGE DISTRICTS</u>					
Coast Community College District 1370 Adams Avenue Costa Mesa, CA 92626 (714) 438-4600	Jim Moreno (VP)	TA 1	Using District Address	2026	
	Phu Nguyen (C)	TA 2	Using District Address	2028	
	Kimberly Carr*	TA 3	Using District Address	2028	2026 Short-Term
	Mary Hornbuckle	TA 4	Using District Address	2028	
	Elizabeth "Liz" Dorn Parker (P)	TA 5	Using District Address	2026	
North Orange County Community College Dist. 1830 W. Romneya Drive Anaheim, CA 92801 (714) 808-4500	Barbara Dunsheath, Ed.D. (P)	TA 1	Using District Address	2026	
	Ed Lopez	TA 2	Using District Address	2028	
	Stephen T. Blount	TA 3	Using District Address	2026	
	Evangelina Rosales	TA 4	Using District Address	2028	
	Mark Lopez (C)	TA 5	Using District Address	2028	
	Jeffrey P. Brown	TA 6	Using District Address	2026	
	Ryan Bent	TA 7	Using District Address	2028	
Rancho Santiago Community College District 2323 N. Broadway Santa Ana, CA 92706 (714) 480-7300	Zeke Hernandez	TA 1	Using District Address	2028	
	John R. Hanna	TA 2	Using District Address	2026	
	Cecilia "Cec" Iglesias	TA 3	Using District Address	2028	
	Daisy Xuanha Tong	TA 4	Using District Address	2026	
	David Crockett (C)	TA 5	Using District Address	2028	
	Phillip E. Yarbrough (P)	TA 6	Using District Address	2026	
	Tina Arias Miller, Ed.D.	TA 7	Using District Address	2028	
South Orange Co. Community College District 28000 Marguerite Parkway Mission Viejo, CA 92692 (949) 582-4850	Carolyn Inmon (P)	TA 1	Using District Address	2028	
	Thomas "T.J." Prendergast, III (C)	TA 2	Using District Address	2026	
	Lisa A. Bartlett	TA 3	Using District Address	2028	
	Terri Whitt Rydell	TA 4	Using District Address	2026	
	Marcia Milchiker	TA 5	Using District Address	2026	
	Ryan Dack	TA 6	Using District Address	2028	
	Timothy "Tim" Jemal	TA 7	Using District Address	2028	
<u>REGIONAL OCCUPATIONAL PROGRAMS</u>					
Coastline ROP 1001 Presidio Square Costa Mesa, CA 92626 (714) 979-1955	Lynn Davis (P)	TUSD	300 South "C" Street, Tustin 92780 (District)		
	Suzie Swartz (C)	SVUSD	25631 Peter A. Hartman Way, Mission Viejo 92691 (District)		
	Krista Weigand	NMUSD	2985-A Bear Street, Costa Mesa 92626 (District)		
	Lauren Brooks	IUSD	5050 Barranca Parkway, Irvine 92604 (District)		
College and Career Advantage (formerly South Coast ROP) 33122 Valle Road San Juan Capistrano, CA 92675 (949) 234-9464	Howard Hills	LBUSD	550 Blumont Street, Laguna Beach 92651 (District)		
	Dee Perry (C)	LBUSD	550 Blumont Street, Laguna Beach 92651 (District)		
	Lisa Davis	CUSD	33122 Valle Road, San Juan Capistrano 92675 (District)		
	Jennifer Adnams	CUSD	33122 Valle Road, San Juan Capistrano 92675 (District)		
	Lisa Zollinger (P)	CUSD	33122 Valle Road, San Juan Capistrano 92675 (District)		
North Orange County ROP 385 N. Muller Street Anaheim, CA 92801 (714) 502-5800	Vicki Calhoun, Ed.D.	FJUSD	355 E. Rosslyn Avenue, Fullerton 92832		
	Marilyn Buchi (P)	FJUSD	3501 Rosehedge Drive, Fullerton 92835		
	Marlys Davidson	Los Al	10293 Bloomfield Street, Los Alamitos, CA 90720		
	Brian O'Neal	AUHSD	5042 Cartagena Circle, La Palma 90623		
	Annemarie Randle-Trejo	AUHSD	111 W. Orangewood Avenue, #Q4, Anaheim 92802		
	Carrie Buck (C/VP)	PYLUSD	1301 E. Orangethorpe Ave. Placentia, CA 92870 (District)		
	Chris Becerra, Ed.D	BOUSD	Using ROP Address		
Central Orange County CTE Partnership (CTEp) (formerly Central Orange County ROP) 2910 Redhill Avenue, Suite 200 Costa Mesa, CA 92626 (714) 966-3528	Jorge Valdes, Esq. (C)	OCDE	200 Kalmus Drive, Costa Mesa 92628		
	Mari Barke (P)	OCDE	200 Kalmus Drive, Costa Mesa 92628		
	Ken L. Williams, Jr., D.O. (VP)	OCDE	200 Kalmus Drive, Costa Mesa 92628		
	Tim Shaw	OCDE	200 Kalmus Drive, Costa Mesa 92628		
	Lisa Sparks, Ph.D.	OCDE	200 Kalmus Drive, Costa Mesa 92628		
<u>SELPA</u> Greater Anaheim SELPA** 7300 La Palma Avenue, Bldg. 6 Buena Park, CA 90620 (714) 796-8960	Annemarie Randle-Trejo (P)	AUHSD	501 N. Crescent Way, Anaheim 92801 (District)		
	Angela M. Hernandez	Central	6712 San Alano Cir, Buena Park, CA 90620		
	Lydia Sondhi, Ph.D.	Cypress	5816 Corporate Avenue, Suite 100, Cypress 90630 (District)		
	Chris Forehan	Los Al	10293 Bloomfield Street, Los Alamitos 90720 (District)		
	Connie Martin	Magnolia	2705 West Orange Avenue, Anaheim 92804 (District)		
	Chris Brown (C)	Savanna	1330 South Knott Avenue, Anaheim 92804 (District)		
<u>COUNTY BOARD OF EDUCATION</u>					
Orange County Board of Education 200 Kalmus Drive Costa Mesa, CA 92626 (714) 966-4000 (Note - County Board Members Take Office in July)	Jorge Valdes, Esq. (C)	Dist. 1	200 Kalmus Drive, Costa Mesa 92628	2028	
	Mari Barke (P)	Dist. 2	200 Kalmus Drive, Costa Mesa 92628	2026	
	Ken L. Williams, Jr., D.O. (VP)	Dist. 3	200 Kalmus Drive, Costa Mesa 92628	2028	
	Tim Shaw	Dist. 4	200 Kalmus Drive, Costa Mesa 92628	2028	
	Lisa Sparks, Ph.D.	Dist. 5	200 Kalmus Drive, Costa Mesa 92628	2026	

*Provisional Appointment-Term Ends 11/3/2026

**Note - Greater Anaheim SELPA board members not subject to election

CONSOLIDATED GOVERNING BOARD MEMBER ELECTIONS

November 3, 2026

Anaheim Elementary School District
Anaheim Union High School District
North Orange County Community College District

Buena Park School District
Fullerton Joint Union High School District
North Orange County Community College District

Centralia School District
Anaheim Union High School District
North Orange County Community College District

Cypress School District
Anaheim Union High School District
North Orange County Community College District

Fountain Valley School District
Huntington Beach Union High School District
Coast Community College District

Fullerton School District
Fullerton Joint Union High School District
North Orange County Community College District

Huntington Beach City School District
Huntington Beach Union High School District
Coast Community College District

La Habra City School District
Fullerton Joint Union High School District
North Orange County Community College District

Lowell Joint School District
Fullerton Joint Union High School District
North Orange County Community College District

Magnolia School District
Anaheim Union High School District
North Orange County Community College District

Ocean View School District
Huntington Beach Union High School District
Coast Community College District

Savanna School District
Anaheim Union High School District
North Orange County Community College District

Westminster School District
Huntington Beach Union High School District
Coast Community College District

Brea-Olinda Unified School District
North Orange County Community College District

Capistrano Unified School District
South Orange County Community College District

Garden Grove Unified School District
Coast Community College District
North Orange County Community College District
Rancho Santiago Community College District

Irvine Unified School District
South Orange County Community College District

Laguna Beach Unified School District
South Orange County Community College District

Los Alamitos Unified School District
North Orange County Community College District

Newport-Mesa Unified School District
Coast Community College District

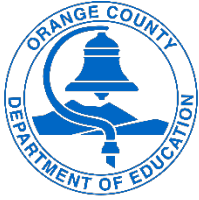
Orange Unified School District
Rancho Santiago Community College District

Placentia-Yorba Linda Unified School District
North Orange County Community College District

Saddleback Valley Unified School District
South Orange County Community College District

Santa Ana Unified School District
Rancho Santiago Community College District

Tustin Unified School District
South Orange County Community College District



Stefan Bean, Ed.D.
County Superintendent of Schools

TENTATIVE CALENDAR FOR BIENNIEL GOVERNING BOARD MEMBER ELECTIONS November 3, 2026

June 26, 2026
(E-130 days)

July 3, 2026
(E-123 days)

July 6, 2026
(E-120 days)

**July 13, 2026 to
August 7, 2026**
(E-113-88 days)

**August 8, 2026 to
August 18, 2026**
(E-87-77 days)

August 12, 2026
(E-83 days)

CONSOLIDATION OF ELECTIONS NOTICE:

Last day for County Superintendent of Schools to notify governing boards in writing that a consolidated election is required to be held. Applies when there are two or more school districts of any type in the same area.

Education Code §§ 5323, 5340

SPECIFICATIONS OF ELECTION ORDER:

At least 123 days before the election, the governing board of the district shall, by resolution, serve the County Superintendent of Schools and the Registrar of Voters an order calling the election and specify the date and purpose of the election.

Education Code §§ 5320, 5322

DELIVER NOTICE OF ELECTION REGISTRAR OF VOTERS:

At least 120 days prior to the date of the election, the County Superintendent of Schools shall deliver to the Registrar of Voters copies of the order of election and the formal notice of election.

Education Code §§ 5324, 5325, 5361

NOMINATION PERIOD:

Declaration of Candidacy forms for all school district offices may be obtained from and must be filed with the Registrar of Voters office from July 13 through August 7, 2026, 5:00p.m.

Elections Code §§10510, 10603

CANDIDATE'S STATEMENT OF QUALIFICATIONS:

Each candidate may prepare a candidate's statement on a form provided by the Registrar of Voters. The statement may contain no more than 200 words, unless the governing board of the school district has authorized a 400-word statement. The statement must be filed at the same time that the Declaration of Candidacy is filed. It may be withdrawn, but not changed, during the nomination period and until 5:00 p.m. of the next working day after the close of the nomination period.

The Registrar of Voters will estimate the total cost of printing and handling the Candidates' Statement and will require each candidate filing a statement to pay in advance his/her estimated pro rata share as a condition of having his/her statement included in the voter's pamphlet.

Elections Code §13307

PUBLIC REVIEW PERIOD:

Public review period of 10 days for Candidates' Statements filed by August 7, 2026. Candidates' Statements will be posted on the Registrar of Voters' website (www.OCVote.com).

Elections Code § 13313

FILING EXTENSION:

If an incumbent has not filed a Declaration of Candidacy by 5:00 p.m. on August 7, 2026, there is a 5-day extension allowed for any person other than the incumbent to file for such office.

Elections Code §10604, 10516

August 12, 2026
(E-83 days)

***August 13, 2026 to
August 23, 2026***
(E-82-72 days)

***September 24, 2026
to October 13, 2026***
(E-40-21 days)

November 3, 2026
(E-0 days)

November 23, 2026

December 11, 2026

PETITION TO HOLD ELECTION:

If, immediately following the last time for filing a Declaration of Candidacy, only one person has been nominated for each position of governing board member or no person has been nominated for any such position, and a petition (signed by 10% or 50 of the district voters, whichever is the smaller number) requesting that a school district election be held for such offices has not been presented to the Registrar of Voters, an appointment will be made as prescribed in Education Code §§ 5326, 5328 Elections Code §10516

PUBLIC REVIEW PERIOD (EXTENDED FILING PERIOD):

Public review period of 10 days for Candidates' Statements filed during the extended filing period between August 8 and August 12, 2026. Candidates' Statements will be posted on the Registrar of Voters' website (www.OCVote.com).

Elections Code §13313

SAMPLE BALLOT MAILING:

Between these dates, county sample ballot pamphlets will be mailed by the Registrar of Voters. Elections Code §§ 9094,13303

ELECTION DAY:

The polls will be open from 7:00 a.m. until 8:00 p.m.

Elections Code §§ 1000, 14212

CANVASS OF RETURNS:

Beginning at 8:00 p.m. and continuously until completed, the Registrar of Voters will conduct the semi-final official canvass of votes and report totals to the Secretary of State. Elections Code §§15150, 15151

CERTIFIED STATEMENT OF RESULTS:

By this date county elections official shall prepare a certified statement of the results of the election and submit it to the governing board of school districts and community college districts. Elections Code §15372

DATE OF TAKING OFFICE:

Elected School Board Members take office on the second Friday in December after the General Election. Education Code §5017

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

DSA INSPECTION SERVICES, DISTRICT EDUCATION CENTER

Background

An inspection services agreement is needed to provide continuous inspection of work for compliance with the Division of State Architect (DSA) requirements. KVA Construction Management & Inspection Services, Inc. will provide DSA inspection services for the installation of bus charging stations at the District Education Center.

In order to advance the above project, approval of inspection services is required and the support and services of an outside consultant is needed.

Financial Impact

General Fund (0101) - Transportation	\$ 43,560
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Administrator

Dr. John Pappalardo, Chief Business Officer

KVA CMIS INC.

KVA Construction Management & Inspection Services, Inc.
"Building Better Schools and Brighter Futures"

April 28, 2026

Placentia- Yorba Linda Unified School District
1301 E. ORANGETHORPE AVE
PLACENTIA, CA 92870
MAX VAN DE MORTEL
949.979.2011 (P)
mvandemortel@pylusd.org

ON- SITE INSPECTION PROPOSAL

KVA CMIS, INC. agrees, subject to DSA approval , per part I of Title 24, CBC, to provide required project inspections for the District Transportation Bus Chargers, with plans provided by:
Architect: Studio +
DSA application # 04-

Project :
District Transportation Bus Chargers, DSA # 04-

P.O. #	DATE
W.O. #	159063
AUTH. BY	

In consideration for the above, Placentia- Yorba Linda Unified School District agrees to pay KVA CMIS, Inc. the sum of \$110.00 per hour for the inspections required. Inspection time will be invoiced on an hourly basis. Invoices are for professional services and are due and payable upon presentation. The total cost of services for budgetary purposes is \$ 43,560.00. This proposal is based on an estimated construction time of 3 months plus Saturday work if required. This proposal to be considered as a " Not to exceed proposal".

Sincerely,

Kia Jazi

Kia Jazi;
President/Owner/ Class 1 # 5003

Accepted by: _____

Title: _____

Date: _____

11101 S. Meads Ave., CA 92869 Cell phone: (714) 337-5588 E-mail: kjazi@sbcglobal.net

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

DSA INSPECTION SERVICES, VALENCIA HIGH SCHOOL

Background

An inspection services agreement is needed to provide continuous inspection of work for compliance with the Division of State Architect (DSA) requirements. Knowland Construction Services will provide DSA inspection services for the gym bleacher replacement project at Valencia High School.

In order to advance the above project, approval of inspection services is required and the support and services of an outside consultant is needed.

Financial Impact

Special Reserve Fund (4040)	\$31,500
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Administrator

Dr. John Pappalardo, Chief Business Officer

P.O. # _____ DATE 3/2/26
W.O. # 2325
AUTH. BY: [Signature]

PROPOSAL FOR PROJECT INSPECTORS

SCHOOL DISTRICT: **Placentia Yorba Linda Unified School District**

INSPECTORS: **Mark Sarraffe (or other approved IOR/PE)**

PROJECT: **Valencia High School Gym Bleacher Replacement 04-124096**

DURATION: **Estimated 3.5 Months (Part-time) 300 hours**
Anticipated Start Date: June 15, 2026 – September 30, 2026

RATE: **DSA IOR: \$105.00/hr**

TOTAL ESTIMATE: **\$31,500.00 Not to Exceed without District approval**

**Hourly Rate increase of \$3 at the start of every January of the construction/ contract period.*

PROJECT INSPECTOR AGENCY AGREEMENT AND CONTRACT DUTIES:

1. Knowland Construction Services agrees to provide for continuous inspection of work for compliance with approved contract documents. Project Inspector duties as outlined in Title 24, Part 1, Chapter 4, Sections 4-333 thru 4-342 California Code of Regulations, including DSA Interpretive Regulations A-6, A-7, A-8, and as incorporated in the following paragraphs.
2. Represent the District under the guidance of the designee of the District Superintendent.
3. Attend all planning, pre-construction conference, project meetings, or meetings as required by the District.
4. Monitor and observe all Special Inspections performed by the Districts contracted Testing Lab as required by the Testing and Inspections Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by Special Inspectors. Perform or monitor testing for Torque, Epoxy, Pull Tests, and other tests as approved by the DSA Field Engineer. Knowland Construction Services shall assist in minimizing unnecessary costs for testing where possible.
5. The District & the Inspector, Knowland Construction Services, shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of or connected with the provisions of this agreement and the contract documents.

Knowland Construction Services
33 Narcissa Drive, Rancho Palos Verdes, CA 90275
Phone: (626) 757-4141 / Email: info@knowlandinc.com

DSA INSPECTORS

6. The Agreement shall begin upon written notice by a representative of the District and remain in effect continuously until project closeout, unless terminated in writing. Contract is intended to be an agency agreement and may be terminated in 15 days by either party with or without cause. This Agency Agreement shall be assignable to other schools within the District, and shall apply to other Inspectors as requested and approved by the District. The District shall not employ, contract, or engage in business or mutually beneficial relationships with Inspectors introduced to the District through Knowland Construction Services for a period of two (2) years after the dissolution of any contracts through Knowland Construction Services unless permission is granted prior to such relationships.
7. Knowland Construction Services shall maintain in effect a \$1 million General Liability insurance policy, Workman's Compensation as required, and Full Liability Auto Insurance as required. District requests for additional insurances shall be paid additionally by the District at current market rates.
8. Placentia Yorba Linda Unified School District agrees to pay Knowland Construction Services the cost of project services billed at the rate as outlined in the fee schedule within 30 working days of receipt of invoice. KCS shall bill in (4) hour increments (to include drive time) for each site visit. Overtime shall be billed at 1 ½ times standard pay or per the local operator's union. Fee schedule shall escalate \$3/hr each January after the contract is approved. KCS will allocate (4) hours per month for KCS administrative fees/ Project Management oversight. Knowland Construction Services (Project Inspectors /Project Managers/ Engineers) shall provide all necessary cell phones, laptop computers, digital cameras, and equipment necessary to maintain proper documentation and administrative functions throughout the duration of the project. The District shall provide all utility lines, office space and furniture on an off-site location. KCS at its own discretion may utilize project managers or project engineers to perform administrative, report writing, DSA Box, and other duties where it is in the interest of the project.
9. When an IOR is on vacation or unable to be at the project for reasons beyond his reasonable control, a Project Manager / Project Engineer will be assigned to oversee the project, and shall be responsible for the accurate reporting of all activities to the Inspector of Record. Hours billed for inspection services shall include only hours worked in support of the project. Other billing arrangements may be as agreed in writing by the District.

Dated: January 16, 2026

Christopher Knowland

Christopher Knowland – KCS

Dated: January 16, 2026

Agent – PYLUSD

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

MATERIALS TESTING & SPECIAL INSPECTION SERVICES, VALENCIA HIGH SCHOOL

Background

Periodically, a project or task requires the assistance of an outside consultant to render support and/or professional services to properly prepare and/or complete a given responsibility. Staff has developed an inspection services contract form to deal with such circumstances. The form has been reviewed by legal counsel and meets the district requirements for performance, indemnification, scope of work, and structure of compensation.

The Division of State Architect (DSA) requires testing and inspection services during the replacement of gym bleachers at Valencia High School. These services will include, welding inspection of the installation of the bolts, welding inspection, torque testing of the anchor bolts, and preparation of reports and project closeout documents.

In order to advance the replacement of gym bleachers at Valencia High School, a materials testing & special inspection services agreement is required to engage the support and services of an outside consultant. Ninyo & Moore Geotechnical & Environmental Sciences Consultants will provide the testing and inspection services required for this project.

Financial Impact

Special Reserve Fund (4040)	\$11,332
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Administrator

Dr. John Pappalardo, Chief Business Officer

April 28, 2026
Proposal No. 04IRV06-05474

Mr. Max Van de Mortel
Construction Administrator
Placentia Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, California 92870

P.O. #	DATE
W.O. #	2325
AUTH. BY	

Subject: Proposal for Special Inspection Services
Valencia High School Gym Bleacher Replacement
Placentia, California

Reference: Ghataode Bannon Architects, 2025 Yorba Linda Unified School District Valencia High School Gym Bleacher Replacement Schematic Plans, dated February 6.

Dear Mr. Van de Mortel:

Ninyo & Moore is pleased to submit this proposal for special inspection services for the Valencia High School Gym Bleacher Replacement project, located in Placentia, California. Based on our review of the project plans and our discussions with you, we understand that the proposed project will generally consist of the construction of new telescoping bleachers in the gymnasium building and alterations to the existing exterior ramp.

SCOPE OF SERVICES

Based on our understanding of the proposed construction and our experience with similar projects, we propose to provide the following scope of services:

- Project coordination and management, including work scheduling and review of the project plans, specifications and contract documents.
- Performing special inspection by our certified inspector of the field welding and high strength bolt installation. Welding inspection will include review of project plans and shop detail drawings, welding procedures, welder qualifications, proper fit-up, preheat, weld length, and weld quality. Inspection of high strength bolting will include review of mill certificates, verification of bearing surfaces, alignment, tightening and testing by specified methods for connection type.
- Performing special inspection and torque testing by our certified inspector of the anchor bolts.
- Preparation of progress reports, and field memoranda to document the items inspected.
- Preparation and submittal of the project close-out documents including the Laboratory Verified Report (DSA-291).

ASSUMPTIONS

Based on our experience with similar projects in the preparation of our scope of services, we assume our services will be scheduled and coordinated by the project inspector or construction manager on an as-needed basis.

ESTIMATED FEE

We propose to provide our services on a time-and-materials basis in accordance with the attached Schedule of Fees. Our estimated fees for the scope of services described herein are presented in the attached Table 1.

Ninyo & Moore appreciates the opportunity to provide services on this project and we look forward to working with you.

Respectfully submitted,
NINYO & MOORE



Jeff Dalgity
Senior Project Manager



Garreth M. Saiki, PE, GE
Principal Engineer

JWD/GMS/mlc

Attachments: Table 1 – Breakdown of Estimated Fee
Schedule of Fees

Table 1 – Breakdown of Estimated Fee

Field Services

Special Inspector - Post Installed Anchor Inspection	32 hours @ \$ 135.00 /hour	\$ 4,320.00
Special Inspector - Onsite Welding and Bolting Inspection	24 hours @ \$ 135.00 /hour	\$ 3,240.00
	Subtotal	\$ 7,560.00

Reimbursables

Field Vehicle Usage	56 hours @ \$ 15.00 /hour	\$ 840.00
Field Equipment Usage	56 hours @ \$ 12.00 /hour	\$ 672.00
	Subtotal	\$ 1,512.00

Project Coordination, Management and Technical Support

Principal Engineer/Geologist/Environmental Scientist	2 hours @ \$ 250.00 /hour	\$ 500.00
Senior Project Engineer/Geologist/Environmental Scientist	8 hours @ \$ 220.00 /hour	\$ 1,760.00
	Subtotal	\$ 2,260.00

TOTAL ESTIMATED FEE		\$ 11,332.00
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MATERIALS TESTING & SPECIAL INSPECTION SERVICES, VALENCIA HIGH SCHOOL

Background

Periodically, a project or task requires the assistance of an outside consultant to render support and/or professional services to properly prepare and/or complete a given responsibility. Staff has developed an inspection services contract form to deal with such circumstances. The form has been reviewed by legal counsel and meets the district requirements for performance, indemnification, scope of work, and structure of compensation.

The Division of State Architect (DSA) requires testing and inspection services during the kitchen modernization project at Valencia High School. These services will include, sampling and testing during over-excavation, subgrade preparation, asphalt paving, footing excavation and trench backfill, batch plant and onsite concrete testing, welding inspection, inspection during installation of post-installed anchors and epoxy dowels, progress reports, and preparation of project closeout documentation.

In order to advance the kitchen modernization project at Valencia High School, a materials testing & special inspection services agreement is required to engage the support and services of an outside consultant. Ninyo & Moore Geotechnical & Environmental Sciences Consultants will provide the testing and inspection services required for this project.

Financial Impact

Special Reserve Fund (4040)	\$39,151
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Administrator

Dr. John Pappalardo, Chief Business Officer

May 4, 2026
Proposal No. 04FON06-00050

Mr. Max Van de Mortel
Construction Administrator
Placentia Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, California 92870

P.O. #	DATE
W.O. #	
AUTH. BY	

5/5/26
5730
[Signature]

Subject: Proposal for Geotechnical, Materials Testing and Special Inspection Services
Valencia High School Kitchen and Food Service Modernization
Placentia, California

Reference: Ghataode Bannon Architects , 2025 Yorba Linda Unified School Valencia High School
Kitchen and Food Service Modernization Schematic Plans, Dated, November 25.

Dear Mr. Van de Mortel:

Ninyo & Moore is pleased to submit this proposal for geotechnical, materials testing and special inspection services for the Valencia High School Kitchen and Food Service Modernization project, located in Placentia, California. Based on our review of the project plans and our discussions with you, we understand that the proposed project will generally consist of renovations to the existing Building D kitchen and dishwashing area, including a new walkway structure, as well as renovations to the existing Building E Food Services building, including the kitchen, dishwashing, and related areas.

SCOPE OF SERVICES

Based on our understanding of the proposed construction and our experience with similar projects, we propose to provide the following scope of services:

- Project coordination and management, including work scheduling and review of the project plans, specifications and contract documents.
- Performing technician services for observation, sampling and testing during the overexcavation, subgrade preparation, asphalt paving, footing excavation and trench backfill. Field density tests will be taken to check the contractor's compaction efforts.
- ACI Concrete Technician for batch plant and onsite concrete sampling, and testing services.
- Performing special inspection by our certified inspector of the field welding and high strength bolt installation. Welding inspection will include review of project plans and shop detail drawings, welding procedures, welder qualifications, proper fit-up, preheat, weld length, and weld quality. Inspection of high strength bolting will include review of mill certificates, verification of bearing surfaces, alignment, tightening and testing by specified methods for connection type.

- Performing special inspection by our certified inspector during installation of post-installed anchors and epoxy dowels.
- Performing laboratory testing, including asphalt, compressive strength, high strength bolt and nut, proctor density, and reinforcing tensile or bend of samples obtained in the field.
- Preparation of progress reports, and field memoranda to document the items inspected.
- Preparation and submittal of the project close-out documents including the Laboratory Verified Report (DSA-291) and the Geotechnical Verified Report (DSA-293).

ASSUMPTIONS

Based on our experience with similar projects and in preparation of our scope of services, our services will be scheduled and coordinated by the project inspector or construction manager on an as-needed basis.

ESTIMATED FEE

We propose to provide our services on a time-and-materials basis in accordance with the attached Schedule of Fees. Our estimated fees for the scope of services described herein are presented in the attached Table 1.

Ninyo & Moore appreciates the opportunity to provide services on this project and we look forward to working with you.

Respectfully submitted,
NINYO & MOORE



Jeff Dalgity
Principal Construction Services



Garreth M. Saiki, PE, GE
Principal Engineer

JWD/GMS/mlc

Attachments: Table 1 – Breakdown of Estimated Fee

Table 1 – Breakdown of Estimated Fee

Field Services				
Field Technician - Pier Footing Drilling Observation	24 hours @	\$ 135.00 /hour	\$	3,240.00
Field Technician - Subgrade, Aggregate Base Testing	24 hours @	\$ 135.00 /hour	\$	3,240.00
Field Technician - Utility Trench Backfill Testing	16 hours @	\$ 135.00 /hour	\$	2,160.00
Field Technician - Asphalt Observation, Sampling and Testing	12 hours @	\$ 135.00 /hour	\$	1,620.00
ACI Technician - Concrete Sampling and Testing	40 hours @	\$ 135.00 /hour	\$	5,400.00
ACI Technician - Batch Plant Inspections	20 hours @	\$ 135.00 /hour	\$	2,700.00
Field Technician - Tag and Sample Bolts and Rebar	8 hours @	\$ 135.00 /hour	\$	1,080.00
Special Inspector - Onsite Welding and Bolting Inspection	40 hours @	\$ 135.00 /hour	\$	5,400.00
Special Inspector - Post Installed Anchors	8 hours @	\$ 135.00 /hour	\$	1,080.00
Subtotal			\$	25,920.00
Reimbursables				
Field Vehicle Usage	168 hours @	\$ 15.00 /hour	\$	2,520.00
Field Equipment Usage	168 hours @	\$ 12.00 /hour	\$	2,016.00
Subtotal			\$	4,536.00
Laboratory Analyses				
Compressive Strength (Concrete) C 39	40 tests @	\$35.00 /test	\$	1,400.00
Proctor Density D1557	3 tests @	\$220.00 /test	\$	660.00
Hveem Stability and Unit Weight D 1560	1 test @	\$225.00 /test	\$	225.00
Extraction, % Asphalt, including Gradation, D 2172	1 test @	\$250.00 /test	\$	250.00
Reinforcing Tensile or Bend up to No. 11, A 615 & A 706	2 tests @	\$75.00 /test	\$	150.00
High Strength Bolt, Nut & Washer Conformance A325	3 tests @	\$150.00 /test	\$	450.00
Subtotal			\$	3,135.00
Project Coordination, Management and Technical Support				
Principal Engineer/Geologist/Environmental Scientist	2 hours @	\$ 250.00 /hour	\$	500.00
Senior Project Engineer/Geologist/Environmental Scientist	23 hours @	\$ 220.00 /hour	\$	5,060.00
Subtotal			\$	5,560.00
TOTAL ESTIMATED FEE			\$	39,151.00

**Placentia-Yorba Linda Unified School District
Board of Education Special Meeting
June 2, 2026**

LEGAL SERVICES, ATKINSON, ANDELSON, LOYA, RUUD AND ROMO

Atkinson, Andelson, Loya, Ruud and Romo (AALRR), Attorneys at Law, has provided legal services to the district intermittently since February of 2004. Since that time, the district has regularly relied on attorneys from AALRR for legal services. The firm has provided excellent legal services in a variety of areas including: various construction and project related issues; employee/employer relations; contract review, advice, and disputes; and interpretation of education codes.

The district is recommending approval of the contract with AALRR to provide legal services through June 30, 2027.

The legal fees for AALRR will be as follows:

AALRR	7/1/26 – 6/30/27
Senior Partners	\$420
Partners/ Sr. Counsel	\$395
Sr. Associates	\$385
Associates	\$360
Paralegals/ Legal Assistants	\$205

Financial Impact

General Fund (0101) \$350,000

Administrator

Dr. John Pappalardo, Chief Business Officer

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services (the “Agreement”) is made this 1st day of July 2026, between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a Professional Law Corporation, hereinafter referred to as the “Law Firm,” and PLACENTIA-YORBA LINDA SCHOOL DISTRICT, hereinafter referred to as “District.”

II. RECITALS; PURPOSE; MATTERS

The District desires to retain and engage the Law Firm to perform legal and, upon request, non-legal consultant services on the District’s behalf, and the Law Firm is willing to accept said engagement on the terms and conditions contained in this Agreement. The Law Firm agrees to provide such services to the District, including representation in administrative and court proceedings, as requested by the District. The place and time for such services are to be designated by the Superintendent of the District or designee.

III. TERMS AND CONDITIONS

A. The term of this Agreement shall be July 1, 2026, through June 30, 2027. For the period July 1, 2026, through June 30, 2027, the District hereby agrees to pay the Law Firm in connection with the above-referenced services as authorized at the following hourly rates:

Senior Partners	\$420.00
Partners/Of Counsel/Senior Counsel	\$395.00
Senior Associates	\$385.00
Associates	\$360.00
Electronic Technology Litigation Specialist	\$295.00
Non-Legal Consultants	\$210.00-\$265.00 *
Senior Paralegals/Law Clerks	\$215.00
Paralegals/Legal Assistants	\$205.00

* Direct costs for travel and lodging may be billed to the client with prior approval.

The Law Firm shall bill in quarter-hour increments. A fixed rate may be established for specially identified projects, subject to prior approval by the District.

B. In addition, the District hereby agrees to pay a 5% per month administrative charge calculated and based on monthly fees billed to cover related operational expenses incurred by the Law Firm. This administrative fee is in lieu of charging the District for Westlaw, photocopies,

automobile mileage, parking, facsimiles, telephone, document preparation, and postage. This does not include items listed in paragraph D below.

C. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.

D. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the Superintendent's or designee's prior approval in the event a particular cost item exceeds \$2,000.00 in amount, and without the prior approval of the District in the event a particular cost item totals \$2,000.00 or less. Typical cost advances include, but are not limited to, messenger fees, travel costs, bonds, witness fees, overnight delivery, deposition and court reporter fees, transcript costs, expert witness fees, investigative fees, etc. If the Law Firm retains, with authorization from the District, experts or consultants for the benefit of the District, rather than the District contracting directly with any expert or consultant, it is agreed that the District shall pay a five percent (5%) fee ("consultant processing fee") on such expert and consultant costs paid by the Law Firm in order to offset certain costs to the Law Firm resulting from administering and initially paying such expert and consultant fees on behalf of the District.

E. A detailed description of the attorney work performed and the costs advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month. Payment of the full amount due, as reflected on the monthly statements, will be due to the Law Firm from the District by the 10th of each month, unless other arrangements are made. In the event there are retainer funds of the District in the Law Firm's Trust account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit therefor will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

F. The District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects: (a) the legal services performed; and (b) the proper charge for those legal services.

G. The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District including, but not limited to, attending mandatory court hearings and other appearances and providing necessary information and documentation to enable the Law Firm to adequately represent the District.

H. The District has the right, at any time, and either with or without good cause, to discharge the Law Firm as the District's attorneys. In the event of such a discharge of the Law

Firm by the District, however, any and all unpaid attorneys' fees and costs owing to the Law Firm from the District shall be immediately due and payable.

I. The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District upon the occurrence of any one or more of the following events:

1. Upon order of Court requiring the Law Firm to discontinue the performance of said legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue legal services for the District;

3. Upon the failure of the District to perform any of the District's obligations hereunder with respect to the payment of the Law Firm's fees and costs advanced; or

4. Upon the failure of the District to perform any of the District's obligations hereunder with respect to cooperation with the Law Firm in connection with the Law Firm's representation of the District.

J. In the event that the Law Firm ceases to perform legal services for the District as hereinabove provided, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees or costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in Court on its behalf, the District will promptly execute an appropriate Substitution of Attorney form.

K. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

L. It is understood and agreed that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

IV. SPECIALIZED LEGAL SERVICES

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, intellectual property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, trademark, non-profit organizations, immigration, law enforcement/use of force, criminal/white collar, Title IX, and appellate law, the District agrees to pay the Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the District of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

V. RELATED POST-INVESTIGATION SERVICES

If an attorney who conducted an investigation for the District is subsequently asked or required to prepare for and/or testify, including, without limitation, at deposition, trial, arbitration or any other proceeding, because of services rendered under this Agreement, and/or if the investigating attorney must respond to subpoenas or discovery or otherwise respond or perform services with respect to any matter relating to or arising out of services performed for the District, the District agrees to pay the Law Firm for all time expended (including preparation time) at the investigating attorney's then current regular hourly rate and to reimburse the Law Firm for reasonable costs and expenses incurred. The District's obligation to compensate the Law Firm for related post-investigation services shall survive the termination or expiration of this Agreement.

VI. CONSENT TO JOINT REPRESENTATION

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall provide the District with a written disclosure of the relevant circumstances and of the actual and reasonably foreseeable adverse consequences to the District, and shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph, and to execute such written consent on behalf of the Board and District.

VII. SERVICES PERFORMED BY LAW FIRM-PROVIDED NON-LEGAL CONSULTANTS

The Law Firm has an affiliation with non-legal education consultants who are available to assist the District in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, special education, student discipline, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the District's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the District provide its informed written consent to this arrangement prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purposes of this paragraph. The District is hereby advised that it may seek the advice of an independent attorney of its choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the District outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

VIII. CONSENT TO LAW FIRM COMMUNICATION

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of Breakfast Briefings, conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. These email notices are a convenient way to keep the District administrators apprised of important legal changes. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

IX. CONSENT TO LAW FIRM USE OF GENERATIVE AI AND CLIENT CONFIDENTIALITY

To enhance efficiency and cost-effectiveness, this Law Firm may use generative artificial intelligence (“AI”) tools to assist with tasks like document review, summaries, and research. Any such use will comply with the California Rules of Professional Conduct and the State Bar Act, along with all other applicable ethical and professional responsibilities and the Law Firm’s internal policies, including maintaining professional judgment; reviewing, verifying, and validating AI-assisted work; and safeguarding client confidentiality. The District may be billed for actual time spent using generative AI - such as creating and refining inputs and prompts and reviewing and editing outputs - but not for time saved by its use. By proceeding with this representation, the District consents to the Law Firm’s use of generative AI, unless the District notifies the Law Firm otherwise in writing. Please note that Law Firm communications and work product are protected by privilege and must remain confidential. If the District discloses any privileged communications, work product, or confidential documents to any AI platform, the District risks waiving the attorney-client privilege, work-product protection, and/or confidentiality.

X. IDENTIFICATION OF INSURANCE COVERAGE

With respect to insurance coverage for any matters covered by the scope of services under this Agreement, the District agrees that it is its own responsibility, rather than the Law Firm’s responsibility, to identify potential insurance coverage for the District and to tender legal matters to any appropriate insurance companies that may insure it. If the District desires that the Law Firm become involved in identifying potential insurers and/or the tender of legal disputes, then a separate written agreement between the District and the Law Firm to that effect will be required.

XI. BINDING ARBITRATION

If any dispute arises out of, or relates to, a claimed breach of this Agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, breach of fiduciary duty, misrepresentation, or conflict of interest, such dispute shall

be resolved by confidential and binding arbitration in Los Angeles County, California, upon the written request of one party after service of that request on the other party.

There are significant advantages and disadvantages of binding arbitration. The parties shall agree on an arbitrator with special skills and experience to hear and determine the dispute unlike in a court proceeding where a judge is assigned. If the parties cannot agree, then the Superior Court of Los Angeles County shall choose an impartial arbitrator whose decision shall be final and conclusive on all matters.

The parties shall each have the right of discovery in accordance with Code of Civil Procedure section 1283. Arbitrations conducted pursuant to this Agreement permit the same discovery rights as in a court proceeding. Each party shall bear their own costs and attorneys' fees, including payments to the arbitrator, which can be significantly more costly than the filing fee in court proceedings where costs may be awarded to the prevailing party. Each party to this Agreement waives and therefore gives up important constitutional rights in arbitration as the arbitrator's decision is final. There is no right to appeal to challenge any errors made in the arbitration proceeding. Unlike court proceedings, arbitration proceedings are conducted privately and the outcome will remain confidential. There is no right to a trial by a judge or jury of one's peers. There is no limitation on the type of monetary damage that can be awarded by the arbitrator. The District is advised that the District has the right to have an independent lawyer of the District's choice review this arbitration provision.

XII. DURATION

This Agreement shall be effective July 1, 2026, through June 30, 2027, and thereafter shall continue from month-to-month at the then current hourly rate set forth herein until modified in writing by mutual agreement or terminated by either party upon thirty (30) days' written notice.

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XIII. EXECUTION

The District and the Law Firm have executed this Agreement as evidenced by the signatures of their duly authorized representatives, below.

“Law Firm”

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: _____

By: _____
TODD M. ROBBINS

“District”

PLACENTIA-YORBA LINDA UNIFIED SCHOOL
DISTRICT

Dated: _____

By: _____
Name:
Title:

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BID NO. 226-25, NUTRITION SERVICES PAPER PRODUCTS

Background

On April 17, 2026, the district advertised for bids for paper products for the Nutrition Services Department. Two bids were received, with Three Leaf Products submitting a bid for one line item only. Individual Foodservice will be awarded all line items as the lowest responsive, responsible, and acceptable bidder, except for the single line item awarded to Three Leaf Products. The initial contract term is for one year after award of bid, and can be extended for two additional one-year periods in accordance with provisions contained in Education Code Section 17596 and 81644, not to exceed a total of three years.

Award of Bid No. 226-25 to Individual Foodservice and Three Leaf Products will enable the district to utilize distribution pricing established through competitive bidding for the purchase and delivery of paper products for the 2026-27 school year.

Individual Foodservice	\$300,000
Three Leaf Products	<u>\$50,000</u>
Total Authorized Amount	<u>\$350,000</u>

Financial Impact

Cafeteria Fund (1313)	\$350,000
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Administrator

Dr. John Pappalardo, Chief Business Officer

PRODUCT AGREEMENT

THIS AGREEMENT, dated the 3rd day of, June, 2026, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **Individual FoodService**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The agreement term will be for one year beginning June 3, 2026, and expiring June 30, 2027.
2. BIDDER agrees to complete the Project known as **Bid 226-25 Nutrition Services Paper Products**, 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, Non-Collusion Declaration, 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 Bid 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 Bid Documents.
5. The product shall be delivered after receiving a DISTRICT Purchase Order. The products awarded to Individual FoodService are all items Bid upon with the exception of Bid Item Number 50.
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 work commencing.

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

Individual FoodService

By: _____
Signature

By: _____
Signature

Print Name

Print Name

Title

Title

Tax ID/Social Security No.

(CORPORATE SEAL OF BIDDER, if corporation)

PRODUCT AGREEMENT

THIS AGREEMENT, dated the 3rd day of, June, 2026, in the County of Orange, State of California, is by and between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "DISTRICT"), and **Three Leaf Products**, (hereinafter referred to as "BIDDER").

The DISTRICT and the BIDDER, for the consideration stated herein, agree as follows:

1. TERM. The agreement term will be for one year beginning June 3, 2026, and expiring June 30, 2027.
2. BIDDER agrees to complete the Project known as **Bid 226-25 Nutrition Services Paper Products**, 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, Non-Collusion Declaration, 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 Bid Documents.
5. The product shall be delivered after receiving a DISTRICT Purchase Order. The products awarded to Three Leaf Products are Bid Item Number 50 at \$21.00 per case.
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 work commencing.

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

Three Leaf Products

By: _____
Signature

By: _____
Signature

Print Name

Print Name

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 2, 2026**

SANTA CLARITA VALLEY SCHOOL FOOD SERVICES RFP NO. 2005, DAIRY PRODUCTS

Background

On May 23, 2024 Santa Clarita Valley School Food Services Agency (SCVSFSA) awarded RFP No. 2005 for the purchase and distribution of dairy products to Clearbrook Dairy. This is a competitive piggyback RFP that ensures best pricing for the purchase of these items. SCVSFSA has renewed the RFP for the 2026-27 school year.

Authorization to use SCVSFSA RFP No. 2005 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
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Administrator

Dr. John Pappalardo, Chief Business Officer

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

LEGAL SERVICES

Background

Harbottle Law Group (HLG) has provided excellent legal services and advice to the district in a variety of areas, including Special Education, Student Services and Risk Management.

The district is recommending approval of an agreement with HLG to provide legal services to Risk Management for 2026-27.

The legal fees for HLG will be as follows:

Harbottle Law Group	7/1/2026 - 6/30/2027
Senior Counsel	\$350.00
Mid-Level Attorneys	\$320.00
Other HLG Attorneys	\$290.00
Law Clerks	\$250.00
Paralegals	\$175.00

Financial Impact

Insurance Property Loss Fund (6770) \$50,000

Administrator

Dr. John Pappalardo, Chief Business Officer

**RETAINER AGREEMENT FOR RISK MANAGEMENT AND GENERAL LEGAL
SERVICES BETWEEN HARBOTTLE LAW GROUP AND PLACENTIA-YORBA LINDA
UNIFIED SCHOOL DISTRICT**

This attorney retainer agreement is entered into by and between Harbottle Law Group ("HLG") on one hand, and Placentia-Yorba Linda Unified School District ("Client") on the other for the year beginning on July 1, 2026 and extending through June 30, 2027.

1. Scope of Work and Duties. Client hires HLG to advise on Risk Management and provide general counsel legal services. HLG will perform these services, will keep Client informed of progress, and will respond to Client's inquiries.

2. Client's Duties. Client agrees to provide HLG such information, assistance and cooperation as is necessary for HLG to effectively perform its services under this Agreement. Client shall timely pay HLG's bills for fees and costs.

Client shall keep HLG advised of Client's address, telephone numbers, and other pertinent contact information during the pendency of this Agreement.

3. Legal Fees, Billing Practices and Personnel. HLG's fees will be charged on an hourly basis for all time actually expended and are generally billed monthly. The payment of such bills will be due within 30 days from the date of the invoice. HLG will utilize those attorneys and staff it determines to be best suited to the task, consistent with the competent and efficient rendering of legal services. The services to be performed by HLG hereunder shall be provided at a rate not to exceed Three-Hundred Fifty Dollars (\$350.00) per hour for Senior Counsel, Three-Hundred Twenty Dollars (\$320.00) per hour for Mid-level attorneys, and Two-Hundred Ninety Dollars (\$290.00) per hour for all other HLG attorneys, as well as law clerks at Two-Hundred Fifty Dollars (\$250.00) per hour. HLG also utilizes the services of paralegals and other legal support staff whose rates shall not exceed One-Hundred Seventy Dollars (\$175.00) per hour.

4. Costs and Other Charges. HLG will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for those costs and expenses in addition to the hourly fees. Costs and expenses commonly include fees fixed by law or assessed by public agencies, expert witness fees and expenses, deposition transcripts, long distance telephone calls, messenger and other delivery fees, postage, parking and other local travel expenses, photocopying and other reproduction costs, clerical staff overtime, and computer assisted research fees.

5. Statements. HLG shall send Client one or more statements for fees and costs incurred on a periodic basis, generally monthly. These statements shall indicate the basis of the fees, including the amount of time spent and a description of the work performed. Payment of the statements is due thirty days after the statements are rendered.

6. Concurrent Representation of Other Entities and Individuals. HLG is currently acting as legal counsel to a number of school districts, other public agencies in several counties, as well as private clients. HLG's representation of such public and private entities in such other matters is unrelated to its representation of Client. HLG therefore reserves the right to continue to represent such parties in these unrelated matters, and any other parties in the future which may be

adverse to Client, but which are unrelated to our representation of Client. Your signature below will confirm this understanding and your waiver on behalf of Client of any such potential conflicts. If, in the future, Client wishes to retain HLG to represent its interests in matters that may relate to a matter or matters in which HLG is also representing other parties, HLG will present Client with a separate document for its consideration, and possible informed written consent, to such concurrent representation.

7. Disclaimer of Guarantee. HLG has made no representations, promises or guarantees to Client regarding the outcome of Client's matter(s). Furthermore HLG cannot make any guarantee as to the amount which Client will incur for attorneys' fees and costs in this matter, as those figures will wholly depend on the time and effort required to be devoted to the matter.

8. Discharge and Withdrawal. Client may discharge HLG at any time. HLG may withdraw from Client's representation at any time to the extent permitted by law and the Rules of Professional Conduct, upon reasonable notice to the Client. In the event of such discharge or withdrawal, Client shall pay HLG's fees and costs legally owed in accordance with this Agreement for all work done (and costs incurred) through the termination of HLG's representation of Client.

9. No Waivers. A waiver by either party of a breach of any of the conditions, terms, or time requirements under this Agreement shall not be construed as a waiver of any succeeding breach of the same or other conditions, terms or time requirements.

10. Errors and Omissions Insurance. HLG maintains errors and omissions insurance coverage applicable to the services mentioned in this Agreement.

11. Integration. This Agreement constitutes the entire Agreement between HLG and Client with respect to this matter.

12. Arbitration of Disputes. If any dispute arises between Client and HLG regarding services or billings or any other matter relating to the provisions or duties under this Agreement, such dispute shall be submitted to binding arbitration. Fee disputes shall be arbitrated according to the guidelines and standards adopted by the State Bar of California, if any, then in effect. Any other dispute shall be arbitrated according to the arbitration rules of the Orange County Bar Association, if any, then in effect; and if there are no such rules in effect then in accordance with the rules of the American Arbitration Association.

The decision of the arbitrator(s) shall be final and binding. The arbitrator(s) shall have the discretion to order the losing party to reimburse the prevailing party for all costs and fees incurred in connection with the arbitration, including attorneys' fees and the arbitrators' fees.

13. Fees and Costs to Enforce Agreement. In the event attorneys' fees and related costs are incurred to enforce this agreement or to resolve a dispute under this agreement, the prevailing party shall be entitled to recover, in addition to damages allowed by law, reasonable attorneys' fees and costs.

14. Right to Consult Independent Counsel. HLG advises that Client has the right to consult independent counsel in connection with its decision to enter into this Agreement and recommends that it do so.

Dated: April 27, 2026

Harbottle Law Group

By: 
S. Daniel Harbottle, Director

I have read and understood the foregoing terms and agree to them.

Dated: _____, 2026

By: _____
John Pappalardo, Chief Business Officer
Placentia-Yorba Linda Unified School
District

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD MEETING AGENDA SOFTWARE SUBSCRIPTION SERVICE

Background

CSBA Meetings is an equivalent service to Diligent Community for online board meeting agenda and workflow, at a lower annual cost of \$8,750. In addition, there is a one-time setup cost of \$3,600 for CSBA Meetings to have Single Sign On with existing district accounts for increased security.

Approval of the transition from Diligent Community to CSBA Meetings starting on July 1, 2026 will allow the district to continue with online board agenda meeting workflow at a reduced cost.

Financial Impact

General Fund (0101)	\$12,350
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Administrator

Dr. John Pappalardo, Chief Business Officer

5/20/2026

The California School Boards Association (CSBA) is pleased to provide the Placentia-Yorba Linda Unified School District of Orange County the following quote for GAMUT and policy services.

GAMUT Meetings **\$8,750/year**

GAMUT Meetings is an online agenda and meeting management system that gives you an easy and efficient way to create and manage meetings online. GAMUT's paperless board meeting management application helps streamline meeting preparation and provides easy and secure access to meeting materials. Features include: multiple meeting types that allow you to manage all your meeting types in one convenient location; advanced search so you can quickly sort by meeting type, date, and more; private, secure personal notes on individual agenda items; customizable roles and permissions for users, meetings, and items; meeting minutes and voting; custom printing that allows you to integrate attachments and exhibits with your agenda; and advanced safety and security. Packed with time-saving features, GAMUT's paperless board meeting management software automates and simplifies routine tasks associated with meeting development and delivery.

SSO/SAML Integration **\$3,600**

The total fee for the Single Sign-On (SSO) SAML integration is fixed at \$3,600. This fee covers all standard work necessary to complete the integration as per the agreed-upon scope.

This fee is contingent upon the assumption that the integration will proceed without unforeseen complications. If during the course of the work, extenuating circumstances arise that were not identified in the initial assessment and that significantly impact the complexity or time required to complete the integration, additional fees may be incurred.

In such cases, CSBA in coordination with our service provider, will promptly notify you of the specific issues and provide an estimate of any additional time and costs before proceeding with the additional work. Any additional charges will be agreed upon in writing before being incurred.

GAMUT Policy

Already Subscribed

CSBA's GAMUT Policy is an online policy information service that offers quick access to 650-plus sample board policies, regulations, bylaws, and their legal references, including the entire Education Code, Title 5 regulations and other referenced state and federal code sections. GAMUT Policy also features advanced search features, built in translations, and the ability to download sample policies and regulations to word processing

programs for editing. The CSBA sample policies on GAMUT are updated regularly and GAMUT Policy users will receive email notifications to alert them when the CSBA sample policy manual has been revised.

For additional information, please contact Miora “Mia” Allen at mallen@csba.org.

¹ A \$500 site set up fee applies to new GAMUT sites

² The standard quoted rates will be applicable for the next 6 months

CALIFORNIA SCHOOL BOARDS ASSOCIATION GAMUT SERVICE AGREEMENT

This Agreement is entered by and between the California School Boards Association (“CSBA”) and Placentia-Yorba Linda Unified School District of Placentia, California (“Subscriber”) for the use of CSBA’s GAMUT services in accordance with the terms and conditions contained herein. This Agreement shall become effective (“the Effective Date”) upon the execution and delivery hereof by the parties hereto.

1. Term and Renewal. CSBA shall provide the services described in this Agreement on an annual basis from July 1st to June 30th. This Agreement shall commence as of the Effective Date and shall continue in effect until June 30th of the same year (such initial term referred to in this Agreement as the “Initial Term”). THEREAFTER, THE TERM OF THE AGREEMENT SHALL BE AUTOMATICALLY RENEWED ANNUALLY FOR ADDITIONAL ONE (1) YEAR TERM FROM JULY 1st to JUNE 30th (referred to in this Agreement as a “Renewal Term”) UNLESS EITHER PARTY GIVES WRITTEN NOTICE OF NON-RENEWAL TO THE OTHER PARTY AT LEAST NINETY (90) DAYS PRIOR TO THE END OF THE INITIAL TERM OR ANY RENEWAL TERM HEREOF.

2. Grant of License. Subject to the TERMS OF SERVICE and PRIVACY NOTICE located at <https://simbli.eboardsolutions.com/termsofservice.pdf> and <https://eboardsolutions.com/privacy-statement/>, Subscriber is hereby granted a non-exclusive, non-transferable, non-assignable, non-sub-licensable license to access GAMUT (the “Service”) through the website provided by CSBA (the “Site”). All rights not specifically granted to Subscriber by this Agreement are reserved to CSBA.

3. Fees. For the license, Service, and training and support received pursuant to this Agreement, Subscriber agrees to pay CSBA the annual fees and set-up conversion fees described in Attachment A. Fees are calculated on annual fiscal year periods, pro-rated for a July 1 renewal, that begin on the subscription start date and each fiscal year anniversary thereof; therefore, Fees for subscriptions added in the middle of a monthly period will be charged for that full monthly period and the monthly periods remaining in the subscription term. To renew this Agreement after the Initial Term, Subscriber shall pay the applicable annual fee, in full. Fees for Renewal Terms may be subject to change. CSBA reserves the right to withhold or cancel access to GAMUT if said fees are not paid within 60 days of Subscriber’s receipt of an invoice from CSBA.

4. User Accounts. Subscriber is authorized to create an unlimited number of user accounts for its employees and officers. Subscriber is responsible for creating user accounts, determining access levels for each user, and informing all users of their obligations and responsibilities pursuant to this Agreement and the Terms of Service. Subscriber shall take reasonable measures to prevent unauthorized access to the Service, including protecting usernames, passwords and other log-in information.

5. Training and Technical Support. All logged in users of the Service will have 24/7/365 access to the online user guide, including the Knowledge Base and Training Webinars and Videos. Additional training materials, webcasts and videos may be available through CSBA. Upon receipt of this signed Agreement, when applicable, CSBA will contact Subscriber to set up Subscriber’s Site and to schedule any applicable training. Upon request, CSBA may provide onsite training at the Subscriber’s facility, subject to any training fees described in Paragraph 3 and Attachment A of this Agreement. Subscriber shall pay reasonable travel costs and expenses incurred by CSBA for any on-site training. CSBA will provide timely support to Subscriber for the Service. CSBA shall not be responsible for supporting network, infrastructure, computing devices, or any third-party software applications installed on Subscriber’s devices.

6. Proprietary Rights. Subscriber acknowledges that the Service, the Site, and all software and intellectual property used to create or maintain the Service or the Site confidential and constitute trade secrets and proprietary information. Subscriber has a right to access Subscriber’s information hosted or stored on the Service, but acknowledges and agrees that it holds no proprietary rights related to the

CALIFORNIA SCHOOL BOARDS ASSOCIATION GAMUT SERVICE AGREEMENT

Service or the Site. Any documents or files created by Subscriber on or uploaded by Subscriber to the Site belong to Subscriber, and Subscriber may use them as it sees fit, subject to applicable state and federal law and local policy. Subscriber agrees not to:

- (a) Modify, translate, reverse engineer, decompile, disassemble, or create derivative works based on the Services except to the extent that enforcement of the foregoing restriction is prohibited by applicable law;
- (b) Circumvent any user limits or other timing, use or functionality restrictions built into the Services;
- (c) Remove any proprietary notices, labels, or marks from the Services (except to the extent Reseller is so permitted to for the purposes of re-branding the Services);
- (d) Frame or mirror any content forming part of the Services; or
- (e) Access the Services in order to build a competitive product or service, or copy any ideas, features, functions or graphics of the Services that are established as intellectual property or proprietary information; or to authorize or attempt to do any of the foregoing. Subscriber agrees not to sell, rent, license, distribute, transfer, directly or indirectly permit the sale, rental, licensing, distribution, use or transfer of the license or any right granted thereby, including permitting the use or dissemination of documentation related to the Service, to any other party, either during the term of this Agreement or at any time thereafter.

7. Data and Records. CSBA has no responsibility or liability for the accuracy of documents, files, data, or information uploaded to the Service or provided by Subscriber or Subscriber's users. For the duration of this Agreement, CSBA agrees to take reasonable steps to preserve and protect Subscriber information uploaded to the Service. For as long as Subscriber continues to subscribe to the Service, CSBA agrees to store Subscriber's data. CSBA may delete all of Subscriber's stored information ninety (90) days after the termination of this Agreement. Upon request by Subscriber made within ninety (90) days after the effective date of termination or expiration of the Service, CSBA will make available to Subscriber an export of Subscriber's data in a format determined by CSBA at no fee, or in a format requested by the Subscriber for a mutually agreed-upon fee not to exceed the additional cost of exporting to the requested format. After such ninety (90) day period, CSBA shall have no obligation to maintain or provide any of such Subscriber data and thereafter, unless legally prohibited, may delete all of such data on the Site systems or otherwise in CSBA's possession or under CSBA's control.

Subscriber acknowledges that documents, data, and information uploaded to the Service are not an official record and acknowledges its responsibility to create an archive of such materials when Subscriber desires them to serve as official Subscriber records. Subscriber agrees not to hold CSBA liable for any damage to, any deletion of, or any failure to store Subscriber information. CSBA is not the custodian of Subscriber's records for any purpose and will direct any third-party request for Subscriber's information or records to Subscriber. In the event Subscriber records are requested pursuant to a lawfully issued subpoena or court order, to the extent possible, CSBA agrees to inform Subscriber prior to responding.

Notwithstanding the provisions of this Agreement, CSBA may access, compile, record and/or distribute statistical analyses and reports utilizing aggregated data derived from information and data related to Subscriber's use of the Service.

8. Warranty. CSBA warrants that the Service will work in substantial accordance with purposes expressed in the Grant of License clause above. CSBA provides no other warranty of any kind, either

CALIFORNIA SCHOOL BOARDS ASSOCIATION GAMUT SERVICE AGREEMENT

express or implied, including, but not limited to, the implied warranties of merchantability, satisfactory quality, accuracy, and fitness for a particular purpose. Subscriber assumes all responsibility to provide and upgrade any hardware, computer operating system and/or software required to access GAMUT. CSBA does not warrant that functions contained in GAMUT will meet Subscriber's business requirements or that the operation of the service will be uninterrupted or error free.

9. Limit of Liability. IN THE EVENT OF A BREACH OF THIS AGREEMENT OR THE WARRANTY STATED ABOVE, SUBSCRIBER'S DAMAGES SHALL BE LIMITED TO THE AMOUNT OF THE ANNUAL FEE PAID BY LICENSEE FOR THE CURRENT YEAR. IN NO EVENT SHALL CSBA BE LIABLE FOR ANY CONSEQUENTIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF PROFITS AND/OR SAVINGS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION OR OTHER PECUNIARY LOSSES) ARISING FROM THE USE OR INABILITY TO USE GAMUT OR THE SERVICE. SUBSCRIBER AGREES THAT DAMAGES DESCRIBED IN THIS PARAGRAPH ARE A REASONABLE ESTIMATION OF ANY LOSS SUBSCRIBER MAY SUFFER AND DO NOT CONSTITUTE A PENALTY.

10. Termination. This Agreement may be terminated by either party by giving the other party 60 days written notice. CSBA may also terminate this Agreement if Subscriber breaches any provision of this Agreement. If termination results from Subscriber's breach, then the annual fee, or any portion thereof, will not be refunded by CSBA. If termination results from Subscriber's written request, CSBA shall refund the pro rata portion of the annual fee for the balance of the fiscal year (July 1 - June 30) outstanding at the date of such termination. Termination for Subscriber's breach shall not alter or affect CSBA's right to exercise any other remedies available in law or equity for the breach.

11. Compliance with Laws. Subscriber is solely responsible for complying with state and federal laws, including the Americans with Disabilities Act of 1990 and those laws pertaining to open meetings and public information, including, but not limited to, the Ralph M. Brown Act and the California Public Records Act.

12. Indemnification and Duty to Defend. Except as otherwise provided in this Agreement, each party shall indemnify, defend, and hold harmless the other party, and its directors, officers, employees, agents and representatives, from and against any and all liabilities, obligations, losses, damages, penalties, fines, claims, actions, suits, costs and expenses, (including legal fees and expenses) of any kind whatsoever imposed on, asserted against, incurred or suffered by the other party, or its directors, officers, employees, agents or representatives by reason of damage, loss or injury (including death) to persons or property resulting in any way from (a) any negligent or intentional act by it or any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder; or (b) any neglect, omission or failure to act when under a duty to act on its part or the part of any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder.

It is expressly understood and agreed that in any third-party action to obtain Subscriber's records from CSBA which is opposed by Subscriber, any cost to CSBA in opposing the request, including, but not limited to, attorney's fees and costs, shall be paid by Subscriber. It is also expressly understood and agreed that no personal liability whatsoever shall attach to any member of CSBA's Board of Directors, or to any of the officers, employees, agents or representatives thereof, by virtue of this Agreement.

13. Third Party Rights. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than CSBA and Subscriber.

14. Modification. The scope of work and any other terms of this Agreement may be modified only by a written agreement signed by both parties.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

15. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one and the same instrument.

16. Entire Agreement. This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings or other terms or conditions as regards to the subject matter hereof and neither party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. This Agreement supersedes all prior understandings, whether written or oral, and any such terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

California School Boards Association

Placentia-Yorba Linda USD


Tezeta Stewartz (May 20, 2026 11:40:34 PDT)
Tezeta Stewartz
Senior Director
Policy & Governance Technology

Signature

Printed Name

5/20/26

Date

Title

Date

CALIFORNIA SCHOOL BOARDS ASSOCIATION

GAMUT SERVICE AGREEMENT

ATTACHMENT A

Subscriber is contracting for the Services and GAMUT Modules described in this Attachment. This Attachment may be updated to add or remove the specific GAMUT Modules that Subscriber is contracting for. By signing this Attachment Subscriber agrees to pay the fees described herein pursuant to the terms this Agreement. Any pro-rated reduction in fees or discounts will be indicated on the invoice. Annual subscriptions may be subject to change and services shall automatically renew unless either party gives written notice of non-renewal to the other party in accordance with the terms of this Agreement.

1. Annual Subscriptions. Subscriber agrees to pay the following annual fees for modules provided through GAMUT:

Module	Annual Fee
GAMUT Policy	\$6500 (Existing Service)
GAMUT Policy <i>Plus</i>	
GAMUT Meetings	\$8750 (New Service)
GAMUT Documents	
GAMUT Communications	

GAMUT Policy provides Subscriber with online access to CSBA's Sample Policy Manual, including sample policies, regulations, bylaws, and exhibits and links to related policy resources. The sample policies, regulations, bylaws, and exhibits to which Subscriber is given access are CSBA's proprietary materials, they are provided for the Subscriber's sole use, and may not be transmitted, reproduced, or distributed to others, in whole or in parts, without CSBA's prior written consent. By signing this Attachment Subscriber agrees not to share or reproduce CSBA's Sample Policy Manual or to use any part thereof in any training or presentation without CSBA's prior written consent. Subscriptions to GAMUT Policy without GAMUT Policy Plus or GAMUT Meetings do not include an individual Subscriber Site. Subscribers to GAMUT Policy may access CSBA's Sample Policy Manual through CSBA's GAMUT site. A link to the site and user accounts will be provided upon execution of this Agreement.

The CSBA Sample Policy Manual is intended as a resource for school districts and county offices of education for use in developing their own policy manuals and is not intended as a substitute for legal advice nor are they intended for exact replication. The subscriber is wholly responsible for reviewing, editing, and revising sample policy documents for local adoption. CSBA cautions subscribers to seek the advice of legal counsel when confronted with legal questions or situations requiring legal advice. Although CSBA's sample policies, regulations, bylaws and exhibits have been carefully crafted and thoroughly reviewed, they contain no warranty as to their sufficiency for addressing Subscriber's specific legal situations. CSBA's samples reflect current law and do not necessarily express the personal or political opinions or viewpoints of CSBA, its Board of Directors, or its employees.

GAMUT Policy Plus provides subscribers access to a technology platform that enables Subscriber to host Policy Manual. As a condition of subscription to Gamut Policy Plus, subscribers to Gamut Policy Plus must also maintain a current GAMUT Policy subscription. The subscriber is authorized to create user accounts for its employees and board members. Users may manage the creation, upload, and publishing of updated policies on behalf of Subscriber's governing body or any related committee or subcommittee. GAMUT Policy Plus subscribers also have access to CSBA Policy Manual Consultants during regular CSBA business hours for assistance with policy issues relating to the CSBA Sample Policy Manual, any updates to the CSBA Sample Policy Manual. Consultation may include: (a) suggestions regarding editing, use and placement of policies within Subscriber's local policy manual, and/or (b) review of and suggestions regarding proposed policies, regulations and bylaws that are unique to the Subscriber. Consultation does not include drafting original policy language for the Subscriber. CSBA Policy Manual Consultants do not provide legal advice. Suggestions and advice from CSBA Policy Manual Consultants is not intended to be and is not a substitute for advice from legal counsel. GAMUT Policy Plus who are also clients of CSBA's District and County Office of Education Legal Services (Legal Services) program may, subject to the terms and conditions of their Legal Services agreement, consult Legal Services attorneys for legal advice and

CALIFORNIA SCHOOL BOARDS ASSOCIATION GAMUT SERVICE AGREEMENT

custom policy writing. CSBA controls the “codification” of policies related to CSBA's Sample Policy Manual and reserves the right change the policy number and/or title of any policy related to CSBA's Sample Policy Manual in GAMUT.

GAMUT Meetings provides subscribers access to a technology platform that enables Subscriber to create meeting agendas, attach or link supporting documents, record minutes and publish agenda items for public viewing. The subscriber is authorized to create user accounts for its employees and board members. Users may manage the creation, uploading and publishing of meeting agendas, minutes, and related documents on behalf of Subscriber’s governing body or any related committee or subcommittee.

GAMUT Documents provides a central repository for Subscribers to store important documents on their GAMUT sites and to set permissions to allow specified users to access exactly what they need while keeping sensitive data secure. Users can create folders to classify and manage documents; upload multiple file types, including Word, Excel, PowerPoint, PDF or graphic files; set folder and file permissions for either public or private access; and create folder or file level alerts to be notified when new files are added.

GAMUT Communication adds news, calendar, and resource features to Subscriber’s GAMUT website. The News tab allows subscribers to create news types for public or private sharing of information to GAMUT users based on their permission settings. The Calendar tab allows for posting of important dates including meetings, board activities or other events. Calendars can be Public or Private and can be linked to meeting agendas in GAMUT Meetings. Resource links may be used to allow direct, easy access to external sites that are frequently referenced or relevant to the Subscriber’s organization.

2. **Training and Set Up Fees.** Subscriber agrees to pay the following fees for the set up their GAMUT site and individual onsite training:

Site Set Up Fee ¹	\$500
On Site Training Fee ²	
Conversion Fee	\$3600 SSO/SAML Integration

California School Boards Association


Tezeta Stewart (May 20, 2026 11:40:34 PDT)

Tezeta Stewart
Senior Director
Policy & Governance Technology Services

5/20/26

Date

Placentia-Yorba Linda USD

Signature

Printed Name

Title

Date

¹ Site setup fees do not include any data conversion. Separate charges for data conversion may apply. CSBA will consult with Subscriber before any such charges are incurred.

² On Site Training fees do not include plus the cost of the CSBA trainer’s travel expenses. Subscriber shall pay reasonable travel costs and expenses incurred by CSBA for any on-site training.

Placentia-Yorba Linda USD GAMUT Service Agreement 5.20.26

Final Audit Report

2026-05-20

Created:	2026-05-20
By:	Miora Allen (mallen@csba.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAnX4fUHvmVeBuBe49VqYXVauxT0HamDQ1

"Placentia-Yorba Linda USD GAMUT Service Agreement 5.20.26" History

-  Document created by Miora Allen (mallen@csba.org)
2026-05-20 - 6:20:44 PM GMT
-  Document emailed to Tezeta Stewartz (tstewartz@csba.org) for signature
2026-05-20 - 6:21:26 PM GMT
-  Email viewed by Tezeta Stewartz (tstewartz@csba.org)
2026-05-20 - 6:39:37 PM GMT
-  Document e-signed by Tezeta Stewartz (tstewartz@csba.org)
Signature Date: 2026-05-20 - 6:40:34 PM GMT - Time Source: server - Signature Appearance Selected: DRAW
-  Agreement completed.
2026-05-20 - 6:40:34 PM GMT

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

MOBILE APP AND NOTIFICATION SYSTEM

Background

Blackboard, Inc. is a mobile app and notification system that provides easy access to district and school news, event information, lunch menus, and student grades from a mobile phone. The district has been using Blackboard, Inc. for several years and is satisfied with the service.

Renewal of the agreement with Blackboard, Inc. will allow district staff and parents to continue using the mobile app and school-to-home notification system for the 2026-27 school year.

Financial Impact

General Fund (0101)	\$51,511
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Administrator

Dr. John Pappalardo, Chief Business Officer

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

VIRTUAL DISTRICT MEMBERSHIP

Background

SchoolStream, a division of Right Response, LLC, provides a virtual district membership. The district uses SchoolStream to automate the Notice of Employment (NOE) requisition process, which helps maintain efficient position control and accurate salary and employee benefit budgets. This service helps save costs and increases efficiency by providing access to over 30 different electronic solutions with a single annual membership fee.

Renewal of the SchoolStream virtual district membership will allow the district to continue efforts to streamline paper-driven processes and reduce cost.

Financial Impact

General Fund (0101)	\$22,000
---------------------	----------

Administrator

Dr. John Pappalardo, Chief Business Officer



S C H O O L S T R E A M

SchoolStream Renewal Form

By signing below, Placentia-Yorba Linda Unified School District agrees to renew its subscription with SchoolStream for the period of 07/01/2026 to 06/30/2027 at a cost of \$21,073.50. Terms and conditions of original subscription agreement apply.

Online Submitted By:

03/15/2026

Ali Clevenger

Date

Telecommunications Coordinator

Placentia-Yorba Linda Unified School District

Will submit with FY 26/27

P.O. Number

Save & Improve

Time | Labor | Materials | Collaboration



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SchoolStream is a division of Right Response, LLC.

P: 248.340.3632 | F: 248.731.7222
2393 Oak Ridge Drive Troy, MI 48098

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA), PARTICIPATION

Background

In 1999, legislation was passed (AB27880/Chapter 310/98) providing school districts the opportunity to generate unrestricted federal reimbursement through the school-based Medi-Cal Administration Activities (SMAA) Program. Certain administrative costs associated with services provided for students with Medi-Cal coverage are reimbursable.

The Orange County Superintendent of Schools, our Local Educational Consortium (LEC), is designated by the California State Department of Health Services to represent school districts, and administer SMAA program disbursements. Approval of the participation agreement will allow the district to continue in the LEC and to receive revenue for Medi-Cal administrative activities performed by school staff.

Financial Impact

As part of providing administrative and invoicing services, the LEC retains 4.5% of the district's reimbursements and will charge for optional invoicing services and Random Moment Time Survey software platform fees, not to exceed \$15,000 per year. For the past three years, the average district reimbursement was \$275,000.

Administrator

Dr. John Pappalardo, Chief Business Officer

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT
SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
PARTICIPATION AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2026, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the **Placentia Yorba Linda Unified School District**, 1301 East Orangethorpe Avenue, Placentia, CA 92870, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the California State Department of Health Care Services, hereinafter referred to as STATE, which is incorporated herein by this reference, to serve as the Local Educational Consortium (LEC) for the Region 9 in accordance with the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, SUPERINTENDENT has been designated by the STATE to represent school districts and county offices located in Region 9, hereinafter referred to as LEA (Local Education Agency) to administer School-Based Medi-Cal Administrative Activities (SMAA) described as Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, the goal of the School-Based Medi-Cal Administrative Activities (SMAA) Program is to improve the availability and

1 accessibility of Medi-Cal services to Medi-Cal eligible and
2 potentially eligible individuals, and their families where
3 appropriate, served by the SUPERINTENDENT and participating LEA'S; and

4 WHEREAS, DISTRICT is providing School-Based Medi-Cal
5 Administrative Activities and wishes to participate in the School-
6 Based Medi-Cal Administrative Activities Program.

7 NOW, THEREFORE, the Parties hereby agree as follows:

8 1.0 TERM. The term of this AGREEMENT shall be for a period of one
9 year commencing on July 1, 2026, and ending on June 30, 2027, subject
10 to termination as set forth in this AGREEMENT.

11 2.0 RESPONSIBILITIES OF SUPERINTENDENT.

12 a. Responsibilities of SUPERINTENDENT and DISTRICT will be
13 amended as necessary to comply with all Federal, state
14 and SUPERINTENDENT'S program requirements.

15 b. "Certify" to the STATE:

16 1. The amount of DISTRICT'S general funds or any other
17 funds allowed under Federal law and regulation
18 expended are allowable "Program activities".

19 2. The availability and expenditure of one hundred
20 percent (100%) of the non-Federal cost of performing
21 Program activities.

22 3. That DISTRICT expenditures represent costs that are
23 eligible for Federal financial participation for
24 that fiscal year.

25 c. Act as liaison between STATE and DISTRICT and as mandated
by STATE, attend STATE trainings.

- 1 d. As mandated, provide a software platform through a third
2 party vendor, through which the DISTRICT shall utilize
3 the Random Moment Time Survey (RMTS) process. Although
4 the SUPERINTENDENT will make every reasonable effort to
5 facilitate the use of the software platform, the
6 SUPERINTENDENT is not responsible for problems resulting
7 from software platform or system errors.
- 8 e. Represent DISTRICT'S issues, concerns, and questions at
9 scheduled statewide LEC Advisory Committee meetings,
10 STATE meetings, and SMAA Program work groups.
- 11 f. Conduct Region 9 LEC DISTRICT SMAA Coordinator meetings
12 and trainings and provide STATE approved training
13 materials and updates to DISTRICT.
- 14 g. On behalf of STATE, provide SMAA and RMTS program
15 technical assistance.
- 16 h. Code all RMTS moments and make available to the DISTRICT
17 its RMTS results. Coding is based on the presumption that
18 the responses received from the DISTRICT are accurate and
19 all necessary documentation exists to support it. The LEC
20 shall not be responsible for monitoring, reviewing or
21 verifying documentation for any coded moment.
- 22 i. Review and submit the School-Based Medi-Cal
23 Administrative Activities (SMAA) quarterly invoices and
24 related supporting documentation to the STATE on behalf
25 of the DISTRICT and convey to the DISTRICT by warrant all
funds received on behalf of DISTRICT from the STATE less

any amount due the SUPERINTENDENT as defined in Section 5.0 of this AGREEMENT. No funds will be conveyed to DISTRICT for invoices that have been disallowed by the STATE or any federal agency.

j. Work with DISTRICT to resolve any outstanding matters that prevent SUPERINTENDENT'S certification of claim.

k. Monitor SMAA and RMTS compliance of DISTRICT with all Federal, STATE, and SUPERINTENDENT'S Program requirements.

l. Designate an employee to act as liaison to DISTRICT regarding issues relating to this AGREEMENT.

m. Assist the DISTRICT with the calculation of the LEA Medical Eligibility Rate or "Data Match percentage" from total student enrollment data provided by the DISTRICT.

n. Provide DISTRICT access to STATE SMAA Appeal Process upon request and appeal DISTRICT decision or action through the STATE SMAA Appeal Process as necessary.

3.0 RESPONSIBILITIES OF DISTRICT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, STATE and SUPERINTENDENT'S program requirements.

b. Comply fully with all Title XIX Federal, STATE, and SUPERINTENDENT'S Program requirements.

c. RMTS software platform may be accessed only by employees of the DISTRICT for RMTS purposes. DISTRICT agrees to comply with the confidentiality and other requirements

1 associated with use of the RMTS software platform.
2 DISTRICT shall be responsible for any unauthorized use
3 and understands that the DISTRICT may be held liable.

4 d. Quarterly assess SMAA claiming potential within the
5 DISTRICT and determine which staff regularly perform SMAA-
6 related activities and what direct charges, if applicable,
7 will be claimed. The DISTRICT will determine which staff
8 participate in the quarterly Random Moment Time Survey
9 (RMTS).

10 e. Certify to the SUPERINTENDENT and STATE:

11 1. The amount of DISTRICT'S general funds or any other
12 funds allowed under Federal law and regulations
13 expended on the allowable "program activities".

14 2. The availability and expenditure, from allowable non-
15 Federal funding sources, of one hundred percent (100%)
16 of the cost of performing program activities.

17 3. Expenditures represent costs that are eligible for
18 Federal financial participation for that fiscal year.

19 f. Ensure that DISTRICT'S designated SMAA Coordinator
20 attends quarterly Region 9 LEC SMAA Coordinators trainings
21 and meetings.

22 g. Adhere to timelines established by the STATE and
23 SUPERINTENDENT for completion of Program documentation
24 (e.g., Program invoices, Random Moment Time Survey (RMTS)
25 Rosters, Coding reports, etc.). Respond in a timely

manner to all STATE and SUPERINTENDENT requests for information and documentation.

h. Respond to SUPERINTENDENT reviews with information and corrected documents upon request and work with SUPERINTENDENT to resolve any outstanding matters.

i. Appeal SUPERINTENDENT's decision through the STATE SMAA LEA Appeal Process if necessary.

j. Complete quarterly Random Moment Time Survey (RMTS), as required by the Centers for Medicare and Medicaid Services (CMS), to determine the amount of paid time spent on Program claimable activities.

k. DISTRICT will maintain a minimum response rate of eighty-five percent (85%) of the moments assigned per time study quarter. If DISTRICT is unable to maintain the required response rate, DISTRICT will have sanctions applied according to the California School-Based Medicaid Services Time Study Implementation Plan (TSIP).

l. Develop and maintain at the DISTRICT an Audit File to include at a minimum the following:

- Training materials.
- Random Moment Time Survey (RMTS) Time Survey Participant (TSP) Roster Reports and other documentation, including validation of time survey participant attendance.
- Time certification and supporting documentation for direct charge staff.
- Job Descriptions.
- Medi-Cal Percentage documentation.
- Invoice documents and supporting documentation.
- Contracts/MOU.
- Organizational Charts.

- School Calendar.
- Resource Directories and outreach materials.
- Program review documentation.
- Alternative Format Plan.

m. Prepare and certify School-Based MAA invoices to the LEC in conformance with STATE requirements and timelines providing SUPERINTENDENT with copies of SMAA invoice supporting documentation upon request.

n. DISTRICT agrees to maintain and preserve, documentation for a period of not less than five years after termination of Agreement and final payment from Department of Health Care Services (DHCS) to SUPERINTENDENT, to permit Department of Health Care Services (DHCS) or any duly authorized representative, to have access to examine or audit any pertinent books, documents, papers and records related to this AGREEMENT and to allow interviews of any employee who might reasonably have information related to such records.

o. If DISTRICT'S AGREEMENT is in excess of Ten thousand dollars (\$10,000.00), DISTRICT shall agree and comply with the following terms and conditions:

1. Maintain books, records, documents, and other evidence, accounting procedures and practices, sufficient to properly reflect all direct and indirect costs of whatever nature claimed to have been incurred in the performance of this AGREEMENT, including any matching costs and

1 expenses. The foregoing constitutes "records"
2 for the purpose of this provision.

3 2. DISTRICT'S facility or office or such part
4 thereof as may be engaged in the performance of
5 this AGREEMENT and its records shall be subject
6 at all reasonable times to inspection, audit,
7 and reproduction.

8 3. The Department of Health Care Services (DHCS),
9 the Department of General Services, the Bureau
10 of State Audits, or their designated
11 representatives including the Comptroller
12 General of the United States shall have the
13 right to review and to copy any records and
14 supporting documentation pertaining to the
15 performance of this AGREEMENT. DISTRICT agrees
16 to allow the auditor(s) access to such records
17 during normal business hours and to allow
18 interviews of any employees who might reasonably
19 have information related to such records.
20 Further, DISTRICT agrees to include a similar
21 right of the STATE to audit records and
22 interview staff related to performance of this
23 AGREEMENT.

24 4. Preserve and make available its records (1) for
25 a period of five (5) years from the date of final
payment under this AGREEMENT, and (2) for such

1 longer period, if any, as required by applicable
2 statute, by any other provision of this
3 AGREEMENT, or by subparagraphs (a) or (b) below:

4 (a) If this AGREEMENT is completely or partially
5 terminated, the records relating to the
6 work terminated shall be preserved and
7 made available for a period of five (5)
8 years from the date of resulting final
9 settlement.

10 (b) If any litigation, claim, negotiation,
11 audit, or other action involving the
12 records has been started before the
13 expiration of the five-year period, the
14 records shall be retained until completion
15 of the action and resolution of all issues
16 which arise from it, or until the end of
17 the regular five-year period, whichever is
18 later.

19 5. DISTRICT shall comply with the above
20 requirements and be aware of the penalties for
21 violations of fraud and for obstruction of
22 investigation as set forth in Public Contract
23 Code §10115.10, if applicable.

24 6. DISTRICT, may at its discretion, following
25 receipt of final payment under this AGREEMENT,
reduce its accounts, books and records related

1 to this AGREEMENT to microfilm, microfiche,
2 digital format, computer disk, CD ROM, DVD, or
3 their data storage medium. Upon request by an
4 authorized representative to inspect, audit or
5 obtain copies of said records, DISTRICT must
6 supply or make available applicable devices,
7 hardware, and/or software necessary to view,
8 copy and/or print said records. Applicable
9 devices may include, but are not limited to
10 microfilm/microfiche readers and
11 microfilm/microfiche printers, image retrieval
12 software and/or printers, etc.

13 p. The STATE, through any authorized representatives, has
14 the right at all reasonable times to inspect or otherwise
15 evaluate the work performed or being performed hereunder
16 and the premises in which it is being performed. If any
17 inspection or evaluation is made of the premises of
18 DISTRICT, DISTRICT shall provide all reasonable
19 facilities and assistance for the safety and convenience
20 of the authorized representative in the performance of
21 their duties. All inspections and evaluations shall be
22 performed in such a manner as will not unduly delay the
23 work.

24 q. In the event an invoice is revised or is disallowed by
25 the STATE, agree to reimburse SUPERINTENDENT within thirty
(30) days of receipt of an invoice from SUPERINTENDENT

1 evidencing SUPERINTENDENT'S payment to the STATE for
2 DISTRICT'S revised or disallowed invoice.

3 r. Ensure no duplicative billings.

4 s. Hold SUPERINTENDENT harmless from any Federal
5 disallowance of SMAA claim payments made to DISTRICT by
6 the STATE.

7 t. Designate an employee to act as a liaison with
8 SUPERINTENDENT to provide DISTRICT specific information
9 relative to SMAA Program administration and fiscal issues.

10 u. Provide SUPERINTENDENT with student data files required
11 for the calculation of the LEA Medi-Cal Eligibility Rate
12 or "Data Match percentage".

13 v. Complete and return with the fully executed AGREEMENT,
14 the School-Based Medi-Cal Administrative Activities
15 (SMAA) District Information, Appendix "A", Certification
16 Regarding Lobbying, Appendix "B", School-Based Medi-Cal
17 Administrative Activities (SMAA) Agreement for Disclosure
18 and Use of Medi-Cal Data, Appendix "C", attached hereto
19 and incorporated by reference herein.

20 4.0 DATA USE AGREEMENT. The Parties agrees to secure data and
21 documents that reside in the California Department of Health Care
22 Services (DHCS) Medi-Cal system of records, or with its agents, to
23 ensure the integrity, security, and confidentiality of such data and
24 documents, and to permit only appropriate disclosure and use as may
25 be permitted by law as specified in School-Based Medi-Cal
 Administrative Activities (SMAA) Agreement for Disclosure and Use of

1 Medi-Cal Data (DATA USE AGREEMENT), Appendix "C", attached hereto and
2 incorporated by reference herein. The DATA USE AGREEMENT must be signed
3 by the Custodian of Records on behalf of the DISTRICT.

4 5.0 DISTRICT CLAIM REIMBURSEMENT. Upon satisfactory compliance of
5 DISTRICT'S responsibilities outlined in Section 3.0 of this AGREEMENT
6 and after SUPERINTENDENT has received reimbursement from the STATE for
7 DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT shall convey to
8 DISTRICT by warrant, all funds received on behalf of DISTRICT from the
9 STATE less any amount due the SUPERINTENDENT and STATE as determined
10 in Section 6.0 below. No funds will be conveyed to DISTRICT for
11 invoices that have been revised or disallowed by the STATE or Federal.
12 Payment to DISTRICT shall be made within forty-five (45) days of
13 receipt and reconciliation of STATE funds by SUPERINTENDENT.

14 6.0 FEE SCHEDULE.

15 a. SUPERINTENDENT'S LEC Fees.

16 1. After SUPERINTENDENT has received reimbursement from
17 the STATE for DISTRICT'S quarterly SMAA claim(s),
18 SUPERINTENDENT will transfer to DISTRICT an amount
19 equal to the Federal share of cost received as
20 reimbursement for DISTRICT'S SMAA claim submitted by
21 DISTRICT, less four and one-half percent (4.5%) fee
22 per quarterly claim which will be used to support
23 SUPERINTENDENT'S SMAA administration. The four and one-
24 half percent (4.5%) LEC fee may be amended as necessary
25 to support compliance with all Federal, STATE and
SUPERINTENDENT'S program requirements.

1 2. Included in the LEC fee is the DISTRICT's share of the
2 STATE Participation Fee assessed to each LEC region,
3 based on the STATE's cost for administering the SMAA
4 claiming process, RMTS Software Platform Fee, which is
5 based on the DISTRICT's actual cost of utilizing the
6 RMTS Software Platform through a third-party
7 administrator selected by Region 9 LEC for the Random
8 Moment Time Survey. In addition, the SUPERINTENDENT
9 will assist the DISTRICT with the calculation or
10 transmission of student data files to the DHCS for
11 calculation of the Medi-Cal Eligibility Rate or "Data
12 Match percentage."

13 3. SUPERINTENDENT will request from DISTRICT the fiscal
14 information required to complete the SMAA invoice
15 claim. Time Study Participant pool lists will be
16 provided with the request to assist with collection of
17 information. SUPERINTENDENT will prepare SMAA invoice
18 claims in accordance with program guidelines approved
19 by DHCS, based on information supplied by the DISTRICT
20 for each fiscal quarter during the Term of the
21 AGREEMENT. SUPERINTENDENT will establish and maintain
22 a secure file transfer protocol (SFTP) site for the
23 transmission of all fiscal related documentation. Once
24 notified that claims have been prepared and are ready
25 for district's review, the DISTRICT will confirm that
 the final invoice is ready for electronic signatures.

1 The SUPERINTENDENT will process and submit to DHCS for
2 processing.

- 3 b. The obligations of SUPERINTENDENT and DISTRICT under this
4 AGREEMENT are contingent upon the availability of funds
5 furnished by the United States Government and the State
6 of California. In the event that such funding is
7 terminated or reduced, this AGREEMENT may be terminated,
8 and SUPERINTENDENT'S and DISTRICT'S fiscal obligations
9 hereunder shall be limited to a pro-rated amount of
10 funding actually received by the SUPERINTENDENT and
11 DISTRICT from the United States Government and the State
12 of California under this AGREEMENT. SUPERINTENDENT shall
13 provide DISTRICT written notification of such
14 termination. Notice shall be deemed given when received
15 by the DISTRICT or no later than three (3) days after the
16 day of mailing, whichever is sooner.

17 7.0 FEDERAL CLAIMING.

- 18 a. TITLE 31 - Money and Finance, Subtitle V - General
19 Assistance Administration, Chapter 75 - Requirements for
20 Single Audits, Section 7502 requires each pass through
21 entity provide the sub-recipient program names and any
22 identifying numbers from which such assistance is derived.
23 The Catalog of Federal Domestic Assistance (CFDA) number
24 for this Federal program is 93.778, Medical Assistance
25 Program (Medi-Cal).

1 b. A "Vendor" means a dealer, distributor, merchant, or other
2 seller providing goods or services that are required for
3 the conduct of a Federal program. These goods or services
4 may be for an organization's own use or for the use of
5 beneficiaries of the Federal program. Additional guidance
6 on distinguishing between a sub-recipient and a vendor is
7 provided in OMB Circular A-133.

8 8.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of
9 this AGREEMENT, shall be and act as an independent contractor.
10 SUPERINTENDENT understands and agrees that he/she and all of his/her
11 employees shall not be considered officers, employees or agents of the
12 DISTRICT, and are not entitled to benefits of any kind or nature
13 normally provided employees of the DISTRICT and/or to which DISTRICT'S
14 employees are normally entitled, including, but not limited to, State
15 Unemployment Compensation or Workers' Compensation. SUPERINTENDENT
16 assumes full responsibility for the acts and/or omissions of his/her
17 employees or agents as they relate to the services to be provided
18 under this AGREEMENT. SUPERINTENDENT shall assume full responsibility
19 for payment of all Federal, STATE and local taxes or contributions,
20 including unemployment insurance, social security and income taxes
21 with respect to SUPERINTENDENT'S employees.

22 9.0 COPYRIGHT. DISTRICT understands and agrees that all forms, plans,
23 and related instructional materials developed by SUPERINTENDENT or
24 DISTRICT under this AGREEMENT shall become the exclusive property of
25 the Department of Health Care Services. The Department of Health Care
Services shall have all right, title and interest in said matters,

1 including the right to secure and maintain the copyright, trademark
2 and/or patent all forms and related instructional materials developed
3 under this AGREEMENT.

4 10.0 HOLD HARMLESS.

5 a. SUPERINTENDENT hereby agrees to indemnify, defend, and
6 hold harmless DISTRICT, its Governing Board, and its
7 officers, agents, and employees from liability and claims
8 of liability for bodily injury, personal injury, sickness,
9 disease, or death of any person or persons, or damage to
10 any property, real, personal, tangible or intangible,
11 arising out of the negligent acts or omissions of
12 employees, agents or officers of SUPERINTENDENT or the
13 Orange County Board of Education during the term of this
14 AGREEMENT.

15 b. DISTRICT hereby agrees to indemnify, defend, and hold
16 harmless SUPERINTENDENT, the Orange County Board of
17 Education, and its officers, agents, and employees from
18 liability and claims of liability for bodily injury,
19 personal injury, sickness, disease, or death of any person
20 or persons, or damage to any property, real, personal,
21 tangible or intangible, arising out of the negligent acts
22 or omissions of employees, agents or officers of DISTRICT
23 during the term of this AGREEMENT.

24 The provisions of this Section shall survive the termination or
25 expiration of this AGREEMENT.

11.0 CONFIDENTIALITY.

1 a. SUPERINTENDENT and DISTRICT shall maintain
2 confidentiality of their respective records and
3 information, governing the confidentiality of client or
4 student information for Medi-Cal clients served under this
5 AGREEMENT. Applicable laws include, but are not limited
6 to, 42 U.S.C. Section 1396a(a)7, 42 CFR Section 431.300,
7 Welfare and Institutions Code, Section 14100.2 and 22
8 California Code of Regulations Section 51009 and all
9 applicable Federal and/or STATE laws or regulations as
10 each may now exist or be hereafter amended. The
11 confidentiality obligations contained in this section
12 shall survive termination of this AGREEMENT.

13 b. DISTRICT understands and agrees to take all reasonable
14 steps to avoid unauthorized disclosure of any of
15 SUPERINTENDENT'S agents' proprietary data provided for
16 purposes of this AGREEMENT hereinafter defined as data
17 file specifications, related instructions, management
18 reports, training materials, plans or other information
19 relating to the performance of SUPERINTENDENT'S agents
20 services hereunder, disclosed by SUPERINTENDENT to
21 DISTRICT pursuant to this AGREEMENT. DISTRICT shall not
22 during or after the term of this AGREEMENT, permit the
23 copying, duplication, or use of any of SUPERINTENDENT'S
24 agents' proprietary data by or to any person other than
25 authorized employees, agents or representatives of
DISTRICT.

1 12.0 ACCURACY OF INFORMATION. DISTRICT shall make reasonable effort
2 to assure that the information supplied to SUPERINTENDENT hereunder
3 shall be true, complete, and accurate in all respects. DISTRICT shall
4 assume sole responsibility for the truth, completeness and accuracy
5 of all information supplied to SUPERINTENDENT and agrees that
6 SUPERINTENDENT shall have no responsibility or liability for the
7 truth, completeness or accuracy of any information submitted by
8 DISTRICT hereunder. SUPERINTENDENT reserves the right to not certify
9 SMAA invoice(s) that do not comply with STATE and Federal SMAA
10 requirements.

11 13.0 LIMITATION OF LIABILITY. SUPERINTENDENT shall not be liable for
12 damages or losses to DISTRICT employees, agents, independent
13 contractors or students relating to lost medical services or lost data
14 under this AGREEMENT. SUPERINTENDENT shall not be liable for any sums
15 DISTRICT does not obtain in reimbursement from the STATE, or for any
16 incidental, indirect, special or consequential damages to DISTRICT
17 arising from the denial of any request for reimbursement from the
18 STATE.

19 14.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this
20 AGREEMENT shall not be assigned by the DISTRICT without prior written
21 approval of SUPERINTENDENT.

22 15.0 COMPLIANCE WITH APPLICABLE LAWS. The services completed herein
23 must meet the approval of the DISTRICT and shall be subject to the
24 DISTRICT'S general right of inspection to secure the satisfactory
25 completion thereof. SUPERINTENDENT and DISTRICT agree to comply with
all Federal, STATE and local laws, rules, regulations and ordinances

1 that are now or may in the future become applicable to SUPERINTENDENT
2 or DISTRICT'S, equipment and personnel engaged in operations covered
3 by this AGREEMENT or accruing out of the performance of such
4 operations.

5 16.0 LOBBYING RESTRICTIONS AND DISCLOSURE CERTIFICATION. DISTRICT
6 shall complete and return with the fully executed AGREEMENT the
7 Certification Regarding Lobbying form, Appendix "B", attached hereto
8 and incorporated by reference herein, that the DISTRICT has not made,
9 and will not make, any payment prohibited by Item 1 of the
10 Certification Regarding Lobbying form.

11 17.0 DEBARMENT AND SUSPENSION CERTIFICATION. By signing this
12 AGREEMENT, DISTRICT certifies to the best of its knowledge and belief,
13 that it:

- 14 a. Is not presently debarred, suspended, proposed for
15 debarment, declared ineligible, or voluntarily excluded
16 by any federal department or agency;
- 17 b. Has not within a three-year period preceding this
18 AGREEMENT been convicted of or had a civil judgement
19 rendered against them for commission of fraud or a
20 criminal offense in connection with obtaining, attempting
21 to obtain, or performing a public (Federal, STATE or
22 local) transaction or contract under a public transaction;
23 violation of Federal or STATE antitrust statutes or
24 commission of embezzlement, theft, forgery, bribery,
25 falsification or destruction of records, making false
statements, or receiving stolen property.

1 c. Is not presently indicted for or otherwise criminally or
2 civilly charged by a government entity (Federal, STATE or
3 local) with commission of any of the offenses enumerated
4 in Section 16.0(b) herein; and

5 d. Has not within a three-year period preceding this
6 AGREEMENT had one or more public transactions (Federal,
7 STATE or local) terminated for cause or default.

8 e. The terms and definitions herein have the meanings set
9 out in the Definitions and Coverage sections of the rules
10 implementing Federal Executive Order 12549.

11 f. If DISTRICT is unable to certify to any of the statements
12 in this certification, DISTRICT shall submit an
13 explanation to SUPERINTENDENT.

14 g. If DISTRICT knowingly violates this certification, in
15 addition to other remedies available to the Federal
16 Government, the Department of Health Care Services (DHCS)
17 may terminate this AGREEMENT for cause or default.

18 18.0 ALTERNATIVE FORMAT. Under federal and state law, including the
19 Americans with Disabilities Act, discrimination against qualified
20 members of the public participating in public programs based on
21 disability is prohibited. A person is a qualified member of the public
22 if they are an appropriate person with whom a public agency should or
23 would communicate. The rights of persons with disabilities must be
24 protected to ensure meaningful and equal access to public services,
25 including but not limited to Medi-Cal and other programs that DHCS
oversees in whole or in part through partnerships with other entities.

- 1 a. SUPERINTENDENT and DISTRICT are required to provide
2 auxiliary aids and services, free of charge, to ensure
3 all qualified persons with speech, hearing, and/or vision
4 disabilities can effectively communicate and participate
5 in public programs, services, and/or activities.
- 6 b. SUPERINTENDENT and DISTRICT must also provide auxiliary
7 aids and services to a family member, friend, or associate
8 of the program participant if said individual is
9 identified as the beneficiary's authorized
10 representative, or it is someone with whom it is
11 appropriate to communicate (e.g., a disabled parent of a
12 beneficiary).
- 13 c. If an alternative format request is received from a
14 qualified member of the public all documents provided to
15 the beneficiary must be provided in the alternative format
16 within two months of the request. All subsequent
17 documentation provided to that individual must be in the
18 requested alternative format.
- 19 d. In accordance with the Provider Participation Agreement
20 and Addendum thereto, the California School-Based Medi-
21 Cal Administrative Activities Manual (SMAA Manual) and
22 DHCS's Policy and Procedure Letters, SUPERINTENDENT and
23 DISTRICT are required to develop a plan to meet
24 alternative format requirements by August 1, 2023 and to
25 continuously monitor the plan's effectiveness.

1 e. The Alternative Format plan must be stored and maintained
2 in the DISTRICT's audit records.

3 19.0 HIPAA. DISTRICT agrees to inform all students and faculty of the
4 importance of complying with all relevant State and Federal
5 confidentiality laws, including the Health Insurance Portability and
6 Accountability Act of 1996 (HIPAA) to the extent applicable. In
7 addition, DISTRICT agrees to provide students and faculty with training
8 in the requirements of the privacy and security provisions of HIPAA
9 and to advise them of the importance of complying with Facility's
10 policies and procedures relative to HIPAA.

11 20.0 NON-DISCRIMINATION. In the performance of this AGREEMENT,
12 SUPERINTENDENT and DISTRICT agree that they shall not engage nor employ
13 any unlawful discriminatory practices in employment of personnel or in
14 any other respect on the basis of sex, race, color, ethnicity, national
15 origin, ancestry, religion, age, marital status, medical condition,
16 sexual orientation, physical or mental disability or any other
17 protected group in accordance with the requirements of all applicable
18 Federal or STATE law.

19 21.0 TOBACCO USE POLICY. In the interest of public health,
20 SUPERINTENDENT provides a tobacco-free environment. Smoking or the use
21 of any tobacco products are prohibited in buildings and vehicles, and
22 on any property owned, leased or contracted for by the SUPERINTENDENT
23 pursuant to SUPERINTENDENT' Policy 400-7. Failure to abide with
24 conditions of this policy could result in the termination of this
25 AGREEMENT.

1 22.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with
2 or without cause, terminate this AGREEMENT with the giving of thirty
3 (30) days prior written notice to the other party. However, once
4 SUPERINTENDENT has submitted a RMTS Roster Report to the Department
5 of Health Care Services (DHCS), according to the School-Based Medi-
6 Cal Administrative Activities (SMAA) Manual, DISTRICT may not
7 terminate until the next quarter survey period. The obligations of the
8 Parties under Section 10.0 of this AGREEMENT shall survive the
9 termination or expiration of this AGREEMENT.

10 23.0 NOTICE. All notices or demands to be given under this AGREEMENT
11 by either party to the other shall be in writing and given either by:
12 (a) personal service or (b) by U.S. Mail, mailed either by registered
13 or certified mail, return receipt requested, with postage prepaid.
14 Service shall be considered given when received if personally served
15 or if mailed on the third day after deposit in any U.S. Post Office.
16 The address to which notices or demands may be given by either party
17 may be changed by written notice given in accordance with the notice
18 provisions of this section. As of the date of this AGREEMENT, the
19 addresses of the parties are as follows:

20 DISTRICT: Placentia Yorba Linda Unified School District
21 1301 East Orangethorpe Avenue
Placentia, CA 92870
Attn: _____

22 SUPERINTENDENT: Orange County Superintendent of Schools
23 200 Kalmus Drive
Costa Mesa, California 92626
24 Attn: Patricia McCaughey

25 24.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek
redress for violation of, or to insist upon, the strict performance

1 of any term or condition of this AGREEMENT shall not be deemed a waiver
2 by that party of such term or condition, or prevent a subsequent
3 similar act from again constituting a violation of such term or
4 condition.

5 25.0 SEVERABILITY. If any term, condition or provision of this
6 AGREEMENT is held by a court of competent jurisdiction to be invalid,
7 void, or unenforceable, the remaining provisions will nevertheless
8 continue in full force and effect, and shall not be affected, impaired
9 or invalidated in any way.

10 26.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall
11 be governed by the laws of the State of California with venue in Orange
12 County, California.

13 27.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT
14 warrant that they are authorized to do so, and further, that they are
15 authorized to make the promises in this AGREEMENT on behalf of the
16 respective Parties. The Parties understand and agree that a breach
17 of this warranty shall constitute a breach of the AGREEMENT and shall
18 entitle the non-breaching party to all appropriate legal and equitable
19 remedies against the breaching party.

20 28.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
21 attached hereto constitute the entire agreement among the Parties to
22 it and supersedes any prior or contemporaneous understanding or
23 agreement with respect to the services contemplated, and may be amended
24 only by a written amendment executed by both Parties to the AGREEMENT.

25 ///

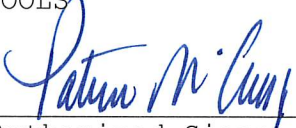
///

1 IN WITNESS WHEREOF, the Parties hereto set their hands.

2 DISTRICT: PLACENTIA YORBA LINDA
3 UNIFIED SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

4 BY: _____
5 Authorized Signature

BY:  _____
Authorized Signature

6 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

7 TITLE: _____

TITLE: Executive Director

8 DATE: _____

DATE: May 7, 2026

9
10 PYLUSD-SMAA(10009019)2026-27
Zip 6

1 DISTRICT/SCHOOL

2 DISTRICT SMAA COORDINATOR

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

4. ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (1)

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**SCHOOL-BASED MEDICAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027**

ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (2)

<i>Name</i>	<i>District Job Title</i>
<i>Phone (please include extension)</i>	<i>Fax</i>
<i>Email</i>	

Check the box for this person to:

☐	be included in all program communications
☐	have access to the RMTS system
☐	receive RMTS late notifications

5. DISTRICT CONTACT – FISCAL DESIGNEE (SMAA INVOICE SIGNOR)

<i>Name</i>	<i>District Job Title</i>
<i>Phone (please include extension)</i>	<i>Fax</i>
<i>Email</i>	

Check the box for this person to:

☐	be included in all program communications
☐	have access to the RMTS system

6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

<i>Name</i>	<i>District Job Title</i>
<i>Phone (please include extension)</i>	<i>Fax</i>
<i>Email</i>	

Check the box for this person to:

☐	be included in all program communications
☐	have access to the RMTS system

7. LEA BILLING OPTION PROGRAM SUBCONTRACTOR/THIRD-PARTY VENDOR

<i>Company Name</i>	
<i>Contact</i>	<i>Contact Job Title</i>
<i>Phone</i>	<i>Email</i>

PRINTED NAME OF PERSON FILLING OUT FORM

JOB CLASSIFICATION TITLE

DATE

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of \$100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

DISTRICT: _____

BY: _____
Authorized Signature

PRINTED NAME: _____

TITLE: _____

DATE: _____

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA) AGREEMENT FOR DISCLOSURE AND USE OF MEDI-CAL DATA

DISTRICT and SUPERINTENDENT agree to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal systems of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law.

DISTRICT and SUPERINTENDENT mutually agree that the following named individual is designated as “Custodian of the Files” on behalf of the DISTRICT and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security to prevent unauthorized acquisition, access, use or disclosure. The DISTRICT agrees to notify SUPERINTENDENT of any change to the custodianship information. DISTRICT and SUPERINTENDENT mutually agree, that these related data file(s) will be used solely for the following purpose: to allow the LEC to verify the Medi-Cal eligibility of beneficiaries in order to establish the Medi-Cal Eligibility Ratio (MER) to submit claims for the School-Based Medi-Cal Administrative Activities (SMAA) program. Local Educational Agencies (LEAs) within the LEC region must first determine their MER.

DISTRICT and SUPERINTENDENT mutually agree that the creation, receipt, maintenance, transmittal and disclosure of data from DHCS containing PHI or PI shall be subject to the provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations, which include the final Omnibus Rule, at 45 Code of Federal Regulations parts 160 and 164 (HIPAA regulations), the provisions of the California Information Practices Act (IPA) at Civil Code section 1798 et. seq., Confidentiality of Substance Use Disorder Patient Records at 42 Code of Federal Regulations part 2, and the provisions of other applicable federal and state laws. DISTRICT agrees they will not use such data for any purpose other than that stated in the above paragraph of this Agreement. DISTRICT agrees that access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated above.

DISTRICT agrees to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established in HIPAA Regulations, and the HITECH Act. Final Omnibus Rule as set forth in 45 CFR, parts

160, 162 and 164 of the HIPAA Privacy and Security Regulations. DISTRICT also agrees to ensure that any agents, including a subcontractor to whom they provide DHCS data, agrees to the same requirements for privacy and security safeguards for confidential data that apply to the DISTRICT.

DISTRICT acknowledges that penalties under 45 Code of Federal Regulations, parts 160, 162and 164 of the HIPAA regulations, and Welfare and Institutions Code section 14100.2, including possible fines and imprisonment, may apply with respect to any disclosure of information in the file(s) that is inconsistent with the terms of this Agreement. DISTRICT further acknowledges that criminal penalties under the Confidentiality of Medical Information Act (Civ. Code § 56) may apply if it is determined that DISTRICT, or any individual employed or affiliated therewith, knowingly and willfully obtained any data under false pretenses.

On behalf of DISTRICT, the undersigned individual hereby attests that he or she is authorized to enter into this Agreement and agrees to all of the terms specified herein.

Name and Title of Custodian of Files

District Name

District Address

Custodian’s Phone Number / Email Address

Custodian’s Signature

Date

FLEET MAINTENANCE SOFTWARE

Background

The Transportation Department uses fleet maintenance software to manage preventive maintenance, inspections, work orders, repair history, parts, fuel data, vehicle records, and compliance documentation for the district’s school buses, white fleet vehicles, electric vehicles, carts, trailers, and other equipment. The software is also used to monitor vehicle condition, track maintenance costs, schedule required service, and support long-term repair and replacement planning.

Transitioning to Rarestep, Inc., dba Fleetio, will improve the Transportation Department’s ability to streamline maintenance scheduling, strengthen reporting, reduce downtime, and identify maintenance trends across the district’s fleet. The platform will also help support other departments by improving the scheduling and tracking of their assigned vehicles and equipment, allowing staff to better coordinate repairs, manage service requests, and provide timely fleet support districtwide.

Financial Impact

General Fund (0101)	\$20,400
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Administrator

Dr. John Pappalardo, Chief Business Officer



Customer Information

Customer: Placentia-Yorba Linda Unified Contact:

Account ID: Billing Email: rjimenez@pylusc.org

Account Executive: Jesse Hansen Billing Address: 1301 East Orangethorpe Avenue,
Placentia, California 92870, United States

Order Information

Quote Expiration Date: May 20, 2026 Initial Term: 12 months

Initial Term Start Date: June 15, 2026 Reference: 006QQ00000rWo4nYAC

Initial Term End Date: June 14, 2027

Subscriptions

Product	Quantity	Price	Discount	Per Payment Amount
Premium	250	\$120.00	40%	\$18,000.00
Onboarding: 50-499 Vehicles	1	\$4,000.00	40%	\$2,400.00

Any discount listed in the table above shall be applicable only to the Initial Term. Thereafter, such discount(s) shall revert to zero for any renewal terms.

Fleetio is required to charge sales tax on your order pursuant to certain state and local tax laws where it is registered to collect tax. Any applicable tax charges will appear separately on your invoice.

Payments

Upon execution of this Order Form and for each Renewal Term, if applicable, Customer shall pay the fees as described above. All monetary amounts are in United States dollars unless otherwise expressly stated.

Credit card or bank account (ACH) must be added to automatically process payments ("AutoPay"). Instructions will be sent upon agreement completion. The following types of customers are required to pay via AutoPay, with first payment to be made on the Initial Term Start Date and on the first day of each payment period thereafter (as indicated under "Payment Frequency" above, "Payment Period"): those on the Essential Plan, and those on any other Plan having an annual (or annualized) payment of less than \$5,000.

Payment is due in full within 30 Days of receipt for all invoices not paid via AutoPay as specified below. If Customer is paying by remittance (as specified below), then an invoice shall be issued on the Initial Term Start Date and on the first day of each Payment Period thereafter, if any.

Product	Payment Frequency	Payment Type
Premium	Annual	Remittance
Onboarding: 50-499 Vehicles	One Time	Remittance

Tax Exemption Information

Tax Exempt Customer: No

Onboarding Services

All onboarding services must be used within the 90-day period following the Initial Term Start Date. Customer and Fleetio agree to begin onboarding services within 30 days of the Initial Term Start Date.

Subscription Terms and Conditions

The parties agree to be legally bound by the Fleetio Master Subscription Agreement found at <https://www.fleetio.com/terms/msa> ("MSA") and this Order Form. In the case of any conflict among the preceding documents, the MSA shall govern. The MSA and this Order Form constitute the entire agreement between the parties for the services above and cannot be modified (including by any purchase order not explicitly referenced and incorporated herein) without the prior written consent of both parties. **THERE SHALL BE NO FORCE OR EFFECT TO ANY DIFFERENT TERMS OF ANY RELATED PURCHASE ORDER OR SIMILAR FORM EVEN IF SIGNED BY THE PARTIES AFTER THE DATE HEREOF.**

Rarestep, Inc., dba Fleetio

Placentia-Yorba Linda Unified

Signature

Title

Signature

Title

Name

Date

Name

Date

Fleetio Support

Schedule: Fleetio Support Services

During the Term of this Order Form, Fleetio shall provide assistance to Customer via email, telephone, and online chat during normal Fleetio business hours as set forth on Fleetio's website (<https://www.fleetio.com/contact>). Further, Customer shall have access to support documentation via Fleetio products at any time.

Fleetio shall use reasonable commercial efforts to correct, at no additional charge, any reproducible errors reported by Customer within the timeframes described in the table below:

Category	Severity	Definition	Acknowledgement SLA	Resolution SLA
Critical Production Incidents	P1	Service Down/Unusable: An essential customer business service is critically impacted and there is no workaround available.	Within 1 business hour of the incident being logged by Customer via the Fleetio support portal. Status updates may also be available at status.fleetio.com .	ASAP.

Non-Critical Production Incidents	P2	Service Severely Impaired: An essential business service is impacted.	Within 8 business hours of the incident being logged by Customer via the Fleetio support portal.	Will be scheduled ASAP to be addressed as the product development schedule permits.
Non-Critical Production Incidents	All other Requests	Service Usable: There is very little to no impact to the business. There may or may not be a workaround available. May reflect an area or possible service enhancement	Within 3 business days of the incident being logged by Customer via the Fleetio support portal.	Will be scheduled when there are enough similar cases accumulated to be addressed in an update.

Fleetio shall review all requests for improvements and new functionality, but Fleetio shall have no obligation to provide any modifications to the Services.

Fleetio reserves the right, from time to time, to make modifications to support services (or particular components thereof), provided that such modifications do not materially reduce the support services in effect as of the Effective Date of this Order Form. Fleetio shall notify Customer of any such changes to support services.

Deal Desk Initials:

AE Initials:

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

ON-SITE TESTING SERVICES

Background

Federal regulations require that school bus drivers and Transportation Department employees in safety-sensitive positions be randomly tested for drugs and alcohol. Mobile Screening Solutions, Inc. provides on-site testing services utilizing a self-contained mobile trailer.

The district is mandated to implement and maintain Department of Transportation (DOT) certified testing programs for current and prospective employees as necessary, to ensure compliance with the Federal Department of Transportation and State of California regulations.

Financial Impact

General Fund (0101)	\$16,000
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Administrator

Dr. John Pappalardo, Chief Business Officer



16155 Sierra Lakes Parkway
Suite 160-321
Fontana, CA 92336
(888) 343-6673 Toll Free
(877) 235-5056 Fax
www.drugfreenetwork.org

April 20, 2026 (For school year July 1, 2026-June 30, 2027)

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870

We are looking forward to our continued partnership with Placentia-Yorba Linda Unified School District (PYLUSD) for your drug and alcohol screenings, and supervisor trainings.

OBJECTIVE

Implement and maintain both DOT Certified and non-DOT Drug Testing program for current employees and prospective employees. Review and update current Drug Free Workplace policy and make changes as necessary to ensure compliance with the DOT and State of California Regulations.

SCOPE OF SERVICES

1. DOT Drug Testing (Drivers)

- i. Per DOT Guidelines, all tests must be administered in accordance with the Department of Transportation for DOT Certified drivers and DOT safety sensitive jobs.

- 1. Controlled substance test must be conducted in accordance with 49 CFR Part 40 for DOT employees. The drugs tested are: Marijuana metabolites, Cocaine metabolites, Amphetamines, Opiate metabolites, and Phencyclidine

- ii. On-site collection services:

- i. Drivers will use MOBILE SCREENING SOLUTIONS, INC. for collections at PYLUSD (On-Site), when MOBILE SCREENING SOLUTIONS, INC. is administering tests on-site at any PYLUSD location. No additional collection fees or on-site fees assessed if set up in advance. Onsite collections utilize Alere or MedTox Laboratories.

- c. Results:

- ii. Lab results generally come back within 24 hours for negative results from receipt at laboratory. Weekends and holidays

must also be taken into consideration. Negative results will be signed off by an MRO (Medical Review Officer).

- iii. Both Negative and Positive results will be sent to MRO for confirmation via Medical Doctor. (Results generally come back in 48-72 hours.) Weekends and holidays must also be taken into consideration.
- iv. Results will be reported directly to PYLUSD. Results can be reported via Fax, E-mail, online, US Mail, or any combination. MOBILE SCREENING SOLUTIONS, INC. can also set up an online account via the internet for the DER and Assistant DER to access all results 24 hours a day, 7 days a week.

2. NON DOT Drug Testing (All other NON-DOT employees)

A. Type of testing:

- i. PYLUSD can choose to mirror the DOT policy testing the same drug spectrum, or may also request a 10 panel drug test.
 - 1. For the mirrored DOT 5 panel test, the drugs tested are: Marijuana metabolites, Cocaine metabolites, Amphetamines, Opiate metabolites, and Phencyclidine.
 - 2. For the 10 panel test, the drugs tested are: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, and Propoxyphene.

B. On-site collection services:

- v. Drivers may also use MOBILE SCREENING SOLUTIONS, INC. for collections at PYLUSD (On-Site), when MOBILE SCREENING SOLUTIONS, INC. is administering tests on-site at any PYLUSD location. No additional collection fees or on-site fees assessed if set up in advance. Onsite collections utilize Alere or MedTox Laboratories.

c. Results:

- vi. Lab results generally come back within 24 hours for negative results from receipt at laboratory. Weekends and holidays must also be taken into consideration. Negative results will be signed off by an MRO (Medical Review Officer), or a laboratory scientist.

- vii. Positive results will be sent to MRO for confirmation via Medical Doctor. (Results generally come back in 48-72 hours.) Weekends and holidays must also be taken into consideration.
- viii. Results will be reported directly to PYLUSD. Results can be reported via Fax, E-mail, online, US Mail or any combination. MOBILE SCREENING SOLUTIONS, INC. can also set up an online account via the internet for the DER and Assistant DER to access all results 24 hours a day, 7 days a week.

3. Alcohol Testing:

- i. MOBILE SCREENING SOLUTIONS, INC. can conduct alcohol testing on-site when collecting drug test specimens with no additional collection charge.

4. Drug Free Workplace Program

A. What our program offers to PYLUSD:

- i. Full Compliance and Defensibility.
- ii. Full Training for Supervisors, Human Resources, Employees.
- iii. Consultation and Management of Drug Free Workplace Program as a Third Party Administrator.
- iv. Compliance of Random Drug Testing including monthly draw of employees.
- v. Reporting all results and MIS reports yearly.

5. Support

- i. MOBILE SCREENING SOLUTIONS, INC. can be reached 24 hours a day, 7 days a week and are also available for on-site workplace drug testing, including reasonable suspicion, post-accident, random drug testing, and BAT testing.
- ii. MOBILE SCREENING SOLUTIONS, INC. will determine with the DER and other key officers monthly dates where we will do on-site testing (**at no additional charge**). This will allow the employees to come in for a random drug test and be back to work in minutes vs. hours going to a local lab.
 - 1. MOBILE SCREENING SOLUTIONS, INC. will work with officers and DER to determine what shifts and number of random employees must be tested each month and work around PYLUSD's schedule of suitable times.

2. MOBILE SCREENING SOLUTIONS, INC. will also be available for pre-employment drug testing, alcohol testing, and background check services for any new hire employment pools (no collection charge for a pool of 10 or more participants).

BILLING

1. Billing is generated monthly with detailed reports mailed.

CONTRACT TERMS

1. Contract terms are **Yearly**- No long term contracts. **MSS's goal is to deliver superior service every day**, therefore, we do not feel the need to "lock in" contracts. Our goal at MOBILE SCREENING SOLUTIONS, INC. is to develop long-term relationships with our partner companies. We do ask that PYLUSD provide a two-week notice of termination, if applicable.

PYLUSD RESPONSIBILITIES

For Drug Screening:

a. On-site DOT Drug Screening:

1. **MOBILE SCREENING SOLUTIONS, INC. will be happy to collect DOT drug tests on-site. The officers MOBILE SCREENING SOLUTIONS, INC. will set up monthly dates for on-site collection services using a randomizer program.**
2. **MOBILE SCREENING SOLUTIONS, INC. is also available for reasonable suspicion and accidents for DOT drug tests onsite (Additional fees apply). Depending on location, a third party clinic or collection service may be utilized for timely service.**

For Alcohol Screening:

a. DOT Alcohol Screening:

3. MOBILE SCREENING SOLUTIONS, INC. will perform on-site BAT and STT (saliva) blood alcohol tests as determined by random selection, pre-employment, or post accident service.

BENEFITS TO PYLUSD

MOBILE SCREENING SOLUTIONS, INC. will save your company money and time on drug testing, alcohol testing, and background checks. MOBILE SCREENING SOLUTIONS, INC. provides results generally in 24 hours or less for negative, 72 hours or less for positive (due to confirmation process). **We can come to you and collect on-site**, or you can send your employee/ applicant to a collection site close to PYLUSD's location, yards, or the employee's home.

FEES

Drug Testing Services: \$70.00 for DOT, \$68.00 for Non- DOT Urine drug testing at **Quest Diagnostics or Medtox/Labcorp**. Drug test includes collection, lab analysis, initial screen, confirmation, MRO review and reporting. *For on-site testing MOBILE SCREENING SOLUTIONS, INC. utilizes MedTox and/or Alere Laboratories and we generally have results back the same day or within 24 hours of testing.

MOBILE SCREENING SOLUTIONS, INC. will dedicate times/dates each month for random drug testing and employment pool drug testing at NO additional costs to PYLUSD. Min of 10 employees to be tested for on-site services utilizing mobile collection lab/trailer.

If you send the client to a Non-Approved lab or clinic, there may be an additional charge of \$35.00 per person. This is a pass-through charge for using out-of-network labs. There may also be a fee charged by the collection site for collection billed directly to the individual being tested.

Drug Free Workplace Program. MOBILE SCREENING SOLUTIONS, INC. will select the random draw for employees. The fee for this service is \$325.00 annually. This fee includes customized forms, customized manuals for HR Department, Supervisors, and Employees and administrative random selection set-up. We will work with Safety Manager to incorporate company policy and procedures.

We will also review your current documents at no additional charge.

BREAKDOWN OF COSTS AND FEES:

<u>Drug Testing:</u>	
DOT Drug Testing (urine)	<u>Cost:</u> \$70.00 Includes Collection, MRO reporting, Results, and Compliance.
Non DOT Drug Testing (urine)	\$68.00 Includes Collection, MRO reporting, Results, and Compliance.
On-site collection & fuel	\$285.00 On-site collection fee includes 2 hours standby- over 2 hours \$91.00 per hour for collector rate applies (fuel/time of collector)
After Hours/ Post Accident Collection	\$350.00 Per Call plus cost of service called for, i.e. DOT or non-DOT drug test. Depending on the location, there may be additional millage charge of 58.5 cents per mile per IRS regulations.
Non Approved Collection Site	\$35.00 per collection. (Clinics and non-approved collection centers)
Alco-Screen 2 Minute DOT Approved Alcohol Test	\$38.00 per DOT employee. (Utilized for on-site collections)
Random Selection Set-up	\$325.00 per year. (Drug Free Workplace Program and Clearinghouse)
Training	\$125.00 per person, includes certificates. (DOT Supervisor training, Human Resource staff training, Employee training). We also offer Sexual Harassment training and Workplace Violence Training, also \$55.00 per person.
Consulting	\$395.00 per hour. (Drug Free Workplace Program and Clearinghouse, training outside of training listed above.)
<u>Background Checks: Cost:</u>	
Package 1 (non driver)	\$39.95. (Nationwide Criminal Summary Report, Social Security Address Trace, Social Security Number Verification, and Sexual Offender Search- all 50 States).
Package 2 (driver)	\$49.95 + DMV Access Fees (Motor Vehicle Report, Drivers License Verification Nationwide Criminal Summary Report, Social Security Address Trace, Social Security Number Verification, and Sexual Offender Search- all 50 States).

CLOSING

We understand how important it is that public school districts such as PYLUSD are offered the best possible solutions at the most reasonable prices. MOBILE SCREENING SOLUTIONS, INC. will ensure that your organization receives the best possible services at the lowest prices available. MOBILE SCREENING SOLUTIONS, INC. strives to be the “go to” resource for each company we work with. We are your consultants to a Drug Free Workplace. We want to be your partner, not just a vendor.

MOBILE SCREENING SOLUTIONS, INC. will also periodically review your Drug Free Workplace program/services and suggest ways to save you money, and more importantly, time! We also have a full line of other services that, should the need arise, we can be there to help with background checks, drug detection assessments, oral drug testing (non-DOT), hair follicle testing, and much more! For more information, visit us online at www.drugfreenetwork.org.

MOBILE SCREENING SOLUTIONS, INC. takes great pride in what we can offer and how we can help PYLUSD succeed as a Drug Free Workplace. We appreciate the opportunity to serve PYLUSD and we look forward to working with you for many years to come!

Sincerely,

A handwritten signature in black ink, appearing to read 'Harrison Lux', with a stylized flourish at the end.

Harrison Lux
(909) 224-0801 direct
(888) 343-6673 toll free

Enclosures

RESPONSE

This letter correctly sets forth the understanding of services offered.

_____	_____	_____
Accepted by (signature)	Title	Date
_____	(_____)	ext: _____
Print Name	Phone Number/ Extension	

Please fax to (877) 235-5056.

Your account manager will contact you after receipt of this fax.

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

GENERAL LIABILITY CLAIM NO. 672094

Background

On May 1, 2026, a claim was received alleging injury to a student caused by a staff member.

Rejecting the claim will set the six-month statute of limitations to file suit against the district.

Financial Impact

No cost to district

Administrator

Dr. John Pappalardo, Chief Business Officer

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

GENERAL LIABILITY CLAIM NO. 672978

Background

On May 15, 2026, a claim was received 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 district

Administrator

Dr. John Pappalardo, Chief Business Officer

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

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: Bryant Ranch PTA donated two (2) checks totaling \$8,193.48 for fieldtrips, transportation, playground equipment, classroom enrichment, educational subscription, parent communication programs, and promotion activities.
- El Dorado High School: Chapman University donated one (1) check totaling \$100 for classroom supplies.
- Fairmont Elementary: Fairmont Elementary PTA donated five (5) checks totaling \$92,334.73 for new library furniture, field trips, and reader subscriptions.
- George Key School: MD Musa and Riya Hyder donated one (1) check totaling \$200 for materials and supplies.
- Glenknoll Elementary: Glenknoll PTA donated two (2) checks totaling \$15,574 for science camp and transportation.
- Golden Elementary:
 - Box Tops donated one (1) check totaling \$26.80 for school supplies.
 - America's Charities donated two (2) checks totaling \$250 for school supplies.
 - The Blackburn Giving Fund donated one (1) check totaling \$100 for school supplies.
- Linda Vista Elementary:
 - Linda Vista PTA donated one (1) check totaling \$525 for a promotional activity.
 - Costco Workplace Giving Campaign %: Frontstream donated one (1) check totaling \$179 for materials and supplies.
- Melrose Elementary: Melrose PTA donated two (2) checks totaling \$2,156 for library books and materials, fieldtrips, and transportation.
- Rio Vista Elementary:
 - Rio Vista PTA donated one (1) check totaling \$250 for the field day.
 - Box Top donated one (1) check totaling \$26.60 for school supplies.
- Tuffree Middle School: America's Charities donated one (1) check totaling \$250 for student supplies
- Tynes Elementary: Tynes PTA donated one (1) check totaling \$586 for the field trip and transportation.
- Valencia High School: Placentia Chamber of Commerce donated one (1) check totaling \$1,000 for the Academic Decathlon
- Van Buren Elementary:
 - The Blackburn Giving Fund donated one check (1) totaling \$515 for PBIS items.
 - Van Burene PTA donated two (2) checks totaling \$4,301.95 for assemblies.

Financial Impact

Total gift income to be placed in the appropriate school site/division accounts: \$126,569.01

Total gift income to date for the 2025-26 school year: \$609,020.70

Administrator

Maria Luna Madrigal, Administrative Secretary, Educational Services

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

**SERVICE AGREEMENT WITH THE ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
(OCDE)-INTERPRETATION & TRANSLATION AGREEMENT**

Background

This comprehensive language support ensures effective communication with diverse families and students, promoting inclusivity and accessibility across all district activities and materials. OCDE will provide written translations and oral interpretations for in-person or virtual assignments as needed. Translation services encompass Individual Education Plans (IEP), handbooks, flyers, documents, and various resources in multiple languages. American Sign Language (ASL) interpretation may be provided for parent-teacher meetings, workshops, conferences, training, board meetings, and other family and student events. OCDE will bill the school district monthly for services rendered.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$20,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
TRANSLATION AND ORAL INTERPRETATION AGREEMENT

This AGREEMENT is hereby entered into this 6th day of May 2026, 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.

WHEREAS, SUPERINTENDENT 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 financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, DISTRICT is in need of such Professional 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 hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the following described services and SUPERINTENDENT hereby agrees to perform said services upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT's,

1 Educational Services Division shall provide the following services for
2 the DISTRICT:

3 1.1 Written translation/oral interpretation for in-person or
4 virtual services assignments, as described in the "Service
5 Proposal", which is attached as Exhibit "A", to this
6 AGREEMENT and incorporated herein.

7 2.0 TERM. This AGREEMENT shall commence on July 01, 2026, and end on
8 June 30, 2027, subject to termination set forth in this AGREEMENT.

9 3.0 PAYMENT. DISTRICT agrees to pay the SUPERINTENDENT for services
10 satisfactorily performed pursuant to Section 1.0 of this AGREEMENT a
11 total sum not to exceed Twenty thousand dollars (\$20,000.00). Payment
12 shall be made as described in Exhibit "A", "Service Proposal", which
13 is attached hereto and incorporated by reference. DISTRICT'S payment
14 to SUPERINTENDENT shall be made upon receipt of an itemized invoice
15 from SUPERINTENDENT. Payment shall be mailed to: Orange County
16 Superintendent of Schools, Attn: Accounting Manager, 200 Kalmus Drive,
17 Costa Mesa, California 92626-9050, or at such other place as
18 SUPERINTENDENT may designate in writing.

19 4.0 EXPENSES. DISTRICT shall not be liable to SUPERINTENDENT for any
20 costs or expenses paid or incurred by SUPERINTENDENT in performing
21 services for DISTRICT, except as follows: N/A.

22 5.0 MATERIALS. SUPERINTENDENT shall furnish, at his/her own expense,
23 all labor, materials, equipment, supplies and other items necessary to
24 complete the services to be provided pursuant to this AGREEMENT, except
25 as follows: N/A.

1 6.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of
2 this AGREEMENT, shall be and act as an independent contractor.
3 SUPERINTENDENT understands and agrees that he/she and all of his/her
4 employees shall not be considered officers, employees or agents of the
5 DISTRICT, and are not entitled to benefits of any kind or nature
6 normally provided employees of the DISTRICT and/or to which DISTRICT'S
7 employees are normally entitled, including, but not limited to, State
8 Unemployment Compensation or Workers' Compensation. SUPERINTENDENT
9 assumes the full responsibility for the acts and/or omissions of
10 his/her employees or agents as they relate to the services to be
11 provided under this AGREEMENT. SUPERINTENDENT shall assume full
12 responsibility for payment of all federal, state and local taxes or
13 contributions, including unemployment insurance, social security and
14 income taxes with respect to SUPERINTENDENT'S employees.

15 7.0 COPYRIGHT/TRADEMARK/PATENT. DISTRICT understands and agrees
16 that all matters produced under this AGREEMENT are/or shall become the
17 property of SUPERINTENDENT and cannot be used without SUPERINTENDENT'S
18 express written permission. SUPERINTENDENT shall have all right,
19 title and interest in said matters, including the right to secure and
20 maintain the copyright, trademark and/or patent of said matter in the
21 name of the SUPERINTENDENT.

22 8.0 HOLD HARMLESS.

23 A. SUPERINTENDENT agrees to and does hereby indemnify,
24 defend, and hold harmless DISTRICT, its Governing Board, officers,
25 agents and employees from liability and claims of liability for bodily

1 injury, personal injury, sickness, disease, or death of any person or
2 persons, or damage to any property, real personal, tangible or
3 intangible, arising out of the negligent acts or omissions of employees,
4 agents or officers of SUPERINTENDENT or the Orange County Board of
5 education during the period of this AGREEMENT.

6 B. DISTRICT agrees to and does hereby indemnify, defend, and
7 hold harmless SUPERINTENDENT, the Orange County Board of Education, and
8 its officers, agents and employees from liability and claims of
9 liability for bodily injury, personal injury, sickness, disease, or
10 death of any person or persons, or damage to any property, real
11 personal, tangible or intangible, arising out of the negligent acts or
12 omissions of its Governing Board, employees, agents or officers of
13 DISTRICT during the period of this AGREEMENT.

14 9.0 ASSIGNMENT. The obligations of SUPERINTENDENT pursuant to this
15 AGREEMENT shall not be assigned by SUPERINTENDENT without prior
16 written approval of DISTRICT.

17 10.0 TOBACCO USE POLICY. In the interest of public health, the
18 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
19 use of any tobacco products are prohibited in buildings and vehicles,
20 and on any property owned, leased or contracted for by the
21 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to
22 abide with conditions of this policy could result in the termination
23 of this AGREEMENT.

24 11.0 TERMINATION. Either party may terminate this AGREEMENT with or
25 without cause with the giving of thirty (30) days written notice to the
other party. DISTRICT shall compensate SUPERINTENDENT only for services

1 satisfactorily rendered to the date of termination. Written notice by
2 DISTRICT shall be sufficient to stop further performance of services
3 by SUPERINTENDENT. Notice shall be deemed given when received by the
4 SUPERINTENDENT or DISTRICT or no later than three (3) days after the
5 day of mailing, whichever is sooner.

6 12.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they
7 will not engage in unlawful discrimination in employment of persons
8 because of race, color, religious creed, national origin, ancestry,
9 physical handicap, medical condition, marital status, or sex of such
10 persons.

11 13.0 NOTICE. All notices or demands to be given under this AGREEMENT
12 by either party to the other shall be in writing and given either by:
13 (a) personal service or (b) by U.S. Mail, mailed either by registered
14 or certified mail, return receipt requested, with postage prepaid.
15 Service shall be considered given when received if personally served
16 or if mailed on the third day after deposit in any U.S. Post Office.
17 The address to which notices or demands may be given by either party
18 may be changed by written notice given in accordance with the notice
19 provisions of this section. As of the date of this AGREEMENT, the
20 addresses of the parties are as follows:

21 DISTRICT: Placentia-Yorba Linda Unified School District
22 1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

23 SUPERINTENDENT: Orange County Superintendent of Schools
24 200 Kalmus Drive
P.O. Box 9050
25 Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

14.0 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.

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 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.

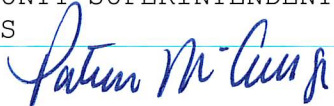
17.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersede any prior or contemporaneous understanding or agreement with respect to the services contemplated and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

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:  _____
Authorized Signature

PRINT NAME: _____

PRINT NAME: Patricia McCaughey

TITLE: _____

TITLE: Executive Director

DATE: _____

DATE: May 6, 2026

PYLUSD-Language Serv - Ed Serv- Translation & Interpret - INCOME-(10008949)2026-27
ZIP 6

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Exhibit "A"



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

STEFAN BEAN, Ed.D.
County Superintendent
of Schools

TO: Don Rosales
TITLE: Director of Purchasing
REQUESTER: Placentia Yorba Linda School District
ADDRESS: 1301 E Orangethorpe Av, Placentia, CA 92870
EMAIL: drosales@pylisd.org
PHONE NUMBER: 714-985-8470

FROM: Natalia Abarca
TITLE: Coordinator, Language Services
EMAIL: nabarca@ocde.us PHONE NUMBER: 714-966-4319

DATE OF SERVICE: 7/1/2026 - 6/30/2027

PURPOSE: To provide interpretation and translation services for Placentia Yorba Linda School District families and programs.
AUDIENCE: Parents, teachers, students, community members

JUSTIFICATION: To meet rising demand, Placentia Yorba Linda School District requests a contract to support interpretation and translation services at their school sites.

SERVICES: OCDE will provide written translations and oral interpretations for in-person or virtual assignments as needed. Translation services encompass Individual Education Plans (IEP), handbooks, flyers, documents, and various resources in multiple languages. American Sign Language (ASL) interpretation will be provided for parent-teacher meetings, workshops, conferences, trainings, board meetings, and other family and student events. OCDE will bill the school district monthly for services rendered.

ESTIMATED TOTAL COST: \$20,000.00— See attached rate sheet

Cancellation policy: All cancellations must be submitted in writing at least 2 business days before the scheduled appointment. Some language services may require up to 72 hours' notice.

ORANGE COUNTY
BOARD OF EDUCATION

MARI BARKE

TIM SHAW

LISA SPARKS, Ph.D.

JORGE VALDES, Esq.

KEN L. WILLIAMS, D.O.

___ PROPOSAL ACCEPTED

Authorized Signature

Date

4-8-26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

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 from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$25,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2026-2027

*Congruent Lives, Inc
451 W. Lambert Rd., # 212
Brea, CA 92821*

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2026-2027

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, 2026, 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. 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, prohibition of corporal punishment, pupil discipline, positive behavioral interventions and protections against immigration enforcement actions at school sites.

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2027 (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, 2027.

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/services 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 educational programs and 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 term of the ISA, the

CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall be responsible for any compensatory education beyond the services specified in the ISA/IEP that are owed to an LEA student for CONTRACTOR's failure to provide a specific service in accordance with the ISA/IEP, unless agreed otherwise.

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 communications 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 alternate diploma pathway for graduation from high school as set forth in Education Code section 51225.31 et seq. 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 Trevor Project's LGBTQ+ suicide hotline telephone number as well as 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 for the regular school year, 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 or ISA, 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 49000 et seq. (prohibition of corporal punishment), 49005 et seq. (restraint and seclusion), and 56520 et seq. (behavioral interventions) as well as applicable provisions of Title 5 of the California Code of Regulations and federal law 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 in accordance with Exhibit C.**

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 persuade 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 for 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)). CONTRACTOR acknowledges and agrees to allow foster youth to continue their education in the nonpublic school as the school of origin in compliance with Education Code section 48853.5.

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 shall maintain and train all employees, subcontractors and volunteers in procedures specifically to address the supervision and protection of children from child abuse or neglect or sex offenses which include professional boundaries (i) between students and employees, adult volunteers, and subcontractors, (ii) among and between students, and (iii) among and between adults employed, volunteering, or under contract with CONTRACTOR as well as establish appropriate limits on contact during or outside of the school day between students and employees, volunteers, and subcontractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent or guardian.

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 AND RESIDENTIAL TREATMENT CENTER CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), 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.

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.

NPS/RTC Located Outside of California

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.), and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short term therapeutic programs, as applicable to the facility type.

In addition to the above, a CONTRACTOR that operates a NPS/RTC located outside of California, shall ensure compliance with California monitoring requirements set forth in Education Code section 56366.1(e) including providing LEA students upon admission with (1) a copy of their notice of rights and procedural safeguards under the IDEA; and (2) information on how to contact CDE's Constituent Services Office, as well as ensure that this information is accessible to LEA students. CONTRACTOR shall also ensure that the telephone number of CDE's Constituent Services Office is prominently displayed at the nonpublic school. CONTRACTOR shall also maintain a clear and confidential process for residents to report grievances without fear of retaliation as well as provide a copy of its policies on behavior intervention to LEA students and their parents upon enrollment.

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., and 49550 et seq.

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

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

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

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

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

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, including NPS/RTC, 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 in accordance with Education Code section 56366.1. 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.

In accordance with Education Code section 56366.12, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between the LEA student and members of the student's individualized education program team and CDE's Constituent Services Office, at the student's discretion.

If CONTRACTOR is also an LCI or NPS/RTC, 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).

NPS/RTC Located Outside of California

In addition to the above, for a pupil placed in a NPS/RTC located outside of California, the LEA (or SELPA) shall also conduct an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety as well as the instructional program and implementation of positive behavioral supports. CONTRACTOR shall facilitate the LEA's (or SELPA) in-person interview with the pupil as well as at least quarterly check-ins with the pupil through an unmonitored telephone call, in a manner consistent with the pupil's individualized education program.

Additional Monitoring Requirements

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to CDE, shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in

year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three. (Education Code section 56366.1(j)).

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, as well as pupil perception, progress and concerns, as required by law. 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 instruction and/or individualized instruction or to 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 instruction and 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

instruction, 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 instruction, 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 one (1) school day by electronic mail, 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 shall maintain written protocols for identifying signs of abuse or neglect, both physical and psychological, consistent with the mandated reporting requirements of Penal Code Section 11165.7. CONTRACTOR hereby agrees to and shall ensure all employees and any subcontractors whose duties require contact with or supervision of students are annually trained, including volunteers, so that they are familiar with and agree to adhere to the child and dependent adult abuse mandated 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 (if 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. BILLING/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's IEP 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 CONTRACTOR shall implement LEA student's 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 CONTRACTOR 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. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC

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

66. 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 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provide herein.

CONTRACTOR,
Congruent Lives, Inc.

LEA,
Placentia-Yorba Linda Unified School District

Nonpublic School/Agency

By:

Signature

Date

Name and Title of Authorized
Representative

By:

Signature

Date

John Pappalardo, Chief Business Officer

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: 2026-2027 RATES

CONTRACTOR
(Congruent Lives, Inc.)

CONTRACTOR NUMBER

2026-2027
(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 2026-2027

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:

Dr. Candace Perez

Deputy Superintendent, Academic Leadership Team

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8669

caperez@pylUSD.org

Jayne Nash

Director, Special Education

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8664

jnash@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 , 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 2026-2027 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 2, 2026**

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 from July 1, 2026 to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$25,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2026-2027

United Behavior Consultants

826 Joann St.

Costa Mesa, CA 92627

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2026-2027

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, 2026, 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. 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, prohibition of corporal punishment, pupil discipline, positive behavioral interventions and protections against immigration enforcement actions at school sites.

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2027 (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, 2027.

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/services 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 educational programs and 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 term of the ISA, the

CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall be responsible for any compensatory education beyond the services specified in the ISA/IEP that are owed to an LEA student for CONTRACTOR's failure to provide a specific service in accordance with the ISA/IEP, unless agreed otherwise.

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 communications 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 alternate diploma pathway for graduation from high school as set forth in Education Code section 51225.31 et seq. 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 Trevor Project's LGBTQ+ suicide hotline telephone number as well as 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 for the regular school year, 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 or ISA, 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 49000 et seq. (prohibition of corporal punishment), 49005 et seq. (restraint and seclusion), and 56520 et seq. (behavioral interventions) as well as applicable provisions of Title 5 of the California Code of Regulations and federal law 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 in accordance with Exhibit C.**

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 persuade 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 for 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)). CONTRACTOR acknowledges and agrees to allow foster youth to continue their education in the nonpublic school as the school of origin in compliance with Education Code section 48853.5.

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 shall maintain and train all employees, subcontractors and volunteers in procedures specifically to address the supervision and protection of children from child abuse or neglect or sex offenses which include professional boundaries (i) between students and employees, adult volunteers, and subcontractors, (ii) among and between students, and (iii) among and between adults employed, volunteering, or under contract with CONTRACTOR as well as establish appropriate limits on contact during or outside of the school day between students and employees, volunteers, and subcontractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent or guardian.

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 AND RESIDENTIAL TREATMENT CENTER CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), 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.

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.

NPS/RTC Located Outside of California

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.), and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short term therapeutic programs, as applicable to the facility type.

In addition to the above, a CONTRACTOR that operates a NPS/RTC located outside of California, shall ensure compliance with California monitoring requirements set forth in Education Code section 56366.1(e) including providing LEA students upon admission with (1) a copy of their notice of rights and procedural safeguards under the IDEA; and (2) information on how to contact CDE's Constituent Services Office, as well as ensure that this information is accessible to LEA students. CONTRACTOR shall also ensure that the telephone number of CDE's Constituent Services Office is prominently displayed at the nonpublic school. CONTRACTOR shall also maintain a clear and confidential process for residents to report grievances without fear of retaliation as well as provide a copy of its policies on behavior intervention to LEA students and their parents upon enrollment.

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., and 49550 et seq.

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

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

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

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

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

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, including NPS/RTC, 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 in accordance with Education Code section 56366.1. 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.

In accordance with Education Code section 56366.12, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between the LEA student and members of the student's individualized education program team and CDE's Constituent Services Office, at the student's discretion.

If CONTRACTOR is also an LCI or NPS/RTC, 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).

NPS/RTC Located Outside of California

In addition to the above, for a pupil placed in a NPS/RTC located outside of California, the LEA (or SELPA) shall also conduct an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety as well as the instructional program and implementation of positive behavioral supports. CONTRACTOR shall facilitate the LEA's (or SELPA) in-person interview with the pupil as well as at least quarterly check-ins with the pupil through an unmonitored telephone call, in a manner consistent with the pupil's individualized education program.

Additional Monitoring Requirements

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to CDE, shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in

year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three. (Education Code section 56366.1(j)).

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, as well as pupil perception, progress and concerns, as required by law. 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 instruction and/or individualized instruction or to 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 instruction and 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

instruction, 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 instruction, 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 one (1) school day by electronic mail, 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 shall maintain written protocols for identifying signs of abuse or neglect, both physical and psychological, consistent with the mandated reporting requirements of Penal Code Section 11165.7. CONTRACTOR hereby agrees to and shall ensure all employees and any subcontractors whose duties require contact with or supervision of students are annually trained, including volunteers, so that they are familiar with and agree to adhere to the child and dependent adult abuse mandated 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 (if 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. BILLING/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's IEP 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 CONTRACTOR shall implement LEA student's 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 CONTRACTOR 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. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC

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

66. 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 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provide herein.

CONTRACTOR,
United Behavior Consultants

Nonpublic School/Agency

By:

Signature

Date

Name and Title of Authorized
Representative

LEA,
Placentia-Yorba Linda Unified School District

By:

Signature

Date

John Pappalardo, Chief Business Officer

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: 2026-2027 RATES

CONTRACTOR _____ CONTRACTOR NUMBER _____ 2026-2027
(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 current approved rates and the approved rates for next school year:

	<u>2025-2026</u>	<u>2026-2027</u>
Behavior Intervention – Design or Planning	\$ 124.00/hour	\$ 126.48/hour
New Services		<u>2026-2027</u>
Behavior Intervention – Implementation		\$ 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:

Dr. Candace Perez

Deputy Superintendent, Academic Leadership Team

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8669

caperez@pylUSD.org

Jayne Nash

Director, Special Education

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8664

jnash@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 , 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 2026-2027 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 2, 2026**

INDEPENDENT CONTRACTOR AGREEMENT WITH PROFESSIONAL TUTORS OF AMERICA, 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.

Professional Tutors of America, Inc. provides academic tutoring, study skills, speech and language, dyslexia, academic and behavior support services, and home/hospital services/instruction.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$50,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

**PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT**

THIS AGREEMENT is made and entered into this 2nd day of June, 2022, by and between Professional

Tutors of America, 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 academic instruction, behavior intervention, counseling and guidance, language speech development and remediation, occupational therapy and
-
- vocational education and career development, transition for special education students
-
2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , 7/1/2026 , and will diligently perform as required and complete performance by, 6/30/2027 . 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 \$ 50,000 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: Professional Tutors of America, 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: John Pappalardo

Chief Business Officer

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 occurrence 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 2, 2026**

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH BEYOND BLINDNESS

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.

Beyond Blindness provides early intervention education and enrichment services for visually impaired students. They also offer mobility training and family support services. Beyond Blindness is utilized to cover maternity leaves and/or periods of time when district staff are unavailable.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$20,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2026-2027

Beyond Blindness

18542-B Vanderlip Ave.

Santa Ana, CA 92705

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2026-2027

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, 2026, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as “District” or local educational agency “LEA”) and **Beyond Blindness** (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. 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, prohibition of corporal punishment, pupil discipline, positive behavioral interventions and protections against immigration enforcement actions at school sites.

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2027 (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, 2027.

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/services 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 educational programs and 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 term of the ISA, the

CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall be responsible for any compensatory education beyond the services specified in the ISA/IEP that are owed to an LEA student for CONTRACTOR's failure to provide a specific service in accordance with the ISA/IEP, unless agreed otherwise.

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 communications 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 alternate diploma pathway for graduation from high school as set forth in Education Code section 51225.31 et seq. 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 Trevor Project's LGBTQ+ suicide hotline telephone number as well as 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 for the regular school year, 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 or ISA, 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 49000 et seq. (prohibition of corporal punishment), 49005 et seq. (restraint and seclusion), and 56520 et seq. (behavioral interventions) as well as applicable provisions of Title 5 of the California Code of Regulations and federal law 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 in accordance with Exhibit C.**

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 persuade 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 for 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)). CONTRACTOR acknowledges and agrees to allow foster youth to continue their education in the nonpublic school as the school of origin in compliance with Education Code section 48853.5.

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 shall maintain and train all employees, subcontractors and volunteers in procedures specifically to address the supervision and protection of children from child abuse or neglect or sex offenses which include professional boundaries (i) between students and employees, adult volunteers, and subcontractors, (ii) among and between students, and (iii) among and between adults employed, volunteering, or under contract with CONTRACTOR as well as establish appropriate limits on contact during or outside of the school day between students and employees, volunteers, and subcontractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent or guardian.

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 AND RESIDENTIAL TREATMENT CENTER CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), 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.

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.

NPS/RTC Located Outside of California

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.), and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short term therapeutic programs, as applicable to the facility type.

In addition to the above, a CONTRACTOR that operates a NPS/RTC located outside of California, shall ensure compliance with California monitoring requirements set forth in Education Code section 56366.1(e) including providing LEA students upon admission with (1) a copy of their notice of rights and procedural safeguards under the IDEA; and (2) information on how to contact CDE's Constituent Services Office, as well as ensure that this information is accessible to LEA students. CONTRACTOR shall also ensure that the telephone number of CDE's Constituent Services Office is prominently displayed at the nonpublic school. CONTRACTOR shall also maintain a clear and confidential process for residents to report grievances without fear of retaliation as well as provide a copy of its policies on behavior intervention to LEA students and their parents upon enrollment.

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., and 49550 et seq.

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

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

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

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

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

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, including NPS/RTC, 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 in accordance with Education Code section 56366.1. 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.

In accordance with Education Code section 56366.12, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between the LEA student and members of the student's individualized education program team and CDE's Constituent Services Office, at the student's discretion.

If CONTRACTOR is also an LCI or NPS/RTC, 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).

NPS/RTC Located Outside of California

In addition to the above, for a pupil placed in a NPS/RTC located outside of California, the LEA (or SELPA) shall also conduct an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety as well as the instructional program and implementation of positive behavioral supports. CONTRACTOR shall facilitate the LEA's (or SELPA) in-person interview with the pupil as well as at least quarterly check-ins with the pupil through an unmonitored telephone call, in a manner consistent with the pupil's individualized education program.

Additional Monitoring Requirements

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to CDE, shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in

year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three. (Education Code section 56366.1(j)).

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, as well as pupil perception, progress and concerns, as required by law. 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 instruction and/or individualized instruction or to 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 instruction and 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

instruction, 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 instruction, 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 one (1) school day by electronic mail, 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 shall maintain written protocols for identifying signs of abuse or neglect, both physical and psychological, consistent with the mandated reporting requirements of Penal Code Section 11165.7. CONTRACTOR hereby agrees to and shall ensure all employees and any subcontractors whose duties require contact with or supervision of students are annually trained, including volunteers, so that they are familiar with and agree to adhere to the child and dependent adult abuse mandated 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 (if 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. BILLING/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's IEP 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 CONTRACTOR shall implement LEA student's 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 CONTRACTOR 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. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC

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

66. 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 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provide herein.

CONTRACTOR,
Beyond Blindness

Nonpublic School/Agency

By:

Signature

Date

Name and Title of Authorized
Representative

LEA,
Placentia-Yorba Linda Unified School District

By:

Signature

Date

John Pappalardo, Chief Business Officer

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: 2026-2027 RATES

CONTRACTOR _____ CONTRACTOR NUMBER _____ 2026-2027
(Beyond Blindness) (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 ACADEMIC SCHOOL YEAR JULY 1, 2026 THROUGH JUNE 30, 2027 *Approved by OCDE on March 19, 2026*

SERVICES THAT CAN BE CONTRACTED INCLUDE:

FEE

Vision Services: Direct, Consult, Assessment, Evaluation	\$142.57 per hour
Occupational Therapy: Direct, Consult, Assessment, Evaluation	\$126.68 per hour
Physical Therapy: Direct, Consult, Assessment, Evaluation	\$126.68 per hour
Speech and Language: Direct, Consult, Assessment, Evaluation	\$133.49 per hour
Orientation & Mobility: Direct, Consult, Assessment, Evaluation	\$142.57 per hour
Braille Transcription Service	\$126.68 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:

Dr. Candace Perez

Deputy Superintendent, Academic Leadership Team

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8669

caperez@pylusd.org

Jayme Nash

Director, Special Education

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8664

jnash@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 , 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 2026-2027 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 2, 2026**

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH DYNAMIC EDUCATION SERVICES, 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.

Dynamic Education Services, Inc. provides academic support and tutoring in specific areas such as math, reading, and study skills.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted Special Education funds, NTE: \$20,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2026-2027

*Dynamic Education Services, Inc.
701 W. Kimberly Ave., # 115
Placentia, CA 92870*

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2026-2027

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, 2026, between the **Placentia-Yorba Linda Unified School District** (hereinafter referred to as “District” or local educational agency “LEA”) and **Dynamic Education Services, 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. 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, prohibition of corporal punishment, pupil discipline, positive behavioral interventions and protections against immigration enforcement actions at school sites.

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2027 (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, 2027.

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/services 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 educational programs and 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 term of the ISA, the

CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall be responsible for any compensatory education beyond the services specified in the ISA/IEP that are owed to an LEA student for CONTRACTOR's failure to provide a specific service in accordance with the ISA/IEP, unless agreed otherwise.

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 communications 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 alternate diploma pathway for graduation from high school as set forth in Education Code section 51225.31 et seq. 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 Trevor Project's LGBTQ+ suicide hotline telephone number as well as 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 for the regular school year, 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 or ISA, 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 49000 et seq. (prohibition of corporal punishment), 49005 et seq. (restraint and seclusion), and 56520 et seq. (behavioral interventions) as well as applicable provisions of Title 5 of the California Code of Regulations and federal law 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 in accordance with Exhibit C.**

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 persuade 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 for 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)). CONTRACTOR acknowledges and agrees to allow foster youth to continue their education in the nonpublic school as the school of origin in compliance with Education Code section 48853.5.

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 shall maintain and train all employees, subcontractors and volunteers in procedures specifically to address the supervision and protection of children from child abuse or neglect or sex offenses which include professional boundaries (i) between students and employees, adult volunteers, and subcontractors, (ii) among and between students, and (iii) among and between adults employed, volunteering, or under contract with CONTRACTOR as well as establish appropriate limits on contact during or outside of the school day between students and employees, volunteers, and subcontractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent or guardian.

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 AND RESIDENTIAL TREATMENT CENTER CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), 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.

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.

NPS/RTC Located Outside of California

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.), and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short term therapeutic programs, as applicable to the facility type.

In addition to the above, a CONTRACTOR that operates a NPS/RTC located outside of California, shall ensure compliance with California monitoring requirements set forth in Education Code section 56366.1(e) including providing LEA students upon admission with (1) a copy of their notice of rights and procedural safeguards under the IDEA; and (2) information on how to contact CDE's Constituent Services Office, as well as ensure that this information is accessible to LEA students. CONTRACTOR shall also ensure that the telephone number of CDE's Constituent Services Office is prominently displayed at the nonpublic school. CONTRACTOR shall also maintain a clear and confidential process for residents to report grievances without fear of retaliation as well as provide a copy of its policies on behavior intervention to LEA students and their parents upon enrollment.

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., and 49550 et seq.

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

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

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

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

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

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, including NPS/RTC, 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 in accordance with Education Code section 56366.1. 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.

In accordance with Education Code section 56366.12, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between the LEA student and members of the student's individualized education program team and CDE's Constituent Services Office, at the student's discretion.

If CONTRACTOR is also an LCI or NPS/RTC, 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).

NPS/RTC Located Outside of California

In addition to the above, for a pupil placed in a NPS/RTC located outside of California, the LEA (or SELPA) shall also conduct an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety as well as the instructional program and implementation of positive behavioral supports. CONTRACTOR shall facilitate the LEA's (or SELPA) in-person interview with the pupil as well as at least quarterly check-ins with the pupil through an unmonitored telephone call, in a manner consistent with the pupil's individualized education program.

Additional Monitoring Requirements

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to CDE, shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in

year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three. (Education Code section 56366.1(j)).

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, as well as pupil perception, progress and concerns, as required by law. 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 instruction and/or individualized instruction or to 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 instruction and 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

instruction, 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 instruction, 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 one (1) school day by electronic mail, 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 shall maintain written protocols for identifying signs of abuse or neglect, both physical and psychological, consistent with the mandated reporting requirements of Penal Code Section 11165.7. CONTRACTOR hereby agrees to and shall ensure all employees and any subcontractors whose duties require contact with or supervision of students are annually trained, including volunteers, so that they are familiar with and agree to adhere to the child and dependent adult abuse mandated 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 (if 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. BILLING/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's IEP 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 CONTRACTOR shall implement LEA student's 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 CONTRACTOR 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. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC

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

66. 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 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provide herein.

CONTRACTOR,
Dynamic Education Services, Inc.

LEA,
Placentia-Yorba Linda Unified School District

Nonpublic School/Agency

By:

Signature

Date

Name and Title of Authorized
Representative

By:

Signature

Date

John Pappalardo, Chief Business Officer

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: 2026-2027 RATES

CONTRACTOR _____ CONTRACTOR NUMBER _____ 2026-2027
 (Dynamic Education Services, 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:

Non-Public Agency (NPA)

Rate Sheet 2026-2027

COMPENSATORY/SUPPLEMENTAL SERVICES**

(1) Supplemental Academic Services (SAS) or Academic Support**		
(2) Transition or Vocational services		
LEA/District is not required to provide materials/curriculum for SAS/Academic Support or Transition services as a standalone service and/or when combined with our Intervention programs/services (Reading, Math, or Transition2Life-Daily Living Skills). These services are intended to support students that are currently 1 to 2.5 grade levels behind with their current curriculum/materials. *If student is 3 or more grade level behind, consider our intervention programs: Reading, Math, Transition2Life & see rate sheet for minimum number of hours required per service.		
	\$105.00	Per Hour
(3) Educational Counseling & Guidance or Parent Training – Individual a. E.R.I.C.S. or E.R.M.H.S.	\$145.00	Per Hour
(4) Language and Speech Services (LAS)/Therapy – Individual	\$175.00	Per Hour
(5) Occupational Therapy (OT) – Individual	\$175.00	Per Hour
(6) *Deaf & Hard of Hearing (DHH), Visual Impairment VI, Orientation & Mobility (O/M), or Adaptive Physical Education (APE)	\$165.00	Per Hour
*Limited-service areas (in-person/in-home) or available Online/Virtual		

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)***

(1) Language & Speech (LAS) Assessment	\$2,850.00	
(2) Language & Speech (IEE)	\$3,200.00	Per Student
(3) Language & Speech – AAC or AT Assessment only, per assessment	\$3,900.00	
(1) Occupational Therapy (OT) Assessment	\$2,850.00	
(2) Occupational Therapy (IEE)	\$3,200.00	Per Student
(3) Occupational Therapy – AAC or AT Assessment only	\$3,900.00	
(3) Transition or Vocational Assessment	\$2,900.00	Per Student
(4) Psychological Educational Evaluation/IEE (**Limited areas)	\$6,200.00	Per Student
(5) Academic Achievement Assessment	\$2,250.00	Per Student
(6) IEP Meeting/Participation (Session Report & Recommendation (SRR) or NPA Consultation services	\$150.00	Per Hour

**All Compensatory/Supplemental services require LEAs/Districts to provide curriculum/materials for SAS and/or Transition services per student. All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 70 hours of SAS/Academic Instruction and/or therapy will complete 69 hours of direct SAS/Academic Instruction and/or therapy and 1 hour of indirect services as "Final Session/SRR."

***Assessments/Independent Educational Evaluations (IEE) require a minimum of 60 days to complete. The cost of the assessment or IEE is per student. The assessment/IEE includes observations, interviews, assessments/evaluations, report, and presentation of report at the IEP meeting via telephone or video conference for a maximum of 2 hours. Any excess IEP meeting hours beyond the 2 hours allocated will incur an additional charge of \$150.00 per hour – IEP meeting/participation.

Rate Sheet 2026-2027

Reading Intervention Program

The Reading Intervention Program includes the Sondag Learning Systems** for each student which is a comprehensive line of materials/curriculum that help our Education Specialists provide multisensory reading instruction/intervention, both research and evidence-based for students from grades K-8.

The Reading Intervention Program Packages include Pre and Post Assessments, Session Report & Recommendation (SRR) form***, and a complete reading intervention program for each student covering 1-6 grade levels of reading.

*****For students that are non-verbal, we also offer EdMark Reading Intervention program.**

READING INTERVENTION PROGRAM PACKAGES**

(1) Grades K-2 – covers 1 to 2 grade levels of reading intervention/instruction	\$130.00 Per Hour	60 Hours per Student	\$7,800.00 Per Student
(2) Grades K-2 – covers 3 to 4 grade levels of reading intervention/instruction	\$130.00 Per Hour	120 Hours per Student	\$15,600.00 Per Student
(3) Grades 3-8 – covers 1 to 2 grade levels of reading intervention/instruction	\$130.00 Per Hour	60 Hours per Student	\$7,800.00 Per Student
(4) Grades 3-8 – covers 3 to 4 grade levels of reading intervention/instruction	\$130.00 Per Hour	120 Hours per Student	\$15,600.00 Per Student
(5) Grades 3-8 – covers 5 to 6 grade levels of reading intervention/instruction	\$130.00 Per Hour	180 Hours per Student	\$23,400.00 Per Student

**Through Windsor Learning's, Sondag Learning System, created by Arlene Sondag, Orton-Gillingham expert provides the necessary tools and accessibility for educators to identify, intervene, and help struggling students catch up with their peers using effective multisensory instruction.

***All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 60 hours of Reading Intervention program will complete 59 hours of direct Reading Intervention program and 1 hour of indirect services as "Final Session/SRR."

Mathematics Intervention Program

The Mathematics Intervention Program provides Local Education Agencies (LEAs) with two intervention options: KP® Mathematics (Above & Beyond and Expeditions to Numeracy) or IXL Math (Digital Option).

Above & Beyond program	Expeditions to Numeracy
------------------------	-------------------------

Above & Beyond program & Expeditions to Numeracy include a structured program with the necessary tools and accessibility for educators to identify, intervene, and help struggling students catch up with their peers using one or both programs. Both programs accompany materials, curriculum, & manipulatives for math intervention.

Above & Beyond program offers learners with Cognitive Delays using the KP® Ten-Frame Tiles to build competencies necessary for in-school learning & beyond-school independence & autonomy. It uses on-going assessment to measure demonstrated learning along with focuses on strategically on number, place value, & arithmetic operations. Additionally, it teaches skills needed for functionality with money, and organizes content in increasingly large number sets (small numbers (0-10) to three-digit numbers (0-999)).

Expeditions to Numeracy program provides the following three intervention levels of mathematics for students from grades K-4 in the following areas: 1) Early Learning Intervention for grades K-2, 2) Addition & Subtraction Intervention for grades 2-3, & 3) Multiplication & Division Intervention for grades 3-4. It includes the Essential Guidebook to Continuous Assessment & Instruction as well as the KP® Ten-Frame Tiles, and other materials/manipulatives.

IXL Math is a standards-aligned, digital math intervention program that provides personalized, adaptive practice based on individual student skill levels. It uses diagnostic assessments and real-time data to identify gaps, support targeted intervention, and monitor student progress. IXL Math is best used for supplemental intervention, independent or small-group practice, and progress monitoring. It does not include physical materials, curriculum, or manipulatives, but serves as a flexible digital support to reinforce math skills across grade-level (K-12) content.

MATHEMATICS INTERVENTION PROGRAM PACKAGES**

(1) Grades K-8 – covers 1 to 2 grade levels of math intervention/instruction	\$130.00 Per Hour	50 Hours per Student	\$6,500.00 Per Student
(2) Grades K-8 – covers 3 to 4 grade levels of math intervention/instruction	\$130.00 Per Hour	100 Hours per Student	\$13,000.00 Per Student
(3) Grades K-8 – covers 4 to 5 grade levels of math intervention/instruction	\$130.00 Per Hour	150 Hours per Student	\$19,500.00 Per Student

***All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 50 hours of Math Intervention program/services will complete 49 hours of direct services for Math Intervention program/services and 1 hour of indirect services as "Final Session/SRR."

Transition 2 Life & Daily Living Skills Program

Dynamic Education Services, Inc. through its partnership with Transition 2 Life offers a comprehensive and complete transition curriculum for various student populations (general education, mild-to-moderate or moderate to severe disabilities, & students on alternative curriculum) affected by their special needs, learning disabilities, or learning challenges. Transition 2 Life meets both federally mandated transition requirements and Indicator 13 goals. Components of the program include Assessments, Coordinated ITP Goals, Daily Living Skills topics that are individualized for each student and parent's goals.

Transition 2 Life & Daily Living Skills PACKAGES**

(1) Transition 2 Life curriculum, Assessments/Inventories, from 1 to 3 Daily Living Skills Topics	\$130.00 Per Hour	60 Hours per Student	\$7,900.00 Per Student
(2) Transition 2 Life curriculum, Assessments/Inventories, from 4 to 5 Daily Living Skills Topics	\$130.00 Per Hour	120 Hours per Student	\$15,600.00 Per Student
(3) Transition 2 Life curriculum, Assessments/Inventories, from 6 to 8 Daily Living Skills Topics	\$130.00 Per Hour	180 Hours per Student	\$23,400.00 Per Student
(4) Transition 2 Life curriculum, Assessments/Inventories, from 9 to 10 Daily Living Skills Topics	\$130.00 Per Hour	240 Hours per Student	\$31,200.00 Per Student
(5) Transition 2 Life curriculum, Assessments/Inventories, from 11 to 12 Daily Living Skills Topics	\$130.00 Per Hour	300 Hours per Student	\$39,000.00 Per Student

Transition 2 Life & Daily Living Skills Topics			
Job Skills – Hard or Soft Skills	Disability Management	Social Skills	Executive Functioning Skills
Cooking Skills	Housekeeping Skills	Self-Determination/Advocacy	Community-Based Instruction (CBI)
Home Maintenance	Financial Skills	Personal Hygiene	Personal Management

***All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 60 hours of Transition2Life-Daily Living Skills (T2L-DLS) program will complete 69 hours of direct services for Transition2Life-Daily Living Skills (T2L-DLS) program and 1 hour of indirect services as "Final Session/SRR."

School-Based Support Services

SPECIALIZED ACADEMIC INSTRUCTION (SAI) – **CURRICULUM/MATERIALS PROVIDED BY CONTRACTING LEA/DISTRICT

(1) Specialized Academic Instruction (SAI)**	\$150.00	Per Hour
(2) Specialized Academic Instruction (SAI) – Prep Time **2 hours of Prep Time required for 5 hours per week if SAI	\$150.00	Per Hour
(3) IEP Meeting, Progress Notes/Preparation/Case Management (15 Hours per school year) by assigned provider and/or credentialed administrator.	\$150.00	Per Hour

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)***

(1) Language & Speech (LAS) Assessment	\$2,850.00	Per Student
(1a) Language & Speech (IEE)	\$3,200.00	
(1b) Language & Speech – AAC or AT Assessment only, per assessment	\$3,900.00	
(2) Occupational Therapy (OT) Assessment	\$2,850.00	Per Student
(2a) Occupational Therapy (IEE)	\$3,200.00	
(2b) Occupational Therapy – AAC or AT Assessment only	\$3,900.00	
(3) Transition or Vocational Assessment	\$2,900.00	Per Student
(4) Psychological Educational Evaluation/IEE (**Limited areas)	\$6,200.00	Per Student
(5) Academic Achievement Assessment	\$2,250.00	Per Student
(6) IEP Meeting/Participation – Session Report & Recommendation (SRR) or NPA Consultation services	\$150.00	Per Hour

**LEA/District authorizes & agrees Dynamic Education Services, Inc. (DES, Inc.) may bill up to the authorized hours per week (5 hours/10 hours) of SAI if the parent cancels 1 or more days of scheduled sessions for the week. DES, Inc. is guaranteeing scheduled staff/Education Specialists for the contracted hours per week (5 or 10 hours) during the school day (8:00 am to 3:00 pm), which is generally difficult & requires availability of staff/Education Specialists for school-based support services.

**IEP meetings may be attended by assigned providers (limited/based on staff availability) or designated credentialed administrator via telephone or video conference (Zoom/Google Meets).

***Assessments/Independent Educational Evaluations (IEE) require a minimum of 60 days to complete. The cost of the assessment or IEE is per student. The assessment/IEE includes observations, interviews, assessments/evaluations, report, and presentation of report at the IEP meeting via telephone or video conference for a maximum of 2 hours. Any excess IEP meeting hours beyond the 2 hours allocated will incur an additional charge of \$150.00 per hour – IEP meeting/participation.

School-Based Support Services

BEHAVIOR INTERVENTION SERVICES**

(1) Behavior Intervention Implementation (BII)***	\$95.00	Per Hour
(2) Behavior Intervention Development (BID) & Supervision **Supervision of Behavior Technician (BT) – 15 Hours per month	\$145.00	Per Hour
(3) Behavior Intervention Development (BID) & Case Management	\$145.00	Per Hour
b. IEP Meeting, Progress Notes, Preparation (15 hours per school year)	\$145.00	Per Hour

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)****

(1) Functional Behavioral Assessment (FBA)	\$2,850.00	
(2) Functional Behavioral Assessment (FBA – IEE)	\$3,200.00	Per Student
(3) Related Services Independence Assistance (RSIA) **Limited areas	\$4,500.00	
(2) IEP Meeting/Participation – Additional IEP meeting hours requested	\$145.00	Per Hour

***BII & BID services: District agrees to contract for both BII and BID services for a minimum of 3 months or more to support district and school site.

**Behavior Intervention Implementation (BII) is provided a highly trained Behavior Technician (BT) and/or Registered Behavior Technician (RBT). BIs are supervised by a licensed Board-Certified Behavior Analyst (BCBA) and/or master's level supervisor and is charged separately as Behavior Intervention Development (BID) & Supervision. BID hours of supervision typically average 10 to 15 hours per month. BID hours may be frontloaded using the authorized BID hours not to exceed to the maximum number of hours. If case management/additional progress notes documentation is required, supervision hours will be between 15 to hours per month. BID services are typically provided 70% Direct (in-person/school site) BID & Supervision at 30% In-Direct BID & Supervision.

***Behavior Intervention Implementation (BII):

- LEA/District authorizes DES, Inc. 30 minutes of BII/BT services per day for "Data Collection" in addition to daily bell-to-bell schedule, per student.
- Contracted/scheduled BII services will be provided based on daily/school schedule for authorized student. If student is absent, LEA (district, charter, SELPA) agrees to have BII services continue/adhere and/or attend to contracted schedule (bell-to-bell schedule) for student by assisting classroom with basic support, work with another student assigned by school site, or work with BCBA supervisor on student's BII/BID programming. This will ensure & guarantee DES, Inc. will maintain assigned staff for BII services for the contracted student and/or school site & not reassign/lose BII/BT services for student.

****Functional Behavioral Assessments (FBA)/Independent Educational Evaluations (IEE) require a minimum of 60 days to complete. The cost of the FBA or IEE is per student. The assessment/IEE includes observation interviews, assessments/evaluations, report, and presentation of report at the IEP meeting via telephone or video conference (Zoom/Google Meets) for a maximum of 2 hours.

Any excess IEP meeting hours requested beyond the 2 hours allocated will incur an additional charge of \$145.00 per hour – IEP meeting/participation.

Social Skills Groups & UCLA's PEERS® Program

BEHAVIOR INTERVENTION SERVICES – SOCIAL SKILLS GROUPS

(1) Social Skills Groups (10 weeks of services)		Option #1 (10 weeks)		
a. Behavior Intervention Implementation (BII): 6 hours per week		\$95.00 per hour	60 Hours per Student	\$5,700.00 Per Student
b. Behavior Intervention Development (BID) & Supervision** of Behavior Technician (BT): 1.5 hours per week**25% of authorized BII hours		\$145.00 per hour	15 Hours per Student	\$2,175.00 Per Student
Option #1 Total (Social Skills Groups only): \$7,875.00				
BEHAVIOR INTERVENTION SERVICES: SOCIAL SKILLS GROUPS + <u>UCLA's PEERS® Program</u>				
(2) Social Skills Groups (14 weeks of services: 10 weeks of Social Skills Groups + 4 weeks of services with <u>UCLA's PEERS® program</u>)		Option #2 (14 weeks – includes 4 weeks of services - <u>UCLA's PEERS®</u>)		
a. Behavior Intervention Implementation (BII): 6 hours per week for 10 weeks & 6 hours per week for 4 weeks (PEERS)		\$95.00 per hour	84 Hours per Student	\$7,980.00 Per Student
b. Behavior Intervention Development (BID) & Supervision** of Behavior Technician (BT): 1.5 hours per week**25% of authorized BII hours		\$145.00 per hour	21 Hours per Student	\$3,045.00 Per Student
c. Behavior Intervention Development (BID): Parent Training/Participation – PEERS: 24 hours. **Parent Training/Participation required for <u>UCLA's PEERS® program</u> .		\$145.00 per hour	24 Hours per Parent	\$3,480.00 Per Parent
Option #2 Total (Social Skills Groups, PEERS Curriculum, & Parent Training/Participation required with PEERS curriculum): \$14,505.00				

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)****

(4) Functional Behavioral Assessment (FBA)	\$2,650.00	Per Student
(5) Functional Behavioral Assessment (FBA – IEE)	\$2,950.00	
(2) IEP Meeting/Participation – Additional IEP meeting hours requested	\$145.00	Per Hour

**All Compensatory/Social Skills Groups/services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session of student's BID/Supervision hours/services. For example, a student referred for Option#1: BID/Supervision hours will complete 24 hours of direct BID/Supervision & billed as 1 hour of Indirect services as "Final Session/SRR."

***Behavior Intervention Implementation (BII) is provided a highly trained Behavior Technician (BT) and/or Registered Behavior Technician (RBT). BIs are supervised by a licensed Board-Certified Behavior Analyst (BCBA) and/or master's level supervisor and is charged separately as Behavior Intervention Development (BID) & Supervision. BID hours of supervision typically average 4 to 6 hours per month (25% of authorized BII hours). BID hours may be frontloaded using the authorized BID hours not to exceed to the maximum number of hours. BID services are typically provided 70% Direct (in-person/center-based) BID & Supervision and 30% In-Direct BID & Supervision.

SOCIAL SKILLS GROUPS

Our social skills group is a structured gathering where individuals learn and practice interpersonal skills through guided activities and peer interactions. These groups are designed to enhance participants' abilities to connect with others and navigate social situations effectively.



Our Services:

- ✓ 6 hours/ Week Social Skills Group
- ✓ 2 hours/ Week Parent Training
- ✓ Ages 3-17 years old
- ✓ Fun and Engaging Activities

Why Choose Us

Help your child thrive socially with our expert-led social skills group! Choose us to unlock your child's potential through our proven methods, fostering confidence, empathy, and effective communication in a fun and supportive environment.

Monday-Friday 9:00AM-7:00PM

Contact Us:

- ☎ (714) 823-3361
- 🌐 www.dynamicedservices.net
- 📍 12215 Telegraph Rd, Ste. 210-A
Santa Fe Springs, CA 90670

PEERS® for Adolescents Social Skills Group

PEERS® for Adolescents is an evidence-based social skills program for adolescents in middle and high school who are interested in making and keeping friends and/or handling conflict and rejection.



Participants will learn about:

- Developing and Maintaining Friendships
- Conversational Skills
- Entering and Exiting Conversations
- Appropriate Use of Humor
- Handling Disagreements
- Electronic Communication
- Being a Good Sport
- Organizing Get-Togethers
- Handling Teasing and Bullying
- Changing a Reputation

Now Enrolling Families

- Adolescents and parents attend 16 weekly group sessions for 90 minutes per week.
- Participants are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during group socialization activities.
- Parents attend separate sessions simultaneously and are taught how to assist adolescents in making and keeping friends (parent participation is required)
- **PEERS® for Adolescents** is in addition to our in-person social skills group sessions for qualifying participants.



DYNAM!C
EDUCATION SERVICES INC.

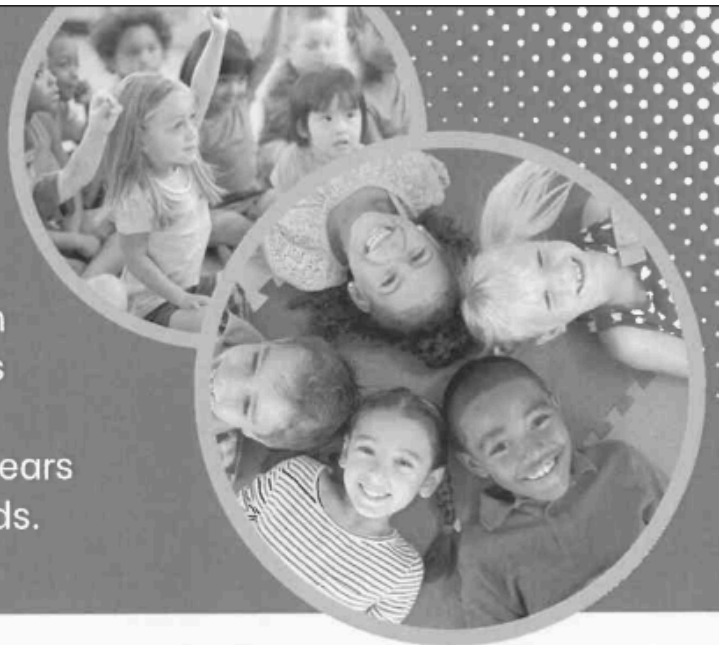
Contact Us:

 (714) 823-3361

PEERS® for Preschoolers

Social Skills Group

PEERS® for Preschoolers is an evidence-based social skills program to teach children between the ages of 4 to 6 years how to make and keep friends.



Participants will learn about:

- Listen and follow directions
- Ask and use names
- Greed Friends
- Share and give turns
- Ask friends to play
- Join ongoing games
- Keep cool during play
- Be a good sport
- Transition to new play activities
- Ask and give help
- Use good volume control
- Maintain good body boundaries

Now Enrolling Families

- Participants attend 16 weekly group sessions for 90 minutes per week.
- Participants are taught social skills through didactic lessons, puppet shows, and role-play demonstrations, and practice these skills during group socialization activities and weekly homework assignments.
- Parent participation is required.



DYNAMIC
EDUCATION SERVICES INC.

Contact Us:

☎ (714) 823-3361

*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:

Dr. Candace Perez

Deputy Superintendent, Academic Leadership Team

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8669

caperez@pylUSD.org

Jayme Nash

Director, Special Education

1301 E. Orangethorpe Ave., Placentia, CA 92870

714-985-8664

jnash@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 , 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 2026-2027 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 2, 2026

**DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR 2026-2027
SCHOOL YEAR**

Background

The issuance of emergency permits for general and special education teachers is necessary from time to time when a fully qualified person is not available or deemed qualified for a particular position. A Declaration of Need must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the district.

During a school year, teaching positions may become vacant, positions may be added due to growth, and/or a sufficient number of credentialed teachers may not be available. Therefore, it is occasionally necessary to issue emergency permits to eligible teachers to cover these classrooms. The Commission on Teacher Credentialing requires school districts to anticipate these needs and provide a declaration for any area that may be impacted in the future.

Financial Impact

There is no fiscal impact in approval of a Declaration of Need.

Administrator

Chad McGough, Assistant Superintendent of Human Resources



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

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

Name of District or Charter: Placentia-Yorba Linda Unified School Dist District CDS Code: 66647

Name of County: Orange County CDS Code: 30

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

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/2/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

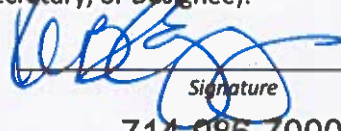
Submitted by (Superintendent, Board Secretary, or Designee):

Dr. Kym LeBlanc-Esparza

Name

714-524-3034

Fax Number



Signature

714-986-7000

Telephone Number

Superintendent

Title

5/13/2026

Date

1301 E Orangethorpe Ave, Placentia, CA 92870

Mailing Address

kleblancesparza@pylusd.org

EMail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

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

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

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	10
Bilingual Authorization (applicant already holds teaching credential)	6
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	10
Teacher Librarian Services	2
Emergency Transitional Kindergarten (ETK)	10

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	21
Special Education	15
TOTAL	38

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	2
Business		Physical Education	2
Dance	2	Science: Biological Sciences	
English		Science: Chemistry	2
Foundational-Level Math	2	Science: Geoscience	2
Foundational-Level Science	2	Science: Physics	2
Health	1	Social Science	
Home Economics		Theater	2
Industrial & Technology Education	1	World Languages (specify)	1 (ASL)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. We partner with local universities for intern candidates

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 10

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

Hope International University, National University, University of Redlands,
La Sierra University, Cal State Fullerton University

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

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CLASSIFIED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 02, 2026

<u>Resignation</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
17870	Sped Intervention Asst	Venture Academy	05/15/26
18234	Sped Asst	YLMS	05/14/26
18276	Preschool Paraeducator	Morse	05/11/26
17994	Exp Lrng Prog Inst	YLMS	05/01/26
17485	Inst Asst	Sierra Vista	04/27/26
16905	Sped Interv Asst	YLMS	05/29/26
18243	Sped Interv Asst	Sierra Vista	06/11/26
17672	Exp Lrng Prog Inst	Golden	06/05/26
17722	Comp Inst Spec	Rose Drive	06/11/26
18351	Sped Interv Asst	Esperanza	05/15/26
02462	Sped Interv Asst	Wagner	06/11/26
18082	Computer Inst Spec	Ruby Drive	06/11/26
07336	LVN	Linda Vista	05/21/26

<u>Retirement</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
01253	Director I	Risk Management	06/30/26
05365	Sped Asst	El Dorado	06/11/26

Termination – 39 Month Medical Rehire

<u>Employee ID#</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
17543	Noon Duty Supervisor	Ruby Drive	05/06/26

Change of Status

<u>Employee</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Maria Gomez	Van Driver	Bus Driver	04/21/26
Megan Kistler	Sped Asst	Sped Interv Asst	04/22/26
Britney Mallonnee	Exp Learning Prog Inst	Sped Interv Asst	04/29/26
Erica Mendez	District Receptionist	HR Technician	06/03/26
Kara Rodriguez	Nutr Svs Wkr .468	Nutr Svs Wkr .875	04/28/26
Irma Sanchez Quinones	Bil Clerk I	Bil Elem L/M Tech	02/10/26
Claudia Santellano	Account Tech II	HR Technician	06/02/26
Jade Tully	Academy Tutor	Exp Lrng Prog Inst	04/27/26
Mari Vega	Nutr Svs Wkr	Nutr Svs Prod Kitch Ld	04/22/26
Elizabeth Woodling	Clerk I	HR Technician	06/03/26

Leave of Absence

<u>Employee ID#</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Effective</u>
05334	HR Tech	HR	Medical	05/09/26-06/19/26
16223	Noon Duty Supv	Van Buren	Medical	05/05/26-06/04/26
03048	Night Custodian	Esperanza	Medical	05/06/26-05/12/26
03472	Bus Driver	Transportation	Medical	04/28/26-05/04/26
15338	Noon Supervisor	Kraemer	Medical	06/29/26-09/29/26
01993	College/Career Tech	YLHS	General/Discretionary	05/13/26-05/22/26
02466	Plant Coordinator I	Tuffree	Medical	05/11/26-05/17/26
05533	Noon Duty Supv	Rose Drive	Medical	05/18/26-06/12/26
17402	Sped Interv Asst	Lakeview	Medical	05/12/26-06/12/26
10615	Sped Assist	Linda Vista	Medical	05/26/26-07/09/26

08397	Sped Interv Asst	YLHS	Medical	05/07/26-06/11/26
02138	Secretary II	Sped	Medical	05/04/26-05/20/26
15338	Noon Duty Supv	Kraemer	Medical	05/26/26-09/26/26

Employ

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Salary</u>	<u>Effective</u>
Sydney Cooley	Exp Lrng Prog Inst	Exp Learning	\$20.00	04/27/26
Elizabeth Finley	Sped Interv Asst – Spec	Fairmont	\$24.00	04/22/26
Brittany Friedman	Nutr Svs Sat Kitchen Lead	Nutr Svs	\$22.00	04/15/26
Ashwini Godse	Sped Interv Asst	Van Buren	\$23.00	04/22/26
Jose Luis	Plumber	Maintenance	\$41.00	05/18/26
Blasé Maffia III	Auditorium Tech	Use & Fac	\$26.00	04/15/26
Elizabeth Medina	Bil Pre Educator	Exp Learning	\$20.00	04/20/26
James Montero	Sped Interv Asst	Tynes	\$23.00	04/28/26
Isabel Nol	Noon Duty Supv	Mabel Paine	\$17.00	04/27/26
Matthew Palmer	Auditorium Tech	Use & Fac	\$26.00	04/16/26
Erin Smith	Sped Interv Asst	Mabel Paine	\$23.00	04/14/26

Classified Management

<u>Employ</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Raymond Lee	Director I	Fiscal Svs	06/03/26
Rita McCullum-Crosby	Director I	Business Svs	06/03/26
Carlos Murta	Director I	Nutrition Svs	06/15/26

Short Term

<u>Employee</u>	<u>NTE Hrs</u>	<u>Reason</u>	<u>Site</u>	<u>Effective</u>
Rama Alessa	100	Site Support	Travis Ranch	04/16/26-06/11/26
Aritzel Alvarado Hernandez	150	Student Supv Asst	Exp Learning	04/16/26-06/11/26
Rosa Alvarado	30	Student Support	Travis Ranch	04/01/26-04/17/26
Carlee Anderson	15	Clerk	Mabel Paine	06/15/26-06/30/26
Gabriel Banuelos	150	Student Supv Asst	Exp Learning	04/16/26-06/11/26
Susan Battaglia	100	Program Support	Travis Ranch	04/16/26-06/11/26
Karina Bier	5	AP Test Proctor	El Dorado	05/04/26-05/15/26
Tonjia Bier	5	AP Test Proctor	El Dorado	05/04/26-05/15/26
Paula Braseny	100	Site Support	Travis Ranch	04/16/26-06/11/26
Denise Broadwater	10	School Preparation	Brookhaven	08/05/26-08/12/26
Linda Brocki	100	Student Support	Van Buren	04/16/26-06/11/26
Rebekah Camacho-Paesler	5	PRO-ACT Training	Tynes	05/05/26-05/06/26
Jessica Canseco	10	Supervision	OCSCS	03/02/26-06/11/26
Brenda Castillo	188	Summer Cook	Nutr Svs	06/23/26-07/23/26
Kimberly Chiles	100	Student Support	Van Buren	04/16/26-06/11/26
Eunsil Choi	50	Site Support	Fairmont	04/16/26-06/11/26
Gina Clark	3	Student Support	YLMS	04/23/26-04/23/26
Colleen Cook	100	Site Support	Wagner	04/16/26-06/11/26
Sydney Cooley	50	Exp Lrng Prog Inst	Exp Learning	04/27/26-06/30/26
Darlene Cruz Garcia	60	Student Support	Valadez	05/11/26-06/11/26
Leticia Cuenca	138	Secretary I	Sped ESY	06/18/26-07/23/26
Leticia Cuenca	7	Inst Aide	Rio Vista	02/24/26-04/30/26
Jennifer Dalmas	100	Site Support	Mabel Paine	04/16/26-06/11/26
Laura Dame	3	Student Support	YLMS	04/23/26-04/23/26
Lilifred Degaldo	4	Student Support	George Key	05/08/26-05/08/26
Ian Delaney	3	Student Support	YLMS	04/23/26-04/23/26
Katrina DeMarco	100	Student Support	Fairmont	04/16/26-06/11/26
Jenniver Dodgion	188	Summer Cook	Nutr Svs	06/23/26-07/23/26

Diane Dostalík	100	Student Support	Travis Ranch	04/16/26-06/11/26
Krista Dorado Argomaniz	100	Site Support	Fairmont	03/16/26-06/11/26
Michelle Dwyer	100	Site Support	Mabel Paine	04/16/26-06/11/26
Carmen Esposito	100	SLPA Support	Sped	04/16/26-06/11/26
Yvette Flores	10	Student Support	El Dorado	04/25/26-06/05/26
Stephanie Forshee	12	After School Interv	Linda Vista	04/27/26-05/19/26
Estella Fritz	149	AVID Tutor	El Dorado	03/16/26-06/05/26
Estella Fritz	5	AP Test Proctor	El Dorado	05/04/26-05/15/26
Karen Fuentes	2	Student Support	Ed Services	04/28/26-04/30/26
Melanie Gamez	10	AP Test Proctor	El Dorado	05/04/26-05/15/26
Derek Garcia	100	Site Support	Fairmont	04/16/26-06/11/26
Angelica Lara Garcia	30	Site Support	Tynes	04/27/26-06/11/26
Linda Genotti	6	Fieldtrip	Travis Ranch	04/30/26-04/30/26
Julie Gibson	150	Student Support	Kraemer	05/04/26-06/11/26
Ashwini Godse	50	Site Support	Van Buren	05/20/26-06/11/26
Abbigail Goodsell	138	Secretary I	Sped ESY	06/18/26-07/23/26
Michael Gualtieri	45	AP Test Proctor	El Dorado	05/04/26-05/15/26
Gabriela Gutierrez	100	Student Support	Ruby Dr	04/13/26-06/30/26
Abraham Hernandez	2	Supervision Support	OCSCS	05/04/26-06/11/26
Galvan Hernandez	10	AP Test Proctor	El Dorado	05/04/26-05/15/26
Xitlali Hernandez	45	AP Test Proctor	El Dorado	05/04/26-05/15/26
Karina Hiebert	100	Student Support	Sierra Vista	04/16/26-06/11/26
Von Hildebrandt	30	Site Support	Brookhaven	04/01/26-06/11/26
Natalie Horn	100	Aide Support	El Dorado	04/16/26-06/11/26
Anna Jacob	138	Secretary I	Sped ESY	06/18/26-07/23/26
Anallely Jimenez	4	Student Support	George Key	05/08/26-05/08/26
David Jimenez	4	Student Support	George Key	05/08/26-05/08/26
Thomas Judd	150	Theater Support	Use & Facilities	01/01/26-01/31/26
Erica King	100	Site Support	Van Buren	04/16/26-06/11/26
Carter Kovacs	2	Aide Training	Bryant Ranch	04/16/26-06/11/26
Addyson Laborde	150	Student Supv Asst	Exp Learning	04/16/26-06/11/26
Helen Lee	100	Sped Interv Asst	Sped	03/16/26-06/11/26
Jen Lopez	3	Fieldtrip Supervision	Brookhaven	05/12/26-05/12/26
Herlinda Lopez Cisneros	7	Class Support	Topaz	01/16/26-02/17/26
Golnaz Lotfalipour	100	SLPA Support	Sped	04/16/26-06/11/26
Evangelina Lozoya	100	Sped Interv Asst	Sped	03/16/26-06/11/26
Britney Mallonee	30	Site Support	Sierra Vista	04/30/26-06/11/26
Henna Mansuri	100	Student Support	Sped	04/16/26-06/11/26
Jenna Matthews	100	Site Support	Travis Ranch	04/16/26-06/11/26
Denise May	25	Reclass Mtg	HR	04/01/26-06/30/26
Kaleigh Medellin	3	Student Support	YLMS	04/23/26-04/23/26
Steve McManus	25	AP Test Proctor	El Dorado	05/04/26-05/15/26
Daniel Miller	100	Sped Assist	Brookhaven	03/16/26-06/11/26
Catherine Anne-Morgan	138	Secretary I	Sped ESY	06/18/26-07/23/26
Polly Murata	1	Evaluation	Sped	05/08/26-05/08/26
Khristopher Nelson	30	AP Test Proctor	El Dorado	05/04/26-05/15/26
Yoel Nunez	4	Student Support	George Key	05/08/26-05/08/26
Yoel Nunez	100	Site Support	Venture Academy	04/16/26-06/11/26
Martha Okuna	10	Translator	Sped	03/16/26-06/11/26
Nancy Quiro	188	Summer Cook	Nutr Svs	06/23/26-07/23/26
Siena O'Brien	75	Student Supv Asst	Exp Learning	03/16/26-06/30/26
Blanquita Alcalde Osbergoso	50	Exp Lrng Prog Inst	Exp Learning	04/27/26-06/30/26
Shayla Pena	150	Student Supv Asst	Exp Learning	03/26/26-06/11/26
Laura Peteron	4	Student Support	George Key	05/08/26-05/08/26

Erika Pierson	100	Student Support	Sped	04/16/26-06/11/26
Isabel Pina	3	Student Support	Ed Svs	04/27/26-05/29/26
Olivia Pineda	100	Student Support	El Dorado	04/16/26-06/11/26
Stacy Pinegar	10	Clerk I	Brookhaven	08/05/26-08/12/26
Clarissa Politan	5	PRO-ACT Training	Lakeview	05/05/26-05/06/26
Earnestine Putnam	100	Site Support	Travis Ranch	04/16/26-06/11/26
Carly Radomski	12	After School Interv	Linda Vista	04/27/26-05/19/26
Marlena Ramirez	100	Site Support	Venture Academy	05/11/26-06/11/26
Ana Moran Rodriguez	90	Student Supervision	Exp Learning	04/22/26-06/11/26
Yadira Rodriguez Pena	4	Fieldtrip Support	Rio Vista	04/30/26-04/30/26
Gina Roberts	100	Student Support	El Dorado	04/16/26-06/11/26
Jessica Salgado	100	Student Support	Brookhaven	04/16/26-06/11/26
Richa Sharma	100	Site Support	Van Buren	04/16/26-06/11/26
Patricia Solorio Cisneros	100	Student Support	Brookhaven	04/16/26-06/11/26
Nicole Smith	5	Site Support	Topaz	04/28/26-06/11/26
Michelle Spoonhower	4	Student Support	George Key	05/08/26-05/08/26
Shannon Steen	15	AP Test Proctor	El Dorado	05/04/26-05/15/26
Portia Stevens	4	Student Support	George Key	05/08/26-05/08/26
Jayamalini Subramariyam	188	Summer Cook	Nutr Svs	06/23/26-07/23/26
Kaleb Sun	20	Student Support	Brookhaven	03/30/26-06/11/26
Amy Swearingen	40	AP Test Proctor	El Dorado	05/04/26-05/15/26
Jaden Tagle	149	AVID Tutor	El Dorado	03/16/26-06/05/26
Jacob Terry	100	Site Support	Fairmont	04/16/26-06/11/26
Jade Tully	50	Exp Lrng Prog Inst	Exp Learning	04/27/26-06/30/26
Ruby Valdez Parra	10	Translator	Sped	05/07/26-06/11/26
Juliet Verceles	50	Site Support	Rose Drive	04/21/26-06/11/26
Brittany Watrous	35	AP Test Proctor	El Dorado	05/04/26-05/15/26
Emily Wethington	100	Student Supv Asst	Exp Learning	03/16/26-06/30/26
Kevin Whalen	100	Theater Support	Use & Facilities	05/01/26-05/31/26
Kathryn Whitman	2	Student Support	Travis Ranch	05/12/26-05/12/26
Shaun Wolf	20	Student Support	El Dorado	05/13/26-06/05/26
Shaun Wolf	60	Student Support	El Dorado	05/18/26-06/11/26
Elizabeth Woodling	5	AP Test Proctor	El Dorado	05/04/26-05/15/26

Use of Facilities, Theater Support, NTE 150 hours effective 4/01/26—4/30/26

Maher Adukhader
 Robert Clark
 Seth Diaz
 Bakshi Falit
 Josh Hernandez
 Dominic Herrera
 Emmittee Keele
 Allyson Lee
 Blasé Maffia
 Riley Mills
 Matthew Palmer
 Leesa Qawassmeh
 Tatiana Rodriguez
 Alan Rodriguez-Castro
 Jeremy Smith
 Christopher St. Aubin
 Owen Switzer
 Nhu Tran
 Kate Wood

Substitutes

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Tonjia Bier	Clerk/Secretary	El Dorado	08/13/26-05/27/27
Hashem Bkayrat	Sped Interv Asst/Sped Asst	Sped	04/23/26-06/11/26
Denise Broadwater	Secretary	Brookhaven	08/13/26-05/27/27
Myrna Carrasco	Clerk	Wagner	05/01/26-06/11/26
Myrna Carrasco	Clerk	Student Services	04/23/26-06/30/26
Kimberly Castillo	Sped Interv Asst/Sped Asst	Sped	04/24/26-06/11/26
Rocio Garcia	Noon Duty Supv	Melrose	05/06/26-06/11/26
Lara Hartfelder	Clerk	Esperanza	04/21/26-06/11/26
Robbie Justice	Clerk/Secretary	El Dorado	08/13/26-05/27/27
Robbie Justice	Clerk	HR	03/30/26-06/12/26
Karina Macias	Noon Duty Supv	Melrose	04/24/26-06/11/26
Shivani Parikh	Noon Duty Supv	Melrose	04/24/26-06/11/26
Blanquita Alcalde Osbergoso	Exp Lrng Prog Inst	Exp Learning	04/27/26-06/30/26
Stacy Pinegar	Clerk/Secretary	Brookhaven	08/13/26-05/28/27
Sabrina Reimbold	Clerk/Secretary	Fairmont	04/28/26-06/11/26
Ana Rodriguez	Bil Inst Asst	Ed Services	04/03/26-06/11/26
Natalie Salo	Secretary	Brookhaven	04/24/26-06/30/26
Rosa Sustaita	Clerk/Secretary	YLMS	05/05/26-06/12/26
Arjae Taylor	Noon Duty Supv	Wagner	05/01/26-06/11/26
Pareesa Thompson	PE Inst Asst	Ed Services	05/01/26-06/11/26
Dean Walberg	Sped Interv Asst	Sped	04/14/26-06/11/26

Sub Auditorium Techs 06/01/26-06/30/26 – NTE 150 Hours

Maher Abukhader
 Falit Bakshi
 Seth Diaz
 Joshua Hernandez
 Dominic Herrera
 Emmitte Keele
 Allyson Lee
 Riley Mills
 Lessa Qawassmeh
 Allan Rodriguez
 Tatiana Rodriguez
 Jeremy Smith
 Christopher St. Aubin
 Owen Switzer
 Nhu Tran
 Kale Wood

District Funded Co-Curricular Assignments

<u>Employee</u>	<u>Assignment</u>	<u>Site</u>	<u>NTE Amount</u>	<u>Effective</u>
Miriam Diaz Garcia	Admin Support Prop 28	Rio Vista	\$928	04/07/26-04/30/26
Dorina Fregoso	Admin Support Prop 28	Rose Drive	\$473	08/25/25-06/12/26
Livvi Moore	Middle School Track	Ed Services	\$1246	04/21/26-05/06/26
Daniel Nemoseck	Middle School Track	Ed Services	\$2491	03/30/26-05/06/26
Lorena Paez	Admin Support Prop 28	Melrose	\$529	01/05/26-07/03/26

Jessica Ruggles	Dance Prop 28	Tuffree	\$5500	12/22/25-06/11/26
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Booster Funded Co-Curricular Assignments

<u>Employee</u>	<u>Assignment</u>	<u>Site</u>	<u>NTE Amount</u>	<u>Effective</u>
Anthony Ballesterio	Flag Football	Esperanza	\$2500	08/03/26-10/04/26
Brian Gladue	Baseball	Esperanza	\$477	02/12/26-05/06/26
Carla Hutchinson	Dance	El Dorado	\$3200	08/12/26-12/31/26
Tyler Irwin	Womens Volleyball	Esperanza	\$4000	08/08/26-10/14/26
Kyle Mohoroski	Baseball	Esperanza	\$422	02/16/26-05/06/26
Luke Owens	Womens Volleyball	Esperanza	\$4000	08/08/26-10/14/26
Dan Pulos	Baseball	Esperanza	\$477	02/16/26-05/06/26
Alex Silva	Flag Football	Esperanza	\$2000	08/03/26-10/14/26

Summer Sports Camps, NTE \$5400, 07/01/26-08/12/26

<u>Employee</u>	<u>Sport</u>	<u>Site</u>
Dean Ackland	Boys Basketball	YLHS
Johan Acu	Softball	EHS
Jacob Adams	Cross Country	EDHS
Jacob Adams	Track	EDHS
Nate Alam	Baseball	EDHS
Devon Ames	Boys Water Polo	VHS
John Amin	Boys Basketball	EHS
Mike Arias	Girls Basketball	VHS
Vidal Arista	Cross Country	YLHS
Vincent Ayala	Baseball	EHS
Amy Ayres	Song	EDHS
Travis Avila	Football	EDHS
Eric Ayala	Football	EDHS
Anthony Ballesterio	Boys Basketball	EHS
Anthony Ballesterio	Flag Football	EHS
Jojo Ballesterio	Boys Basketball	EHS
Kamea Binnquist	Cheer	YLHS
David Bladow	Baseball	YLHS
Deondre Bryant	Boys Basketball	YLHS
Richie Burrell	Football	YLHS
Makenna Calderon	Girls Soccer	EDHS
Don Campbell	Cross Country	YLHS
Eric Campos	Flag Football	YLHS
Mauro Cardoza	Girls Soccer	VHS
Mike Case	Baseball	YLHS
Isabelle Cedano	Cheer	EHS
Sarah Chapman	Song	YLHS
Joe Cicero	Baseball	YLHS
Joe Cicero	Football	YLHS
Robert Cicero	Football	YLHS
Jesse Clark	Boys Soccer	EDHS
Jacob Craig	Lacrosse	EDHS
Kevin Cralley	Girls Soccer	EDHS

Zachary Currier	Boys Volleyball	EHS
Johnny DeBest	Girls Soccer	EDHS
Tom Deep	Flag Football	EDHS
Chad Delaney	Boys Basketball	YLHS
James DeLeon	Girls Lacrosse	EDHS
Galen Diaz	Girls Water Polo	EHS
Galen Diaz	Boys Water Polo	EHS
Steve Ditolla	Football	YLHS
Anthony Draft	Football	EHS
Delaina Dunn	Cheer	EDHS
Hayden Dunn	Football	EDHS
Marty Dunn	Football	EDHS
Tammy Dustin	Softball	EDHS
Kyle Enos	Track	EHS
Darius Faizi	Football	YLHS
Berlyn Figueroa	Boys Volleyball	VHS
Alexander Flor	Boys Soccer	EHS
Don Ford	Football	EDHS
Chris Fox	Track	EDHS
Michael Frieson	Football	EHS
Brennan Furey	Dance	VHS
Mirza Gallardo	Cross Country	YLHS
Amber Gallaso	Football	EHS
Owen Gallaso III	Football	EHS
Owen Gallasso IV	Football	EHS
Greg Gibson	Football	YLHS
Brian Gladue	Baseball	EHS
Rich Gomez	Girls Soccer	EHS
Jordyn Griggs	Boys Volleyball	EHS
Mike Gualteiri	Track	EDHS
Steven Gutierrez	Softball	EHS
Greg Hammersmith	Football	EDHS
Robert Harvey	Wrestling	EDHS
Nick Heinle	Football	EHS
Meghann Henderson	Girls Basketball	EHS
Chris Hertle	Flag Football	VHS
Christian Holiday	Boys Wrestling	EHS
David Holper	Girls Lacrosse	EHS
Katie Hunt	Girls Soccer	EDHS
Zachary Inzunza	Boys Basketball	VHS
Tyler Irwin	Beach Volleyball	EHS
Kyle Janes	Baseball	EHS
Gabriel Jaramillo	Football	VHS
Darryl Jenkins	Football	EDHS
Ethan Johnson	Lacrosse	EDHS
Marcus Jones	Baseball	YLHS
Mackenzzy Jung	Cheer	VHS

Shelby Kain	Girls Soccer	EDHS
Emma Khamo	Girls Soccer	EHS
Emma Khamo	Boys Soccer	EHS
Mike Kim	Girls Wrestling	VHS
John King	Girls Soccer	EHS
Douglas Lauder	Flag Football	VHS
Alex Le	Girls Golf	EHS
Sarah Linen	Cross Country	VHS
Alex Lomeli	Boys Soccer	EHS
Gianna Lopez	Song	YLHS
Jaime Lopez	Wrestling	EDHS
Sabrina Ludberg	Song	YLHS
McKenna Lumley	Girls Volleyball	EDHS
Luke Lussier	Football	YLHS
Jenna Mack	Girls Basketball	VHS
Eduardo Maldonado	Boys Soccer	EHS
Giovanni Marin	Boys Soccer	EDHS
Steve McManus	Boys Soccer	EDHS
Laryssa Melnyk	Boys Volleyball	VHS
Jay Mericle	Boys Water Polo	EHS
Jay Mericle	Girls Water Polo	EHS
Giovanni Micallef	Flag Football	YLHS
Hannah Miller	Dance	VHS
Jacob Miller	Baseball	YLHS
Steven Millhouse	Girls Volleyball	VHS
Jason Minici	Baseball	YLHS
Chloe Morales	Girls Soccer	EDHS
Robert Moreno	Girls Basketball	VHS
Robert Moreno	Football	VHS
Raul Morga	Football	EHS
Dale Mullins	Football	EDHS
Paul Murata	Girls Basketball	YLHS
Eric Naslund	Lacrosse	EHS
Anthony Negron	Football	VHS
Khrist Nelson	Basketball	EDHS
Austin Nesbital	Boys Lacrosse	EHS
Reese Neur	Lacrosse	EDHS
Alie Nunez	Girls Soccer	VHS
Spencer Oborn	Baseball	YLHS
Jacob Oneil	Track	EDHS
Justin Owens	Baseball	YLHS
Luke Owens	Girls Volleyball	EHS
David Pacheco	Cross Country	VHS
Michael Palacios	Boys Basketball	VHS
Manny Parga	Boys Basketball	EHS
Lorenzo Pastrana	Wrestling	VHS
Jack Patino	Track	EDHS

Jacob Patterson	Lacrosse	EDHS
Adrian Perez	Football	VHS
Herm Perez	Softball	EDHS
Brooke Petler	Girls Basketball	EDHS
Ian Pierra	Boys Soccer	EDHS
Anthony Piscitelli	Football	EDHS
Jason Presley	Football	EHS
Ashley Pruitt	Volleyball	EDHS
Ashley Pruitt	Girls Volleyball	EDHS
Jaden Pugh	Baseball	EDHS
Dan Pulos	Baseball	EHS
Jedidiah Quindoza	Girls Volleyball	EHS
Jheazreil Quindoza	Girls Volleyball	EHS
Gilbert Quintero	Wrestling	EDHS
Bodie Quirk	Tennis	EDHS
Enrique Ramirez	Girls Soccer	VHS
Luis Ramirez	Track	EHS
Nate Ramirez	Football	EDHS
Bill Ray	Flag Football	YLHS
Matthew Raya	Basketball	EDHS
Tucker Raya	Girls Basketball	EDHS
Margaret Reddick	Cheer	YLHS
Christopher Robinson	Baseball	YLHS
Cris Rodriguez	Football	EDHS
Sydney Rome	Cross Country	YLHS
Julia Rudy	Girls Volleyball	VHS
Muneer Saied	Basketball	EDHS
Alexis Santos	Boys Volleyball	VHS
Brandon Schaliol	Boys Soccer	VHS
Jim Schaner	Girls Volleyball	VHS
Richard Schube	Cheer	YLHS
Kiley Schultz	Cheer	EDHS
Jon Shadow	Football	EDHS
Avery Shiring	Girls Basketball	EDHS
Raymond Smoke	Wrestling	EDHS
Madison Stanley	Girls Lacrosse	EDHS
Kayla Staveley	Boys Volleyball	EHS
Shannon Steen	Dance	EDHS
Shannon Steen	Song	EDHS
Ethan Stinnet	Cross Country	YLHS
Amy Swearingen	Girls Lacrosse	EDHS
Dylan Sweet	Girls Lacrosse	VHS
Dylan Sweet	Flag Football	VHS
Hannah Sweet	Girls Lacrosse	VHS
Jon Talamoni	Football	VHS
Padrig Tannehill	Boys Water Polo	EHS
Padrig Tannehill	Girls Water Polo	EHS

Lawson Taylor	Basketball	EDHS
Pat Tellers	Baseball	YLHS
Steve Teran	Flag Football	YLHS
Brandon Thompson	Football	EHS
Jimmy Valverde	Girls Basketball	EHS
Jimmy Valverde	Flag Football	EHS
Jimmy Valverde	Lacrosse	EHS
Darryl Vergolino-Holiday	Boys Wrestling	EHS
Elijah Vergolino-Holiday	Boys Wrestling	EHS
Alexis Villicana	Cheer	EDHS
Bryce Wada	Lacrosse	EDHS
Nicole Wada	Basketball	YLHS
Brittany Watrous	Tennis	EDHS
Jonathan West	Track	EDHS
Richard White	Boys Basketball	VHS
Shawn Wickoff	Flag Football	YLHS
Luke Wilson	Football	YLHS
Jay Word	Football	VHS
Kainoa Word	Football	VHS
Peter Yatar	Tennis	EDHS
Nathan Yu	Boys Basketball	VHS
Joshua Zaha	Baseball	YLHS
Joshua Zaha	Football	YLHS
Luke Zapanta	Volleyball	EDHS
Michael Zelm	Football	VHS

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CERTIFICATED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 2, 2026

Retirement

<u>Employee ID#</u>	<u>Site</u>	<u>Position</u>	<u>Effective</u>
00166	Tynes	Teacher	06/12/26

Resignation

<u>Employee ID#</u>	<u>Site</u>	<u>Position</u>	<u>Effective</u>
15146	OCSCS	Teacher	05/11/26
07806	Tynes	Teacher	06/12/26

Leaves of Absence

<u>Employee ID#</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Effective</u>
17041	Res. Specialist	Golden	FMLA	05/11/26-05/22/26
16357	Counselor	Melrose	Child Bonding	04/27/26-05/08/26
15019	Speech Therapist	El Dorado	Child Bonding	05/10/26-09/30/26
15864	Teacher	Morse	Maternity	05/18/26-06/12/26
17853	Teacher	YLHS	Mat/Child Bonding	08/13/26-01/04/27
14576	Teacher	Kraemer	Mat/Child Bonding	06/08/26-11/09/26
7320	Teacher	Travis Ranch	Child Bonding	05/29/26-06/11/26
10790	Teacher	Valencia	Child Bonding/Gen	05/13/26-05/29/26
01651	Psychologist	Special Ed	Medical	04/13/26-05/01/26
13052	Teacher	Sierra Vista	Mat/Child Bonding	04/13/26-06/12/26
16564	Psychologist	EDHS/EHS	Medical	05/19/26-06/01/26
13424	Wellness Specialist	El Dorado	Medical	05/13/26-06/19/26
16366	Counselor	Travis Ranch	Maternity	06/04/26-06/18/26
17876	Teacher	Kraemer	Medical	05/27/26-06/12/26
13940	Teacher	Esperanza	Child Bonding	05/18/26-06/12/26
02709	Psychologist	Ruby Drive	Medical	05/04/26-05/15/26

Employ. Management

<u>Employee</u>	<u>Site</u>	<u>Position</u>	<u>Effective</u>
Daniel Batistelli	YLHS	Counselor	07/24/26
Elizabeth Baek	Special Ed	Psychologist	07/27/26
Aaron Ruiz	Esperanza	Counselor	07/24/26

Extra Duty Assignments

<u>Employee</u>	<u>Site</u>	<u>Extra Duty</u>	<u>Hrly Rate</u>	<u>Hours</u>	<u>Effective</u>
Teresa Ashton	Technology	Tech Assistance	\$55	10	07/01/25-06/30/26
Chrisy Bereznay	Special Ed	Behavior Training	\$55	1	03/30/26-06/12/26
Carol Bradford	Mabel Paine	IEP Meetings	\$28	30	03/02/26-06/12/26
Josephine Chau	George Key	Event Support	\$28	4	05/08/26-05/08/26
Sunshine Cavalluzzi	El Dorado	Planning Mtgs	\$55	6	04/23/26-06/30/26
Leonel Diaz	Rio Vista	School Musical	\$55	80	03/19/26-04/25/26
Brianna Eckels	Ed Services	Induction Mentor	\$28	49	03/02/26-06/12/26
Tametha Fulcher-Ani	Ed Services	ELPAC Training	\$55	3	05/05/26-05/29/26
Patricia Garcia	Tynes	Classroom Prep	\$55	1	05/04/26-05/08/26
Lisa Gersbacher	Ed Services	Induction Support	\$55	20	03/01/26-04/30/26
Tina Gibbs	Rio Vista	IEP Meetings	\$55	3	02/02/26-06/11/26

Brian Girard	OCSCS	Class Prep Support	\$55	4	03/02/26-06/11/26
Illyse Harker	Linda Vista	After-School Int Sub	\$55	4	05/05/26-05/19/26
Corinna Harnett	Valencia	AVID Team Lead	\$55	5	07/15/26-07/17/26
Alonna Ischep	Ed Services	ASL Event Interp	\$55	4	05/06/26-05/29/26
Shan Lawson	El Dorado	State Fitness Testing	\$55	10	05/01/26-05/29/26
Roberto Mora	Topaz	IEP Meetings	\$55	4	03/02/26-06/11/26
Loren Nandor	OCSCS	Period Coverage	\$55	5	04/15/26-06/11/26
Carrie Pipkin	Wagner	After-school Int	\$55	26	04/13/26-06/11/26
Juan Rodriguez	OCSCS	State Testing	\$55	4	04/01/26-06/11/26
Stephen Settle	El Dorado	Class Coverage	\$55	1	04/17/26-04/17/26
Sherri Simmons	Wagner	Combo Class Prep	\$55	20	08/21/25-06/12/26
Hillary Sippell	Tynes	IEP Support	\$55	10	04/20/26-06/11/26
Catherine Sullivan	Travis Ranch	CAASPP Testing	\$55	2	05/11/26-05/15/26
Leanne Tangney	Elem Music	Artworks Show	\$55	2	04/23/26-04/28/26
Eric Stoffel	Sierra Vista	PE Support	\$55	50	04/15/26-06/11/26

Educational Services, ELA Grading Guidelines, \$55/Hr., NTE 8 Hrs., 06/01/26-06/30/26

Sarah Hoffman
Tina Mora
Brianna Pearson
Jenner Rasic
Teresa Vitelli

Educational Services, Math Steering Committee, \$55/Hr., NTE 16 Hrs., 06/01/26-06/30/26

Tanya Amaral
Kerry Archuleta
Lindsey Barnett
Anna Behrendt
Carin Benner
Stella Campos
Kimberly Castillo
Ryan Chang
Heather Day
Vannesa Diaz
Jordan Dodge
Kristen Dominguez
Inga Eppink
Jen Fouladi
Rachel Friedrichs
Jaime Griffin
Janeen Hill
Sarah Hoffman
Joleen Jones
Erin Koss
Mercedes Leal-Carrillo
Deanna Nelson
Vicki Osborn
Dawn Page
Brianna Pearson
Irene Pearson
Norma Perez
Carrie Pipkin
Leanabeth Plunkett

Joy Rasic
Jenny Raya
Heidi Woodward

Educational Services, OCDE GLAD Spring Inst. Prep, \$55/Hr., NTE 10 Hrs., 04/23/26-05/29/26

Vanessa Diaz
Jorge Garcia
Mari Mondragon
Omar Ramon
Alicia Ruiz
Kristen Spicer

Educational Services, Elementary Family Literacy Nights, \$55/Hr., NTE 2 Hrs, 04/30/26-05/05/26

Courtney Baize
Brandi Reyes
Tiffany Vasquez

Educational Services, Algebra 1A/B Adoption Planning, \$55/Hr., NTE 12 Hrs, 05/04/26-06/30/26

Melissa Chavez
Katherine De Graffenreid
Traci Eseltine
David Tong-Nguyen

Educational Services, Geometry Adoption Planning, \$55/Hr., NTE 2 Hrs, 05/04/26-06/30/26

Laura Crays
Olivia Feldman
Brian Goebel
Roy Hull

Educational Services, OCDE 2026 Early Learning Summer Inst, \$55/Hr., NTE 7 Hrs., 06/18/26-06/18/26

Kandice Ames
Angelina Avila-Perez
Marlene Beltran
Lisa Couchan
Katie Do
Jennifer Ehlen
Michelle Flenniken
Lisette Garcia
Katie Gotovac
Kimberly Griffin
Tara Gutierrez
Illyse Harker
Sarah Hobbs
Kristi Langsdale
Claudia Lanzi
Susy Magana
Carla Martin
Tina McKean
Rachel Moss
Anell Nevares-Carerra
Veronica Pena
Tammie Platt

El Dorado High School, Student Experience Planning, \$55/Hr., NTE 3 Hrs., 04/23/26-06/30/26

Erica Amann
Jennie Bremer
Kelly Smith

Esperanza High School, AP Review Sessions, \$55/Hr., 03/15/26-04/18/26

<u>Employee</u>	<u>NTE Hours</u>
Jason Goettsche	5
John Lindell	5
Mark Lovein	5
Lynn Magnin	10
Kathleen Owens	5
Heather Waugh	5

Esperanza High School, AP Testing, \$28/Hr., 05/06/26-05/20/26

<u>Employee</u>	<u>NTE Hours</u>
Robert Esparza	8
Gary Gresch	64
Justin Miranda	8
David Spindler	60
Emily Wallace	8

Health Services, Home Hospital, \$55/Hr., 04/22/26-06/11/26

<u>Employee</u>	<u>NTE Hours</u>
Xochitl Diaz	42
Cozette Petit	36
Kathleen Switzer	36

Lakeview, After-School Intervention, \$55/Hr., NTE 12 Hrs., 04/13/26-05/19/26

<u>Employee</u>	<u>NTE Hours</u>
Rachel Ackerman	15
Janice Bird	12
James Burns	15
Jennifer Dabasinskas	12
Stephanie Rodriguez	12
Shannon Vlastnik	15

Mabel Paine, IEP Meetings, \$55/Hr., NTE 12 Hrs., 09/01/25-06/11/26

Lindsey Barnett
Jane Huff

Special Education, CAA Training, \$55/Hr., NTE 4 Hrs., 03/02/26-06/12/26

Anita Amaya
Sarah Belsey
Kaylee Brown
Michel Cardenas
Julio Chavez
Kristina Dawdy
Tametha Fulcher-Ani
Rogelio Galvan
Mary Garcia
Karay Gerry

Rubi Gil-Arevalo
Nicholas Gordillo
Mary Le
Robert Lexin II
Jasmine Lodge
Joseph Merrill
Stephanie Perez
Mark Peterson
Verina Rocero
Charlotte Roedl
Ryan Shaw
Makenna Smith
Amy Woodrum
Samantha Zadah

Special Education, ESY Mild/Mod Teachers, \$55/Hr., NTE 120 Hrs., 06/23/26-07/23/26

Rachel Ackerman
Janet Arbuckle
Tina Ballard
April Chaney
Danielle Dumlao
Amy Gonzalez
Ben Kessler
Amanda Margarit
Meghan Meyers
Lena Miller
Nikko Mostajo
Candace Murangi
Dominic Rodriguez
Jacquelyn Schroeder
Harlyn Ann Soer
Jenny Valerio
Danielle VanPool

Special Education, IEP Meetings, \$55/Hr., 04/13/26-06/12/26

<u>Employee</u>	<u>NTE Hours</u>
Nicole Campbell	2
Gina Chi	2
Tami LaMagna	1
Heather Marasco	1
Michael Heddering	1

Student Services, Attendance Recovery, \$55/Hr., 04/18/26-04/25/26

<u>Employee</u>	<u>NTE Hours</u>
Carolina Cantoran	5
Carmen Linares	5
Eddie Lu	5
Cozette Petitt	5
Eddie Rodriguez	5
Audra Ross	5
Philip Srulevitch	5

Topaz Elementary, After-School Intervention, \$55/Hr., NTE 16 Hrs., 03/23/26-04/30/26

Andrea Cronin
Marisela Gutierrez
Rossana Hamilton
Attie Landrum
Salvador McBenttez
Minerva Pena

Valencia High School, Saturday Attendance Recovery, \$55/Hr., NTE 10 Hrs., 04/18/26-05/02/26

Elizabeth Caglia
Adam Salcido

Stipends

<u>Employee</u>	<u>Site</u>	<u>Co-Curricular Assignment</u>	<u>NTE Amount</u>	<u>Effective</u>
Sunshine Cavalluzzi	El Dorado	Mock Trial, Addendum	\$662	10/01/25-06/12/26
Michele Daetweiler	OCSCS	Lead Teacher, 17 Sections	\$1141	08/26/25-06/11/26
Benjamin Kessler	Van Buren	AVID Summer Institute	\$300	08/05/26-08/06/26
Jennifer Lopez	Ed Svs	Sports Physical Event	\$220	05/13/26-05/13/26
Maribel Mendoza	Ruby Drive	AVID Summer Institute	\$300	06/24/26-06/25/26
Kirsten Spicer	Kraemer	AVID Summer Institute	\$300	07/08/26-07/10/26
Leanne Tanglney	YLMS	Lead Teacher, 20 Sections	\$1338	08/21/26-06/12/26
Miriam Urrutia	Melrose	AVID Summer Institute	\$300	07/14/26-07/15/26

Brookhaven, AVID Summer Institute, NTE \$300, 07/15/26-07/17/26

Kim Amidon
Teresa Vitelli

Glenknoll, AVID Summer Institute, NTE \$300, 07/15/26-07/17/26

Mandy Gutierrez
Ashley Novotny

Glenview, Outdoor Science Camp, NTE \$588, 04/20/26-04/22/26

James Novek
Eddie Reyes

Linda Vista, AVID Summer Institute, NTE: \$300, 07/15/26-07/17/26

Wendy Caldwell-Fong
Illyse Harker
Sarah Hobbs
Linda Mason

Melrose, Outdoor Science Camp, NTE \$588, 04/15/26-04/17/26

Vladimir Figueroa
Guadalupe Toscano

Ruby Drive, AVID Summer Institute, NTE \$300, 07/01/26-07/30/26

Mary Lawrence
Jenna Redwine

Valencia, AVID Summer Institute, NTE \$300, 07/15/26-07/29/26

Sarah Belsey
Elizabeth Caglia
Corinna Harnett
Elizabeth Larriva

District Funded Co-Curricular Assignments

<u>Stipends</u>	<u>Site</u>	<u>Co-Curricular Assignment</u>	<u>NTE Amount</u>	<u>Effective</u>
Ray Elliott	El Dorado	Summer Athl Director	\$6211	06/20/26-07/31/26
Morgan Lopez	Ed Svs	Event Support	\$220	05/13/26-05/13/26
Jeff Platt	YLHS	Summer Athl Director	\$6047	06/20/26-07/31/26

Educational Services, EDHS Summer Camp Asst. Soccer Coaches, NTE \$5400, 07/01/26-08/12/26

Makenna Calderon
Kevin Cralley
Johnny Debest
Katie Hunt
Shelby Kain
Chloe Morales

Educational Services, Middle School Track Coaches, NTE \$2491, 03/30/26-05/06/26

Isaias Campuzano
Mary Chapluk
Chivy Chia
Ashlee Duncan
Kristen Erickson
Dave Gillette
Matt Homstad
Timothy Huyn
Leticia Long
Jacqueline Murphy
Loren Nandor
Joseph Perez
Tim Roach
Brian Shay

Educational Services, After School Wrestling Event, NTE \$200, 04/01/26-04/15/26

Deep Bhavsar
Jeff Maes
Matt Mahoney

Summer Sports Camps, NTE \$5869, 07/01/26-08/30/26

<u>Stipends</u>	<u>Site</u>	<u>Sport Assignment</u>
Jon Aed	YLHS	Football
Mark Ahlberg	EDHS	Asst Football
Brady Bilhartz	Valencia	Flag Football
Garret Boaz	EDHS	Asst Boys Basketball
Gary Bowers	YLHS	Football
Britney Brown	EDHS	Hd Girls Volleyball
Britney Brown	EDHS	Hd Boys Volleyball
Karly Carazo	EDHS	Hd Aquatics
Rob Casaba	Valencia	Lacrosse
Darius Cervantes	YLHS	Baseball
Jacyln Chavez	YLHS	Volleyball
Melissa Chavez	EDHS	Hd Softball
Melissa Chavez	EDHS	Hd Girls Golf
Joe Chavoya	Valencia	Soccer
Kevin Claborn	Esperanza	Hd Girls Golf

Kevin Claborn	Esperanza	Hd Boys Golf
Mykaela Clemmer	EDHS	Asst Lacrosse
Eric Cook	Valencia	Baseball
John Domen	YLHS	Hd Football
Brock Dunn	EDHS	Asst Football
Jacob Eazell	EDHS	Hd Tennis
Chris Fitzgerald	Esperanza	Asst Girls Flag Football
Brian Fortenbaugh	YLHS	Wrestling
Barry Gardner	Valencia	Hd Boys Soccer
Delaney Gillespie	YLHS	Beach Volleyball
Jason Gray	Valencia	Hd Football
Shea Hazelaar	Esperanza	Hd Dance
Mark Honig	YLHS	Wrestling
Teiko Ikemoto	YLHS	Basketball
Alicia Jacinto	Valencia	Hd Cross Country
Amber Juarez	Valencia	Cheer
Kylie Kendall	Valencia	Water Polo/Swim
Albert Lai	Valencia	Tennis
Zachary Lamonda	EDHS	Hd Football
Zachary Lamonda	EDHS	Hd Track
Rey Lejano	YLHS	Boys Tennis
Rey Lejano	YLHS	Girls Tennis
Josh Linen	Valencia	Asst Cross Country
Matt Lucas	EDHS	Hd Baseball
Jeff Maes	Valencia	Wrestling
Matt Mahoney	Valencia	Football
Matt Mahoney	Valencia	Wrestling
Jason Marganian	Valencia	Water Polo/Swim
Debbie Mariotti	Esperanza	Asst Cross Country
Debbie Mariotti	Esperanza	Track
Charlie Mayfield	Valencia	Baseball
Rich Medellin	Esperanza	Hd Cross Country
Rich Medellin	Esperanza	Track
Ryan Mounce	EDHS	Hd Boys Basketball
Patrick O'Donnell	EDHS	Hd Girls Lacrosse
Danny Ortega	Valencia	Hd Basketball
Isaac Owens	Esperanza	Hd Girls Volleyball
Jason Pietsch	YLHS	Boys Basketball
Tage Peterson	Valencia	Cross Country
Shawn Racobs	Valencia	Football
Tyler Rex	Esperanza	Hd Beach Volleyball
Colette Riggs	Valencia	Hd Softball
Gerardo Rodriguez	Valencia	Summ Athletic Director
Joe Secoda	Valencia	Hd Baseball
Stacy Shube	YLHS	Cheer
Stacy Shube	YLHS	Song
Rob Smith	Esperanza	Asst Football
Tommy Storing	YLHS	Football
Jason Sweet	EDHS	Asst Track
Jason Sweet	EDHS	Asst Basketball
Leonard Takahashi	Valencia	Soccer
Kyle Thomas	EDHS	Asst Girls Soccer
James Thorne	Valencia	Hd Girls Volleyball

Rex Tylor	Esperanza	Hd Beach Volleyball
John VanDam	Valencia	Football
Keri Walters	Esperanza	Hd Girls Tennis
Keri Walters	Esperanza	Hd Boys Tennis
Brent Willis	Esperanza	Golf
Eric Wroblewski	YLHS	Track

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 3542– *FOOD SERVICES*, SECOND READING

Background:

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 3542, *Food Services*, specifically for the purpose of revising the existing board bylaw to reflect current law and procedures. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 3542, *Food Services*, will be revised to state the Director of Nutrition Services is in charge of the Nutrition Services Program, will work under the direct supervision of the Chief Business Officer, will direct the work of the personnel in the various school meal programs, and will recommend to the Chief Business Officer, the employment, assignment, transfer and dismissal of employees in the Nutrition Service program.

Financial Impact:

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Business & Non-Instructional Operations

3542-BP

NUTRITION SERVICES

The Director of Nutrition Services in charge of the Nutrition Services Program shall work under the direct supervision of the Chief Business Officer, and shall have general charge of the cafeteria records and the planning, purchasing, preparation and serving of the meals.

The Director of Nutrition Services shall direct the work of the personnel in the various school meal programs. The Director of Nutrition Services shall recommend to the Chief Business Officer, the employment, assignment, transfer and dismissal of employees in the Nutrition Services program.

Policy adopted: 2/19/68

Policy revised: 3/14/95

Policy revised: 7/13/04

Policy revised: 6/02/26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 3542.1 – *FOOD SERVICES – PURPOSE AND FACILITIES*, SECOND READING

Background:

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 3542.1, *Food Services – Purpose and Facilities*, specifically for the purpose of revising the existing board bylaw to reflect current law and procedures. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 3542.1, *Food Services – Purpose and Facilities*, will be revised to state the Nutrition Services program provides breakfast and lunch periods for meal service in designated meal service areas.

Financial Impact:

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Business & Non-Instructional Operations

3542.1-BP

NUTRITION SERVICES: PURPOSES AND FACILITIES

Purpose

The Board of Education recognizes that the operation of the school Nutrition Service program becomes a service to parents. The Board does not intend to take over the responsibility that legally and traditionally belongs to parents and the home. The policy of the Board, therefore, is to operate the meal service area as a necessary convenience and auxiliary service to the educational program. Inasmuch as the meal service area is operated by the schools, administrators are encouraged to administer the school Nutrition Services program in such a manner as to support the educational environment and enhance student learning.

Cafeterias

Cafeterias are authorized as a non-profit service to pupils, but no pupil may be compelled to use the cafeteria. The cafeteria program will give major emphasis to serving complete and well-balanced meals to pupils, and the district shall cooperate with the National School Lunch Program and School Breakfast Program when this serves the best interest and welfare of the children.

Meal Service Areas

It shall be the policy of the Board to provide school breakfast and lunch areas. The lunch areas shall be comfortable and convenient for eating meals.

Meal Period

The pupils' breakfast and lunch period shall not be less than thirty minutes in length. Both meal services and playground areas are to be adequately supervised.

Leaving School Grounds

Beginning with the kindergarten and through 11th grade, it shall be the policy of the district to operate a closed campus.

Legal Reference: Education Code Section 39872 Persons entitled to purchase food,
non-school use of cafeterias

Sections 49490- School Breakfast and Lunch
49493 Programs

Sections 49500- School Meals for Pupils
49504

Sections 49510- Pupil Nutrition
49520

Policy adopted: 2/19/68

Policy revised: 3/24/92

Policy revised: 7/13/04

Policy revised: 6/02/26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 3542.231 – *COMPETITIVE FOOD SALES*, SECOND READING

Background:

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 3542.231 – *Competitive Food Sales*, specifically for the purpose of revising the existing board bylaw to reflect current law and procedures. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 3542.231 – *Competitive Food Sales*, will be revised to state the sale of food and beverages at school, during the school day, will align with the district's goals to promote student wellness. Any food sales conducted outside of the district's Nutrition Service Program will meet nutritional standards as specified in law, Board Policy, and Administrative Regulation. Competitive food sales during the school day will not reduce student participation in the district's Nutrition Service Program.

Financial Impact:

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Business & Non-Instructional Operations

3542.231 - BP

COMPETITIVE FOOD SALES

The Board of Education believes sales of food and beverages at school during the school day shall align with the district's goals to promote student wellness. Any food sales conducted outside of the district's Nutrition Service Program shall meet nutritional standards as specified in law, Board Policy, and Administrative Regulation, and shall not reduce student participation in the district's Nutrition Services Program.

The Board authorizes the Superintendent or designee to approve the sale of food and beverages outside the district's Nutrition Services Program, including sales by student or school-connected organizations, sales through vending machines, and/or sales at secondary school student stores or parent organization groups for fundraising purposes. When vending machines are sponsored by the district, or a student, or outside organization, the Superintendent or designee shall determine how and where vending machines may be placed at school sites, district offices, or other school facilities.

Policy adopted: 9/24/73

Policy revised: 7/14/80

Policy revised: 6/2/26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 3542.31 – *FREE AND REDUCED-PRICE MEALS*, SECOND READING

Background:

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 3542.31- *Free and Reduced-Price Meals* specifically for the purpose of revising the existing board bylaw to reflect current law and procedures. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 3542.31- *Free and Reduced-Price Meals*, will be revised to state that the district maintains a policy of active participation in federal and state meal programs to assure adequate nutrition to all students, and provides breakfast and lunch meals at no charge for all students during the school day, regardless of socioeconomic status, per the California state meal mandate.

Financial Impact:

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Business & Non-Instructional Operations

3542.31 - BP

FREE AND REDUCED-PRICE MEALS

The Board of Education of the Placentia-Yorba Linda Unified School District recognizes that a child's good health and physical well-being are essential to his or her opportunity for educational progress. Toward that end, the district maintains a policy of active participation in federal and state meal programs to assure adequate nutrition to all students, and to provide breakfast and lunch meals at no charge for all students during the school day, regardless of socioeconomic status, at all school sites in accordance with the California State Meal Mandate. The confidentiality of student information will be upheld, when there has been an application for the free/reduced meal benefit program.

There shall be no physical segregation of, or any other discrimination against any child because of his/her ability to pay the full price of the meal. There shall be no overt identification of any such children by use of special tokens or tickets, or by any other means. No child shall be discriminated against because of his/her race, sex, color, national origin, or physical condition. Such children will not be required to work for their meals; use a separate lunchroom; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.

The Superintendent shall prepare, or have prepared the specific applications, agreements, and all other documentation for participation in such programs, and shall submit these to the Board for consideration and approval. The Superintendent shall establish administrative procedures to govern the administration of programs for free or reduced-price meals in which the district participates pursuant to this policy.

Legal Reference: Education Code Sections 49501.5 and 49564.3- Universal Meals Program
 Section 49500-49505- School Meals for Pupils
 Section 49510-49512- Pupil Nutrition
 Section 49557-49558- Free/ Reduced Price meals

Policy adopted: 9/13/76
Policy revised: 9/23/85
Policy revised: 7/13/04
Policy revised: 6/02/26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 3542.4 - *BEVERAGE SALES AND USE*, SECOND READING

Background:

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 3542.4 - *Beverage Sales and Use*, specifically for the purpose of revising the existing board bylaw to reflect current law and procedures. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 3542.4 - *Beverage Sales and Use* will be revised to state the Nutrition Services Program may not serve any non-compliant beverages until 30 minutes after the end of the school day.

Financial Impact:

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Business & Non-Instructional Operations

3542.4 - BP

BEVERAGE SALES AND USE

The Governing Board of the Placentia-Yorba Linda Unified School District authorizes the Superintendent or designee to approve the sale of beverages through the use of vending machines or fountain pouring outside the district's Nutrition Services Program.

These sales must be conducted in accordance with the following:

- Beverage sales are permitted if all of the following occur:
 - the funds directly benefit the students attending the school,
 - the sale has been approved in accordance with Board Policy by the Superintendent or designee,
 - the sale does not reduce student participation in the district Nutrition Services Program, and
 - the beverages meet nutrition standards and other requirements specified in law, Board Policy, and Administrative Regulations.
- Non-compliant beverages may not be sold until 30 minutes after the end of the school day.
- The Superintendent or designee shall determine where vending and pouring machines may be placed at school sites, district offices, and other school facilities.
- The nutrition and time restrictions of this policy shall apply only to student accessible vending equipment.
- All contracts for the sale of beverages will meet the requirements of the California Education Code.

Legal references: Ed Code 35182.5
 49431.5

Policy adopted: 9/13/05

Policy revised: 6/02/26

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 6163.4 – *STUDENT USE OF TECHNOLOGY*, SECOND READING

Background

At the May 12, 2026 meeting, Board members had the opportunity to review and discuss Board Policy 6163.4 *Student Use of Technology*, and the new Student Acceptable Use Agreement, specifically for the purpose of establishing a board bylaw to reflect current law and procedures regarding student use of technology. The policy utilizes the California School Boards Association GAMUT Policy Language, as well as recommendations made by the Board at the May 12, 2026 Board Meeting.

Board Policy 6163.4 – *Student Use of Technology*, will replace and delete BP 6200 *Computer Use*, BP 6202.1 *Internet Safety*, BP 6202 *Use of Technology and Electronic Resources*, and AR 6202 *Use of Technology and Electronic Resources* that are out of date.

Financial Impact

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer

BOARD POLICY

Placentia-Yorba Linda Unified School District

Instruction

6163.4 - BP

STUDENT USE OF TECHNOLOGY

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for

unauthorized use and/or unlawful activities in accordance with this board policy and the district's Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board Policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking".
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 - Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

LEGAL REFERENCE:

Civil Code	3120-3123	Digital Bill of Rights
Ed Code	48073.6	Student Records: Social Media
	51006	Computer Education and Resources
	51007	Programs to strengthen technological skills
	60044	Prohibited Instructional Materials
Penal Code	313	Harmful Matter
	502	Computer Crimes: Remedies
	632	Eavesdropping on/recording confidential communications
	653.2	Electronic communication devices: threats to safety
15 USC	6501-6506	Children's Online Privacy Protection Act
16 CFR	312.1-312.12	Children's Online Privacy Protection Act
20 USC	7131	Internet Safety
47 USC	254	Universal Service Discounts (E-Rate)
47 CFR	54.520	Internet safety policy and technology protection measures: E-Rate Discounts

Policy Adopted: June 2, 2026

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

Revise Board Policy 5141.52: Suicide Prevention, second reading

Background

The purpose of this memo is to bring forward for Second Reading, an updated Board Policy 5141.52 Suicide Prevention. The proposed updates expand our suicide prevention framework to align with updated legislation and to further a comprehensive K-12 approach. The revisions also broaden the circle of collaboration to include suicide prevention experts, law enforcement, and legal counsel, while establishing dedicated school-site crisis intervention teams to oversee policy implementation and website resource management. Furthermore, the scope of training has been expanded, ensuring all individuals who interact with students can recognize warning signs. Key procedural additions include the development of trauma-informed crisis management, a mandate for regular contact with high-risk students, and a requirement for the Board to review the policy at least every five years while periodically analyzing district data to identify trends in suicidal ideation.

These revisions will benefit the district by creating a proactive and interconnected safety net that empowers students, staff, and families alike. By introducing instruction in resiliency and coping skills, we move beyond simple crisis response to equip students with the tools necessary to manage their mental and emotional well-being. The expanded involvement of parents and caregivers ensures that families are informed and active partners in student safety. Ultimately, these updates strengthen our ability to provide early intervention while fostering a more supportive school climate where mental health is prioritized as a collective responsibility.

Financial Impact

Not Applicable

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director, Student Services

BOARD POLICY

Placentia-Yorba Linda Unified School District

Students

5141.52- BP

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth, **that prevention is a collective effort that requires stakeholder engagement**, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, **and other associated trauma**, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention for students, ~~in grades middle and high school.~~

In developing **and updating district policy and procedures for suicide prevention, intervention, and postvention** measures and strategies for use by the district, the Superintendent or designee may consult with school ~~employed mental~~ health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, **other** mental health professionals, **suicide prevention experts, law enforcement, legal counsel,** and community stakeholders, **and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans. If the policy will affect K-6 students, the county mental health plan shall also be consulted. (Education Code 215)**

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

Such measures and strategies **for suicide prevention, intervention, and postvention** shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, **interns**, school counselors, ~~and school psychologists,~~ **and others** who interact with students, **including, as appropriate, substitute teachers, coaches, expanded day learning staff, tutors, and volunteers** in the secondary grades on an annual/routine basis.
 - a. ~~Materials approved for training of teachers shall include risk factors and warning signs of suicide prevention, intervention strategies, and referral procedures.~~ **Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and instruction in recognizing and appropriately responding to warning signs of suicidal intent in others**
 - b. Materials approved for training of school counselors and school psychologists shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.
 - c. ~~Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.~~ **The review of**

materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

- d. District employees must act only within the authorization and scope of the employee's credential and/or license. Nothing in this policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically credentialed or licensed and employed to do so.
2. Methods for promoting a positive school climate (i.e. ASB, PBIS, after-school programs) that enhance students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
3. The provision of information to parents/guardians **and caregivers** regarding risk **and protective** factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, **the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training,** and/or school and community resources that can help youth in crisis
4. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
5. Crisis intervention ~~procedures~~ **protocols** for addressing suicide threats or attempts
6. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
7. **Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215**

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. **(Education Code 215)**

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

The Superintendent or designee shall establish a process for school staff to maintain daily or regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.

Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

The Board shall ensure that suicide prevention measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

LEGAL REFERENCE:	Education Code	215 Student suicide prevention policies
		32280-32289 Comprehensive safety plan
		49060-49079 Student records
		49602 Confidentiality of student information
		49604 Suicide prevention training for school Counselors
	Government Code	810-996.6 Government Claims Act
	Penal Code	11164-11174.3 Child Abuse and Neglect Reporting Act
	Welfare and Institutions Code	5698 Emotionally disturbed youth; legislative intent
		5850-5883 Mental Health Services Act

Policy Adopted:

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 5114, DUE PROCESS

Background

The purpose of this memo is to recommend the elimination of Board Policy 5114, Due Process.

Upon review, Board Policy 5114 is no longer necessary as the content related to student suspension, expulsion, and due process has been consolidated into a newly developed Board Policy, BP 5114.2, Suspension, Expulsion, Due Process, which was presented to the Board of Education as a first reading on May 12, 2026. The new policy incorporates and updates previous policies related to student discipline, including due process requirements, while reflecting current California Education Code and applicable legal standards.

Additionally, maintaining a separate Board Policy on due process would create redundancy and potential confusion regarding district procedures and legal requirements. Consolidating these topics into BP 5114.2 ensures greater clarity, consistency, and alignment with current law, district practice, and best practices related to student discipline and procedural safeguards.

Eliminating this policy supports the District's commitment to maintaining clear, legally compliant, and streamlined Board Policies that effectively guide district practice and protect student rights.

Financial Impact

No cost to the district

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services

DUE PROCESS

~~The Board of Education of the Placentia-Yorba Linda Unified School District will ensure that fair, legal, and reasonable processes shall be employed by the district whenever charges of any kind are made against a student. Such processes will apply, but not be limited to, the following types of cases:~~

- ~~1. Incidental or habitual misconduct~~
- ~~2. Acts adversely affecting the welfare of others~~
- ~~3. Other illegal acts~~
- ~~4. Violation of school policies and regulations~~

Legal Reference: Education Code ~~Section 48900 et seq.~~

~~Sections 56605,
56719~~

Policy adopted: 12/8/75

Policy revised: 12/15/80

Policy revised: 4/9/84

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

BOARD POLICY 5114.3 PUPIL EXPULSION

Background

The purpose of this memo is to recommend the elimination of Board Policy 5114.3, Pupil Expulsion.

Upon review, Board Policy 5114.3 is no longer necessary as the content related to student suspension, expulsion, and due process has been consolidated into a newly developed Board Policy, BP 5114.2, Suspension, Expulsion, Due Process, which was presented to the Board of Education as a first reading on May 12, 2026. The new policy incorporates and updates previous policies related to student discipline, including pupil expulsion and due process requirements, while reflecting current California Education Code and applicable legal standards.

Additionally, maintaining a separate Board Policy on pupil expulsion would create redundancy and potential confusion regarding district procedures and legal requirements. Consolidating these topics into BP 5114.2 ensures greater clarity, consistency, and alignment with current law, district practice, and best practices related to student discipline and procedural safeguards.

Eliminating this policy supports the District's commitment to maintaining clear, legally compliant, and streamlined Board Policies that effectively guide district practice and protect student rights.

Financial Impact

No cost to the district

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services

PUPIL EXPULSION

It is the goal of the Board of Education of the Placentia-Yorba Linda Unified School District to provide a quality education to all students. This requires an educational environment which promotes learning and protects the health, safety and welfare of all students and staff. As such, students are expected to exhibit proper conduct and adhere to school and district rules for appropriate behavior. In instances involving disruptive students, all efforts will be made by site and district support services to develop appropriate social and learning behaviors. These efforts may include, but not be limited to, advising and counseling students, conferencing with parents/guardians, detention during and after school hours, work study programs, alternative educational programs and, if necessary, school transfers and suspension.

When student conduct becomes continually disruptive or is of such a severe nature, expulsion from the schools of the district will be ordered. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct or when the student's presence causes a continuing danger to other students. The grounds for expulsion and the procedures for considering, recommending, and or implementing expulsion shall be specified in administrative regulations.

The Board believes that certain violations of Education Code are of a grave nature and put students and staff at increased risk. It is the intent, therefore, of the Board that site administrators recommend expulsion for a pupil possessing, selling, or otherwise furnishing a firearm or explosive; causing harm to, or threatening to harm, another person with a knife; or unlawfully selling or furnishing a controlled substance. Expelled students shall be excluded from all school-related extracurricular activities during the period of expulsion.

It is also the intent of the Board to ensure that students and their parents/guardians be afforded due process pursuant to federal and state regulations. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Additionally, each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion.

Legal Reference: Education Code — Section 212.5 — Sexual Harassment

Section 33032.5 — Hate Violence Reduction

Section 35146 — Closed Sessions

Section 35291 — Rules (for government and discipline of schools)

Section 35291.5 — Rules and Procedures on School Discipline

~~Sections 48900-48925~~ ~~Suspension and Expulsion~~

~~Section 56320~~ ~~Educational Needs; Requirements~~

~~Section 56321~~ ~~Development or Revision of Individualized Education Program~~

~~Sections 56340-56347~~ ~~Individual Education Program Teams~~

~~Section 56505~~ ~~State Hearing~~

~~Government Code~~ ~~Section 54950~~ ~~Ralph Brown Act (regarding closed session)~~

~~Health and Safety Code~~ ~~Section 11006~~ ~~Concentrated Cannabis~~

~~Section 11007~~ ~~Controlled Substance~~

~~Section 11014.5~~ ~~Drug Paraphernalia~~

~~Code of Federal Regulations~~ ~~Section 34,104.35~~

~~Statutes~~ ~~HR 6~~ ~~Improving America's School Act~~

~~Section 14601~~ ~~Gun-Free Schools Act of 1994~~

Policy adopted: 1/9/78

Policy revised: 4/23/84

Policy revised: 8/22/95

**Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 2, 2026**

**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 a 2.5% increase ongoing for the 2025-26 fiscal year, retroactive to July 1, 2025, and a 1.25% increase ongoing starting July 1, 2026 for the 2026-27 fiscal year.

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 the general fund balances

Administrator

Dr. John Pappalardo, Chief Business Officer

**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**

Placentia Yorba Linda Unified School District - California School Employees

School District - Bargaining Unit: Association, Chapter 293 (CSEA)

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2025 and ending: June 30, 2027
(date) (date)

The Governing Board will act upon this agreement on: June 2, 2026
(date)

A. Proposed Change in Compensation

Compensation		Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement		
			Year 1 Increase/(Decrease) 2025-26	Year 2 Increase/(Decrease) 2026-27	Year 3 Increase/(Decrease) 2027-28
1	Salary Schedule Increase (Decrease)	\$ 49,527,040	\$ 1,238,176	\$ 625,279	\$ -
			2.50%	1.25%	
2	Step and Column Increase (Decrease) Due to movement plus	\$ -	\$ -	\$ 4,953	\$ -
			0.00%	0.00%	
3	Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.) Description of other compensation:	\$ -		\$ -	\$ -
			0.00%	0.00%	
		\$ -	\$ -	\$ -	\$ -
4	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.	\$ 17,785,200	\$ 444,630	\$ 226,316	
			2.50%	1.25%	
5	Health/Welfare Plans	\$ -	\$ -	\$ -	\$ -
			0.00%	0.00%	
6	Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 67,312,240	\$ 1,682,806	\$ 856,548	\$ -
7	Total Number of Represented Employees	1,305	1,305	1,305	
8	Total Compensation Average Cost per Employee	\$ 51,580	\$ 1,290	\$ 656	\$ -

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"?

Unit members will receive an ongoing 2.5% increase to their current salary for personnel in paid status on May 1, 2026. This payment will be retroactive to July 1, 2025 to include employees total earnings for the 2025-26 school year. Additionally, unit members shall receive an ongoing 1.25% increase to their salary for personnel in paid status starting July 1, 2026. Over the span of the 2025-26 and the 2026-27 school years, the total compensation package is 3.75%. In the event a bargaining unit receive a higher total compensation package during the 2025-26 and 2026-27 school years, that percentage will be matched to reflect the higher amount and receive an equal percent increase to be used for salaries.

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 ☒

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 May 7, 2026

- 1) Article I: Agreement
- 2) Article XII: General Personnel Provisions: Section 12.1, Section 12.2, Section 12.3, Section 12.4, Section 12.6, Section 12.7, Section 12.10, Section 12.12, Section 12.13
- 3) Article XVIII: Wages: Section 18.1, Section 18.2, Section 18.3, Section 18.4, Section 18.5. Section 18.6 - 18.16, and 18.19: numbering updated, content remains the same, Section 18.17
- 4) Article XXII: Holidays: Section 22.1

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.

Over the span of the 2025-26 and the 2026-27 school years, the total compensation package is 3.75%. In the event a bargaining unit receive a higher total compenation package during the 2025-26 and 2026-27 school years, that percentage will be matched to reflect the higher amount and receive an equal percent increase to be used for salaries.

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 revenu 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 03/10/2026)	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)	278,601,435	-	-	278,601,435
Remaining Revenues (8100-8799)	18,680,352	-	-	18,680,352
TOTAL REVENUES	297,281,787	-	-	297,281,787
EXPENDITURES				
Certificated Salaries (1000-1999)	115,213,503	-	-	115,213,503
Classified Salaries (2000-2999)	37,159,619	780,754	-	37,940,373
Employee Benefits (3000-3999)	68,117,845	280,369	-	68,398,214
Books and Supplies (4000-4999)	5,789,741	-	-	5,789,741
Services, Other Operating Expenses (5000-5999)	19,915,338	-	-	19,915,338
Capital Outlay (6000-6599)	1,657,617	-	-	1,657,617
Other Outgo (7100-7299) (7400-7499)	10,006,395	-	-	10,006,395
Direct Support/Indirect Cost (7300-7399)	(2,393,021)	-	-	(2,393,021)
Other Adjustments				
TOTAL EXPENDITURES	255,467,037	1,061,123	-	256,528,160
OPERATING SURPLUS (DEFICIT)	41,814,750	(1,061,123)	-	40,753,627
TRANSFERS IN & OTHER SOURCES (8910-8979)	500,000	-	-	500,000
TRANSFERS OUT & OTHER USES (7610-7699)	4,971,402	-	-	4,971,402
CONTRIBUTIONS (8980-8999)	(48,495,577)	(621,683)	-	(49,117,260)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(11,152,229)	(1,682,806)	-	(12,835,035)
BEGINNING BALANCE	66,454,403			66,454,403
Prior-Year Adjustments/Restatements (9793/9795)	-			-
CURRENT-YEAR ENDING BALANCE	55,302,174	(1,682,806)	-	53,619,368
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	341,132	-	-	341,132
Restricted Reserves (9740)	-	-	-	-
Stabilization Arrangements (9750)	-	-	-	-
Other Commitments (9760)	13,130,068	(1,851,086)	-	11,278,982
Other Assignments (9780)	20,915,487	84,140	-	20,999,627
Reserve for Economic Uncertainties (9789)	20,915,487	84,140	-	20,999,627
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 03/10/2026)	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)	\$ 82,400,865	\$ -	\$ -	\$ 82,400,865
TOTAL REVENUES	\$ 82,400,865	\$ -	\$ -	\$ 82,400,865
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 38,649,056	-	-	\$ 38,649,056
Classified Salaries (2000-2999)	\$ 24,648,285	457,423	-	\$ 25,105,708
Employee Benefits (3000-3999)	\$ 40,520,365	164,260	-	\$ 40,684,625
Books and Supplies (4000-4999)	\$ 31,342,643	\$ -	\$ -	\$ 31,342,643
Services, Other Operating Expenses (5000-5999)	\$ 15,762,809	\$ -	\$ -	\$ 15,762,809
Capital Outlay (6000-6599)	\$ 4,803,288	\$ -	\$ -	\$ 4,803,288
Other Outgo (7100-7299) (7400-7499)	\$ 219,310	\$ -	\$ -	\$ 219,310
Direct Support/Indirect Cost (7300-7399)	\$ 1,925,539	\$ -	\$ -	\$ 1,925,539
Other Adjustments				
TOTAL EXPENDITURES	\$ 157,871,295	\$ 621,683	\$ -	\$ 158,492,978
OPERATING SURPLUS (DEFICIT)	\$ (75,470,430)	\$ (621,683)	\$ -	\$ (76,092,113)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 48,495,577	\$ 621,683	\$ -	\$ 49,117,260
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (26,974,853)	\$ -	\$ -	\$ (26,974,853)
BEGINNING BALANCE	\$ 52,996,353			\$ 52,996,353
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 26,021,500	\$ -	\$ -	\$ 26,021,500
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Reserves (9740)	\$ 26,021,500	\$ -	\$ -	\$ 26,021,500
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 03/10/2026)	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)	\$ 278,601,435	\$ -	\$ -	\$ 278,601,435
Remaining Revenues (8100-8799)	\$ 101,081,217	\$ -	\$ -	\$ 101,081,217
TOTAL REVENUES	\$ 379,682,652	\$ -	\$ -	\$ 379,682,652
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 153,862,559	\$ -	\$ -	\$ 153,862,559
Classified Salaries (2000-2999)	\$ 61,807,904	\$ 1,238,177	\$ -	\$ 63,046,081
Employee Benefits (3000-3999)	\$ 108,638,210	\$ 444,629	\$ -	\$ 109,082,839
Books and Supplies (4000-4999)	\$ 37,132,384	\$ -	\$ -	\$ 37,132,384
Services, Other Operating Expenses (5000-5999)	\$ 35,678,147	\$ -	\$ -	\$ 35,678,147
Capital Outlay (6000-6599)	\$ 6,460,905	\$ -	\$ -	\$ 6,460,905
Other Outgo (7100-7299) (7400-7499)	\$ 10,225,705	\$ -	\$ -	\$ 10,225,705
Direct Support/Indirect Cost (7300-7399)	\$ (467,482)	\$ -	\$ -	\$ (467,482)
Other Adjustments				
TOTAL EXPENDITURES	\$ 413,338,332	\$ 1,682,806	\$ -	\$ 415,021,138
OPERATING SURPLUS (DEFICIT)	\$ (33,655,680)	\$ (1,682,806)	\$ -	\$ (35,338,486)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 500,000	\$ -	\$ -	\$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 4,971,402	\$ -	\$ -	\$ 4,971,402
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (38,127,082)	\$ (1,682,806)	\$ -	\$ (39,809,888)
BEGINNING BALANCE	\$ 119,450,756			\$ 119,450,756
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 81,323,674	\$ (1,682,806)	\$ -	\$ 79,640,868
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	\$ 341,132	\$ -	\$ -	\$ 341,132
Restricted Reserves (9740)	\$ 26,021,500	\$ -	\$ -	\$ 26,021,500
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ 13,130,068	\$ (1,851,086)	\$ -	\$ 11,278,982
Other Assignments (9780)	\$ 20,915,487	\$ 84,140	\$ -	\$ 20,999,627
Reserve for Economic Uncertainties (9789)	\$ 20,915,487	\$ 84,140	\$ -	\$ 20,999,627
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)**

	2025-26	2026-27	2027-28
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Local Control Funding Formula Sources (8010-8099)	\$ 278,601,435	\$ 280,924,296	\$ 285,977,127
Remaining Revenues (8100-8799)	\$ 101,081,217	\$ 100,147,919	\$ 89,565,140
TOTAL REVENUES	\$ 379,682,652	\$ 381,072,215	\$ 375,542,267
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 153,862,559	\$ 152,570,396	\$ 150,081,031
Classified Salaries (2000-2999)	\$ 63,046,081	\$ 65,208,303	\$ 66,838,946
Employee Benefits (3000-3999)	\$ 109,082,839	\$ 111,588,701	\$ 114,098,331
Books and Supplies (4000-4999)	\$ 37,132,384	\$ 20,085,613	\$ 16,637,264
Services, Other Operating Expenses (5000-5999)	\$ 35,678,147	\$ 35,279,657	\$ 35,468,837
Capital Outlay (6000-6999)	\$ 6,460,905	\$ 3,748,943	\$ 3,728,943
Other Outgo (7100-7299) (7400-7499)	\$ 10,225,705	\$ 10,525,376	\$ 10,871,328
Direct Support/Indirect Cost (7300-7399)	\$ (467,482)	\$ (467,482)	\$ (467,482)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 415,021,138	\$ 398,539,507	\$ 397,257,198
OPERATING SURPLUS (DEFICIT)	\$ (35,338,486)	\$ (17,467,292)	\$ (21,714,931)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 500,000	\$ 500,000	\$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 4,971,402	\$ 5,141,997	\$ 5,257,144
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (39,809,888)	\$ (22,109,289)	\$ (26,472,075)
BEGINNING BALANCE	\$ 119,450,756	\$ 79,640,868	\$ 57,531,579
CURRENT-YEAR ENDING BALANCE	\$ 79,640,868	\$ 57,531,579	\$ 31,059,504
COMPONENTS OF ENDING BALANCE:			
Nonspendable Reserves (9711-9719)	\$ 341,132	\$ 341,132	\$ 341,132
Restricted Reserves (9740)	\$ 26,021,500	\$ 22,494,627	\$ 17,226,006
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ 11,278,982	\$ -	
Other Assignments (9780)	\$ 20,999,627	\$ 14,511,745	\$ -
Reserve for Economic Uncertainties (9789)	\$ 20,999,627	\$ 20,184,075	\$ 13,492,366
Unassigned/Unappropriated (9790)	\$ -	\$ -	\$ -

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2025-26	2026-27	2027-28
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 419,992,540	\$ 403,681,504	\$ 402,514,342
b.	State Standard Minimum Reserve Percentage for this District <u>enter</u> 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	\$ 12,599,776	\$ 12,110,445	\$ 12,075,430

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	\$ 20,999,627	\$ 20,184,075	\$ 13,492,366
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	\$ 20,999,627	\$ 20,184,075	\$ 13,492,366
h.	Reserve for Economic Uncertainties Percentage	5.00%	5.00%	3.35%

3. Do unrestricted reserves meet the state minimum reserve amount?

2025-26	Yes	☒	No	☐
2026-27	Yes	☒	No	☐
2027-28	Yes	☒	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 between the 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, 2025 to June 30, 2027

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>-</u>
<u>Expenditures/Other Financing Uses</u>	<u>2,539,354</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(2,539,354)</u>

N/A ☒ (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.

District Superintendent (or Designee)
(Signature)

6/2/2026

Date

President or Clerk of Governing Board
(Signature)

6/2/2026

Date

John Pappalardo, Chief Business Officer
Contact Person

714-985-8419

Phone

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 2, 2026

**APPROVE THE TENTATIVE AGREEMENT BETWEEN THE CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION CHAPTER #293 (CSEA) AND THE PLACENTIA-YORBA
LINDA UNIFIED SCHOOL DISTRICT (PYLUSD)**

Background

The Board adopted Master Classified Employment agreement between the Placentia-Yorba Linda Unified School District and the California School Employees Association Chapter #293 (CSEA).

The California School Employees Association and District have reached a Tentative Agreement for 2025-2028 school years. Inclusive in this agreement are the changes and additions included as part of this agreement. (Exhibit A)

Financial Impact

Approval of this agreement will assist the District meeting our financial obligations.

Administrator

Chad McGough, Assistant Superintendent, Human Resources

TENTATIVE AGREEMENT
BETWEEN
THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
AND
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS PLACENTIA-
YORBA LINDA CHAPTER 293
May 1, 2026

This agreement constitutes the agreement between the Placentia-Yorba Linda Unified School District (District) and the California School Employees Associations and its Placentia-Yorba Linda Chapter 293 (CSEA). The following articles have been agreed upon for the 2025-2026 school year, tentative to ratification by both parties, and attached to this document:

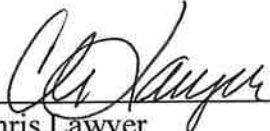
- Article 1 – Agreement
- Article 12 – General Personnel Provisions
- Article 18 – Wages (2025-2026 and 2026-2027)
- Article 22 – Holidays

The District and the CSEA agree to continue negotiations for the 2025-2026 Successor in the fall of 2026 for the following articles:

- Article 3 – Definitions
- Article 5 – Management Rights
- Article 6 – Unit Member Rights
- Article 7 – Association Rights
- Article 8 – Grievances
- Article 9 – Recommendations and Concerns
- Article 10 – Evaluations and Personnel Files
- Article 11 – Disciplinary Action
- Article 13 – Leaves
- Article 14 – Layoffs and Re-Employment
- Article 16 – Safety
- Article 17 – Hours of Employment
- Article 19 – Reclassification Salary Adjustments
- Article 20 – Health and Welfare
- Article 21 – Vacations
- Article 24 – Contracting out
- Appendices J

AGREED:

California School Employees Association


Chris Lawyer
Chapter 293 President

5/7/26
Date

Placentia-Yorba Linda Unified School District


Chad McGough
Assistant Superintendent, HR

5/7/26
Date


Francis J Villanueva Jr.
Labor Relations Representative

5/7/26
Date

CSEA's Proposal 1 to Placentia Yorba-Linda
Article I - AGREEMENT
March 6, 2026

	3/6/2026
District	Date
	3/6/2026
CSEA	Date

ARTICLE I: AGREEMENT

The District and Association agree that this collective bargaining agreement has a term effective July 1, ~~2022-2025~~ through June 30, ~~2025-2028~~. For year two ~~(2023-2024)~~ **(2026-2027)** and year three ~~(2024-2025)~~ **(2027-2028)**, the parties agree to commence re-opener negotiations for Article - XVIII Wages, Article XX, Health and Welfare, and no more than three (3) articles of the choice of the District and no more than three (3) articles of the choice of the Chapter. The District and the Association shall meet to begin re-opener negotiations no later than thirty days (30) after the Association submits its initial proposal.


Chris Lawyer
Date 5/7/26

CSEA Chapter President No. 293


Chad McGough
Date 5/7/26
Assistant Superintendent, Human Resources


Francis J Villanueva Jr.
Date 5/7/26
Labor Relations Representative

CSEA's Counterproposal 7 to Placentia Yorba-Linda
Article XII – General Personnel Provisions
May 1, 2026

 CSEA	5/1/2026 Date
 District	5/1/2026 Date

ARTICLE XII: GENERAL PERSONNEL PROVISIONS

Section 12.1 Vacancy

When a position becomes vacant or a new position is created by the District, the District shall notify the Chapter President or their designee via email within five (5) days. This notice shall include the following information: the name of the person who held the position, the number of hours, shift start and stop time, monthly ~~category~~ **calendar**, worksite, effective date of vacancy, and the District's plan to fill the position.

12.1.1 - The District shall attempt to fill vacancies in the following order:

- a. Transfer requests within the same classification and same hours ~~increment as outlined in 12.7.~~
- b. Voluntary Demotion within the same classification or in ~~another a classification~~
~~within the same series a previously held position by the unit member with a lower maximum salary as outlined in 12.7.2.~~
- c. ~~Promotions as outlined in 12.10. Any permanent unit member~~

12.1.2 – ~~Within sixty (60) days, The The~~ District shall fill vacancies ~~via the in this order:~~ Transfers, **followed by Demotions. Promotional. Should no candidates be selected, the District shall post the vacancy. or Posting** ~~process as outlined in this section within sixty (60) days.~~ If the District has a need to hold the ~~posting posting~~ for a vacant position for more than sixty (60) days, it will notify Chapter President and/or designee of the need.

Section 12.2 Vacancy Announcement

When a vacancy exists, which has not been filled via the transfer **or demotion** process, the District shall create a vacancy announcement. Each vacancy announcement shall be posted for a minimum of six (6) days. No posting shall be filled prior to the closing date. The District shall email the Chapter President and/or designee and the "All Classified Email" address at the time of posting.

12.2.1 - Each vacancy announcement shall include:

1. ~~Anticipated~~ **Work site** location
2. Number of hours per day with start and end times
3. The specific days per week and months per year
4. The number of positions open
5. The job title and qualifications per the agreed upon job description
6. The **hourly** salary range including any stipends/differentials
7. The closing date after which applications for the vacancy will no longer be accepted
8. The total number of paid days within a fiscal year

9. The corresponding work calendar number

10. "All previously submitted transfer **and demotion** request forms have been considered"

11. "Interviews will begin with permanent internal applicants at least five (5) days before non-bargaining unit members"

Section 12.3 Interview Process

12.3.1 – Initial interviews for a posted vacancy shall begin within twenty-one (21) days after the closing of the posting **for internal candidates.**

Section 12.4 Selection of Candidate

12.4.1– ~~Unit members~~ **All candidates (internal and external)** who have filed for posted vacancies shall have their application papers screened by the Human Resources Department prior to the scheduling of interviews.

12.4.2 - Applicants who are current unit members serving in the same class (job title) will be provided the opportunity to interview for such openings.

12.4.3 - A "List of Criteria" based on the job description will be established for each classification by the Human Resources Department. Applicants will be screened for an interview based upon this list of criteria.

12.4.4 - Upon request, the "List of Criteria" used to determine applicants selected for an interview will be made available, within one (1) day of the request, to the Chapter President and their designee. The criteria used to determine applicants selected for an interview will also be provided.

12.4.5 - The Chapter President and/or their designee shall receive a list of all unit members who have submitted applications no fewer than five (5) days before the scheduling of interviews.

12.4.6 - Unit members not selected for an interview shall be notified in writing prior to interviews being scheduled for the vacancy in which they applied.

12.4.5 7 – ~~All Applicants who are selected pursuant to Section (12.4.1) shall have the option to are to~~ be interviewed **in-person** by a panel of District employees referred to as the Interview Panel. **Applicants have the opportunity to request a virtual interview which may be approved by the Assistant Superintendent of Human Resources or Designee HR Director.** ~~except in those~~ **In incidences circumstances** when only one (1) internal candidate has applied. ~~In this situation,~~ the candidate may be selected without an interview.

12.4.6 8 – Unit members shall be given a reasonable amount of release time to participate in the interview process which would take into consideration the amount of time to travel from their assignment if they are in work status during the scheduled time for an interview.

Section 12.5 Reference Checks

All reference checks shall be conducted by an Administrator or Manager using the reference check form (See Appendix C).

Section 12.6 Notification of Standings

~~12.6.1 – The Chapter President and/or their designee shall receive a list of all bargaining unit members who have submitted applications no fewer than five (5) days before the scheduling of interviews.~~

~~12.6.2 – Unit members not selected for an interview shall be notified in writing prior to interviews being scheduled for the vacancy in which they applied.~~

12.6.3 1 - Within ten (10) days following completion of the initial interview, the Human Resources Office shall notify in writing all unit member applicants of their standing. No external candidate shall be interviewed until all internal candidates have been notified.

12.6.4 2 - The Chapter President or their designee shall be notified of the name of the candidate selected for the relevant position prior to said candidate beginning the new position.

12.6.5 3 – If an internal candidate who is selected for a position voluntarily vacates the position within the first two (2) weeks, the District may select another internal candidate who interviewed for the position and moved forward to reference checks. ~~The internal candidate who voluntarily vacates the position within the first two (2) weeks shall be returned to their former classification.~~

Section 12.7 Unit Member-Initiated Transfers

12.7.1 - Any unit member desiring transfer shall submit the classified transfer form on the current District electronic system. The request shall include a statement of the unit member's current assignment, current hours, assignment preferences and experience including training. The transfer request may be made for a specific vacancy or the transfer pool. Transfer pool requests shall be maintained until the employee accepts a transfer or for the duration of the current fiscal year, which shall end at the close of business on June 30th.

12.7.1.a –All unit members who submit transfer requests shall be considered for the vacancy and may be interviewed. When only one (1) transfer candidate has applied, the candidate may be selected without an interview.

12.7.1.b - The following criteria shall be used in consideration of transfer requests:

1. The qualifications include the experience and recent training of the unit member compared to those of other candidates.
2. If all the above qualifications are equal, seniority shall be the determining factor.

12.7.1.c - Any interviews conducted for unit-member initiated transfers shall include a CSEA interview panel member.

12.7.1.d - The unit member requesting transfer shall be notified within ten (10) days of the decision.

12.7.1.e - The unit member selected shall be given written notification specifying the location, rate of pay, hours, starting date, **shift time**, immediate supervisor, and work calendar of the position.

12.7.1.f - CSEA shall be provided a copy of all transfer requests no later than the fifth (5th) of every month.

12.7.1.g - When a transfer is denied, upon request of the unit member, the specific reasons for the denial will be provided. The unit member may then confer with the Director of Human Resources to discuss the matter.

12.7.1.h - A unit member shall not be subject to any penalties for declining a transfer.

12.7.2 Voluntary Demotion

Unit members with permanent status may request a **voluntary** demotion to a position in their same class or in ~~another classification within the same series or~~ a position previously held ~~with a lower maximum salary. The unit member shall be placed at the same step in the new salary range, with no change in the anniversary date (step increase date).~~ Voluntary demotions shall be considered after transfer applicants.

12.7.2.a - Unit members who request a voluntary demotion in the same **series class** or a position previously held will be considered **and interviewed before** promotional applicants ~~for that vacancy and may shall be interviewed. All voluntary demotions that are not within the same classification will be considered with promotional applicants and may be interviewed.~~ When only one (1) candidate has applied, the candidate may be selected without an interview.

Section 12.8 District-Initiated Transfer

When District transfer of a specific unit member is pending, notice of transfer will be made in writing to the unit member not less than five (5) days prior to the effective date of transfer unless an emergency exists. Following the written notification which specifies the reasons for the transfer, a conference concerning the reasons for the transfer will be held if requested by the unit member. When the District initiates a transfer of employees that results in a split assignment between two or more sites, the employee with the least seniority within the job classification among the affected sites will be subject to transfer.

Section 12.9 Medical Transfers

The District may give alternate work, when the same is available, to a unit member who has become medically unable to satisfactorily perform their regular job class duties until the unit member is able to resume normal duties.

Section 12.10 Promotions Job Vacancy Eligibility

12.10.1 - Applicants who are **Any permanent** unit members and **who** possess the necessary qualifications shall be given first consideration for any vacant classified position ~~which can be considered a promotion~~ by submitting a written application to the Human Resources Office within the time period specified on the vacancy announcement.

12.10.2 - Applicants who are current Permanent unit members serving in the same class (job title) will be provided the opportunity to interview for such openings.

12.10.3 - All **selected** permanent bargaining unit members applying for promotional opportunities selected for an interview shall be interviewed at least five (5) days before non-bargaining unit employees and substitute employees are interviewed for the promotional opportunity.

12.10.4 Unit members who are serving in a probationary period with the District will not be considered for promotional opportunities as described within this article. This provision shall not apply to members laid off from the District or facing position elimination as authorized by the District's Governing Board.

12.10.5 **4 Promotional Job Selection Order**

Any unit member, who files for the vacancy during the posting period and meets the qualifications, as determined by the District, shall be **awarded** promoted into the vacant position. If two (2) or more bargaining unit members who file have equal qualifications, the bargaining unit member with the greatest bargaining unit seniority shall be the one promoted awarded the position.

12.10.6 **5 Salary Placement**

A promoted unit member shall be placed on the salary schedule on a step which will result in a compensation increase of at least a one (1) step above their present position. The exception to this would occur when a unit member is on step five (5) of the current salary schedule and the promotion is to the next range. In this instance, the unit member shall be placed on step five (5) in the new range.

12.10.6.a Upon verification of prior experience and skill a promoted unit member may be placed on a step higher than step 2. Unit members who have worked short term, substitute and/or out of class hours in the position within the last two fiscal years, may be placed on a step higher than step 2.

12.10.7 **6 Return to Former Class**

If the unit member is unsuccessful during their trial promotional probationary period in the higher class to which they promoted, the unit member shall be returned to the former classification.

12.10.6.a The unit member who voluntarily vacates the position within the first two (2) weeks shall be returned to their former classification, should a vacancy be available.

Section 12.11 Mutual Exchange of Position

A **permanent** unit member with permanent status may initiate an exchange of assignment for one school year providing there is agreement with the involved site, Human Resources administrators and the exchange unit members. Unit members may request an exchange provided both unit members have the same classification, same work calendar and the same number of hours per day. After a six-month trial period all parties will meet and assess if the exchange of assignment shall become permanent.

Section 12.12 Career Ladder

The following job classes are considered a Job Family or Career Ladder:

Groundskeeper I/II

Accounting Technician I/II

Benefit Technician I/II

Advancement on the Career Ladder from Level I to Level II shall take place upon the satisfactory completion of the following criteria:

- a. Unit member has been employed in a Level I position for eighteen (18) consecutive months not including absences or breaks in service which exceed one (1) month.
- b. Unit member receives an average rating of three (3) on their performance evaluation.

The process for advancement on the career ladder will be as follows:

12.12.1 - After eighteen (18) months employment in a Level I position, the District will send notification to the immediate supervisor and unit member stating that the unit member is eligible for consideration of advancement on the career ladder.

12.12.2 - The immediate supervisor will within ten (10) days conduct a written evaluation, meet with the unit member and forward the evaluation to the Human Resources office.

12.12.3 - The Human Resources office will, within ten (10) days, consider the proposed career ladder advancement and recommend approval or denial based on the established criteria described herein.

12.12.4 - If approved by the Board of Education, the career ladder advancement will become effective in ten (10) days. The immediate supervisor, unit member, and CSEA shall be notified of the action within ten (10) days. The unit member's salary will reflect the new position range in the career ladder, but will retain the same step. The anniversary date will be consistent with the effective date of the career ladder advancement.

12.12.5 - Any unit member who receives career ladder advancement will be subject to the provisions of section ~~12.10.7~~ 12.10.6

12.12.6 - In the event a unit member is denied career ladder advancement or is unsuccessful during the first three (3) months of advancement, the unit member may submit another request in no less than six (6) months.

Section 12.13 Other Provisions

12.13.1 – Grievances Relating to Personnel Provisions

The hiring process for ~~bargaining permanent~~ unit member positions shall be postponed, placed on hold, and/or canceled in cases when the CSEA Chapter and/or individual unit member files a grievance pertaining to the

hiring process. The District shall not select a candidate, repost position, and/or begin new recruitment until the grievance has been resolved.

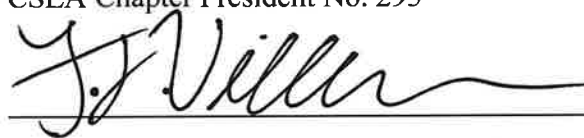
 5/7/26

Chris Lawyer Date

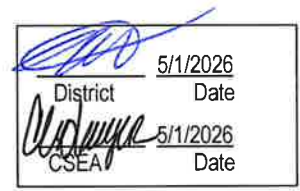
CSEA Chapter President No. 293

 5/7/26

Chad McGough Date
Assistant Superintendent, Human Resources

 5/7/2026

Francis J Villanueva Jr. Date
Labor Relations Representative



CSEA's Counter Proposal 11 to Placentia Yorba-Linda
Article XVIII - WAGES
~~March 13, 2026~~ ~~March 27, 2026~~
~~April 24, 2026~~
May 1, 2026

ARTICLE XVIII: WAGES

Section 18.1 Employment Data

18.1.1 - Upon initial employment and upon each change in classification thereafter, each unit member shall be furnished two copies of their class specifications, salary data, assignment or work location, probation period end date, and immediate supervisor together with **job description, work calendar**, duty hours and the prescribed work week **per the job posting**.

18.1.2 - The salary data shall include the annual, monthly or pay period, daily, hourly, overtime, longevity, and differential rate of compensation, whichever are applicable. In addition, unit member(s) shall be provided information regarding level pay, and anticipated payroll adjustments, if applicable, as projected for the first year of employment.

18.1.3 - One copy shall be retained by the unit member and the other copy shall be signed and dated by the unit member and returned to the Human Resources Office within fifteen (15) days.

Section 18.1.4 Regular Rate of Pay

The regular rate of pay for each position shall be in accordance with the rates established for each class as provided for in Appendix A, which is attached hereto and by reference incorporated as a part of this Agreement.

Section 18.2 ~~Initial~~ New Hire Salary Placement

18.2.1 - Unit members employed on or after the effective date of this Agreement shall be placed on Step 1 in the appropriate salary range on the current salary schedule.

18.2.2 - Upon verification of prior experience and skills, a new unit member may be placed on a step higher than Step 1.

Section 18.3 ~~Step Advancement~~ Promotional Salary Placement

18.3.1 Salary Placement

A promoted unit member shall be placed on the salary schedule on a step which will result in a pay rate increase of at least a one (1) step or five percent (5%) above their present position. The exception to this would occur when a unit member is on step five (5) of the current salary schedule and the promotion is to the next range. In this instance, the unit member shall be placed on step five (5) in the new range.

18.3.1.a – Within 15 workdays after job offer, a promoted unit member may request to Human Resources management to be placed on a higher step upon verification of prior experience and skill. Unit members who have prior experience in the position, as determined by Human Resources management, shall be placed commensurate with their experience.

18.3.2 – Demotion Salary Placement

The unit member shall be placed at the same step in the new salary range, with no change in the anniversary date (step increase date).

18.3.2.a – Within 15 workdays, a demoted unit member may request to Human Resources management to be placed on a higher step.

Section 18.3 4 Step Advancement

18.3 4.1 – The unit member's ~~first~~ **next** step advancement shall occur upon completion of six **(6)** months in the position, and on an annual basis thereafter until the maximum step is reached.

18.3 4.2 - For the purpose of this rule, an appointment made after the fifteenth (15th) day shall be effective at the beginning of the next month.

18.3 4.3 - Upon return from an unpaid leave of absence, the unit member will be placed on the step and range occupied before the leave started. Time spent on unpaid leave shall not be credited toward the time needed for step advancement.

18.5 - Short-Term/Substitute Assignment – Unit members performing a short-term /substitute assignment in their same classification, their rate of pay shall remain the same. Unit members working in the higher classification shall be paid at the first step salary range or 5%, whichever is greater. If the short-term/substitute assignment is a lower classification, their rate of pay shall remain the same.

18.4.1 6 Working Out of Classification Pay

Unit members who are required by their supervisor to perform duties which are typically performed by a unit member in a higher class in addition to their existing duties for more than five (5) days in a fifteen (15) calendar day period will have their pay adjusted to reflect a 5% increase over their regular pay. In the event the 5% increase causes the unit member to be paid at a rate greater than the range for the higher class, the % increase shall be reduced to an amount equal to step five (5) of the range of the higher class. In no case will the increase exceed 5%.

Section 18.4.2 7 Temporary Upgrade Pay

Unit members temporarily assigned by their supervisor to a higher classification of duties by their supervisor due to an absence, vacancy, or at District discretion, in which the unit member is required to forgo their entire assignment, assuming all assigned responsibilities of the higher classification, will be compensated at step one (1) of the higher classification or 5% above their current rate, whichever is greater, for the duration of the time they are assigned to the higher classification.

Section 18.5 8 Longevity Increment

Advancement on the schedule below is based on the original date of hire in the District amended by any breaks in service.

Years of Continuous Service	Longevity Increments	Percent (%) of "MAX" Range Step
7	2 ½ %	2 ½ %
10	5%	7 ½ %
13	2 ½ %	10%
15	2 ½ %	12 ½ %
20	2 ½ %	15 %
25	7½ %	22 ½%

Section 18.6 9 Shift Premium

18.6 9.1 - A shift premium of 3% per hour shall be paid to any unit member assigned on a "regular" full shift starting on or after noon and ending on or before midnight.

18.6 9.2 - Shift premium shall be paid during the regular school year (September to June) unless a unit member continues to work their regular shift during the summer.

Section 18.7 10 Split-Shift Premium

A daily split-shift premium of \$5.00 per day will be paid when a break in the workday equals or exceeds 1-1/2 hours. For the purpose of this provision, the premium pay of \$5.00 shall not be exceeded regardless of the number of splits per day. This provision excludes unit members who simultaneously hold two positions.

Section 18.8 11 Mileage Reimbursement

Unit members required to use their vehicle on District business, including District-approved conferences, shall be reimbursed at the IRS rate for all miles driven on behalf of the District. Claims for mileage reimbursement shall be paid within thirty (30) days following submission.

Section 18.9 12 Wage Errors

18.9 12.a - Any District error resulting in insufficient payment for a unit member shall be corrected, and a supplemental check issued, not later than five (5) days after the unit member provides notice to the payroll department.

18.9 12.b - When the District determines a wage overpayment has been made to a unit member it shall notify the employee of the overpayment in writing and afford the employee with an opportunity to respond, request information from the district related to the overpayment, or meet with the district to review financial data related to the overpayment before commencing recoupment actions.

The employee affected by the alleged overpayment shall have the sole authority to agree or disagree with the District's claimed overpayment amounts. Upon the employee's written agreement to the overpayment amounts, reimbursement shall be made to the District through one of the following methods mutually agreed to by the employee and the District:

(A) Cash payment or cash installment payments.

(B) Installment payments through payroll deduction covering at least the same number of pay periods in which the error occurred.

(C) The adjustment of appropriate leave credits or compensating time off, provided that the overpayment involves the accrual or crediting of leave credits such as vacation, annual leave, holiday leave, or compensating time off. Any errors in sick leave balances shall only be adjusted with sick leave credits. Absent mutual agreement on a method of reimbursement, within 30 days of the unit member verifying the overpayment amount, the District shall proceed with recoupment pursuant to method (B) above.

Section 18.40 13 Meals

Any unit member who, as a result of an approved work assignment away from the district will be informed if there is an opportunity for a taxable meal reimbursement not to exceed the IRS Per Diem travel rates provided the unit member submits valid receipts..

Section 18.41 14 Lodging

Any unit member who, as a result of an approved work assignment, must be lodged away from home overnight shall be reimbursed by the District for the full cost of such lodging provided the unit member submits valid receipts. Where possible, the District shall provide advance funds to the unit member for such lodging.

Section 18.42 15 Uniforms

The District shall pay the full cost of the purchase or lease of distinctive uniforms, identification badges, and cards specifically required by the District to be worn or used by unit members. When a new unit member is hired, they shall receive five (5) uniforms from the District. As needed, the District will provide replacement uniforms. Unit members will maintain and wear the uniform provided by the District. Altering uniforms will not be permitted.

Section 18.43 16 Tools

The District agrees to provide all tools, equipment, and supplies required by the District for performance of the unit member's employment duties.

Section 18.14 17 Property Loss

The District shall reimburse unit members for actual value, mutually agreed upon by the unit member and manager, of any loss, damage, and/or destruction of clothing or personal property ~~approved for use by the appropriate site manager or supervisor~~ in the course of the performance of duties unless such damage is due to negligence by the unit member. Reimbursement shall be ~~up to \$500 made in accordance with Board Policies 3532.1/4146.5/4246.5 and Administrative Regulations 3532.1/4146.5/4246.5~~

Section 18.15 Regular Rate of Pay

~~The regular rate of pay for each position shall be in accordance with the rates established for each class as provided for in Appendix A, which is attached hereto and by reference incorporated as a part of this Agreement. In the event a unit member performs additional short-term hours and/or substitute hours in a higher classification, they shall be paid the greater of either the unit member's current rate or step one (1) of the higher pay range. The parties agree to abolish salary ranges one (1) through ten (10) on Appendix A as these ranges are no longer in use as a result of the California state minimum wage. The parties also agree to reallocate all Child Care Infant Aide positions from range eight (8) to range eleven (11) to account for the state minimum wage.~~

Section 18.16 18 Wages

For the 2024-25 school year, Unit members will receive an ongoing 2.5% increase to their current salary for personnel in paid status on May 1, 2026. This payment will be retroactive to July 1, 2025 to include employees total earnings for the 2025-2026 school year. Additionally, unit members shall receive an ongoing 1.25% increase to their salary for personnel in paid status starting July 1, 2026. Over the span of the 2025-2026 and the 2026-2027 school year the total compensation package is 3.75%.

In the event a bargaining unit receives a higher total compensation package during the 2025-2026 and 2026-2027 school years, that percentage will be matched to reflect the higher amount and receive an equal percent increase to be used for salaries.

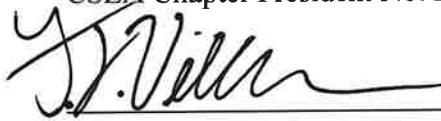
18.47 19 Compensation for Overnight Camp

Employees required to attend overnight camp shall receive their regular rate of pay, up to eight (8) hours per day, and an additional nightly stipend amount of \$114.25.

 5/7/26
Chris Lawyer Date

CSEA Chapter President No. 293

 5/7/26
Chad McGough Date
Assistant Superintendent, Human Resources

 5/7/26
Francis J Villanueva Jr. Date
Labor Relations Representative

CSEA's Proposal 1 to Placentia Yorba-Linda

Article XXII – Holidays

May 1, 2026

Section 22.1

Scheduled Holidays Unit members shall be entitled to the following paid holidays as adopted annually by the District:

<u>2022-2023</u> 2025-2026			
Independence Day	<u>July 4, 2022</u> July 4, 2025	New Year's Day	<u>January 3, 2023</u> January 1, 2026
Labor Day	<u>September 5, 2025</u> September 1, 2025	Martin Luther King Jr. Day	<u>January 16, 2023</u> January 19, 2026
Veteran's Day	<u>November 11, 2022</u> November 11, 2025	Lincoln's Birthday	<u>February 13, 2023</u> February 9, 2026
Thanksgiving Day	<u>November 24, 2022</u> November 27, 2025	Washington's Birthday	<u>February 20, 2023</u> February 16, 2026
Day after Thanksgiving Day	<u>November 25, 2022</u> November 28, 2025	Spring Recess Day	<u>April 7, 2023</u> April 6, 2026
Admissions Day	The holiday in lieu of Admission Day shall be designated as <u>December 27, 2022</u> December 24, 2025	Memorial Day	<u>May 29, 2023</u> May 25, 2026
Christmas Day	<u>December 26, 2022</u> December 25, 2025	Juneteenth	<u>June 19, 2023</u> June 19, 2026
New Year's Eve	<u>January 2, 2023</u> December 31, 2025		

<u>2023-2024</u> 2026-2027			
Independence Day	<u>July 4, 2023</u> July 3, 2026	New Year's Day	<u>January 2, 2024</u> January 1, 2027
Labor Day	<u>September 4, 2023</u> September 7, 2026	Martin Luther King Jr. Day	<u>January 15, 2024</u> January 18, 2027
Veteran's Day	<u>November 10, 2023</u> November 11, 2026	Lincoln's Birthday	<u>February 12, 2024</u> February 8, 2027
Thanksgiving Day	<u>November 23, 2023</u> November 26, 2026	Washington's Birthday	<u>February 19, 2024</u> February 15, 2027
Day after Thanksgiving Day	<u>November 24, 2023</u> November 27, 2026	Spring Recess Day	<u>April 1, 2024</u> March 29, 2027

Admissions Day	The holiday in lieu of Admission Day shall be designated as December 26, 2023 December 24, 2026	Memorial Day	May 27, 2024 May 31, 2027
Christmas Day	December 25, 2023 December 25, 2026	Juneteenth	June 19, 2024 June 18, 2027
New Year's Eve	January 1, 2024 December 31, 2026		

Section 22.2 Eligibility

22.2.1 - A unit member shall be eligible for holiday leave provided they were in a paid status during the working day immediately preceding or succeeding the holiday as provided in Education Code 45203. In order for a unit member to qualify for the Admissions Day in lieu of holiday, the unit member must have worked on the actual Admissions Day.

22.2.2 - Any holiday falling on a Saturday shall be observed on the preceding Friday. Any holiday falling on a Sunday shall be observed on the succeeding Monday. If a unit member is assigned on a workweek schedule other than Monday through Friday, and a holiday falls on the first day of their two day break, they shall be given the preceding day off as their holiday. If the holiday falls on the second day of their two day break, they shall be given the succeeding day off as their holiday.

22.2.3 – Employees on an approved non-typical workweek schedule (example: schedule other than Monday through Friday or less than five (5) days per week) will be notified by the start of the school year or within five (5) days of date of hire when there is related holiday adjustment caused by the approved non-typical workweek schedule. For all employees who have to adjust holidays due to a non-typical workweek schedule, the in-lieu holiday shall be taken the week before or the week of the holiday.

Section 22.3 Holiday Compensation

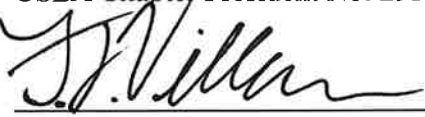
A unit member who is required to work on the approved District holidays shall be paid compensation, or given compensating time off, for such work, in addition to the regular pay received for the holiday, at the rate of time and one half their regular rate of pay; with the exception of Christmas, New Years Day, Thanksgiving, and Fourth of July which will be compensated at double the regular rate of pay

 5/7/26
Chris Lawyer Date

CSEA Chapter President No. 293

 5/7/26
Chad McGough Date

Assistant Superintendent, Human Resources

 5/7/26
Francis J Villanueva Jr. Date

Labor Relations Representative

Placentia Yorba Linda Unified School District
Classified Salary Schedule
Effective 7/1/2025 - 6/30/2026 2.5 %

Range	Step 1		Step 2		Step 3		Step 4		Step 5	
No.	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly
11	\$ 3,018	\$ 17.41	\$ 3,171	\$ 18.29	\$ 3,329	\$ 19.21	\$ 3,500	\$ 20.18	\$ 3,676	\$ 21.21
12	\$ 3,093	\$ 17.83	\$ 3,250	\$ 18.75	\$ 3,414	\$ 19.70	\$ 3,587	\$ 20.68	\$ 3,769	\$ 21.75
13	\$ 3,171	\$ 18.29	\$ 3,329	\$ 19.21	\$ 3,500	\$ 20.18	\$ 3,676	\$ 21.21	\$ 3,862	\$ 22.29
14	\$ 3,250	\$ 18.75	\$ 3,414	\$ 19.70	\$ 3,587	\$ 20.68	\$ 3,769	\$ 21.75	\$ 3,960	\$ 22.82
15	\$ 3,329	\$ 19.21	\$ 3,500	\$ 20.18	\$ 3,676	\$ 21.21	\$ 3,862	\$ 22.29	\$ 4,058	\$ 23.41
16	\$ 3,414	\$ 19.70	\$ 3,587	\$ 20.68	\$ 3,769	\$ 21.75	\$ 3,960	\$ 22.82	\$ 4,160	\$ 24.00
17	\$ 3,500	\$ 20.18	\$ 3,676	\$ 21.21	\$ 3,862	\$ 22.29	\$ 4,058	\$ 23.41	\$ 4,264	\$ 24.58
18	\$ 3,587	\$ 20.68	\$ 3,769	\$ 21.75	\$ 3,960	\$ 22.82	\$ 4,160	\$ 24.00	\$ 4,370	\$ 25.23
19	\$ 3,676	\$ 21.21	\$ 3,862	\$ 22.29	\$ 4,058	\$ 23.41	\$ 4,264	\$ 24.58	\$ 4,479	\$ 25.82
20	\$ 3,769	\$ 21.75	\$ 3,960	\$ 22.82	\$ 4,160	\$ 24.00	\$ 4,370	\$ 25.23	\$ 4,590	\$ 26.49
21	\$ 3,862	\$ 22.29	\$ 4,058	\$ 23.41	\$ 4,264	\$ 24.58	\$ 4,479	\$ 25.82	\$ 4,707	\$ 27.15
22	\$ 3,960	\$ 22.82	\$ 4,160	\$ 24.00	\$ 4,370	\$ 25.23	\$ 4,590	\$ 26.49	\$ 4,824	\$ 27.82
23	\$ 4,058	\$ 23.41	\$ 4,264	\$ 24.58	\$ 4,479	\$ 25.82	\$ 4,707	\$ 27.15	\$ 4,945	\$ 28.53
24	\$ 4,160	\$ 24.00	\$ 4,370	\$ 25.23	\$ 4,590	\$ 26.49	\$ 4,824	\$ 27.82	\$ 5,068	\$ 29.25
25	\$ 4,264	\$ 24.58	\$ 4,479	\$ 25.82	\$ 4,707	\$ 27.15	\$ 4,945	\$ 28.53	\$ 5,196	\$ 29.98
26	\$ 4,370	\$ 25.23	\$ 4,590	\$ 26.49	\$ 4,824	\$ 27.82	\$ 5,068	\$ 29.25	\$ 5,326	\$ 30.72
27	\$ 4,479	\$ 25.82	\$ 4,707	\$ 27.15	\$ 4,945	\$ 28.53	\$ 5,196	\$ 29.98	\$ 5,457	\$ 31.49
28	\$ 4,590	\$ 26.49	\$ 4,824	\$ 27.82	\$ 5,068	\$ 29.25	\$ 5,326	\$ 30.72	\$ 5,595	\$ 32.27
29	\$ 4,707	\$ 27.15	\$ 4,945	\$ 28.53	\$ 5,196	\$ 29.98	\$ 5,457	\$ 31.49	\$ 5,735	\$ 33.08
30	\$ 4,824	\$ 27.82	\$ 5,068	\$ 29.25	\$ 5,326	\$ 30.72	\$ 5,595	\$ 32.27	\$ 5,879	\$ 33.92
31	\$ 4,945	\$ 28.53	\$ 5,196	\$ 29.98	\$ 5,457	\$ 31.49	\$ 5,735	\$ 33.08	\$ 6,024	\$ 34.75
32	\$ 5,068	\$ 29.25	\$ 5,326	\$ 30.72	\$ 5,595	\$ 32.27	\$ 5,879	\$ 33.92	\$ 6,174	\$ 35.63
33	\$ 5,196	\$ 29.99	\$ 5,457	\$ 31.49	\$ 5,735	\$ 33.08	\$ 6,024	\$ 34.75	\$ 6,329	\$ 36.51
34	\$ 5,326	\$ 30.72	\$ 5,595	\$ 32.27	\$ 5,879	\$ 33.92	\$ 6,174	\$ 35.63	\$ 6,489	\$ 37.44
35	\$ 5,457	\$ 31.49	\$ 5,735	\$ 33.08	\$ 6,024	\$ 34.75	\$ 6,329	\$ 36.51	\$ 6,649	\$ 38.35
36	\$ 5,595	\$ 32.27	\$ 5,879	\$ 33.92	\$ 6,174	\$ 35.63	\$ 6,489	\$ 37.44	\$ 6,815	\$ 39.32
37	\$ 5,735	\$ 33.08	\$ 6,024	\$ 34.75	\$ 6,329	\$ 36.51	\$ 6,649	\$ 38.35	\$ 6,986	\$ 40.32
38	\$ 5,879	\$ 33.92	\$ 6,174	\$ 35.63	\$ 6,489	\$ 37.44	\$ 6,815	\$ 39.32	\$ 7,161	\$ 41.32
39	\$ 6,024	\$ 34.75	\$ 6,329	\$ 36.51	\$ 6,649	\$ 38.35	\$ 6,986	\$ 40.32	\$ 7,340	\$ 42.35
40	\$ 6,174	\$ 35.63	\$ 6,489	\$ 37.44	\$ 6,815	\$ 39.32	\$ 7,161	\$ 41.32	\$ 7,524	\$ 43.39
41	\$ 6,329	\$ 36.51	\$ 6,649	\$ 38.35	\$ 6,986	\$ 40.32	\$ 7,340	\$ 42.35	\$ 7,711	\$ 44.48
42	\$ 6,489	\$ 37.44	\$ 6,815	\$ 39.32	\$ 7,161	\$ 41.32	\$ 7,524	\$ 43.39	\$ 7,904	\$ 45.60
43	\$ 6,649	\$ 38.35	\$ 6,986	\$ 40.32	\$ 7,340	\$ 42.35	\$ 7,711	\$ 44.48	\$ 8,101	\$ 46.74
44	\$ 6,815	\$ 39.32	\$ 7,161	\$ 41.32	\$ 7,524	\$ 43.39	\$ 7,904	\$ 45.60	\$ 8,304	\$ 47.90
45	\$ 6,986	\$ 40.32	\$ 7,340	\$ 42.35	\$ 7,711	\$ 44.48	\$ 8,101	\$ 46.74	\$ 8,512	\$ 49.13
46	\$ 7,161	\$ 41.32	\$ 7,524	\$ 43.39	\$ 7,904	\$ 45.60	\$ 8,304	\$ 47.90	\$ 8,725	\$ 50.33
47	\$ 7,340	\$ 42.35	\$ 7,711	\$ 44.48	\$ 8,101	\$ 46.74	\$ 8,512	\$ 49.13	\$ 8,943	\$ 51.59
48	\$ 7,524	\$ 43.39	\$ 7,904	\$ 45.60	\$ 8,304	\$ 47.90	\$ 8,725	\$ 50.33	\$ 9,167	\$ 52.89
49	\$ 7,711	\$ 44.48	\$ 8,101	\$ 46.74	\$ 8,512	\$ 49.13	\$ 8,943	\$ 51.59	\$ 9,394	\$ 54.21
50	\$ 7,904	\$ 45.60	\$ 8,304	\$ 47.90	\$ 8,725	\$ 50.33	\$ 9,167	\$ 52.89	\$ 9,629	\$ 55.55

Board Approved 6/2/2026