Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting Agenda
Tuesday, June 16, 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 16, 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. Candace Perez, Deputy Superintendent; Dr. John Pappalardo, Chief Business Officer; Chad McGough, Assistant Superintendent, Human Resources

- CSEA
- APLE
- PLUM

3.4 Claim(s)

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 16, 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. APPROVAL OF MINUTES

Students and parents/guardians can request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from

the minutes. The request must be made in writing to the secretary or clerk of the Board.

10.1 Approve the minutes of the Regular Meeting of May 12, 2026 as presented. Regular Meeting - May 12 2026 - Minutes - Html 13

10.2 Approve the minutes of the Regular Meeting of June 02, 2026 as presented. Regular Meeting - Jun 02 2026 - Minutes - Html 20

11. 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.

12. PUBLIC COMMENT

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

13. 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.

14. CONSENT CALENDAR - SUPERINTENDENT

14.1 Approve renewal agreement with Granicus, LLC, for board meeting livestreaming. 25

2026-2027 Granicus Memo.docx Granicus Proposal 2026.pdf

15. CONSENT CALENDAR - BUSINESS SERVICES

15.1 Approve/ratify purchase orders in the following amounts: (2025/26) - General Fund (0101), $4,710,872.87; Charter School Fund (0909), $5,005,20; Child Development Fund (1212), $582,739.30; Cafeteria Fund (1313), $156,869.29; Deferred Maintenance (1414), $775,472.77; Capital Facilities Fund (2525), $57,481.92; Capital Facilities Agency Fund (2545), $111,912.03; Special Reserve – CAP Outlay (4040), $173,550.00; Insurance Workers Comp Fund (6768), $9,400.00. 30

PO Report Detail.docx PO LISTING 4-26-26 TO 5-30-26.pdf

15.2 Approve warrant listings in the following amounts: Check #285416 through 286713; current year expenditures (April 26, 2026 through May 30, 2026) $11,532,995.26; and payroll registers 10A, $14,717,185.33, 10B, $6,806,704.55, 11A $15,116,210.99. 67

Warrant Report Detail.pdf WARRANT LISTING 4-26-26 to 5-30-26.pdf

15.3 Accept as complete the project(s) listed and authorize filing Notice(s) of Completion. 139

NOC Detail.docx

15.4 Award the contract for Bid No. 226-19 for fiber fall and mulch installation services to RWP Transfer, Inc., dba Recycled Wood Products, effective July 1, 2026 through 141

June 30, 2027.
Bid 226-19 - Fiber Fall Detail.docx Bid 226-19 -RWP Agreemt..docx

15.5 Award Bid No. 226-16 for the additional transitional kindergarten restrooms at Fairmont and Golden Elementary Schools to HMF Construction and Corner Keystone Construction with the lowest responsive, responsible and acceptable bids. Project numbers 18104 (FMT), 19056 (GLD). 146
Bid 226-16 - TK Restroom Detail.docx BID 226-16 - HMF Construction Agreemt..docx BID 226-16 - Corner Keystone Agreemt..docx

15.6 Approve Amendment No. 4 to renew the Lease of Property Agreement with Orange County Head Start, Inc. for the program offered at Ruby Drive Elementary School, effective July 1, 2026 through June 30, 2028. 153
Head Start - Ruby Dr. Detail.docx HEADSTART RUBY DRIVE_A4 SITE LEASE 2026-28.pdf

15.7 Approve Amendment No. 6 to renew the Lease of Property Agreement with Orange County Head Start, Inc. for the program offered at Topaz Elementary School, effective July 1, 2026 through June 30, 2028. 155
Head Start - Topaz Detail.docx HEADSTART TOPAZ A5 SITE LEASE 2026-28.pdf

15.8 Approve a consultant services agreement to provide new construction and modernization eligibility with CL Consulting, Inc., effective June 17, 2026 through June 30, 2027. Project No. 25075. 157
CL Consult. Detail.docx CLC PYLUSD FMP Fixed Fee Proposal and Agreement 2026 2027 rev lr 260422.pdf

15.9 Authorize use of DGS Contract No. 4-22-12-1015 for the installation of a playground structure and pour in place rubber surfacing at Esperanza High School West Campus with Dave Bang Associates. Project No. 22547. 161
DGS - Playground Detail.docx DAVE BANG 22547.pdf

15.10 Approve renewal of the consultant services agreement for project management and planning service for various projects with Schoolhaus Advisors, Inc., effective July 1, 2026 through June 30, 2027. 177
Schoolhaus Advisors Detail.docx

15.11 Approve contract renewal of Unit Bid No. 222-01 for plumbing services with Ironwood Plumbing, Inc. and Pacific Plumbing Company, effective July 1, 2026 through June 30, 2027. 178
Bid 222-01 - Plumbing Detail.docx

15.12 Approve contract renewal of Unit Bid No. 222-06 for painting services with Dulux Painting, Inc. and New Dimension General Construction, Inc., effective July 1, 2026 through June 30, 2027. 179
Bid 222-06 - Painting Detail.docx

15.13 Approve contract renewal of Unit Bid No. 223-06 for general contractor services to New Dimension General Construction and Easterday Construction, Inc., effective July 1, 2026 through June 30, 2027. 180

Bid 223-06 - GC Detail.docx

15.14 Approve contract renewal for Unit Bid No. 223-10 for flooring installation services to I&B Flooring and Signature Flooring, Inc., effective July 1, 2026 through June 30, 2027. 181

Bid 223-10 - Flooring Detail.docx

15.15 Approve contract renewal for Unit Bid No. 223-11 for fencing services to JM Justus Fence Company and Econo Fence, Inc., effective July 1, 2026 through June 30, 2027. 182

Bid 223-11 - Fencing Detail.docx

15.16 Approve contract renewal for Unit Bid No. 223-12 for tree trimming removal and inventory services to West Coast Arborists, effective July 1, 2026 through June 30, 2027. 183

Bid 223-12 - Tree Trimming Detail.docx

15.17 Approve contract renewal for Unit Bid No. 225-10 for district pool chemical supplies to Fuller Engineering, Inc., effective July 1, 2026 through June 30, 2027. 184

Bid 225-10 - Pool Chemicals Detail.docx

15.18 Approve contract renewal of Unit Bid No. 225-17 for NFPA 72 fire alarm testing and inspection services, and a unit bid for low voltage services to Time and Alarm Systems, effective July 1, 2026 through June 30, 2027. 185

Bid 225-17 - Fire Alarm Detail.docx

15.19 Approve Independent Contractor Agreement – Business Services – as listed in accordance with Board Policy No. 4124, Retention of Consultants. 186

Claim Ret. Serv. ICA.docx Claim Ret. Serv. ICA.pdf

15.20 Approve 70 regular sections and 7 grant-funded sections with the North Orange County Regional Occupational Program for the 2026-27 school year. 189

NOCROP 2026-27 Detail.docx 26-27 NOCROP Appendix A.pdf

15.21 Approve renewal of the agreement for a management system for Associated Student Body accounts with ASBWorks, effective July 1, 2026 through June 30, 2027. 193

ASBWorks Detail.docx ASBWorks Addendum - Annual Subscription - Placentia-Yorba Linda.pdf

15.22 Approve renewal of the agreement for pest control services with Pest Options, effective July 1, 2026 to June 30, 2027. 196

Pest Control Detail.docx Pest Options 2026-27 (1).pdf

15.23 Approve the agreement to prepare and vend compliant school meals for the California Republic Leadership Academy Charter School, effective August 1, 2026 to June 30, 2027. 199

Meal Vending Detail.docx CRLA School Meals Agreement 2026-27.docx

15.24 Authorize use of the San Bernardino County Superintendent of Schools Bid No. 25.26.0600 purchase furniture systems and stand-alone furniture from Southwest School & Office Supplies, effective June 17, 2026 through June 30, 2027. 206

Furniture Bid Detail.docx

15.25 Authorize use of the Val Verde Unified School District Bid No. 24/25-001 to purchase classroom and office supplies from Southwest School & Office Supplies, effective June 17, 2026 through June 30, 2027. 207

School Supply Detail.docx

15.26 Renew Protected Insurance Program for Schools Joint Powers Authority, effective July 1, 2026, to June 30, 2027. 208

PIPS Detail.docx

15.27 Approve the agreement for workers' compensation third-party administration with Keenan & Associates, effective July 1, 2026 to June 30, 2029. 209

Keenan TPA Detail.docx Keenan TPA Agreemt.pdf

15.28 Approve contract renewal for mandated medical services with Brea Urgent Care, effective July 1, 2026, through June 30, 2027. 226

Brea Urgent Care Detail.docx BUC Service Agreement 2026.pdf

15.29 Approve insurance renewal for overnight field trip insurance with Myers-Stevens & Toohey & Co., Inc., effective July 1, 2026, through June 30, 2027. 231

Overnight Field Trip Ins. Detail.docx

15.30 Approve insurance renewal for expanded learning with Myers-Stevens & Toohey & Co., Inc., effective August 13, 2026 through August 12, 2027. 232

Exp. Learning Ins. Detail.docx

15.31 Approve renewal of the agreement to provide property and liability insurance with Southern California ReLiEF, effective July 1, 2026, through June 30, 2027. 233

SCR Detail.docx SCR Agreemt. 2026-27.pdf

15.32 Approve renewal of the agreement with Follett, Inc. for the Destiny Library Management System, effective July 1, 2026 through June 30, 2027. 238

Destiny Library Detail.docx

15.33 Approve the Master Agreement for the business information and human resources systems, data center site services, electronic documents management system, Internet access, network support and cybersecurity services with OCDE, effective July 1, 2026 through June 30, 2027. 239

OCDE Master Contract Detail.docx OCDE Master Agreemt. 2026-27.pdf

15.34 Approve contract renewal for Bid No. 222-08 for telephone and voicemail maintenance and service with Digital Telecommunication Systems, effective July 1, 2026 through June 30, 2027. 268

Bid 222-08 - DTS Detail.docx

15.35 Reject Claim No. 673090 presented to the district by a former employee. 269

Claim No. 673090 Detail.docx

15.36 Reject Claim No. 670402 presented to the district by Bridgewater Law Group. 270

Claim No. 670402 Detail.docx

16. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

16.1 Approve the following two Independent Contractor Agreements as listed in accordance with Board Policy No. 4124, Retention of Consultants. 271

ICA Listing for 6.16.26.docx ICA - Ausletics Youth.pdf ICA - Universal Training Center.pdf

16.2 Approve the renewal agreement with Growth Opportunities Through Athletics, Learning & Service (GOALS) for afterschool services at Valadez Middle School Academy. 276

GOALS for Valadez 26-27 Board Memo.docx GOALS for Valadez 26-27 Contract.pdf

16.3 Approve the agreement between Placentia-Yorba Linda Unified School District, Orange County Department of Education and Hubbe, Inc. for the continued implementation of the Quality Start OC and Quality Ratings and Implementation System (QRIS). 282

QRIS Board Memo.docx QRIS Third Party Agreement.pdf

16.4 Approve the elementary school site individual quotes with Aeries Software, Inc. (Parent Square) for the 2026-27 school year. 391

Aeries Software, Inc. (Parent Square) 2026-27.docx

16.5 Approve the annual renewal with Amira Reading Difficulties Risk Screener for the 2026-27 school year. 392

Amira Reading Screener K-2 2026-27 Board Memo.docx Amira 2026-27 Proposal.pdf

16.6 Approve the renewal of Curriculum Associates i-Ready K-5 diagnostic assessment online instruction program for the 2026-27 school year. 397

Curriculum Associates i-Ready 2026-27 Board Memo.docx Curriculum Associates iReady 2026-27 Quote.pdf

16.7 Approve the proposal with OCDE for Elementary and Middle School professional development and materials pilot support for the 2026-27 school year. 412

OCDE K-5 & MS 6-8 Math PD 2026-27 Board Memo.docx OCDE K-5 & MS 6-8 Math PD 2026-27 Proposal.pdf

16.8 Approve the partnership with McGraw-Hill for professional development to support the multiyear implementation of the Wonders curriculum adoption. 417

McGraw Hill Wonders ELA Adoption PD Board Memo.docx McGraw Hill Wonders PD Quote.pdf

16.9 Approve NextGen Math for Ruby Drive Elementary School for the 2026-27 school year. 421

NextGen Math at Ruby Drive 2026-27 Board Memo.docx NextGen Math at Ruby Drive 2026-27 Quote.pdf

16.10 Approve the individual school agreements for use of Irvine Ranch Outdoor Education Center for fifth- and sixth-grade students to attend overnight science camps during the 2026-27 school year. 424
Irvine Ranch Art & Science Camp 2026-27.docx

16.11 Approve the individual school agreements for use of Pali Institute for fifth- and sixth-grade students to attend overnight science camps during the 2026-27 school year. 425
Pali Institute Art & Science Camp 2026-27.docx

16.12 Approve the agreement for participation with OCDE and Inside the Outdoors for school assemblies and field trips during the 2026-27 school year. 426
Inside the Outdoors Memo.docx Inside the Outdoors Agreement.pdf

16.13 Approve the renewal with IXL Learning for the 2026-27 school year. 446
IXL License Renewal 26-27 Board Memo.docx IXL License Renewal 26-27 Quote.pdf

16.14 Approve the annual renewal with Step Up To Writing for the 2026-27 school year. 452
SUTW Renewal 2026-27 Board Memo.docx SUTW Renewal 2026-27 Quote.pdf

16.15 Approve the annual renewal with Platform Athletics for the 2026-27 school year. 456
Platform Athletics 2026-27 Board Memo.docx Platform Athletics 2026-27 Quote.pdf

16.16 Approve the adoption of the "I Survived" series to be added to the core and extended literature list for elementary schools. 458
I Survived Series Board Memo.docx

16.17 Approve the adoption of the following five new elective courses to the District course catalog: Unified Life Skills, Digital Citizenship, Career Interest Explorer, Academic Success, Intro to Arts, Media, & Entertainment. 459
Five New Elective Courses Board Memo.docx

16.18 Approve the MOU with North Orange County ROP for the Career Technical Education Incentive Grant fiscal year 2026-27 Round 12 funds. 460
CTEIG Round 12 MOU Board Memo.docx CTEIG Round 12 MOU (PYLUSD & NOCROP).pdf

16.19 Approve the agreement with North Orange County Regional Occupational Program for ROP Career Counseling Services. 467
CCS Memo.docx CCS Agreement - PLYUSD 26-27.pdf

16.20 Approve the consolidated application funds for educational programs during the 2026-27 school year. 471
Consolidated Application Board Memo 6-16-2026.docx

16.21 Approve the proposal with OCDE Project GLAD NTC Preschool for professional development series during the 2026-27 school year. 472

OCDE Project GLAD® 2026-2027(TK) Board Memo.docx OCDE Project GLAD Service Proposal 2026 TK.pdf

16.22 Approve the proposal with OCDE Project GLAD NTC Elementary/Secondary for professional development series during the 2026-27 school year. 475
OCDE Project GLAD® 2026-27 (Cohort Follow Up) Memo.docx OCDE Project GLAD 2026-27 Cohort Follow up Proposal.pdf

16.23 Approve the proposal with OCDE Project GLAD NTC Elementary for continued implementation and professional development during the 2026-27 school year to support ELD instruction. 478
OCDE Project GLAD® 2026-27 (Non-Title 1 Cohorts) Memo.docx OCDE Project GLAD 2026-27 Foundations Proposal.pdf

16.24 Approve the contract with Caldwell Physical Therapy for athletic trainer services at each comprehensive high school for the 2026-27 school year. 483
Caldwell PT 2026-27 Board Memo.docx Caldwell PT 2026-27 Contract.pdf

16.25 Approve the renewal with Home Campus for athletic and performing arts clearance for the 2026-27 school year. 490
Home Campus Board Memo.docx Home Campus Quote.pdf

16.26 Approve the agreement with Perry Weather, Inc. for on-site weather monitoring and notifications for the 2026-27 school year. 493
Perry Weather Board Memo.docx Perry Weather Agreement.pdf

16.27 Approve the agreement with the OC Parks and Recreation for the school-sponsored event for Valencia Track and Field to participate in the Pat Hadley Memorial Cross Country Invitational in Fullerton, CA on September 5, 2026. 497
Pat Hadley Memorial Invitational Board Item.docx

16.28 Approve the following eight school-sponsored field trips as listed in accordance with Board Policy No. 6153, School-Sponsored Trips. 498
School Sponsored Field Trips 6.16.26.docx School Sponsored Field Trip Itineraries.pdf

16.29 Accept gifts as listed, as such action complies with Education Code Section 41032, and direct the Superintendent to send letters of appreciation. 520
Gifts for June 16, 2026.docx

17. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

17.1 Ratify the Master Contract with Hanna Education Corporation dba Hanna Academy effective May 28, 2026 - June 30, 2026. 521
Hanna Academy.docx 25-26 Hanna Academy.docx.pdf

17.2 Approve the Master Contract with Verbal Behavior Associates, effective July 1, 2026-June 30, 2027. 566
Verbal Behavior Associates (3).docx 26-27 Verbal Behavior Associates.docx.pdf

17.3	Approve the Master Contract with Braille Abilities, LLC, effective July 1, 2026- June 30, 2027. Braille Abilities (2).docx 26-27 Braille Abilities.docx (1).pdf	611
17.4	Approve the Master Contract with The Craig School, effective July 1, 2026 - June 30, 2027. The Craig School (1).docx 26-27 The Craig School.docx (1).pdf	656
17.5	Approve the Master Contract with Haynes Family of Programs dba Joan Macy School dba Renaissance Community Prep effective July 1, 2026 - June 30, 2027. Joan Macy School (2).docx 26-27 Joan Macy.docx.pdf	701
17.6	Approve the Master Contract with The Mardan Foundation of Educational Therapy, Inc., dba Mardan School, effective July 1, 2026 - June 30, 2027. Mardan School (1).docx 26-27 Mardan School.docx.pdf	747
17.7	Approve the Master Contract with Spectrum-Center-Rossier Park High School, effective July 1, 2026 - June 30, 2027. Spectrum-Center-Rossier Park High School.docx 26-27 Spectrum-Ctr-Rossier Park HS.docx.pdf	792
17.8	Approve the Master Contract with Olive Crest, effective July 1, 2026 - June 30, 2027. Olive Crest Academy.docx 26-27 Olive Crest.docx.pdf	838
17.9	Approve the Master Contract with Hanna Education Corporation dba Hanna Academy effective July 1, 2026 - June 30, 2027. 26-27 Hanna Academy.docx Hanna Academy 26-27 .pdf	884
17.10	Approve the Memorandum of Understanding (MOU) with Orange County Superintendent of Schools (OCDE), effective July 1, 2026- June 30, 2027. OCDE MOU 26-27.docx Placentia Yorba Linda Unified SD MOU 2026-2027.pdf	929
17.11	Approve the Memorandum of Understanding (MOU) between NOCROP and PYLUSD, effective July 1, 2026- June 30, 2027. NOCROP.docx MOU PYLUSD Workability.pdf	952
17.12	Approve the Subscription Agreement with Raptor Technologies for the Visitor Management, Raptor Emergency Management, Subscription, Compliance & Success Program Level III, effective July 1, 2026 - June 30, 2027. 26_27 Raptor Contract Memo.docx Sales Order_SO139503.pdf	955
17.13	Approve the Contract with Outreach Concern, effective August 1, 2026, through June 30, 2027. 26-27 Outreach Concern Contract Memo (1).docx PYLUSD-Outreach Concern 2026-27 Contract.pdf	957
17.14	Approve the Independent Contract Agreement with 7 Mindsets, effective August 1,	963

2026, through July 31, 2027.
2026-2027 ~ 7 Mindsets .docx 7 mindsets base ed 6.1.26 new quote.pdf

17.15 Approve the Affiliation Agreement with the Regents of the University of California, Irvine (UCI), Department of Ophthalmology, effective July 1, 2026, through June 30, 2027. 966
26-27 The Regents of the University of CA, Irvine.Detail.docx UCI Eye Mobile Contract 26-27.pdf

17.16 Approve the agreement with North Orange County Regional Health Foundation, dba Family Health Matters Community Health Center, effective July 1, 2026, through June 30, 2027. 980
26_27 Family Health Matters.Detail.docx Family Health Matters PYLUSD MOU 26-27.pdf

17.17 Approve the Memorandum of Understanding (MOU) with AltaMed for Mobile Dental Care Services, effective July 1, 2026, through June 30, 2027. 992
26_27 AltaMed MOU.docx AltaMed-PYLUSD Amendment 2026-2027.pdf

17.18 Approve the reclassification of records listed as Class 1-permanent to Class 3-disposable and approve the destruction of the Class 3 records following legal codes and administrative regulations. 995
2026_Destruction of Records Board Memo.docx 2026 Destruction of Records Inventory - Baldwin.pdf

18. CONSENT CALENDAR - HUMAN RESOURCES

18.1 Approve the Classified Human Resources Board Report. 997
Class Board 06-16-26.docx

18.2 Approve the Certificated Human Resources Board Report. 1005
Cert Board 06-16-26.docx

19. ACTION ITEMS - CURRICULUM AND INSTRUCTION

19.1 Adopt the Local Control and Accountability Plan (LCAP) and Federal Addendum for the 2026-27 fiscal year. 1016
2025-26 LCAP Local Indicators.pdf 2026_LCAP.PYLUSD_20260611.pdf
Local Control and Accountability Plan (LCAP) Federal Addendum 26-27.pdf

19.2 Adopt the Local Control and Accountability Plan (LCAP) for the Orange County School of Computer Science (OCSCS) for the 2026-27 fiscal year. 1326
2026_LCAP.OCSCS_20260611.pdf

19.3 Approve the School Plans for Student Achievement (SPSA) for the 2026-27 school year. 1502
SPSA Board Memo 2026-2027.docx SPSA Goals 2026-2027.pdf

20. ACTION ITEMS - BUSINESS SERVICES

20.1 Approve the 2026-27 adopted budget. 1531

2026-27 Adopted Budget Presentation June 16, 2026 (1).pdf Adopted Budget Detail.docx 2026-27 All Funds Budget FINAL.pdf

20.2 Education Protection Account (EPA), Resolution No. 25-33 1723

EPA Detail.docx

20.3 AB 1200/2756 Financial Disclosure: Association of Placentia Linda Educators (APLE) 1728

AB1200 - APLE.docx AB1200-APLE 2025-26.pdf

21. ACTION ITEMS - HUMAN RESOURCES

21.1 Approve the tentative agreement between the Association of Placentia-Linda Educators (APLE) and the Placentia-Yorba Linda Unified School District (PYLUSD) for the 2025-2026 school year. 1741

APLE TA Approval Detail.docx APLE TA 6.12.26.pdf Wages MOU FINAL 5_19_26.pdf Certificated Sal Schedule 25-26 2.5.pdf SLP Salary schedule 25-26 2.5.pdf

21.2 Approve the agreement for the Placentia Linda Unified Managers (PLUM) and the Placentia-Yorba Linda Unified School District (PYLUSD) for the 2025-2026 and 2026-2027 school years. 1773

PLUM Agreement Detail 06-16-26 (1).docx PLUM Agreement 25-26 26-27.pdf Certificated Management - 2.5.pdf Classified Management 2.5.pdf Confidential Salary Schedule 25-26 2.5.pdf

21.3 Approve the changes to the classified salary schedule for the beginning of the 2026-2027 school year. 1778

Classified Salary Schedule Detail.docx Classified 1.25% for 6-16-26.pdf

22. 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.

23. ADJOURNMENT

Adjourn the June 16, 2026 Board of Education Meeting at _____.

Placentia-Yorba Linda Unified School District
May 12, 2026 Regular Meeting Minutes
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District, was called by Carrie Buck, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., at 5:31 p.m., Tuesday, May 12, 2026, at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. CLOSED SESSION PUBLIC COMMENTS

None

3. CLOSED SESSION

Adjourned to Closed Session at 5:32 p.m. 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 Claim(s)

3.5 Special Education Settlement Agreement for Student Identification No. 1766 for $60,000.

4. REGULAR SESSION

Reconvened to Regular Session at 6:32 p.m.

5. REPORT OF BOARD ACTION TAKEN IN CLOSED SESSION

The Board met and voted to approve the special education settlement agreement for Student Identification No. 1766 for $60,000.

Moved by: Marilyn Anderson; seconded by: Tricia Quintero

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

Carried 5-0

6. PLEDGE OF ALLEGIANCE TO THE FLAG

7. ROLL CALL

Draft

All Present

8. APPROVAL OF AGENDA

Approved the May 12, 2026 Board of Education agenda, as amended.
Moved by: Leandra Blades; seconded by: Marilyn Anderson

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

Carried 5-0

Preferential Student Board Member Vote: Aye

9. PUBLIC COMMENT ANNOUNCEMENT

10. APPROVAL OF MINUTES

10.1 Approved the minutes of the Regular Meeting of April 14, 2026 as presented.
Moved by: Marilyn Anderson; seconded by: Tricia Quintero

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

Carried 5-0

Preferential Student Board Member Vote: Aye

10.2 Approved the minutes of the Regular Meeting of April 28, 2026 as presented.
Moved by: Leandra Blades; seconded by: Marilyn Anderson

Aye: Leandra Blades, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Abstain: Todd Frazier

Carried 4-0

11. RECOGNITIONS

- Esperanza High School Wrestling CIF Champs
- REACH Foundation FIRST Lego League Champions
- Project GLAD® Excellence and Legacy Award
- Ruby Drive Elementary School AVID National Demonstration School

12. PUBLIC HEARING

12.1 A Public Hearing was held relative to Resolution No. 25-32 entitled, “Resolution for The Board of Education of Placentia-Yorba Linda Unified School District - Adoption of A Fee Justification Study and the Increase in School Facilities Fees and Adoption of CEQA Notice of Exemption.”
President Carrie Buck declared the Public hearing open at 7:11 p.m. Having no comments, the public hearing was closed at 7:12 p.m.

13. STUDENT BOARD REPORT

Student Board Member Simran Vaswani provided a report of the activities and events occurring at the district's high schools.

14. SUPERINTENDENT'S REPORT

Superintendent Dr. Kym LeBlanc-Esparza reported on the following:

- Governor's Revised Budget
- Recognized Dr. Candace Perez, Chad McGough, and the secondary principals for their work on their Master Schedule
- Strategic Plan
- Teacher/Classified Staff Appreciation

- Community Honoree Ceremony
- REACH Foundation Middle School Track Meet
- Differentiated Solutions Consultant
- Board Policies
- Safety and Security

15. PUBLIC COMMENT

The following people addressed the Board:

- Autumn Simco re: Safe places after school for students
- Sam Myovich re: State audit of the OCDE
- Jocelyn Williams re: Resolution 25-30, Environmental Literacy
- Justin Aguirre re: Protecting Girls
- Alison Lovie re: Phone policy for high school students
- Linda Cone re: Mental Health/Gender Care

16. CONSENT CALENDAR

Approved the following listed recommendations, as amended.

Moved by: Carrie Buck; seconded by: Todd Frazier

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

Carried 5-0

Preferential Student Board Member Vote: Aye

17. CONSENT CALENDAR - BUSINESS SERVICES

17.1 Approved/ratified purchase orders in the following amounts: (2025/26) - General Fund (0101), $1,265,024.29; Charter School Fund (0909), $11,981.49; Child Development Fund (1212), $37,718.20; Cafeteria Fund (1313), $281,917.05; Deferred Maintenance (1414), $733,786.50; Capital Facilities Fund (2525), $27,366.80; Capital Facilities Agency Fund (2545), $283,450.00; Special Reserve – CAP Outlay (4040), $3,264.19.

17.2 Approved warrant listings in the following amounts: Check #284543 through 285415; current year expenditures (March 29, 2026 through April 25, 2026) $9,319,852.02; and payroll registers 9A, $14,775,527.11, 9B, $6,652,700.20.

17.3 Accepted as complete the project(s) listed and authorize filing Notice(s) of Completion.

NOC Detail.docx

17.4 Approved the declaration of property surplus, disposal of the items by public auction, and disposal of any items not acceptable for auction by the most economical means.

17.5 Adopted Resolution No. 25-31 for the establishment of the tax schedule for CFD No. 1 for the 2026-27 fiscal year.

17.6 Adopted Resolution No. 25-32 for the adoption of a fee justification study and the increase in school facilities fees, and adoption of the CEQA Notice of Exemption.

17.7 Awarded Bid No. 226-15 for the kitchen and food service modernization project at Valencia High School to Monet Construction, Inc. with the lowest responsive, responsible and acceptable bid. Project No. 5730.

17.8 Approved an inspection services agreement for the Division of State Architect (DSA) inspection for the California Republic Leadership Academy (CRLA) project at Esperanza High School West Campus, the transitional kindergarten restroom project at Fairmont Elementary School, the DSA compliance project at Travis Ranch School, and the kitchen and food service modernization project at Valencia High School with Knowland Construction

Services, effective May 13, 2026 through July 30, 2027.

17.9 Approved an inspection services agreement for the Division of State Architect (DSA) inspection for the transitional kindergarten restroom project at Golden Elementary School with KVA Construction Management & Inspection Services, Inc., effective May 13, 2026 through December 31, 2026. Project No. 19056.

17.10 Approved an inspection services agreement for the materials and testing services for the El Dorado High School Outdoor Bleacher Project with Ninyo & Moore Geotechnical & Environmental Sciences Consultants, effective May 13, 2026 through July 31, 2026. Project No. 5866.

17.11 Adopted Resolution No. 25-29 to authorize the use of temporary interfund borrowing for the 2026-27 fiscal year.

17.12 Adopted Resolution No. 25-28 to become subject to the California Uniform Public Construction Cost Accounting procedures.

17.13 Awarded Bid No. 226-21 for district custodial supplies to Supply Solutions, effective July 1, 2026 through June 30, 2029.

17.14 Approved Independent Contract Agreement to provide Risk Management consultation and facilitator services with Monjaras & Wismeyer Group, Inc., effective July 1, 2026, through June 30, 2027.

17.15 Approve contract renewal to provide employee life insurance coverage with The Standard, effective October 1, 2026, through September 30, 2027.

17.16 Approved contract renewal for crossing guard services at City determined locations with All City Management Services, Inc., effective July 1, 2026 through June 30, 2027.

17.17 Approved renewal of the contract for Bid No. 223-14 for transportation services to Certified Transportation Services, Inc., Whittier Christian High School, Hot Dogger Tours, dba Gold Coast Tours, and First Student, Inc, effective July 1, 2026 through June 30, 2027.

17.18 Approved a one-year renewal of the agreement for certificate of insurance compliance and tracking with Business Credentialing Service (BCS), effective May 15, 2026 through May 14, 2027.

17.19 Rejected Claim No. 667021-AP presented to the district by a member of the public.

18. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

18.1 Approved the four Independent Contractor Agreements as listed in the accordance with Board Policy No. 4124, Retention of Consultants.

18.2 Approved the expenditure with Differentiated Solutions Consulting, effective June 1, 2026-June 30, 2027.

18.3 Approved the agreement with Growth Opportunities Through Athletics Learning, and Service (GOALS) to support the 2026 Summer Expanded Learning Enrichment Camp at Ruby Drive.

18.4 Approved the agreement with FilmEd Academy of the Arts for high school video production programs for the 2026-27 school year.

18.5 Approved the renewal with ExploreLearning, LLC (Gizmos) for the 2026-27 school year.

ExploreLearning LLC For Gizmos Memo 5.12.26.docx ExploreLearning LLC for Gizmos Renewal 5.12.26.pdf

18.6 Approved the CTEOC partnership agreement with Vital Link for proposed services and activities for the 2026-27 school year.

18.7 Item pulled.
Approve the three-year agreement with Perry Weather, Inc., effective May 13, 2026-June 30, 2029.

18.8 Approve the prepayment of the AVID Site Membership for the 2027-2028 School Year and the prepayment of Professional Development Services.

18.9 Approved Award RFP 226-18 to Panorama Education and the Service Agreement with Panorama Education, Effective July 1, 2026 - June 30, 2029.

18.10 Approved the following seventeen school-sponsored field trips as listed in accordance with Board Policy No. 6153, School-Sponsored Trips.

18.11 Accepted gifts as listed, as such action complies with Education Code Section 41032, and direct the Superintendent to send letters of appreciation.

1.Gifts for May 12, 2026.docx

19. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

19.1 Approved the increase to the Master Contract with Verbal Behavior Associates, effective May 13, 2026- June 30, 2026.

19.2 Approved the increase to the Master Contract with The Stepping Stones Group LLC, effective May 13, 2026- June 30, 2026.

19.3 Approved the Independent Contractor Agreement with Behavioral Emotional & Academic Mentoring, LLC (BEAM), effective July 1, 2026- June 30, 2027.

19.4 Approved the Independent Contractor Agreement with Hanna Interpreting Services, effective July 1, 2026-June 30, 2027.

19.5 Approved the Independent Contractor Agreement with Language Network, Inc., effective July 1, 2026-June 30, 2027.

19.6 Approved the Independent Contractor Agreement with Jennah Ross, dba Orange Circle Speech Services, effective July 1, 2026-June 30, 2027.

19.7 Approved the Independent Contractor Agreement with Family Crisis International Youth Assistance Inc, dba West Shield Adolescent Services, effective July 1, 2026-June 30, 2027.

19.8 Approved the Master Contract with Del Sol School effective July 1, 2026-June 30, 2027.

19.9 Approved the Master Contract with Help for Brain Injured Children, Inc., dba Cleta Harder Developmental School, effective July 1, 2026-June 30, 2027.

19.10 Approved the Master Contract with Condas & Associates Inc, dba Ocean View Nonpublic School, effective July 1, 2026-June 30, 2027.

19.11 Approved the Retainer Agreement with Harbottle Law Group, effective July 1, 2026-June 30, 2027.

20. CONSENT CALENDAR - HUMAN RESOURCES

20.1 Approved the Clinical Rehabilitation Waiver for Aurea Hernandez-Valera for the 2026-27 school year.

20.2 Approved the Classified Human Resources Board Report.

Class Board 05-12-26.doc

20.3 Approved the Certificated Human Resources Board Report.

Cert Board 05-12-26.docx

21. PRESENTATIONS - Moved prior to consent

21.1 Nutrition Services Program - Suzanne Morales

22. ACTION ITEMS - GENERAL FUNCTIONS

The following Items 22.1 through 22.5 were voted on as a block.

22.1 Revised Board Policy 3542, Food Services, First Reading.

Draft

22.2 Revised Board Policy 3542.1, Food Services - Purpose and Facilities, First Reading.

22.3 Revised Board Policy 3542.231, Competitive Food Sales, First Reading.

22.4 Revised Board Policy 3542.31, Free and Reduced-Price Meals, First Reading.

22.5 Revised Board Policy 3542.4, Beverage Sales and Use, First Reading.

Approved Items 22.1 through 22.5 as a block.
Moved by: Leandra Blades; seconded by: Todd Frazier
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Preferential Student Board Member Vote: Aye

22.6 Revised Board Policy 6163.4, Student Use of Technology, First Reading.
Moved by: Todd Frazier ; seconded by: Leandra Blades
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Preferential Student Board Member Vote: Aye

22.7 Adopted revised Board Policy 5114.2, Suspension and Expulsion Due Process, Second Reading.
Moved by: Leandra Blades; seconded by: Marilyn Anderson
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Preferential Student Board Member Vote: Aye

22.8 Adopted revised Board Policy 6163.2, Animals at Schools, Second Reading.
Moved by: Leandra Blades; seconded by: Todd Frazier
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Preferential Student Board Member Vote: Aye

22.9 Adopted revised Board Policy 5141.52, Suicide Prevention, First Reading.
Moved by: Leandra Blades; seconded by: Marilyn Anderson
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 5-0

Preferential Student Board Member Vote: Aye

23. ACTION ITEMS - BUSINESS SERVICES

23.1 Awarded RFP No. 226-05, Architectural Consulting Services for the Development of a Facilities Master Plan.

RFP 226-05 Fac. Mstr. Plan Architect Detail.docx LPA Design Studios AGREEMENT.pdf Facilities Master Plan.pdf

Moved by: Leandra Blades; seconded by: Tricia Quintero
Aye: Leandra Blades, Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Draft

Carried 5-0

Preferential Student Board Member Vote: Aye

24. BOARD REPORT

Mr. Todd Frazier was on vacation for a couple of weeks. Mr. Frazier is excited for the graduations; he has signed up to participate during graduation week. He is looking forward to the busy weeks ahead.

Mrs. Leandra Blades attended the Yorba Linda Women's Club Arts Scholarship event. She expressed gratitude for local law enforcement and School Resource Officers for National Police Week. Mrs. Blades commented about her conversation with the Yorba Linda City Council regarding bringing back the "Every 15 Minutes" Program and the option of a parent opt-out version. Mrs. Blades also commented on her conversation with the city about e-Bikes and a safety certification course. Lastly, she congratulated the graduating students of PYLUSD.

Mrs. Marilyn Anderson attended the Strategic Planning meeting at Valadez Middle School and the NOCROP Celebration of Success awards ceremony. She also participated in Love Placentia alongside 600 volunteers. Additionally, she attended the "Dare to Dream" musical at Rio Vista Elementary School, the Wellness Summit at Valadez Middle School, and the PTA PYL Council Honorary Service Night and Installation. Lastly, she had a conversation with Placentia PD regarding e-bikes and agreed that further discussion is needed.

Mrs. Tricia Quintero attended the PRISM choir concert at El Dorado High School and the Distinguished School banquet, where Tuffree Middle School was recognized. Mrs. Quintero visited Sierra Vista Elementary School, Lakeview Elementary School, and its Preschool Program. Additionally, she also attended the Strategic Planning session at Tuffree and visited the new Yorba Linda Temple. Mrs. Quintero then attended the Cinco de Mayo festival at Esperanza High School, the Senior Scholarship Night hosted by the Yorba Linda Women's Club, and the Honorary Service Night. Lastly, she also attended the "Dare to Dream" musical at Rio Vista Elementary and is looking forward to the end-of-year activities.

Mrs. Carrie Buck attended the AVID Senior Standout at UCI. She is looking forward to the Middle School Standout this week at Angel Stadium. Mrs. Buck also participated in the PBS documentary screening of "Possible Selves," which focuses on foster youth. Additionally, she worked on a landscaping project with a student from Valencia High School. Mrs. Buck attended the Strategic Visioning event at Tynes Elementary School and visited several other elementary schools, including Wagner, Tynes, Van Buren, Golden, and Morse. Lastly, she attended the Celebration of Success. She has a couple of upcoming events, the California Nutrition Advisory Council and the Delegate Assembly.

25. ADJOURNMENT

Adjourned the May 12, 2026 Board of Education Meeting at 9:02 p.m.
Moved by: Marilyn Anderson; seconded by: Tricia Quintero

Carried

Preferential Student Board Member Vote: Aye

Placentia-Yorba Linda Unified School District
June 02, 2026 Regular Meeting Minutes
District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

1. CALL TO ORDER

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called by Carrie Buck, President, in accordance with Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., at 5:31 p.m., Tuesday, June 2, 2026 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. CLOSED SESSION PUBLIC COMMENTS

None

3. CLOSED SESSION

Adjourned to Closed Session at 5:32 p.m. 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

Reconvened to Regular Session at 6:38 p.m.

5. REPORT OF BOARD ACTION TAKEN IN CLOSED SESSION

None

6. PLEDGE OF ALLEGIANCE TO THE FLAG

7. ROLL CALL

Members present: Carrie Buck, President; Tricia Quintero, Vice President; Marilyn Anderson, Clerk; Todd Frazier, Trustee; Dr. Kym LeBlanc-Esparza, Secretary; and Simran Vaswani, Student Board Member.

Member Absent: Leandra Blades, Trustee

Draft

8. APPROVAL OF AGENDA

Approved the June 2, 2026 Board of Education agenda, as amended.
Moved by: Tricia Quintero; seconded by: Todd Frazier

Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

9. PUBLIC COMMENT ANNOUNCEMENT

10. RECOGNITIONS

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

11. PUBLIC HEARING

Budget overview presentation-Dr. John Pappalardo

11.1 A public hearing was held relative to the adoption of the 2026-27 Local Control and Accountability Plan (LCAP) for the District.
President Carrie Buck declared the public hearing open at 7:33 p.m. Having no comments, the public hearing was closed at 7:34 p.m.

11.2 A public hearing was held relative to the adoption of the 2026-27 Local Control and Accountability Plan (LCAP) for the Orange County School of Computer Science (OCSCS).
President Carrie Buck declared the public hearing open at 7:34 p.m. Having no comments, the public hearing was closed at 7:34 p.m.

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.
President Carrie Buck declared the public hearing open at 7:34 p.m. Having no comments, the public hearing was closed at 7:34 p.m.

12. STUDENT BOARD REPORT

Student Board Member Simran Vaswani provided a report of the activities and events occurring at the district's high schools.

13. SUPERINTENDENT'S REPORT

Superintendent Dr. Kym LeBlanc-Esparza reported on:

- Summer Programs
- Summer Meals
- Strategic Plan
- End-of-Year Celebrations

14. PUBLIC COMMENT

The following people addressed the Board:

Dave R. re: Educational opportunity lost

15. CONSENT CALENDAR

Approved the following listed recommendation.

Approve the following listed recommendations.
Moved by: Todd Frazier ; seconded by: Marilyn Anderson

Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Draft

Carried 4-0

Preferential Student Board Member Vote: Aye

16. CONSENT CALENDAR - SUPERINTENDENT

16.1 Adopted Resolution No. 25-34 and Order of Biennial Trustee Election for the November 3, 2026 election.

Resolution No. 25-34 Biennial Governing Board Election.docx Biennial Governing Board Elections 2026.pdf

17. CONSENT CALENDAR - BUSINESS SERVICES

17.1 Approved 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.

17.2 Approved 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.

17.3 Approved 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.

17.4 Approved 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)

17.5 Approved the agreement for legal services with Atkinson, Andelson, Loya, Ruud and Romo, effective July 1, 2026 through June 30, 2027.

17.6 Awarded 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.

17.7 Authorized 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.

17.8 Approved an agreement for legal services to Risk Management with Harbottle Law Group, effective July 1, 2026 through June 30, 2027.

17.9 Approved the subscription for CSBA Meetings for online board meeting agenda and workflow with CSBA, effective July 1, 2026 through June 30, 2027.

17.10 Approved renewal of the agreement for a mobile app and notification system with Blackboard, Inc., effective July 1, 2026 through June 30, 2027.

17.11 Approved renewal of the virtual district membership with SchoolStream, a division of Right Response, LLC, effective July 1, 2026 through June 30, 2027.

17.12 Approved the participation agreement for School-Based Medi-Cal Administration Activities with Orange County Superintendent of Schools, effective July 1, 2026 through June 30, 2027.

17.13 Approved a contract with Rarestep, Inc., dba Fleetio, for fleet maintenance software, effective June 3, 2026 through June 30, 2027.

17.14 Approved contract renewal for on-site testing services with Mobile Screening Solutions, Inc., effective July 1, 2026 through June 30, 2027.

17.15 Rejected Claim No. 672094 presented to the district by Jacoby and Meyers Law Offices.

17.16 Rejected Claim No. 672978 presented to the district on behalf of a student by her mother.

18. CONSENT CALENDAR - CURRICULUM AND INSTRUCTION

18.1 Accepted gifts as listed, as such action complies with Education Code Section 41032, and directed the Superintendent to send letters of appreciation.

Gifts for June 2, 2026.docx

19. CONSENT CALENDAR - STUDENT SUPPORT SERVICES

19.1 Approved the Service Agreement with Orange County Superintendent of Schools (OCDE)-Interpretation & Translation Agreement, effective July 1, 2026-June 30, 2027.

19.2 Approved the Master Contract with Congruent Lives, Inc., effective July 1, 2026- June 30, 2027.

19.3 Approved the Master Contract with United Behavior Consultants, effective July 1, 2026-June 30, 2027.

19.4 Approved the Independent Contractor Agreement with Professional Tutors of America, Inc., effective July 1, 2026- June 30, 2027.

19.5 Approved the Master Contract with Beyond Blindness, effective July 1, 2026 -June 30, 2027.

19.6 Approved the Master Contract with Dynamic Education Services, Inc., effective July 1, 2026-June 30, 2027.

20. CONSENT CALENDAR - HUMAN RESOURCES

20.1 Approved the Declaration of Need for fully qualified educators for the 2026-27 school year.

20.2 Approved the Classified Human Resources Board Report.

Class Board 06-02-26 (1).doc

20.3 Approved the Certificated Human Resources Board Report.

Cert Board 06-2-26 (1).docx

21. PRESENTATIONS

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

22. ACTION ITEMS - GENERAL FUNCTIONS

Items, 22.1, 22.2, 22.3, 22.4, and 22.5 were voted on as a block:

22.1 Adopted revised Board Policy 3542 - Food Services, Second Reading.

22.2 Adopted revised Board Policy 3542.1 - Food Services - Purpose and Facilities, Second Reading.

22.3 Adopt revised Board Policy 3542.231 - Competitive Food Sales, Second Reading.

22.4 Adopted revised Board Policy 3542.31 - Free and Reduced-Price Meals, Second Reading.

22.5 Adopted revised Board Policy 3542.4 - Beverage Sales and Use, Second Reading.
Moved by: Marilyn Anderson; seconded by: Todd Frazier
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

22.6 Adopted Board Policy 6163.4 - Student Use of Technology, Second Reading.
Moved by: Todd Frazier ; seconded by: Tricia Quintero
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Draft

Carried 4-0

Preferential Student Board Member Vote: Aye

22.7 Adopted revised Board Policy BP 5141.52 Suicide Prevention, second reading.
Moved by: Tricia Quintero; seconded by: Marilyn Anderson
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

22.8 Deleted Board Policy 5114, Due Process

22.9 Deleted Board Policy 5114.3, Pupil Expulsion

Deleted items 22.8 and 22.9 were voted on as a block.
Moved by: Todd Frazier ; seconded by: Marilyn Anderson
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

23. ACTION ITEMS - BUSINESS SERVICES

23.1 AB1200/2756 Financial Disclosure: California School Employees' Association Chapter No. 293 (CSEA)
Moved by: Todd Frazier ; seconded by: Tricia Quintero
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

24. ACTION ITEMS - HUMAN RESOURCES

24.1 Approved 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.
Moved by: Marilyn Anderson; seconded by: Tricia Quintero
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

25. BOARD REPORT

None

26. ADJOURNMENT

Adjourned the June 2, 2026 Board of Education Meeting at 9:03 p.m.
Moved by: Tricia Quintero; seconded by: Todd Frazier
Aye: Todd Frazier, Marilyn Anderson, Carrie Buck, and Tricia Quintero

Carried 4-0

Preferential Student Board Member Vote: Aye

Draft

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT RENEWAL: GRANICUS, LLC FOR BOARD MEETING STREAMING

Background

The Placentia-Yorba Linda Unified School District first began researching the live streaming of Board Meetings as a result of the COVID-19 pandemic and public interest in watching meetings through a remote setting. As such, the district entered into a contract with Granicus, LLC, formerly known as Swagit Productions, LLC, in 2021 to provide live streaming services for Board Meetings. This includes live streaming, remote switching, and real-time video-on-demand closed captioning in English and Spanish. The services offered by Granicus have become an integral part of the district's efforts to communicate with stakeholders and the community at large. Renewal of the agreement with Granicus will allow the district to continue offering high-quality live streams of Board Meetings July 1, 2026, through June 30, 2027.

Financial Impact

General Fund (0101) NTE $30,000

Administrator

Lorely Meza, Public & Media Relations Specialist, Superintendent's Office

Granicus Budgetary Proposal for Placentia-Yorba Linda Unified School District

ORDER DETAILS

Prepared By:	Mary Gomez
Phone:	
Email:	mary.gomez@granicus.com
Order #:	Q-512054
Prepared On:	21 May 2026
Expires On:	30 Jun 2026

ORDER TERMS

Currency:	USD
Payment Terms:	Net 30 (Payments for subscriptions are due at the beginning of the period of performance.)
Current Subscription End Date:	30 Jun 2026
Period of Performance:	01 Jul 2026 - 30 Jun 2027

PRICING SUMMARY

The pricing and terms within this Proposal are specific to the products and volumes contained within this Proposal.

Renewing Subscription Fees			
Solution	**Billing Frequency**	**Quantity/Unit**	**Annual Fee**
Avior™ 15	Annual	1 Each	$16,103.74
EASE™ 15	Annual	1 Each	$0.00
CaptionLive Premium ESP	Annual	2 Hours	$11,760.42
		SUBTOTAL:	**$27,864.16**

TERMS & CONDITIONS

- This quote, and all products and services delivered hereunder are governed by the terms located at https://granicus.com/legal/licensing, including any product-specific terms included therein (the "License Agreement"). If your organization and Granicus has entered into a separate agreement or is utilizing a contract vehicle for this transaction, the terms of the License Agreement are incorporated into such separate agreement or contract vehicle by reference, with any directly conflicting terms and conditions being resolved in favor of the separate agreement or contract vehicle to the extent applicable.
- If submitting a Purchase Order, please include the following language: The pricing, terms and conditions of quote Q-512054 dated 21 May 2026 are incorporated into this Purchase Order by reference and shall take precedence over any terms and conditions included in this Purchase Order.
- This quote is exclusive of applicable state, local, and federal taxes, which, if any, will be included in the invoice. It is the responsibility of Placentia-Yorba Linda Unified School District to provide applicable exemption certificate(s).
- Any lapse in payment may result in suspension of service and will require the payment of a setup fee to reinstate the subscription.

- The terms and conditions set forth in the agreement effective 01 Jul 2024 (the "Agreement") are incorporated herein by reference.
- It is the customers responsibility to communicate any changes or provide updated schedules. Any meeting convened outside of the established meeting schedule shall require a minimum of forty-eight (48) hours' prior written notice to all relevant parties. The presence of a director at such meetings is not guaranteed. All such meetings will be shot in wide-screen format.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

REPORTING OF PURCHASE ORDER TOTALS
April 26, 2026 through May 30, 2026 for the 2025-26 Fiscal Year

Financial Impact

General Fund (0101)	$4,710,872.87
Charter School Fund (0909)	$5,005.20
Child Development Fund (1212)	$582,739.30
Cafeteria Fund (1313)	$156,869.29
Deferred Maintenance (1414)	$775,472.77
Capital Facilities Fund (2525)	$57,481.92
Capital Facilities Agency Fund (2545)	$111,912.03
Special Reserve – CAP Outlay (4040)	$173,550.00
Insurance Workers Comp Fund (6768)	$9,400.00

Administrator
Dr. John Pappalardo, Chief Business Officer

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82B0705	**GLASBY MAINTENANCE SUPPLY**	**2,000.00**	2,000.00	0167620210 4309	CUSTODIAL
W82B0706	**SOUTHWEST SCHOOL & OFFICE SUPP**	**3,500.00**	3,500.00	0167620171 4301	MATERIALS AND SUPPLIES
W82B0707	**COLLEGE BOARD-AP EXAMS**	**148,012.00**	148,012.00	0100030019 4303	AP & IB & SAT TESTING
W82B0709	**THE HARVARD OPPORTUNES**	**326.25**	326.25	0100030087 4301	MATERIALS AND SUPPLIES
W82B0710	**SOUTHWEST SCHOOL & OFFICE SUPP**	**416.68**	416.68	0167620197 4301	MATERIALS AND SUPPLIES
W82B0711	**POLAR SPRINGS WATER**	**140.00**	140.00	0100040598 4338	FOOD SUPPLIES
W82B0712	**SMART & FINAL**	**100.00**	100.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0713	**SMART & FINAL**	**125.00**	125.00	0100040033 4338	FOOD SUPPLIES
W82B0714	**SMART & FINAL**	**100.00**	100.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0715	**SMART & FINAL**	**100.00**	100.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0716	**BC TRAFFIC SPECIALIST**	**500.00**	500.00	0181502343 4313	MAINTENANCE
W82B0717	**LAKESHORE LEARNING**	**700.00**	700.00	0165000052 4301	MATERIALS AND SUPPLIES
W82B0718	**LAKESHORE LEARNING**	**800.00**	800.00	0165000104 4301	MATERIALS AND SUPPLIES
W82B0719	**LAKESHORE LEARNING**	**800.00**	800.00	0165000052 4301	MATERIALS AND SUPPLIES
W82B0720	**LAKESHORE LEARNING**	**800.00**	800.00	0165000052 4301	MATERIALS AND SUPPLIES
W82B0721	**LAKESHORE LEARNING**	**200.00**	200.00	0165000104 4301	MATERIALS AND SUPPLIES
W82B0722	**LAKESHORE LEARNING**	**800.00**	800.00	0165000104 4301	MATERIALS AND SUPPLIES
W82B0723	**SMART & FINAL**	**100.00**	100.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0724	**GLASBY MAINTENANCE SUPPLY**	**1,500.00**	1,500.00	0181502343 4313	MAINTENANCE
W82B0725	**HOME DEPOT**	**1,500.00**	1,500.00	0181502343 4313	MAINTENANCE
W82B0726	**GANAHL LUMBER CO**	**2,500.00**	2,500.00	0181502343 4313	MAINTENANCE
W82B0727	**SUNSTATE EQUIPMENT CO**	**30,000.00**	30,000.00	0181502343 5640	RENTAL
W82B0728	**VISTA PAINT**	**5,000.00**	5,000.00	0181502343 4313	MAINTENANCE
W82B0729	**LAKESHORE LEARNING**	**900.00**	900.00	0165000052 4301	MATERIALS AND SUPPLIES
W82B0730	**SOUTHWEST SCHOOL & OFFICE SUPP**	**700.00**	700.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0731	**SOUTHWEST SCHOOL & OFFICE SUPP**	**1,000.00**	1,000.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0732	**SOUTHWEST SCHOOL & OFFICE SUPP**	**1,000.00**	1,000.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0733	**SOUTHWEST SCHOOL & OFFICE SUPP**	**600.00**	600.00	0165000150 4301	MATERIALS AND SUPPLIES
W82B0734	**WEST COAST ARBORISTS**	**9,000.00**	9,000.00	0181502343 5690	CONTRACTS-OTHER SERVICES
W82B0736	**GLASBY MAINTENANCE SUPPLY**	**1,200.00**	1,200.00	0174350121 4309	CUSTODIAL
W82B0737	**GLASBY MAINTENANCE SUPPLY**	**1,200.00**	1,200.00	0174350106 4309	CUSTODIAL
W82C0862	**NEW DIMENSION GEN CONSTRUCTION**	**408,700.00**	368,700.00	0107230016 6270	MAIN BUIDLING CONTRACTOR
			40,000.00	0107230016 6279	CONSTRUCTION/CHANGE ORDER
W82C0863	**TORGESON, NOAH**	**500.00**	500.00	0190170076 5690	CONTRACTS-OTHER SERVICES
W82C0864	**N O C R O P**	**20,000.00**	20,000.00	0165000158 5156	REGIONAL PROGRAM
W82C0865	**ORANGE COUNTY DEPT OF ED**	**38,163.28**	38,163.28	0142030130 5810	PROFESSIONAL/CONSULTING SRV.
W82C0866	**DIGITAL ELECTRIC INC.**	**6,000.00**	6,000.00	0167620139 6274	OTHER CONSTRUCTION

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0867	**JM JUSTUS FENCE COMPANY**	**2,890.00**	2,890.00	0181500858 5690	CONTRACTS-OTHER SERVICES
W82C0868	**JM JUSTUS FENCE COMPANY**	**4,940.00**	4,940.00	0181500920 5690	CONTRACTS-OTHER SERVICES
W82C0870	**JOHNSON LANDSCAPES**	**1,908.04**	1,908.04	0181502884 5690	CONTRACTS-OTHER SERVICES
W82C0873	**MEANINGFUL GROWTH**	**4,650.00**	4,650.00	0165000156 5810	PROFESSIONAL/CONSULTING SRV.
W82C0874	**IRONWOOD PLUMBING INC**	**8,596.51**	8,596.51	0181502885 5690	CONTRACTS-OTHER SERVICES
W82C0877	**I & B FLOORING**	**5,250.00**	5,250.00	0181500020 5690	CONTRACTS-OTHER SERVICES
W82C0883	**I & B FLOORING**	**7,568.00**	7,568.00	0170320006 6274	OTHER CONSTRUCTION
W82C0884	**IRONWOOD PLUMBING INC**	**1,790.88**	1,790.88	0181500213 5690	CONTRACTS-OTHER SERVICES
W82C0885	**BUBBLE QUEEN SOCAL**	**250.00**	250.00	0190170093 5690	CONTRACTS-OTHER SERVICES
W82C0886	**IRONWOOD PLUMBING INC**	**9,414.88**	9,414.88	0181502882 5690	CONTRACTS-OTHER SERVICES
W82C0887	**ORANGE COUNTY DEPT OF ED**	**94,372.21**	94,372.21	0107911254 5810	PROFESSIONAL/CONSULTING SRV.
W82C0888	**IRONWOOD PLUMBING INC**	**2,338.75**	2,338.75	0170320013 6270	MAIN BUIDLING CONTRACTOR
W82C0889	**IRONWOOD PLUMBING INC**	**3,037.91**	3,037.91	0181500012 5690	CONTRACTS-OTHER SERVICES
W82C0890	**IRONWOOD PLUMBING INC**	**3,362.21**	3,362.21	0181500925 5690	CONTRACTS-OTHER SERVICES
W82C0891	**IRONWOOD PLUMBING INC**	**2,913.61**	2,913.61	0181501311 5690	CONTRACTS-OTHER SERVICES
W82C0892	**IRONWOOD PLUMBING INC**	**2,586.32**	2,586.32	0181500213 5690	CONTRACTS-OTHER SERVICES
W82C0893	**TIME & ALARM SYSTEMS**	**3,451.50**	3,451.50	0181500301 5690	CONTRACTS-OTHER SERVICES
W82C0896	**DIGITAL ELECTRIC INC.**	**6,800.00**	6,800.00	0170320006 6274	OTHER CONSTRUCTION
W82C0897	**IRONWOOD PLUMBING INC**	**6,759.00**	6,759.00	0181502870 5690	CONTRACTS-OTHER SERVICES
W82C0898	**GEORGE BRYANT CONSTRUCTION INC**	**5,257.00**	5,257.00	0181502404 5690	CONTRACTS-OTHER SERVICES
W82C0899	**TIME & ALARM SYSTEMS**	**2,081.00**	2,081.00	0181502626 5690	CONTRACTS-OTHER SERVICES
W82C0900	**TIME & ALARM SYSTEMS**	**3,701.00**	3,701.00	0181502626 5690	CONTRACTS-OTHER SERVICES
W82C0901	**TIME & ALARM SYSTEMS**	**2,019.99**	2,019.99	0181502591 5690	CONTRACTS-OTHER SERVICES
W82C0904	**AVID CENTER**	**300,000.00**	300,000.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
W82C0905	**TIME & ALARM SYSTEMS**	**2,081.00**	2,081.00	0181502620 5690	CONTRACTS-OTHER SERVICES
W82C0910	**GIANNELLI ELECTRIC**	**6,168.33**	6,168.33	0181500016 5690	CONTRACTS-OTHER SERVICES
W82C0917	**WEST COAST ARBORISTS**	**900.00**	900.00	0181500298 5690	CONTRACTS-OTHER SERVICES
W82C0919	**SERVPRO OF DOWNEY**	**7,403.43**	7,403.43	0181500097 5690	CONTRACTS-OTHER SERVICES
W82C0920	**IRONWOOD PLUMBING INC**	**1,624.08**	1,624.08	0181502060 5690	CONTRACTS-OTHER SERVICES
W82P4075	**AMAZON.COM CORPORATE CREDIT**	**556.68**	556.68	0107910988 4210	BOOKS & REFERENCE MATERIALS
W82P4076	**AMAZON.COM CORPORATE CREDIT**	**58.27**	58.27	0100030312 4301	MATERIALS AND SUPPLIES
W82P4077	**AMAZON.COM CORPORATE CREDIT**	**10.76**	10.76	0190170095 4301	MATERIALS AND SUPPLIES
W82P4078	**AMAZON.COM CORPORATE CREDIT**	**66.71**	66.71	0107910938 4301	MATERIALS AND SUPPLIES
W82P4079	**AMAZON.COM CORPORATE CREDIT**	**103.96**	103.96	0100030614 4308	OFFICE SUPPLIES
W82P4080	**AMAZON.COM CORPORATE CREDIT**	**143.05**	143.05	0100030286 4301	MATERIALS AND SUPPLIES
W82P4081	**AMAZON.COM CORPORATE CREDIT**	**30.13**	30.13	0165000074 4301	MATERIALS AND SUPPLIES
W82P4082	**AMAZON.COM CORPORATE CREDIT**	**21.52**	21.52	0165000074 4301	MATERIALS AND SUPPLIES
W82P4083	**AMAZON.COM CORPORATE CREDIT**	**2,556.10**	2,556.10	0167620184 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4084	**PEARSON EDUCATION**	**58,527.78**	49,027.78	0163000131 4110	APPRV TEXTBOOKS
			9,500.00	0163000131 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4085	**AMAZON.COM CORPORATE CREDIT**	**6,252.69**	6,252.69	0167620184 4301	MATERIALS AND SUPPLIES
W82P4086	**GUITAR CENTER**	**4,578.38**	4,578.38	0190930007 4301	MATERIALS AND SUPPLIES
W82P4087	**AMAZON.COM CORPORATE CREDIT**	**412.48**	412.48	0190170012 4301	MATERIALS AND SUPPLIES
W82P4088	**LECTURA BOOKS**	**2,729.11**	2,729.11	0167620111 4301	MATERIALS AND SUPPLIES
W82P4089	**AMAZON.COM CORPORATE CREDIT**	**132.26**	132.26	0156400388 4308	OFFICE SUPPLIES
W82P4090	**ARTFELT**	**11,690.63**	11,690.63	0167620152 4301	MATERIALS AND SUPPLIES
W82P4091	**AMAZON.COM CORPORATE CREDIT**	**1,193.62**	1,193.62	0167620020 4301	MATERIALS AND SUPPLIES
W82P4092	**CHEAPESTEES.COM**	**291.45**	291.45	0163870089 4301	MATERIALS AND SUPPLIES
W82P4093	**B & H PHOTO VIDEO**	**636.06**	636.06	0163870089 4301	MATERIALS AND SUPPLIES
W82P4094	**GOPHER SPORT**	**4,437.20**	4,437.20	0167620152 4301	MATERIALS AND SUPPLIES
W82P4095	**B & H PHOTO VIDEO**	**378.67**	378.67	0163870089 4301	MATERIALS AND SUPPLIES
W82P4096	**AWARDS BY PAUL**	**96.20**	96.20	0100040033 4308	OFFICE SUPPLIES
W82P4098	**AMAZON.COM CORPORATE CREDIT**	**64.59**	64.59	0167620020 4301	MATERIALS AND SUPPLIES
W82P4099	**AMAZON.COM CORPORATE CREDIT**	**639.86**	639.86	0167620020 4301	MATERIALS AND SUPPLIES
W82P4100	**AMAZON.COM CORPORATE CREDIT**	**2,129.24**	2,129.24	0167620020 4301	MATERIALS AND SUPPLIES
W82P4101	**AMAZON.COM CORPORATE CREDIT**	**480.76**	480.76	0167620056 4301	MATERIALS AND SUPPLIES
W82P4102	**RADIO SERVICE INC**	**628.58**	628.58	0167620020 4301	MATERIALS AND SUPPLIES
W82P4103	**AMAZON.COM CORPORATE CREDIT**	**155.83**	155.83	0167620184 4301	MATERIALS AND SUPPLIES
W82P4104	**SUPPLYMASTER INC**	**1,383.30**	1,383.30	0167620063 4343	COMP HRDWARE UNDER $1500
W82P4105	**FLEET SERVICES**	**4,982.98**	4,982.98	0107230005 5690	CONTRACTS-OTHER SERVICES
W82P4106	**SHAR PRODUCTS**	**264.00**	264.00	0167620029 4301	MATERIALS AND SUPPLIES
W82P4107	**AMAZON.COM CORPORATE CREDIT**	**6.01**	6.01	0167620184 4301	MATERIALS AND SUPPLIES
W82P4108	**AMAZON.COM CORPORATE CREDIT**	**447.53**	447.53	0190730009 4301	MATERIALS AND SUPPLIES
W82P4109	**AMAZON.COM CORPORATE CREDIT**	**134.15**	134.15	0167620184 4301	MATERIALS AND SUPPLIES
W82P4111	**AMAZON.COM CORPORATE CREDIT**	**264.36**	264.36	0167620111 4301	MATERIALS AND SUPPLIES
W82P4113	**AMAZON.COM CORPORATE CREDIT**	**164.76**	164.76	0167620111 4301	MATERIALS AND SUPPLIES
W82P4114	**AMAZON.COM CORPORATE CREDIT**	**625.44**	625.44	0167620045 4301	MATERIALS AND SUPPLIES
W82P4116	**ROCHESTER 100 INC**	**182.70**	182.70	0130100044 4301	MATERIALS AND SUPPLIES
W82P4117	**ORANGE COUNTY ZOO**	**285.00**	285.00	0190170093 5816	FIELD TRIPS / ADMISSION
W82P4118	**AMAZON.COM CORPORATE CREDIT**	**145.48**	145.48	0167620184 4301	MATERIALS AND SUPPLIES
W82P4121	**FLINN SCIENTIFIC INC**	**978.98**	978.98	0100030034 4301	MATERIALS AND SUPPLIES
W82P4122	**AMAZON.COM CORPORATE CREDIT**	**376.82**	376.82	0167620119 4301	MATERIALS AND SUPPLIES
W82P4123	**FLINN SCIENTIFIC INC**	**306.21**	306.21	0100030034 4301	MATERIALS AND SUPPLIES
W82P4124	**AMAZON.COM CORPORATE CREDIT**	**192.65**	192.65	0167620170 4301	MATERIALS AND SUPPLIES
W82P4126	**KNOTT'S BERRY FARM**	**3,266.00**	3,266.00	0167700027 5816	FIELD TRIPS / ADMISSION
W82P4127	**CAROLINA BIOLOGICAL SUPPLY CO**	**49.16**	49.16	0100030034 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4128	AMAZON.COM CORPORATE CREDIT	251.87	251.87	0165000162 4308	OFFICE SUPPLIES
W82P4129	AMAZON.COM CORPORATE CREDIT	213.25	213.25	0190730009 4301	MATERIALS AND SUPPLIES
W82P4130	AMAZON.COM CORPORATE CREDIT	430.57	430.57	0190730009 4301	MATERIALS AND SUPPLIES
W82P4131	EL CANTARITO RESTAURANT	438.40	438.40	0190170239 4338	FOOD SUPPLIES
W82P4132	SUPPLYMASTER INC	1,807.34	1,214.84	0100030068 4301	MATERIALS AND SUPPLIES
			592.50	0190170012 4343	COMP HRDWARE UNDER $1500
W82P4133	LAKESHORE LEARNING MATERIALS	367.58	367.58	0167620058 4301	MATERIALS AND SUPPLIES
W82P4134	COMPLETE CARTRIDGE SUPPLY COMP	2,172.00	2,172.00	0100030196 4301	MATERIALS AND SUPPLIES
W82P4135	AMAZON.COM CORPORATE CREDIT	629.05	629.05	0190730009 4301	MATERIALS AND SUPPLIES
W82P4136	ULINE INC	1,546.08	1,546.08	0190730004 4301	MATERIALS AND SUPPLIES
W82P4137	AMAZON.COM CORPORATE CREDIT	486.82	486.82	0167620192 4210	BOOKS & REFERENCE MATERIALS
W82P4138	AMAZON.COM CORPORATE CREDIT	458.08	458.08	0167620045 4301	MATERIALS AND SUPPLIES
W82P4139	AMAZON.COM CORPORATE CREDIT	371.13	371.13	0190730009 4301	MATERIALS AND SUPPLIES
W82P4140	AMAZON.COM CORPORATE CREDIT	418.53	418.53	0190730009 4301	MATERIALS AND SUPPLIES
W82P4141	APPLE COMPUTER INC	1,411.62	1,411.62	0167620021 4343	COMP HRDWARE UNDER $1500
W82P4142	APPLE COMPUTER INC	611.78	249.99	0165000074 4342	COMP SOFTWRE UNDER $1500
			361.79	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4143	APPLE COMPUTER INC	511.78	149.99	0165000074 4342	COMP SOFTWRE UNDER $1500
			361.79	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4144	APPLE COMPUTER INC	284.46	284.46	0167620021 4343	COMP HRDWARE UNDER $1500
W82P4145	DISCOVERY CUBE ORANGE COUNTY	952.00	952.00	0190170084 5816	FIELD TRIPS / ADMISSION
W82P4146	SYN-TECH SYSTEMS INC	84.00	84.00	0107230005 4317	OTHER TRANSPORTATION
W82P4147	SOUTHWEST SCHOOL & OFFICE SUPP	481.56	481.56	0107910918 4301	MATERIALS AND SUPPLIES
W82P4148	VEIT LLC	241.40	241.40	0100030009 4308	OFFICE SUPPLIES
W82P4149	HIRSCH PIPE & SUPPLY CO	1,524.67	1,524.67	0181502397 4313	MAINTENANCE
W82P4150	AMAZON.COM CORPORATE CREDIT	1,006.33	1,006.33	0167620021 4343	COMP HRDWARE UNDER $1500
W82P4152	SO CAL GRAD	750.38	750.38	0100030082 4301	MATERIALS AND SUPPLIES
W82P4153	SCI-SUPPLY	403.10	403.10	0100030034 4301	MATERIALS AND SUPPLIES
W82P4154	ACORN NATURALISTS	127.66	127.66	0100030034 4301	MATERIALS AND SUPPLIES
W82P4156	AMAZON.COM CORPORATE CREDIT	1,798.85	1,798.85	0107910918 4301	MATERIALS AND SUPPLIES
W82P4157	JOSTENS INC	814.54	814.54	0167620012 4301	MATERIALS AND SUPPLIES
W82P4158	J W PEPPER OF LOS ANGELES	4,925.18	4,925.18	0167700025 4301	MATERIALS AND SUPPLIES
W82P4160	UNIVERSITY TRAINING CENTER INC	1,380.00	1,380.00	0163870089 5810	PROFESSIONAL/CONSULTING SRV.
W82P4162	AQUARIUM OF THE PACIFIC	1,000.00	1,000.00	0130100037 5816	FIELD TRIPS / ADMISSION
W82P4163	PLAYSAFE CONSTRUCTION INC	10,069.81	10,069.81	0181502883 5690	CONTRACTS-OTHER SERVICES
W82P4164	ABES PLUMBING INC	3,700.00	3,700.00	0181500283 5690	CONTRACTS-OTHER SERVICES
W82P4165	AMAZON.COM CORPORATE CREDIT	49.02	49.02	0190170076 4301	MATERIALS AND SUPPLIES
W82P4166	SO CAL GRAD	1,598.63	1,598.63	0156300029 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4168	FLINN SCIENTIFIC INC	261.69	261.69	0100030034 4301	MATERIALS AND SUPPLIES
W82P4169	AMAZON.COM CORPORATE CREDIT	39.90	24.70	0167620019 4210	BOOKS & REFERENCE MATERIALS
W82P4170	AMAZON.COM CORPORATE CREDIT	37.55	37.55	0100030215 4301	MATERIALS AND SUPPLIES
W82P4171	AMAZON.COM CORPORATE CREDIT	393.88	393.88	0100030175 4301	MATERIALS AND SUPPLIES
W82P4172	AMAZON.COM CORPORATE CREDIT	152.00	152.00	0100030235 4301	MATERIALS AND SUPPLIES
W82P4173	AMAZON.COM CORPORATE CREDIT	210.32	37.82	0100030115 4301	MATERIALS AND SUPPLIES
			172.50	0100030120 4301	MATERIALS AND SUPPLIES
W82P4174	AMAZON.COM CORPORATE CREDIT	300.39	300.39	0100030119 4210	BOOKS & REFERENCE MATERIALS
W82P4175	AMAZON.COM CORPORATE CREDIT	83.86	83.86	0100030049 4301	MATERIALS AND SUPPLIES
W82P4176	AMAZON.COM CORPORATE CREDIT	1,732.18	1,732.18	0107200004 4343	COMP HRDWARE UNDER $1500
W82P4177	AMAZON.COM CORPORATE CREDIT	185.54	185.54	0100030034 4301	MATERIALS AND SUPPLIES
W82P4178	AMAZON.COM CORPORATE CREDIT	1,556.93	1,556.93	0100030196 4301	MATERIALS AND SUPPLIES
W82P4179	JAMEY CLARK INC	975.00	975.00	0181501687 5660	CONTRACTS-REPAIRS MAINT.
W82P4180	TEACHERS PAY TEACHERS	120.66	120.66	0167620058 4301	MATERIALS AND SUPPLIES
W82P4181	TEACHERS PAY TEACHERS	130.51	130.51	0167620058 4301	MATERIALS AND SUPPLIES
W82P4182	AMAZON.COM CORPORATE CREDIT	46.46	46.46	0100030033 4301	MATERIALS AND SUPPLIES
W82P4183	AMAZON.COM CORPORATE CREDIT	22.26	22.26	0165000074 4301	MATERIALS AND SUPPLIES
W82P4184	AMAZON.COM CORPORATE CREDIT	32.20	32.20	0167620199 4301	MATERIALS AND SUPPLIES
W82P4185	AMAZON.COM CORPORATE CREDIT	1,687.47	1,687.47	0107910937 4301	MATERIALS AND SUPPLIES
W82P4186	AVID CENTER	681.25	681.25	0107910938 4301	MATERIALS AND SUPPLIES
W82P4187	SPHERO INC	4,130.24	4,130.24	0167620195 4301	MATERIALS AND SUPPLIES
W82P4188	SPHERO INC	4,076.92	4,076.92	0167620201 4301	MATERIALS AND SUPPLIES
W82P4189	RADIO SERVICE INC	778.66	778.66	0100030011 4308	OFFICE SUPPLIES
W82P4190	J W PEPPER OF LOS ANGELES	1,112.51	1,112.51	0167620116 4301	MATERIALS AND SUPPLIES
W82P4191	EDPUZZLE INC	1,985.00	1,985.00	0167620070 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4192	ANATOMY WAREHOUSE	2,334.54	2,334.54	0163000124 4301	MATERIALS AND SUPPLIES
W82P4193	AMAZON.COM CORPORATE CREDIT	975.62	975.62	0190170244 4301	MATERIALS AND SUPPLIES
W82P4194	SHAR PRODUCTS	704.36	704.36	0167620119 4301	MATERIALS AND SUPPLIES
W82P4197	TEACHERS DISCOVERY	440.40	440.40	0100030164 4301	MATERIALS AND SUPPLIES
W82P4198	RIDDELL ALL AMERICAN	4,378.28	4,378.28	0100041610 4301	MATERIALS AND SUPPLIES
W82P4199	AMAZON.COM CORPORATE CREDIT	2,176.36	2,176.36	0100030271 4301	MATERIALS AND SUPPLIES
W82P4200	HOME DEPOT	273.58	273.58	0100030507 4309	CUSTODIAL
W82P4201	AMAZON.COM CORPORATE CREDIT	154.96	154.96	0100030215 4301	MATERIALS AND SUPPLIES
W82P4202	AMAZON.COM CORPORATE CREDIT	357.73	357.73	0100030507 4309	CUSTODIAL
W82P4203	AMAZON.COM CORPORATE CREDIT	207.13	207.13	0167620199 4301	MATERIALS AND SUPPLIES
W82P4205	AMAZON.COM CORPORATE CREDIT	218.07	218.07	0167620199 4210	BOOKS & REFERENCE MATERIALS
W82P4206	AMAZON.COM CORPORATE CREDIT	206.19	206.19	0167620199 4210	BOOKS & REFERENCE MATERIALS
W82P4207	AMAZON.COM CORPORATE CREDIT	146.06	146.06	0167620199 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4208	**AMAZON.COM CORPORATE CREDIT**	**271.09**	271.09	0167620199 4301	MATERIALS AND SUPPLIES
W82P4209	**AMAZON.COM CORPORATE CREDIT**	**761.38**	761.38	0167620058 4301	MATERIALS AND SUPPLIES
W82P4210	**AMAZON.COM CORPORATE CREDIT**	**384.56**	384.56	0167620199 4301	MATERIALS AND SUPPLIES
W82P4211	**AMAZON.COM CORPORATE CREDIT**	**134.71**	134.71	0167620199 4301	MATERIALS AND SUPPLIES
W82P4212	**AMAZON.COM CORPORATE CREDIT**	**230.19**	230.19	0167620199 4301	MATERIALS AND SUPPLIES
W82P4214	**AMAZON.COM CORPORATE CREDIT**	**2,480.83**	2,480.83	0107910918 4301	MATERIALS AND SUPPLIES
W82P4215	**MCCORMICK'S GROUP LLC**	**2,067.00**	2,067.00	0167620190 4301	MATERIALS AND SUPPLIES
W82P4216	**ESSENTIAL CONNECTIONS INC**	**1,500.00**	1,500.00	0190170111 5810	PROFESSIONAL/CONSULTING SRV.
W82P4217	**MOREY S MUSIC STORE INC**	**858.04**	858.04	0167620178 4301	MATERIALS AND SUPPLIES
W82P4218	**AMAZON.COM CORPORATE CREDIT**	**1,055.02**	1,055.02	0190170311 4301	MATERIALS AND SUPPLIES
W82P4219	**AMAZON.COM CORPORATE CREDIT**	**22.26**	22.26	0191080005 4301	MATERIALS AND SUPPLIES
W82P4220	**MUSIC THEATRE INTERNATIONAL**	**1,816.13**	1,816.13	0167620070 4301	MATERIALS AND SUPPLIES
W82P4221	**AMAZON.COM CORPORATE CREDIT**	**423.66**	423.66	0190170226 4343	COMP HRDWARE UNDER $1500
W82P4222	**AMAZON.COM CORPORATE CREDIT**	**1,783.53**	1,783.53	0107910669 4301	MATERIALS AND SUPPLIES
W82P4224	**COMPLETE CARTRIDGE SUPPLY COMP**	**4,273.92**	2,047.73	0100030253 4301	MATERIALS AND SUPPLIES
			275.15	0107910932 4301	MATERIALS AND SUPPLIES
			1,951.04	010791261 4301	MATERIALS AND SUPPLIES
W82P4225	**DEMCO INC**	**102.24**	102.24	0100030175 4301	MATERIALS AND SUPPLIES
W82P4226	**BAGSINBULK.COM**	**875.44**	875.44	0190730009 4301	MATERIALS AND SUPPLIES
W82P4227	**SUPPLYMASTER INC**	**156.01**	156.01	0100030161 4301	MATERIALS AND SUPPLIES
W82P4228	**SOUTHWEST SCHOOL & OFFICE SUPP**	**267.75**	267.75	0167620063 4301	MATERIALS AND SUPPLIES
W82P4229	**SO CAL GRAD**	**241.29**	241.29	0100030082 4301	MATERIALS AND SUPPLIES
W82P4230	**B & C BURGERS**	**2,022.75**	2,022.75	0190730004 4301	MATERIALS AND SUPPLIES
W82P4231	**BERTRAND MUSIC ENTERPRISES**	**1,533.33**	1,533.33	0167620178 4301	MATERIALS AND SUPPLIES
W82P4233	**ZILPRINT PUBLISHING**	**26.53**	26.53	0165000156 4305	STUDENT TESTING
W82P4234	**SHAR PRODUCTS**	**1,759.20**	1,759.20	0167620119 4301	MATERIALS AND SUPPLIES
W82P4235	**AMAZON.COM CORPORATE CREDIT**	**314.81**	314.81	0100040062 4308	OFFICE SUPPLIES
W82P4236	**INTL BACCALAUREATE NORTH AMER**	**9,500.00**	9,500.00	0167620192 5810	PROFESSIONAL/CONSULTING SRV.
W82P4237	**AMAZON.COM CORPORATE CREDIT**	**232.08**	232.08	0107910669 4301	MATERIALS AND SUPPLIES
W82P4238	**AMAZON.COM CORPORATE CREDIT**	**55.22**	55.22	0167620199 4301	MATERIALS AND SUPPLIES
W82P4239	**AMAZON.COM CORPORATE CREDIT**	**13,353.79**	2,889.26	0167620167 4301	MATERIALS AND SUPPLIES
			10,464.53	0167620167 4343	COMP HRDWARE UNDER $1500
W82P4241	**SOUTHWEST SCHOOL & OFFICE SUPP**	**249.60**	249.60	0100031063 4301	MATERIALS AND SUPPLIES
W82P4242	**AMAZON.COM CORPORATE CREDIT**	**1,359.69**	1,359.69	0190730004 4301	MATERIALS AND SUPPLIES
W82P4243	**SOUTHWEST SCHOOL & OFFICE SUPP**	**236.73**	236.73	0100030164 4301	MATERIALS AND SUPPLIES
W82P4244	**SUPPLYMASTER INC**	**1,008.32**	234.02	0167620165 4301	MATERIALS AND SUPPLIES
			774.30	0167620165 4343	COMP HRDWARE UNDER $1500
W82P4245	**ABLE NET INC**	**712.31**	712.31	0165000074 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4246	**PAR INC**	**745.82**	745.82	0165000156 4305	STUDENT TESTING
W82P4247	**AMAZON.COM CORPORATE CREDIT**	**811.20**	811.20	0190730004 4301	MATERIALS AND SUPPLIES
W82P4248	**SOUTHWEST SCHOOL & OFFICE SUPP**	**2,176.52**	2,176.52	0107910935 4301	MATERIALS AND SUPPLIES
W82P4249	**HALO BRANDED SOLUTIONS INC.**	**1,588.50**	1,588.50	0107910935 4301	MATERIALS AND SUPPLIES
W82P4250	**AVID CENTER**	**1,050.00**	1,050.00	0130100011 5240	TRAINING & TRAVEL & CONFERENCE
W82P4251	**ABES PLUMBING INC**	**11,950.00**	11,950.00	0163870088 5690	CONTRACTS-OTHER SERVICES
W82P4252	**LAKESHORE LEARNING MATERIALS**	**540.49**	540.49	0190730004 4301	MATERIALS AND SUPPLIES
W82P4253	**AMAZON.COM CORPORATE CREDIT**	**1,738.40**	1,738.40	0190730004 4301	MATERIALS AND SUPPLIES
W82P4255	**ANDYMARK INC**	**74.16**	74.16	0167620020 4301	MATERIALS AND SUPPLIES
W82P4257	**ONE STONE APPAREL INC**	**523.06**	523.06	0167620183 4301	MATERIALS AND SUPPLIES
W82P4258	**BLANKSHIRTS INC**	**135.01**	135.01	0100030235 4301	MATERIALS AND SUPPLIES
W82P4259	**HALO BRANDED SOLUTIONS INC.**	**426.14**	426.14	0167620183 4301	MATERIALS AND SUPPLIES
W82P4260	**PEARSON EDUCATION**	**4,626.27**	4,626.27	0165000156 4305	STUDENT TESTING
W82P4261	**SPHERO INC**	**4,941.30**	4,941.30	0167620198 4301	MATERIALS AND SUPPLIES
W82P4262	**SPHERO INC**	**4,583.32**	4,583.32	0167620197 4301	MATERIALS AND SUPPLIES
W82P4263	**FOLLETT HIGHER EDUCATION GROUP**	**12,723.75**	4,326.07	0173390003 4110	APPRV TEXTBOOKS
			4,198.84	0173390004 4110	APPRV TEXTBOOKS
			4,198.84	0173390005 4110	APPRV TEXTBOOKS
W82P4264	**BERTRAND MUSIC ENTERPRISES**	**1,373.55**	1,373.55	0167620211 4301	MATERIALS AND SUPPLIES
W82P4265	**ITINERA DOCENTIA LLC**	**799.00**	799.00	0167620160 5240	TRAINING & TRAVEL & CONFERENCE
W82P4266	**MCGRAW HILL LLC**	**1,350,219.15**	1,081,391.31	0163000124 4110	APPRV TEXTBOOKS
			268,827.84	0163000124 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4268	**ORANGE COUNTY DEPT OF ED**	**1,050.00**	1,050.00	0190170097 5816	FIELD TRIPS / ADMISSION
W82P4269	**NEW HAVEN MOVING EQUIPMENT**	**6,000.83**	6,000.83	0100041163 4308	OFFICE SUPPLIES
W82P4270	**KNOTT'S BERRY FARM**	**4,918.00**	4,918.00	0190170040 5816	FIELD TRIPS / ADMISSION
W82P4271	**AMAZON.COM CORPORATE CREDIT**	**430.18**	430.18	0100030119 4210	BOOKS & REFERENCE MATERIALS
W82P4273	**JAMEY CLARK INC**	**4,950.00**	4,950.00	0181501577 5660	CONTRACTS-REPAIRS MAINT.
W82P4274	**AMAZON.COM CORPORATE CREDIT**	**242.46**	242.46	0100030115 4301	MATERIALS AND SUPPLIES
W82P4275	**JAMEY CLARK INC**	**6,560.00**	6,560.00	0181501752 5660	CONTRACTS-REPAIRS MAINT.
W82P4276	**AMAZON.COM CORPORATE CREDIT**	**133.73**	133.73	0100030215 4301	MATERIALS AND SUPPLIES
W82P4277	**AMAZON.COM CORPORATE CREDIT**	**217.41**	217.41	0163870089 4301	MATERIALS AND SUPPLIES
W82P4278	**JOHNSON LANDSCAPES**	**1,017.94**	1,017.94	0181502339 4313	MAINTENANCE
W82P4281	**AMAZON.COM CORPORATE CREDIT**	**89.90**	89.90	0100030119 4210	BOOKS & REFERENCE MATERIALS
W82P4282	**AMAZON.COM CORPORATE CREDIT**	**102.17**	102.17	0100030163 4301	MATERIALS AND SUPPLIES
W82P4283	**AMAZON.COM CORPORATE CREDIT**	**879.81**	879.81	0167620169 4301	MATERIALS AND SUPPLIES
W82P4284	**AMAZON.COM CORPORATE CREDIT**	**766.36**	766.36	0190730009 4301	MATERIALS AND SUPPLIES
W82P4285	**AMAZON.COM CORPORATE CREDIT**	**460.43**	460.43	0167620053 4301	MATERIALS AND SUPPLIES
W82P4286	**APPLE COMPUTER INC**	**2,404.15**	601.04	0167620056 4343	COMP HRDWARE UNDER $1500

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4286	*** CONTINUED ***				
			1,803.11	0167620169 4343	COMP HRDWARE UNDER $1500
W82P4287	APPLE COMPUTER INC	361.79	361.79	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4288	APPLE COMPUTER INC	361.79	361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4289	WATER AND WIFI LLC	4,212.98	4,212.98	0190730004 4301	MATERIALS AND SUPPLIES
W82P4290	APPLE COMPUTER INC	361.79	361.79	0167700026 4343	COMP HRDWARE UNDER $1500
W82P4291	BERTRAND MUSIC ENTERPRISES	1,413.73	1,413.73	0167620211 4301	MATERIALS AND SUPPLIES
W82P4292	BERTRAND MUSIC ENTERPRISES	1,011.35	1,011.35	0167620211 4301	MATERIALS AND SUPPLIES
W82P4293	STEVE WEISS MUSIC INC	516.51	516.51	0167620211 4301	MATERIALS AND SUPPLIES
W82P4294	GRAINGER	216.66	216.66	0163870091 4301	MATERIALS AND SUPPLIES
W82P4295	RIDDELL ALL AMERICAN	18,583.78	18,583.78	0100041610 4301	MATERIALS AND SUPPLIES
W82P4296	NEW HAVEN MOVING EQUIPMENT	6,000.83	6,000.83	0167620084 4301	MATERIALS AND SUPPLIES
W82P4297	SPHERO INC	7,784.30	7,784.30	0167620205 4301	MATERIALS AND SUPPLIES
W82P4298	SPHERO INC	4,130.24	4,130.24	0167620204 4301	MATERIALS AND SUPPLIES
W82P4299	INTERNATIONAL HOUSE OF MUSIC I	2,651.33	2,651.33	0167620127 4301	MATERIALS AND SUPPLIES
W82P4300	DEMCO INC	3,450.71	3,450.71	0100030067 4301	MATERIALS AND SUPPLIES
W82P4301	PARENTSQUARE INC.	2,888.00	2,888.00	0190170109 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4302	AMAZON.COM CORPORATE CREDIT	1,562.08	1,562.08	0100030159 4301	MATERIALS AND SUPPLIES
W82P4303	HSI EMERGENCY CARE SOLUTIONS I	1,042.04	1,042.04	0100041609 4301	MATERIALS AND SUPPLIES
W82P4304	EHP SOLUTIONS	672.01	672.01	0100040582 4301	MATERIALS AND SUPPLIES
W82P4305	SURVEYMONKEY	468.00	468.00	0100030105 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4306	WATER AND WIFI LLC	1,756.48	1,756.48	0167620183 4301	MATERIALS AND SUPPLIES
W82P4307	RADIO SERVICE INC	1,885.73	1,885.73	0167620183 4301	MATERIALS AND SUPPLIES
W82P4308	AMAZON.COM CORPORATE CREDIT	1,224.68	1,080.05	0167620012 4301	MATERIALS AND SUPPLIES
			144.63	0167620012 4343	COMP HRDWARE UNDER $1500
W82P4311	AVID CENTER	4,396.00	4,396.00	0140350189 5240	TRAINING & TRAVEL & CONFERENCE
W82P4312	DICK BLICK ART MATERIALS	152.36	152.36	0167620184 4301	MATERIALS AND SUPPLIES
W82P4313	SOUTHWEST STRINGS	1,547.90	1,547.90	0167620020 4301	MATERIALS AND SUPPLIES
W82P4314	STEVE WEISS MUSIC INC	84.76	84.76	0167620048 4301	MATERIALS AND SUPPLIES
W82P4315	AMAZON.COM CORPORATE CREDIT	301.77	301.77	0190170090 4210	BOOKS & REFERENCE MATERIALS
W82P4318	INTERNATIONAL HOUSE OF MUSIC I	1,779.15	1,779.15	0167620211 4301	MATERIALS AND SUPPLIES
W82P4319	RADIO SERVICE INC	628.58	628.58	0167620021 4301	MATERIALS AND SUPPLIES
W82P4320	KELLY SPICERS INC.	386.35	386.35	0163870090 4301	MATERIALS AND SUPPLIES
W82P4321	SUPPLYMASTER INC	411.08	411.08	0181502324 4313	MAINTENANCE
W82P4322	SCHOOLOUTLET.COM	1,511.01	1,511.01	0167620184 4301	MATERIALS AND SUPPLIES
W82P4323	MUSIC & ARTS CENTER	520.97	520.97	0167620211 4301	MATERIALS AND SUPPLIES
W82P4324	AMAZON.COM CORPORATE CREDIT	367.19	367.19	0107910988 4210	BOOKS & REFERENCE MATERIALS
W82P4325	OCSNO	310.00	310.00	0190110002 5240	TRAINING & TRAVEL & CONFERENCE

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4326	AMAZON.COM CORPORATE CREDIT	467.18	467.18	0190730009 4301	MATERIALS AND SUPPLIES
W82P4327	AMAZON.COM CORPORATE CREDIT	55.15	55.15	0162660346 4308	OFFICE SUPPLIES
W82P4328	SUPPLYMASTER INC	1,559.83	1,559.83	0100030049 4343	COMP HRDWARE UNDER $1500
W82P4329	VANGUARD MUSIC AND PERFORMING	652.50	652.50	0167620211 4301	MATERIALS AND SUPPLIES
W82P4331	AVID CENTER	6,594.00	4,396.00	0162660368 5240	TRAINING & TRAVEL & CONFERENCE
			2,198.00	0162660370 5240	TRAINING & TRAVEL & CONFERENCE
W82P4332	MCLOGAN SUPPLY CO INC	552.43	552.43	0163870090 4301	MATERIALS AND SUPPLIES
W82P4333	C & L CUSTOM VARSITY JACKETS I	1,276.51	1,266.72	0167620016 4301	MATERIALS AND SUPPLIES
			9.79	0167620180 4301	MATERIALS AND SUPPLIES
W82P4334	DIRECT DOOR & HARDWARE INC	1,414.10	1,414.10	0181500294 5690	CONTRACTS-OTHER SERVICES
W82P4335	ABES PLUMBING INC	1,850.00	1,850.00	0181500283 5690	CONTRACTS-OTHER SERVICES
W82P4336	GUITAR CENTER	1,185.38	1,185.38	0167620211 4301	MATERIALS AND SUPPLIES
W82P4338	WESTERN PSYCHOLOGICAL SERVICES	4,237.12	4,237.12	0191080003 4305	STUDENT TESTING
W82P4339	WENGER CORP	1,262.15	1,262.15	0167620018 4301	MATERIALS AND SUPPLIES
W82P4340	U.S. BANK	695.62	695.62	0133100052 5240	TRAINING & TRAVEL & CONFERENCE
W82P4341	U.S. BANK	1,626.60	1,626.60	0100041562 5240	TRAINING & TRAVEL & CONFERENCE
W82P4343	U.S. BANK	856.54	856.54	0162660369 5240	TRAINING & TRAVEL & CONFERENCE
W82P4344	C & L CUSTOM VARSITY JACKETS I	3,930.00	3,930.00	0167620016 4301	MATERIALS AND SUPPLIES
W82P4345	CENGAGE LEARNING	25,915.02	25,915.02	0163000110 4210	BOOKS & REFERENCE MATERIALS
W82P4346	U.S. BANK	856.54	856.54	0162660358 5240	TRAINING & TRAVEL & CONFERENCE
W82P4347	SCHOLASTIC CLASSROOM MAGAZINES	2,890.65	2,890.65	0167620056 4301	MATERIALS AND SUPPLIES
W82P4348	ROCHESTER 100 INC	711.75	711.75	0100030322 4301	MATERIALS AND SUPPLIES
W82P4349	MEDCO SUPPLY COMPANY	637.26	637.26	0107910017 4301	MATERIALS AND SUPPLIES
W82P4350	AMAZON.COM CORPORATE CREDIT	871.26	871.26	0100040051 4308	OFFICE SUPPLIES
W82P4351	AMAZON.COM CORPORATE CREDIT	37.63	37.63	0100030095 4301	MATERIALS AND SUPPLIES
W82P4352	AMAZON.COM CORPORATE CREDIT	40.71	40.71	0100031030 4301	MATERIALS AND SUPPLIES
W82P4353	AMAZON.COM CORPORATE CREDIT	32.06	32.06	0100030196 4301	MATERIALS AND SUPPLIES
W82P4354	WENGER CORP	10,869.13	10,869.13	0167620211 4301	MATERIALS AND SUPPLIES
W82P4355	AMAZON.COM CORPORATE CREDIT	38.31	38.31	0100030196 4301	MATERIALS AND SUPPLIES
W82P4356	AMAZON.COM CORPORATE CREDIT	75.44	75.44	0167620062 4301	MATERIALS AND SUPPLIES
W82P4357	AMAZON.COM CORPORATE CREDIT	31.96	31.96	0191080005 4301	MATERIALS AND SUPPLIES
W82P4358	AMAZON.COM CORPORATE CREDIT	32.29	32.29	0191080005 4301	MATERIALS AND SUPPLIES
W82P4359	AMAZON.COM CORPORATE CREDIT	17.20	17.20	0100030105 4301	MATERIALS AND SUPPLIES
W82P4360	AMAZON.COM CORPORATE CREDIT	21.46	21.46	0100030196 4301	MATERIALS AND SUPPLIES
W82P4361	AMAZON.COM CORPORATE CREDIT	26.90	26.90	0165000162 4301	MATERIALS AND SUPPLIES
W82P4362	AMAZON.COM CORPORATE CREDIT	247.91	247.91	0167620190 4301	MATERIALS AND SUPPLIES
W82P4363	AMAZON.COM CORPORATE CREDIT	78.69	78.69	0165000074 4301	MATERIALS AND SUPPLIES
W82P4364	AMAZON.COM CORPORATE CREDIT	105.17	105.17	0165000156 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4365	AMAZON.COM CORPORATE CREDIT	131.23	131.23	0107910938 4301	MATERIALS AND SUPPLIES
W82P4366	ARBOR SCIENTIFIC	75.69	75.69	0163000124 4301	MATERIALS AND SUPPLIES
W82P4367	PRESIDENTS EDUC AWARDS PROG	152.79	152.79	0100030303 4301	MATERIALS AND SUPPLIES
W82P4368	AMAZON.COM CORPORATE CREDIT	604.13	604.13	0167620063 4301	MATERIALS AND SUPPLIES
W82P4369	PERMA BOUND	491.89	491.89	0167620063 4210	BOOKS & REFERENCE MATERIALS
W82P4370	ROSE BRAND	1,684.07	1,684.07	0100080001 4301	MATERIALS AND SUPPLIES
W82P4371	GOPHER SPORT	166.34	166.34	0156400400 4301	MATERIALS AND SUPPLIES
W82P4373	SO CAL GRAD	476.42	476.42	0100030129 4301	MATERIALS AND SUPPLIES
W82P4374	AVID CENTER	1,249.00	1,249.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
W82P4375	HOME DEPOT	380.66	380.66	0167620029 4301	MATERIALS AND SUPPLIES
W82P4376	COMPLETE CARTRIDGE SUPPLY COMP	54.00	54.00	0100030196 4301	MATERIALS AND SUPPLIES
W82P4377	AMERICAN CASUAL	704.16	704.16	0190730009 4301	MATERIALS AND SUPPLIES
W82P4378	GAME ONE	1,138.41	1,138.41	0100030070 4301	MATERIALS AND SUPPLIES
W82P4379	U.S. BANK	384.00	285.00	0100040066 5240	TRAINING & TRAVEL & CONFERENCE
			99.00	0100040066 5310	DUES & MEMBERSHIPS
W82P4380	EMBI TEC	468.71	468.71	0163000124 4301	MATERIALS AND SUPPLIES
W82P4382	PERMA BOUND	545.26	545.26	0167700011 4210	BOOKS & REFERENCE MATERIALS
W82P4383	CDW G INC	4,622.24	4,265.24	0167620165 4343	COMP HRDWARE UNDER $1500
			357.00	0167620165 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4384	AMAZON.COM CORPORATE CREDIT	565.91	565.91	0107910988 4210	BOOKS & REFERENCE MATERIALS
W82P4385	JOURNALISM EDUCATION ASSOCIATI	103.31	103.31	0100030090 5310	DUES & MEMBERSHIPS
W82P4386	PERMA BOUND	532.07	532.07	0167700011 4210	BOOKS & REFERENCE MATERIALS
W82P4387	U.S. BANK	555.56	277.78	0135500032 5240	TRAINING & TRAVEL & CONFERENCE
			277.78	0163880060 5240	TRAINING & TRAVEL & CONFERENCE
W82P4388	UNITED STATES ACADEMIC DECATHL	2,382.50	2,382.50	0107910579 4301	MATERIALS AND SUPPLIES
W82P4389	BUDDYS ALL STAR INC	4,795.06	4,795.06	0167620010 4301	MATERIALS AND SUPPLIES
W82P4391	U.S. BANK	2,832.46	653.60	0135500034 5240	TRAINING & TRAVEL & CONFERENCE
			2,178.86	0135500034 5816	FIELD TRIPS / ADMISSION
W82P4392	SOUTHWEST SCHOOL & OFFICE SUPP	820.04	820.04	0167620057 4301	MATERIALS AND SUPPLIES
W82P4393	MEDIEVAL TIMES	9,547.20	9,547.20	0190170076 5816	FIELD TRIPS / ADMISSION
W82P4394	HOME DEPOT	3,341.06	3,341.06	0167620123 4301	MATERIALS AND SUPPLIES
W82P4395	HMH EDUCATION COMPANY	15,000.00	15,000.00	0167620111 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4397	SOUTHWEST SCHOOL & OFFICE SUPP	4,363.95	4,363.95	0167620171 4301	MATERIALS AND SUPPLIES
W82P4398	ORANGE COUNTY DEPT OF ED	950.00	950.00	0162660043 5810	PROFESSIONAL/CONSULTING SRV.
W82P4399	MUSIC & ARTS CENTER	34,005.17	34,005.17	0167620211 4301	MATERIALS AND SUPPLIES
W82P4400	SOUTHWEST SCHOOL & OFFICE SUPP	529.01	529.01	010791185 4308	OFFICE SUPPLIES
W82P4401	SOUTHPAW ENTERPRISES INC	697.68	697.68	0190170337 4301	MATERIALS AND SUPPLIES
W82P4402	PRO ED INC	47.85	47.85	0165000156 4305	STUDENT TESTING

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4403	MEET THE MASTERS INC	493.50	493.50	0167620184 4301	MATERIALS AND SUPPLIES
W82P4404	AMERICAN CASUAL	1,747.61	1,747.61	0190730009 4301	MATERIALS AND SUPPLIES
W82P4405	DEMCO INC	3,598.99	3,598.99	0167620030 4301	MATERIALS AND SUPPLIES
W82P4406	STEVE WEISS MUSIC INC	6,097.95	6,097.95	0167620211 4301	MATERIALS AND SUPPLIES
W82P4407	RENAISSANCE LEARNING INC	2,009.00	2,009.00	0100030129 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4408	PERMA BOUND	85.37	85.37	0100030097 4210	BOOKS & REFERENCE MATERIALS
W82P4409	PERMA BOUND	554.26	554.26	0167700011 4210	BOOKS & REFERENCE MATERIALS
W82P4410	PERMA BOUND	523.31	523.31	0167700011 4210	BOOKS & REFERENCE MATERIALS
W82P4411	AMERICAN CASUAL	1,394.01	1,394.01	0190170089 4301	MATERIALS AND SUPPLIES
W82P4412	FOLLETT CONTENT SOLUTION LLC	918.13	918.13	0167620018 4210	BOOKS & REFERENCE MATERIALS
W82P4413	MUSIC & ARTS CENTER	69.51	69.51	0167620211 4301	MATERIALS AND SUPPLIES
W82P4414	HMH EDUCATION COMPANY	26,580.24	26,580.24	0163000110 4210	BOOKS & REFERENCE MATERIALS
W82P4415	THE PENCIL STORE	553.92	553.92	010791170 4301	MATERIALS AND SUPPLIES
W82P4416	SMILEMAKERS INC	112.76	112.76	010791170 4301	MATERIALS AND SUPPLIES
W82P4417	BERTRAND MUSIC ENTERPRISES	2,827.46	2,827.46	0167620211 4301	MATERIALS AND SUPPLIES
W82P4418	AMSCOPE	215.31	215.31	0167620157 4301	MATERIALS AND SUPPLIES
W82P4419	APPERSON EDUCATION PRODUCTS	418.14	418.14	0100030098 4301	MATERIALS AND SUPPLIES
W82P4420	SHAR PRODUCTS	3,228.24	3,228.24	0167620211 4301	MATERIALS AND SUPPLIES
W82P4421	STAGERIGHT CORPORATION	2,947.12	2,947.12	0167620211 4301	MATERIALS AND SUPPLIES
W82P4422	MATH MEDIC	1,300.00	1,300.00	0163000131 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4423	BERTRAND MUSIC ENTERPRISES	1,768.13	1,768.13	0167620211 4301	MATERIALS AND SUPPLIES
W82P4424	CAMELOT GOLFLAND	4,373.46	4,373.46	0190170093 5816	FIELD TRIPS / ADMISSION
W82P4425	S & R SPORT	1,422.45	1,422.45	0167620016 4301	MATERIALS AND SUPPLIES
W82P4427	SOUTHWEST STRINGS	18,176.57	18,176.57	0167620211 4301	MATERIALS AND SUPPLIES
W82P4428	BALLARD & TIGHE PUBLISHERS	5,029.02	5,029.02	010791170 4301	MATERIALS AND SUPPLIES
W82P4429	AMAZON.COM CORPORATE CREDIT	347.21	347.21	0107910937 4210	BOOKS & REFERENCE MATERIALS
W82P4430	SOUTHWEST SCHOOL & OFFICE SUPP	3,813.35	3,813.35	0167620170 4301	MATERIALS AND SUPPLIES
W82P4431	AMAZON.COM CORPORATE CREDIT	369.98	369.98	0107910937 4210	BOOKS & REFERENCE MATERIALS
W82P4432	PASCO	199.78	199.78	0100030094 4301	MATERIALS AND SUPPLIES
W82P4433	SOUTHWEST SCHOOL & OFFICE SUPP	122.55	122.55	0100030163 4301	MATERIALS AND SUPPLIES
W82P4434	DISCOVERY CUBE ORANGE COUNTY	800.00	800.00	0190170085 5821	ASSEMBLIES
W82P4435	SCN WORLDWIDE LLC	688.53	688.53	0100030879 4308	OFFICE SUPPLIES
W82P4436	ORANGE COUNTY DEPT OF ED	1,134.00	1,134.00	0190170097 5816	FIELD TRIPS / ADMISSION
W82P4438	AMAZON.COM CORPORATE CREDIT	605.88	605.88	0100030172 4301	MATERIALS AND SUPPLIES
W82P4442	LIBERTY PAPER	26,582.85	26,582.85	01 9320	STORES
W82P4443	AMAZON.COM CORPORATE CREDIT	41.74	41.74	0167620045 4301	MATERIALS AND SUPPLIES
W82P4445	EMBI TEC	109.52	109.52	0100030094 4301	MATERIALS AND SUPPLIES
W82P4447	RADIO SERVICE INC	3,142.88	3,142.88	0167620053 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4448	**COMPLETE CARTRIDGE SUPPLY COMP**	**54.00**	54.00	0100030196 4301	MATERIALS AND SUPPLIES
W82P4449	**AMAZON.COM CORPORATE CREDIT**	**274.49**	274.49	0190170109 4301	MATERIALS AND SUPPLIES
W82P4450	**AMAZON.COM CORPORATE CREDIT**	**281.40**	281.40	0107910937 4210	BOOKS & REFERENCE MATERIALS
W82P4451	**AMAZON.COM CORPORATE CREDIT**	**9,390.15**	362.22	0100040582 4301	MATERIALS AND SUPPLIES
			9,027.93	0100040582 4343	COMP HRDWARE UNDER $1500
W82P4453	**AMAZON.COM CORPORATE CREDIT**	**757.59**	757.59	0190730004 4301	MATERIALS AND SUPPLIES
W82P4455	**AMAZON.COM CORPORATE CREDIT**	**264.25**	52.37	0100030253 4210	BOOKS & REFERENCE MATERIALS
			174.77	0100030253 4301	MATERIALS AND SUPPLIES
			37.11	010791261 4301	MATERIALS AND SUPPLIES
W82P4456	**AVID CENTER**	**8,792.00**	7,693.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
			1,099.00	010791197 5240	TRAINING & TRAVEL & CONFERENCE
W82P4458	**AMAZON.COM CORPORATE CREDIT**	**1,203.89**	1,203.89	0167620045 4301	MATERIALS AND SUPPLIES
W82P4459	**PASCO**	**15,491.77**	15,491.77	0163000124 4301	MATERIALS AND SUPPLIES
W82P4460	**AMAZON.COM CORPORATE CREDIT**	**68.49**	68.49	0167620030 4301	MATERIALS AND SUPPLIES
W82P4461	**AMAZON.COM CORPORATE CREDIT**	**393.28**	393.28	0100030620 4301	MATERIALS AND SUPPLIES
W82P4462	**SOUTHWEST SCHOOL & OFFICE SUPP**	**823.47**	823.47	0100030253 4301	MATERIALS AND SUPPLIES
W82P4464	**AMAZON.COM CORPORATE CREDIT**	**4,741.50**	4,741.50	0167620029 4301	MATERIALS AND SUPPLIES
W82P4465	**AMAZON.COM CORPORATE CREDIT**	**463.91**	463.91	0167620053 4301	MATERIALS AND SUPPLIES
W82P4466	**AMAZON.COM CORPORATE CREDIT**	**1,086.69**	1,086.69	0107910935 4210	BOOKS & REFERENCE MATERIALS
W82P4467	**DICK BLICK ART MATERIALS**	**10,308.33**	10,308.33	0167620115 4301	MATERIALS AND SUPPLIES
W82P4468	**AMAZON.COM CORPORATE CREDIT**	**265.30**	265.30	0100030049 4301	MATERIALS AND SUPPLIES
W82P4471	**AMAZON.COM CORPORATE CREDIT**	**40.11**	40.11	0100041609 4308	OFFICE SUPPLIES
W82P4472	**AMAZON.COM CORPORATE CREDIT**	**100.82**	59.73	0100030277 4301	MATERIALS AND SUPPLIES
			41.09	0190170094 4301	MATERIALS AND SUPPLIES
W82P4473	**ORANGE COUNTY DEPT OF ED**	**854.00**	854.00	0190170085 5816	FIELD TRIPS / ADMISSION
W82P4474	**AMAZON.COM CORPORATE CREDIT**	**57.34**	57.34	0100040045 4308	OFFICE SUPPLIES
W82P4478	**BERTRAND MUSIC ENTERPRISES**	**3,705.88**	3,705.88	0167620048 4301	MATERIALS AND SUPPLIES
W82P4479	**RADIO SERVICE INC**	**3,142.88**	3,142.88	0100030879 4308	OFFICE SUPPLIES
W82P4482	**FLINN SCIENTIFIC INC**	**1,070.30**	1,070.30	0163000124 4301	MATERIALS AND SUPPLIES
W82P4483	**FLINN SCIENTIFIC INC**	**242.07**	242.07	0163000124 4301	MATERIALS AND SUPPLIES
W82P4486	**GUITAR CENTER**	**614.44**	614.44	0167620211 4301	MATERIALS AND SUPPLIES
W82P4487	**AMAZON.COM CORPORATE CREDIT**	**481.86**	481.86	0107910935 4301	MATERIALS AND SUPPLIES
W82P4489	**AMAZON.COM CORPORATE CREDIT**	**857.58**	857.58	0167620184 4301	MATERIALS AND SUPPLIES
W82P4490	**AMAZON.COM CORPORATE CREDIT**	**2,994.92**	2,994.92	0167620052 4301	MATERIALS AND SUPPLIES
W82P4492	**AMAZON.COM CORPORATE CREDIT**	**501.39**	501.39	0100030167 4301	MATERIALS AND SUPPLIES
W82P4493	**AMAZON.COM CORPORATE CREDIT**	**3,088.38**	3,088.38	0167620053 4301	MATERIALS AND SUPPLIES
W82P4495	**RADIO SERVICE INC**	**942.86**	942.86	0100030454 4308	OFFICE SUPPLIES
W82P4496	**EDUCATORS.COOP**	**5,981.25**	5,981.25	0163880055 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4497	**AMAZON.COM CORPORATE CREDIT**	**160.40**	51.31	0100030196 4301	MATERIALS AND SUPPLIES
			109.09	0100030196 4343	COMP HRDWARE UNDER $1500
W82P4498	**CAROLINA BIOLOGICAL SUPPLY CO**	**2,777.49**	2,777.49	0163000124 4301	MATERIALS AND SUPPLIES
W82P4499	**SCHMIDT, STEVEN**	**1,087.50**	1,087.50	0167620115 4301	MATERIALS AND SUPPLIES
W82P4500	**AMAZON.COM CORPORATE CREDIT**	**90.57**	90.57	0107910935 4301	MATERIALS AND SUPPLIES
W82P4501	**AMAZON.COM CORPORATE CREDIT**	**151.52**	151.52	0167620184 4301	MATERIALS AND SUPPLIES
W82P4502	**AMAZON.COM CORPORATE CREDIT**	**85.65**	85.65	0167620045 4301	MATERIALS AND SUPPLIES
W82P4503	**AMAZON.COM CORPORATE CREDIT**	**976.34**	976.34	0167620175 4301	MATERIALS AND SUPPLIES
W82P4504	**CENGAGE LEARNING**	**13,140.28**	13,140.28	0163000135 4110	APPRV TEXTBOOKS
W82P4505	**AMAZON.COM CORPORATE CREDIT**	**2,905.31**	2,905.31	0167620116 4301	MATERIALS AND SUPPLIES
W82P4506	**FLINN SCIENTIFIC INC**	**463.50**	463.50	0163000124 4301	MATERIALS AND SUPPLIES
W82P4507	**AMAZON.COM CORPORATE CREDIT**	**28.77**	28.77	0100030164 4301	MATERIALS AND SUPPLIES
W82P4508	**FOLLETT CONTENT SOLUTION LLC**	**195.52**	195.52	0130100037 4210	BOOKS & REFERENCE MATERIALS
W82P4509	**AMAZON.COM CORPORATE CREDIT**	**17.22**	17.22	0100030277 4301	MATERIALS AND SUPPLIES
W82P4510	**AMSTERDAM PRINTING & LITHO CO**	**1,025.88**	1,025.88	010791170 4301	MATERIALS AND SUPPLIES
W82P4511	**BIO CORP**	**478.28**	478.28	0163000124 4301	MATERIALS AND SUPPLIES
W82P4512	**AMAZON.COM CORPORATE CREDIT**	**8,662.78**	8,662.78	0167620192 4301	MATERIALS AND SUPPLIES
W82P4513	**AMAZON.COM CORPORATE CREDIT**	**47.49**	47.49	0100040620 4308	OFFICE SUPPLIES
W82P4515	**VARI SALES CORPORATION**	**867.82**	867.82	0100030011 4308	OFFICE SUPPLIES
W82P4516	**AMAZON.COM CORPORATE CREDIT**	**1,270.83**	1,270.83	0167700027 4301	MATERIALS AND SUPPLIES
W82P4518	**AMAZON.COM CORPORATE CREDIT**	**417.01**	417.01	0181502324 4313	MAINTENANCE
W82P4519	**AMAZON.COM CORPORATE CREDIT**	**69.96**	69.96	0100030271 4301	MATERIALS AND SUPPLIES
W82P4520	**AMAZON.COM CORPORATE CREDIT**	**1,720.07**	879.44	0167620053 4301	MATERIALS AND SUPPLIES
			840.63	0167620053 4343	COMP HRDWARE UNDER $1500
W82P4521	**AMAZON.COM CORPORATE CREDIT**	**25.56**	25.56	0165000074 4301	MATERIALS AND SUPPLIES
W82P4522	**AMAZON.COM CORPORATE CREDIT**	**382.19**	382.19	0100030150 4301	MATERIALS AND SUPPLIES
W82P4523	**AMAZON.COM CORPORATE CREDIT**	**714.10**	714.10	0167620018 4301	MATERIALS AND SUPPLIES
W82P4524	**AMAZON.COM CORPORATE CREDIT**	**95.85**	95.85	0181502343 4313	MAINTENANCE
W82P4525	**AMAZON.COM CORPORATE CREDIT**	**26.89**	26.89	0100030168 4301	MATERIALS AND SUPPLIES
W82P4526	**AMAZON.COM CORPORATE CREDIT**	**70.82**	70.82	0167620029 4301	MATERIALS AND SUPPLIES
W82P4527	**AMAZON.COM CORPORATE CREDIT**	**557.84**	557.84	0167620053 4301	MATERIALS AND SUPPLIES
W82P4528	**AMAZON.COM CORPORATE CREDIT**	**175.69**	175.69	0190170090 4301	MATERIALS AND SUPPLIES
W82P4529	**AMAZON.COM CORPORATE CREDIT**	**468.81**	468.81	0167620053 4301	MATERIALS AND SUPPLIES
W82P4530	**AMAZON.COM CORPORATE CREDIT**	**1,163.75**	1,163.75	0130100024 4301	MATERIALS AND SUPPLIES
W82P4531	**RADIO SERVICE INC**	**628.58**	628.58	0100030912 4308	OFFICE SUPPLIES
W82P4532	**HIRSCH PIPE & SUPPLY CO**	**2,013.08**	2,013.08	0181502327 4313	MAINTENANCE
W82P4533	**CITY ELECTRIC SUPPLY**	**1,719.21**	1,719.21	0181500016 4313	MAINTENANCE
W82P4534	**RADIO SERVICE INC**	**3,099.38**	3,099.38	0181502346 4313	MAINTENANCE

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4536	AMAZON.COM CORPORATE CREDIT	264.72	264.72	0100030196 4301	MATERIALS AND SUPPLIES
W82P4537	ORANGE COUNTY DEPT OF ED	792.63	792.63	0190170109 5821	ASSEMBLIES
W82P4538	FLINN SCIENTIFIC INC	3,151.91	3,151.91	0163000124 4301	MATERIALS AND SUPPLIES
W82P4539	FISHER SCIENTIFIC LLC	1,836.93	1,836.93	0163000124 4301	MATERIALS AND SUPPLIES
W82P4540	AMAZON.COM CORPORATE CREDIT	13,452.56	13,452.56	0167620123 4301	MATERIALS AND SUPPLIES
W82P4541	AMAZON.COM CORPORATE CREDIT	1,220.79	1,220.79	0167620018 4301	MATERIALS AND SUPPLIES
W82P4542	PEARSON EDUCATION	341.80	341.80	0165000156 4305	STUDENT TESTING
W82P4543	FISHER SCIENTIFIC LLC	227.85	227.85	0163000124 4301	MATERIALS AND SUPPLIES
W82P4544	AMAZON.COM CORPORATE CREDIT	433.23	433.23	0100030253 4301	MATERIALS AND SUPPLIES
W82P4545	FLINN SCIENTIFIC INC	1,289.99	1,289.99	0163000124 4301	MATERIALS AND SUPPLIES
W82P4546	3D MOLECULAR DESIGNS LLC	739.50	739.50	0163000124 4301	MATERIALS AND SUPPLIES
W82P4547	FLINN SCIENTIFIC INC	77.36	77.36	0163000124 4301	MATERIALS AND SUPPLIES
W82P4548	AMAZON.COM CORPORATE CREDIT	10,826.16	10,826.16	0167620123 4301	MATERIALS AND SUPPLIES
W82P4549	AMAZON.COM CORPORATE CREDIT	183.78	183.78	0167620126 4301	MATERIALS AND SUPPLIES
W82P4550	AMAZON.COM CORPORATE CREDIT	612.04	612.04	0100030090 4301	MATERIALS AND SUPPLIES
W82P4551	AMAZON.COM CORPORATE CREDIT	200.36	200.36	0167620165 4301	MATERIALS AND SUPPLIES
W82P4552	AMAZON.COM CORPORATE CREDIT	5,261.95	5,261.95	0167620123 4301	MATERIALS AND SUPPLIES
W82P4553	AMAZON.COM CORPORATE CREDIT	133.02	133.02	0167620184 4301	MATERIALS AND SUPPLIES
W82P4554	PRO ED INC	776.48	776.48	0165000156 4305	STUDENT TESTING
W82P4555	WESTERN PSYCHOLOGICAL SERVICES	418.68	418.68	0165000156 4305	STUDENT TESTING
W82P4556	FLINN SCIENTIFIC INC	1,504.17	1,504.17	0163000124 4301	MATERIALS AND SUPPLIES
W82P4557	ARBOR SCIENTIFIC	3,666.12	3,666.12	0163000124 4301	MATERIALS AND SUPPLIES
W82P4558	HOME SCIENCE TOOLS	739.07	739.07	0163000124 4301	MATERIALS AND SUPPLIES
W82P4559	AMAZON.COM CORPORATE CREDIT	164.38	164.38	0100030034 4301	MATERIALS AND SUPPLIES
W82P4560	LAKESHORE LEARNING MATERIALS	211.36	211.36	0167620020 4301	MATERIALS AND SUPPLIES
W82P4562	AMAZON.COM CORPORATE CREDIT	112.57	112.57	0167620123 4301	MATERIALS AND SUPPLIES
W82P4563	AMAZON.COM CORPORATE CREDIT	532.92	532.92	0167620160 4301	MATERIALS AND SUPPLIES
W82P4564	AMAZON.COM CORPORATE CREDIT	3,016.56	3,016.56	0167620123 4301	MATERIALS AND SUPPLIES
W82P4566	JUST BREATHE SUBACUTE TRAINING	1,000.00	1,000.00	0191080005 5240	TRAINING & TRAVEL & CONFERENCE
W82P4568	AMAZON.COM CORPORATE CREDIT	647.98	647.98	0100030286 4301	MATERIALS AND SUPPLIES
W82P4570	AMAZON.COM CORPORATE CREDIT	133.84	133.84	0100030094 4301	MATERIALS AND SUPPLIES
W82P4572	AMAZON.COM CORPORATE CREDIT	110.34	110.34	0100041610 4301	MATERIALS AND SUPPLIES
W82P4573	TWIG EDUCATION INC.	52.95	52.95	0163000121 4301	MATERIALS AND SUPPLIES
W82P4574	AMAZON.COM CORPORATE CREDIT	664.33	664.33	0100030087 4301	MATERIALS AND SUPPLIES
W82P4575	JL CUSTOM UPHOLSTERY INC	800.00	800.00	0107230005 4317	OTHER TRANSPORTATION
W82P4576	VERNIER SCIENCE EDUCATION	2,283.81	2,283.81	0163000124 4301	MATERIALS AND SUPPLIES
W82P4577	APPLE COMPUTER INC	661.78	299.99	0191080003 4342	COMP SOFTWRE UNDER $1500
			361.79	0191080003 4343	COMP HRDWARE UNDER $1500

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4578	**APPLE COMPUTER INC**	**361.79**	361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4579	**AMAZON.COM CORPORATE CREDIT**	**448.55**	448.55	0100030956 4301	MATERIALS AND SUPPLIES
W82P4580	**APPLE COMPUTER INC**	**661.78**	299.99	0191080003 4342	COMP SOFTWRE UNDER $1500
			361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4581	**APPLE COMPUTER INC**	**7,348.58**	7,348.58	0167620062 4343	COMP HRDWARE UNDER $1500
W82P4582	**APPLE COMPUTER INC**	**3,606.23**	3,606.23	0167620165 4343	COMP HRDWARE UNDER $1500
W82P4583	**APPLE COMPUTER INC**	**299.99**	299.99	0165000074 4342	COMP SOFTWRE UNDER $1500
W82P4584	**APPLE COMPUTER INC**	**361.79**	361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4585	**APPLE COMPUTER INC**	**661.78**	299.99	0191080003 4342	COMP SOFTWRE UNDER $1500
			361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4586	**APPLE COMPUTER INC**	**599.98**	599.98	0191080003 4342	COMP SOFTWRE UNDER $1500
W82P4587	**PRESIDENTS EDUC AWARDS PROG**	**116.99**	116.99	0100030277 4301	MATERIALS AND SUPPLIES
W82P4589	**APPLE COMPUTER INC**	**611.78**	249.99	0165000074 4342	COMP SOFTWRE UNDER $1500
			361.79	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4592	**BRIGHTLY SOFTWARE INC**	**29,261.54**	29,261.54	0100080086 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4593	**APPLE COMPUTER INC**	**2,615.83**	2,615.83	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4595	**MACMILLAN HOLDINGS LLC**	**102,872.82**	47,249.68	0163000113 4110	APPRV TEXTBOOKS
			55,623.14	0163000113 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4596	**AMAZON.COM CORPORATE CREDIT**	**345.95**	345.95	0167700026 4301	MATERIALS AND SUPPLIES
W82P4597	**AMAZON.COM CORPORATE CREDIT**	**140.63**	140.63	0167620184 4301	MATERIALS AND SUPPLIES
W82P4598	**AMAZON.COM CORPORATE CREDIT**	**297.54**	297.54	0100030235 4301	MATERIALS AND SUPPLIES
W82P4599	**AMAZON.COM CORPORATE CREDIT**	**667.08**	667.08	0100030141 4301	MATERIALS AND SUPPLIES
W82P4601	**AMAZON.COM CORPORATE CREDIT**	**457.23**	457.23	0167620183 4301	MATERIALS AND SUPPLIES
W82P4602	**AMAZON.COM CORPORATE CREDIT**	**3,309.32**	3,309.32	0167620018 4301	MATERIALS AND SUPPLIES
W82P4603	**AMAZON.COM CORPORATE CREDIT**	**576.19**	576.19	0167700026 4301	MATERIALS AND SUPPLIES
W82P4609	**AMAZON.COM CORPORATE CREDIT**	**75.33**	75.33	0167620020 4301	MATERIALS AND SUPPLIES
W82P4610	**AMAZON.COM CORPORATE CREDIT**	**602.37**	602.37	0167620183 4301	MATERIALS AND SUPPLIES
W82P4613	**AMAZON.COM CORPORATE CREDIT**	**89.86**	89.86	0190170038 4301	MATERIALS AND SUPPLIES
W82P4615	**AMAZON.COM CORPORATE CREDIT**	**114.14**	114.14	0167620165 4301	MATERIALS AND SUPPLIES
W82P4621	**LENNOX INDUSTRIES INC**	**32,606.51**	32,606.51	0181500216 5690	CONTRACTS-OTHER SERVICES
W82P4627	**AMAZON.COM CORPORATE CREDIT**	**8,042.03**	8,042.03	0167620123 4301	MATERIALS AND SUPPLIES
W82P4630	**AMAZON.COM CORPORATE CREDIT**	**59.51**	59.51	0167620045 4301	MATERIALS AND SUPPLIES
W82P4631	**AMAZON.COM CORPORATE CREDIT**	**159.84**	159.84	0100030879 4308	OFFICE SUPPLIES
W82P4634	**AMAZON.COM CORPORATE CREDIT**	**1,292.72**	1,292.72	0167620123 4301	MATERIALS AND SUPPLIES
W82P4635	**AMAZON.COM CORPORATE CREDIT**	**204.59**	204.59	0162110003 4301	MATERIALS AND SUPPLIES
W82P4636	**AMAZON.COM CORPORATE CREDIT**	**486.53**	486.53	0167700026 4301	MATERIALS AND SUPPLIES
W82P4639	**FRANKLIN TRUCK PARTS INC**	**1,287.66**	1,287.66	0100040788 4313	MAINTENANCE
W82P4640	**YAMAHA GOLF CARS OF CALIF INC**	**1,539.37**	1,539.37	0181500026 5640	RENTAL

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4641	**YAMAHA GOLF CARS OF CALIF INC**	**1,539.37**	1,539.37	0181500298 5640	RENTAL
W82P4642	**SHAR PRODUCTS**	**911.60**	911.60	0100030143 4301	MATERIALS AND SUPPLIES
W82P4643	**AMAZON.COM CORPORATE CREDIT**	**219.00**	219.00	0167620062 4301	MATERIALS AND SUPPLIES
W82P4644	**AMAZON.COM CORPORATE CREDIT**	**1,430.14**	1,430.14	0167620048 4301	MATERIALS AND SUPPLIES
W82P4645	**AMAZON.COM CORPORATE CREDIT**	**1,641.35**	1,641.35	0167620048 4301	MATERIALS AND SUPPLIES
W82P4646	**AMAZON.COM CORPORATE CREDIT**	**123.95**	123.95	0100040620 4308	OFFICE SUPPLIES
W82P4647	**AMAZON.COM CORPORATE CREDIT**	**1,317.86**	1,317.86	0100030115 4301	MATERIALS AND SUPPLIES
W82P4648	**AMAZON.COM CORPORATE CREDIT**	**877.70**	877.70	0163870091 4301	MATERIALS AND SUPPLIES
W82P4649	**AMAZON.COM CORPORATE CREDIT**	**4,079.81**	4,079.81	0190170037 4301	MATERIALS AND SUPPLIES
W82P4650	**AMAZON.COM CORPORATE CREDIT**	**108.14**	108.14	0167620018 4301	MATERIALS AND SUPPLIES
W82P4651	**AMAZON.COM CORPORATE CREDIT**	**15.40**	15.40	0100030011 4308	OFFICE SUPPLIES
W82P4652	**AMAZON.COM CORPORATE CREDIT**	**54.36**	54.36	0100030235 4301	MATERIALS AND SUPPLIES
W82P4654	**EDMAGZ LLC**	**2,421.33**	2,421.33	0163000124 4301	MATERIALS AND SUPPLIES
W82P4655	**FOLLETT CONTENT SOLUTION LLC**	**386.30**	386.30	0100030175 4210	BOOKS & REFERENCE MATERIALS
W82P4657	**PEARSON EDUCATION**	**1,280.73**	1,280.73	0191080005 4305	STUDENT TESTING
W82P4662	**AMAZON.COM CORPORATE CREDIT**	**958.36**	958.36	0190730004 4301	MATERIALS AND SUPPLIES
W82P4666	**AMAZON.COM CORPORATE CREDIT**	**887.55**	887.55	0167700026 4301	MATERIALS AND SUPPLIES
W82P4670	**AMAZON.COM CORPORATE CREDIT**	**452.63**	452.63	0167620048 4301	MATERIALS AND SUPPLIES
W82P4671	**AVID CENTER**	**3,400.00**	2,550.00	0162660368 5240	TRAINING & TRAVEL & CONFERENCE
			850.00	0162660370 5240	TRAINING & TRAVEL & CONFERENCE
W82P4672	**AMAZON.COM CORPORATE CREDIT**	**94.37**	94.37	0107910988 4210	BOOKS & REFERENCE MATERIALS
W82P4673	**AMAZON.COM CORPORATE CREDIT**	**1,002.69**	1,002.69	0167620183 4301	MATERIALS AND SUPPLIES
W82P4674	**AMAZON.COM CORPORATE CREDIT**	**207.70**	207.70	0181500619 4313	MAINTENANCE
W82P4675	**AMAZON.COM CORPORATE CREDIT**	**1,852.54**	1,852.54	0130100555 4301	MATERIALS AND SUPPLIES
W82P4676	**AMAZON.COM CORPORATE CREDIT**	**548.97**	548.97	0190730004 4301	MATERIALS AND SUPPLIES
W82P4677	**AMAZON.COM CORPORATE CREDIT**	**308.14**	308.14	0100030325 4301	MATERIALS AND SUPPLIES
W82P4678	**AVID CENTER**	**4,396.00**	2,198.00	0140350189 5240	TRAINING & TRAVEL & CONFERENCE
			2,198.00	0140350190 5240	TRAINING & TRAVEL & CONFERENCE
W82P4679	**AMAZON.COM CORPORATE CREDIT**	**111.53**	111.53	0163000124 4301	MATERIALS AND SUPPLIES
W82P4680	**AVID CENTER**	**2,198.00**	2,198.00	0162660368 5240	TRAINING & TRAVEL & CONFERENCE
W82P4682	**AVID CENTER**	**2,348.00**	2,348.00	0140350189 5240	TRAINING & TRAVEL & CONFERENCE
W82P4683	**AVID CENTER**	**4,396.00**	3,297.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
			1,099.00	010791197 5240	TRAINING & TRAVEL & CONFERENCE
W82P4684	**AMAZON.COM CORPORATE CREDIT**	**261.74**	11.35	0107911333 4210	BOOKS & REFERENCE MATERIALS
			250.39	0162660365 4301	MATERIALS AND SUPPLIES
W82P4685	**AMAZON.COM CORPORATE CREDIT**	**350.97**	350.97	0162660365 4301	MATERIALS AND SUPPLIES
W82P4686	**AMAZON.COM CORPORATE CREDIT**	**318.42**	318.42	0163870090 4301	MATERIALS AND SUPPLIES
W82P4687	**AMAZON.COM CORPORATE CREDIT**	**519.80**	519.80	0163000124 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4688	**AMAZON.COM CORPORATE CREDIT**	**246.55**	246.55	0100030158 4301	MATERIALS AND SUPPLIES
W82P4689	**AMAZON.COM CORPORATE CREDIT**	**301.67**	301.67	0167620190 4301	MATERIALS AND SUPPLIES
W82P4690	**AMAZON.COM CORPORATE CREDIT**	**279.87**	279.87	0100031029 4301	MATERIALS AND SUPPLIES
W82P4692	**AMAZON.COM CORPORATE CREDIT**	**398.87**	398.87	0162660365 4301	MATERIALS AND SUPPLIES
W82P4695	**AMAZON.COM CORPORATE CREDIT**	**43.05**	43.05	0162660346 4308	OFFICE SUPPLIES
W82P4697	**AMAZON.COM CORPORATE CREDIT**	**323.03**	323.03	0162660365 4301	MATERIALS AND SUPPLIES
W82P4701	**AMAZON.COM CORPORATE CREDIT**	**834.83**	834.83	0167700026 4301	MATERIALS AND SUPPLIES
W82P4704	**AMAZON.COM CORPORATE CREDIT**	**333.40**	333.40	0165000159 4301	MATERIALS AND SUPPLIES
W82P4705	**AMAZON.COM CORPORATE CREDIT**	**3,124.16**	3,124.16	0167620183 4301	MATERIALS AND SUPPLIES
W82P4707	**AMAZON.COM CORPORATE CREDIT**	**1,078.98**	1,078.98	0167620053 4301	MATERIALS AND SUPPLIES
W82P4708	**AMAZON.COM CORPORATE CREDIT**	**1,558.67**	1,558.67	0167620183 4301	MATERIALS AND SUPPLIES
W82P4709	**AMAZON.COM CORPORATE CREDIT**	**110.69**	110.69	0107910860 4210	BOOKS & REFERENCE MATERIALS
W82P4710	**AMAZON.COM CORPORATE CREDIT**	**440.43**	440.43	0167700026 4301	MATERIALS AND SUPPLIES
W82P4711	**AMAZON.COM CORPORATE CREDIT**	**90.39**	90.39	0165000141 4301	MATERIALS AND SUPPLIES
W82P4712	**AMAZON.COM CORPORATE CREDIT**	**102.50**	102.50	0167620171 4301	MATERIALS AND SUPPLIES
W82P4713	**AMAZON.COM CORPORATE CREDIT**	**27.59**	27.59	0165000162 4301	MATERIALS AND SUPPLIES
W82P4714	**AMAZON.COM CORPORATE CREDIT**	**54.90**	54.90	0167620211 4301	MATERIALS AND SUPPLIES
W82P4715	**AMAZON.COM CORPORATE CREDIT**	**69.14**	69.14	0167620157 4301	MATERIALS AND SUPPLIES
W82P4717	**AMAZON.COM CORPORATE CREDIT**	**2,679.85**	2,679.85	0163000124 4301	MATERIALS AND SUPPLIES
W82P4718	**AVID CENTER**	**5,495.00**	4,396.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
			1,099.00	010791197 5240	TRAINING & TRAVEL & CONFERENCE
W82P4719	**AMAZON.COM CORPORATE CREDIT**	**215.26**	215.26	0100030138 4301	MATERIALS AND SUPPLIES
W82P4720	**AMAZON.COM CORPORATE CREDIT**	**499.80**	499.80	0163000124 4301	MATERIALS AND SUPPLIES
W82P4721	**AVID CENTER**	**2,550.00**	1,700.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
			850.00	010791197 5240	TRAINING & TRAVEL & CONFERENCE
W82P4722	**AMAZON.COM CORPORATE CREDIT**	**942.87**	913.37	0163000124 4301	MATERIALS AND SUPPLIES
			29.50	0163000125 4301	MATERIALS AND SUPPLIES
W82P4723	**AMAZON.COM CORPORATE CREDIT**	**847.57**	847.57	0163000125 4301	MATERIALS AND SUPPLIES
W82P4725	**AVID CENTER**	**1,249.00**	1,249.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
W82P4726	**AMAZON.COM CORPORATE CREDIT**	**315.45**	315.45	0162660365 4301	MATERIALS AND SUPPLIES
W82P4727	**AMAZON.COM CORPORATE CREDIT**	**2,726.71**	2,726.71	0167620211 4301	MATERIALS AND SUPPLIES
W82P4728	**ART MASTERS ACADEMY LLC**	**540.00**	540.00	0167620173 5810	PROFESSIONAL/CONSULTING SRV.
W82P4729	**AMAZON.COM CORPORATE CREDIT**	**297.43**	297.43	0162660365 4301	MATERIALS AND SUPPLIES
W82P4730	**AMAZON.COM CORPORATE CREDIT**	**301.35**	301.35	0162660365 4301	MATERIALS AND SUPPLIES
W82P4731	**AMAZON.COM CORPORATE CREDIT**	**1,645.87**	1,645.87	0167620211 4301	MATERIALS AND SUPPLIES
W82P4732	**INTERNATIONAL BACCALAUREATE OR**	**9,500.00**	9,500.00	0167620037 5310	DUES & MEMBERSHIPS
W82P4733	**AMAZON.COM CORPORATE CREDIT**	**2,540.25**	2,540.25	0167620211 4301	MATERIALS AND SUPPLIES
W82P4734	**LOS ANGELES COUNTY OFFICE ED**	**53.50**	53.50	0165000156 4305	STUDENT TESTING

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4735	**AMAZON.COM CORPORATE CREDIT**	**1,881.81**	1,881.81	0163000124 4301	MATERIALS AND SUPPLIES
W82P4737	**AMAZON.COM CORPORATE CREDIT**	**1,141.43**	1,141.43	0163000125 4301	MATERIALS AND SUPPLIES
W82P4740	**AMAZON.COM CORPORATE CREDIT**	**3,384.63**	3,384.63	0167620211 4301	MATERIALS AND SUPPLIES
W82P4742	**SOUTHWEST SCHOOL & OFFICE SUPP**	**492.49**	492.49	0100040061 4308	OFFICE SUPPLIES
W82P4743	**AMAZON.COM CORPORATE CREDIT**	**347.59**	347.59	0162660365 4301	MATERIALS AND SUPPLIES
W82P4744	**AMAZON.COM CORPORATE CREDIT**	**3,099.21**	3,099.21	0167620211 4301	MATERIALS AND SUPPLIES
W82P4745	**AMAZON.COM CORPORATE CREDIT**	**992.20**	992.20	0167620021 4301	MATERIALS AND SUPPLIES
W82P4746	**AMAZON.COM CORPORATE CREDIT**	**1,383.44**	1,383.44	0167620211 4301	MATERIALS AND SUPPLIES
W82P4747	**AMAZON.COM CORPORATE CREDIT**	**372.55**	372.55	0162660365 4301	MATERIALS AND SUPPLIES
W82P4748	**AMAZON.COM CORPORATE CREDIT**	**3,846.17**	3,846.17	0107910669 4301	MATERIALS AND SUPPLIES
W82P4749	**AMAZON.COM CORPORATE CREDIT**	**614.52**	614.52	0130100024 4210	BOOKS & REFERENCE MATERIALS
W82P4750	**AMAZON.COM CORPORATE CREDIT**	**156.04**	156.04	0167620211 4301	MATERIALS AND SUPPLIES
W82P4751	**AMAZON.COM CORPORATE CREDIT**	**2,712.62**	2,712.62	0167620211 4301	MATERIALS AND SUPPLIES
W82P4752	**AMAZON.COM CORPORATE CREDIT**	**2,207.72**	2,207.72	0163000124 4301	MATERIALS AND SUPPLIES
W82P4756	**AMAZON.COM CORPORATE CREDIT**	**1,118.52**	1,118.52	0130100024 4210	BOOKS & REFERENCE MATERIALS
W82P4760	**AMAZON.COM CORPORATE CREDIT**	**2,913.08**	2,913.08	0167620211 4301	MATERIALS AND SUPPLIES
W82P4761	**AMAZON.COM CORPORATE CREDIT**	**1,141.86**	1,141.86	0167620211 4301	MATERIALS AND SUPPLIES
W82P4762	**AMAZON.COM CORPORATE CREDIT**	**2,767.05**	2,767.05	0167620211 4301	MATERIALS AND SUPPLIES
W82P4763	**AMAZON.COM CORPORATE CREDIT**	**1,879.98**	1,879.98	0167620211 4301	MATERIALS AND SUPPLIES
W82P4764	**AMAZON.COM CORPORATE CREDIT**	**2,120.25**	2,120.25	0190730004 4301	MATERIALS AND SUPPLIES
W82P4766	**AMAZON.COM CORPORATE CREDIT**	**27.98**	27.98	0165000074 4301	MATERIALS AND SUPPLIES
W82P4767	**AMAZON.COM CORPORATE CREDIT**	**2,774.42**	2,774.42	0167620211 4301	MATERIALS AND SUPPLIES
W82P4768	**AMAZON.COM CORPORATE CREDIT**	**250.48**	250.48	0162660365 4301	MATERIALS AND SUPPLIES
W82P4769	**AMAZON.COM CORPORATE CREDIT**	**1,744.79**	58.14	0100040582 4308	OFFICE SUPPLIES
			1,686.65	0100040582 4343	COMP HRDWARE UNDER $1500
W82P4770	**AMAZON.COM CORPORATE CREDIT**	**90.72**	90.72	0190730004 4301	MATERIALS AND SUPPLIES
W82P4771	**AMAZON.COM CORPORATE CREDIT**	**171.17**	171.17	0190730004 4301	MATERIALS AND SUPPLIES
W82P4772	**AMAZON.COM CORPORATE CREDIT**	**454.70**	24.06	0190170038 4301	MATERIALS AND SUPPLIES
			430.64	0190170038 4343	COMP HRDWARE UNDER $1500
W82P4773	**AMAZON.COM CORPORATE CREDIT**	**81.90**	81.90	0167700026 4301	MATERIALS AND SUPPLIES
W82P4774	**AMAZON.COM CORPORATE CREDIT**	**2,245.53**	2,245.53	0167620180 4301	MATERIALS AND SUPPLIES
W82P4775	**AMAZON.COM CORPORATE CREDIT**	**902.15**	902.15	0107910930 4301	MATERIALS AND SUPPLIES
W82P4776	**TEACHERS PAY TEACHERS**	**200.90**	200.90	0167620070 4301	MATERIALS AND SUPPLIES
W82P4777	**TEACHERS PAY TEACHERS**	**904.50**	904.50	0167620070 4301	MATERIALS AND SUPPLIES
W82P4778	**APPLE COMPUTER INC**	**2,615.83**	2,615.83	0167620190 4343	COMP HRDWARE UNDER $1500
W82P4779	**APPLE COMPUTER INC**	**661.78**	299.99	0191080003 4342	COMP SOFTWRE UNDER $1500
			361.79	0191080003 4343	COMP HRDWARE UNDER $1500
W82P4780	**AMAZON.COM CORPORATE CREDIT**	**1,561.55**	1,561.55	0100030235 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4781	AMAZON.COM CORPORATE CREDIT	3,589.80	3,589.80	0107910669 4301	MATERIALS AND SUPPLIES
W82P4782	AMAZON.COM CORPORATE CREDIT	954.21	954.21	0167700023 4301	MATERIALS AND SUPPLIES
W82P4783	U.S. BANK	695.18	116.59	0100040582 4301	MATERIALS AND SUPPLIES
			578.59	0100040582 4343	COMP HRDWARE UNDER $1500
W82P4784	AVID CENTER	3,525.00	3,525.00	0107911333 5240	TRAINING & TRAVEL & CONFERENCE
W82P4785	BEST BUY FOR BUSINESS	692.50	692.50	0167700026 4343	COMP HRDWARE UNDER $1500
W82P4786	SPORTS IMPORTS	995.06	995.06	0167620014 4301	MATERIALS AND SUPPLIES
W82P4787	REFRIGERATION SUPPLIES DIST	4,487.93	4,487.93	0181500928 5690	CONTRACTS-OTHER SERVICES
W82P4788	U.S. BANK	109.71	109.71	0100040582 5809	OTHER OPERATING EXPENDITURES
W82P4789	IRVINE RANCH OUTDOOR EDUCATION	24,705.00	24,705.00	0190150023 5816	FIELD TRIPS / ADMISSION
W82P4791	AMAZON.COM CORPORATE CREDIT	106.13	106.13	0100030120 4301	MATERIALS AND SUPPLIES
W82P4793	BRIDGEPORT GOLF CARTS	2,075.04	2,075.04	0100040788 5690	CONTRACTS-OTHER SERVICES
W82P4794	AMTRAK	1,440.00	1,440.00	0190170112 5816	FIELD TRIPS / ADMISSION
W82P4795	AQUARIUM OF THE PACIFIC	364.00	364.00	0190170104 5816	FIELD TRIPS / ADMISSION
W82P4796	MISSION SAN JUAN CAPISTRANO	768.00	768.00	0190170112 5816	FIELD TRIPS / ADMISSION
W82P4797	PCC CONCRETE CONTRACTORS INC	12,840.00	12,840.00	0181502740 5690	CONTRACTS-OTHER SERVICES
W82P4799	AMAZON.COM CORPORATE CREDIT	4,217.64	1,740.15	0107910669 4210	BOOKS & REFERENCE MATERIALS
			2,477.49	0107910669 4301	MATERIALS AND SUPPLIES
W82P4800	SPORTS IMPORTS	750.38	750.38	0167620014 4301	MATERIALS AND SUPPLIES
W82P4802	AVID CENTER	5,546.00	5,546.00	0140350189 5240	TRAINING & TRAVEL & CONFERENCE
W82P4803	DECKING SYSTEMS INC	3,600.00	3,600.00	0181500275 5690	CONTRACTS-OTHER SERVICES
W82P4804	ULINE INC	3,685.36	3,685.36	0163830002 4301	MATERIALS AND SUPPLIES
W82P4806	DELL COMPUTER CORP	1,340.95	28.54	0165000074 4301	MATERIALS AND SUPPLIES
			1,312.41	0165000074 4343	COMP HRDWARE UNDER $1500
W82P4807	SKYLITE TEC	1,250.00	1,250.00	0181500229 5690	CONTRACTS-OTHER SERVICES
W82P4810	AMAZON.COM CORPORATE CREDIT	318.22	318.22	0100030105 4301	MATERIALS AND SUPPLIES
W82P4811	AMAZON.COM CORPORATE CREDIT	5,803.69	5,803.69	0167620180 4301	MATERIALS AND SUPPLIES
W82P4812	AVID CENTER	4,396.00	4,396.00	0140350189 5240	TRAINING & TRAVEL & CONFERENCE
W82P4813	AMAZON.COM CORPORATE CREDIT	170.30	170.30	0163830002 4301	MATERIALS AND SUPPLIES
W82P4814	AMAZON.COM CORPORATE CREDIT	34.97	34.97	0191080005 4301	MATERIALS AND SUPPLIES
W82P4815	DECKING SYSTEMS INC	1,450.00	1,450.00	0181500205 5690	CONTRACTS-OTHER SERVICES
W82P4816	AMAZON.COM CORPORATE CREDIT	17.38	17.38	0165000074 4301	MATERIALS AND SUPPLIES
W82P4817	ICS SERVICE	8,692.77	8,692.77	0181502340 4313	MAINTENANCE
W82P4819	AMAZON.COM CORPORATE CREDIT	2,759.86	2,759.86	0167620211 4301	MATERIALS AND SUPPLIES
W82P4820	MAR VAC ELECTRONICS	4,165.34	4,165.34	0181502340 4313	MAINTENANCE
W82P4821	CORNERSTONE CONSTRUCTION SERVI	11,300.00	11,300.00	0181500091 5690	CONTRACTS-OTHER SERVICES
W82P4822	CREATE A PARTY RENTALS	2,913.75	2,913.75	0181500623 5640	RENTAL
W82P4824	AMAZON.COM CORPORATE CREDIT	2,337.76	2,337.76	0167620211 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4825	**AVID CENTER**	**3,297.00**	2,198.00	0162660368 5240	TRAINING & TRAVEL & CONFERENCE
			1,099.00	0162660370 5240	TRAINING & TRAVEL & CONFERENCE
W82P4826	**AMAZON.COM CORPORATE CREDIT**	**134.19**	134.19	0100080047 4301	MATERIALS AND SUPPLIES
W82P4829	**TENNIS WAREHOUSE**	**394.43**	394.43	0167620014 4301	MATERIALS AND SUPPLIES
W82P4830	**AMAZON.COM CORPORATE CREDIT**	**123.69**	123.69	0181502324 4313	MAINTENANCE
W82P4831	**VEIT LLC**	**144.63**	144.63	0100030323 4301	MATERIALS AND SUPPLIES
W82P4832	**AMAZON.COM CORPORATE CREDIT**	**152.77**	152.77	0181502340 4313	MAINTENANCE
W82P4833	**AMAZON.COM CORPORATE CREDIT**	**43.05**	43.05	0156400388 4308	OFFICE SUPPLIES
W82P4834	**AMAZON.COM CORPORATE CREDIT**	**2,764.43**	2,764.43	0167620211 4301	MATERIALS AND SUPPLIES
W82P4835	**AMAZON.COM CORPORATE CREDIT**	**2,328.68**	2,328.68	0167620211 4301	MATERIALS AND SUPPLIES
W82P4836	**GEORGE BRYANT CONSTRUCTION INC**	**633.85**	633.85	0107200004 5690	CONTRACTS-OTHER SERVICES
W82P4837	**BSN SPORTS LLC**	**1,376.02**	1,376.02	0167620014 4301	MATERIALS AND SUPPLIES
W82P4838	**S & R SPORT**	**1,318.63**	1,318.63	0167620014 4301	MATERIALS AND SUPPLIES
W82P4839	**WRESTLINGMART.COM LLC**	**1,358.78**	1,358.78	0167620014 4301	MATERIALS AND SUPPLIES
W82P4841	**KAP7 INTERNATIONAL INC**	**854.78**	854.78	0167620014 4301	MATERIALS AND SUPPLIES
W82P4842	**PROFESSIONAL TURF SPECIALTIES**	**3,000.00**	3,000.00	0190170034 5690	CONTRACTS-OTHER SERVICES
W82P4843	**UNIVERSITY OF CALIFORNIA IRVIN**	**4,000.00**	4,000.00	0174350027 5810	PROFESSIONAL/CONSULTING SRV.
W82P4844	**AMAZON.COM CORPORATE CREDIT**	**577.00**	577.00	0167620211 4301	MATERIALS AND SUPPLIES
W82P4847	**AMAZON.COM CORPORATE CREDIT**	**1,250.57**	1,250.57	0156400388 4308	OFFICE SUPPLIES
W82P4848	**AMAZON.COM CORPORATE CREDIT**	**25.83**	25.83	0165000162 4301	MATERIALS AND SUPPLIES
W82P4849	**AMAZON.COM CORPORATE CREDIT**	**115.72**	115.72	0165000074 4301	MATERIALS AND SUPPLIES
W82P4850	**AMAZON.COM CORPORATE CREDIT**	**343.01**	343.01	0100030068 4301	MATERIALS AND SUPPLIES
W82P4851	**AMPLE POWER**	**6,725.00**	6,725.00	0181500026 5640	RENTAL
W82P4852	**AMPLE POWER**	**6,725.00**	6,725.00	0181500298 5640	RENTAL
W82P4853	**CULVER-NEWLIN**	**15,315.82**	685.13	0107910935 4301	MATERIALS AND SUPPLIES
			2,740.50	0167620054 4301	MATERIALS AND SUPPLIES
			9,834.81	0167620166 4301	MATERIALS AND SUPPLIES
			2,055.38	0167620177 4301	MATERIALS AND SUPPLIES
W82P4854	**AMAZON.COM CORPORATE CREDIT**	**118.12**	17.22	0167620020 4301	MATERIALS AND SUPPLIES
			100.90	0167620020 4343	COMP HRDWARE UNDER $1500
W82P4855	**SUNBELT RENTALS INC**	**4,528.54**	4,528.54	0181500298 5640	RENTAL
W82P4856	**SUNBELT RENTALS INC**	**4,568.73**	4,568.73	0181500026 5640	RENTAL
W82P4857	**LAGUNA ART MUSEUM**	**570.00**	570.00	0167620021 5816	FIELD TRIPS / ADMISSION
W82P4858	**AMAZON.COM CORPORATE CREDIT**	**2,628.57**	2,628.57	0167620030 4301	MATERIALS AND SUPPLIES
W82P4860	**ORANGE COUNTY DEPT OF ED**	**4,800.00**	4,800.00	0167620162 5810	PROFESSIONAL/CONSULTING SRV.
W82P4863	**AMAZON.COM CORPORATE CREDIT**	**1,291.41**	1,291.41	0167620116 4301	MATERIALS AND SUPPLIES
W82P4864	**AMAZON.COM CORPORATE CREDIT**	**200.97**	200.97	0165000141 4301	MATERIALS AND SUPPLIES
W82P4865	**AMAZON.COM CORPORATE CREDIT**	**652.23**	652.23	0167620116 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4866	AMAZON.COM CORPORATE CREDIT	8,196.35	8,196.35	0167620050 4301	MATERIALS AND SUPPLIES
W82P4867	AMAZON.COM CORPORATE CREDIT	895.35	895.35	0167620183 4301	MATERIALS AND SUPPLIES
W82P4868	AMTRAK	300.00	300.00	0190170112 5816	FIELD TRIPS / ADMISSION
W82P4869	AMAZON.COM CORPORATE CREDIT	2,024.35	1,480.65	0167620018 4301	MATERIALS AND SUPPLIES
			543.70	0167620018 4343	COMP HRDWARE UNDER $1500
W82P4870	AMAZON.COM CORPORATE CREDIT	236.91	236.91	0167620070 4301	MATERIALS AND SUPPLIES
W82P4871	AMAZON.COM CORPORATE CREDIT	797.90	797.90	0100030113 4301	MATERIALS AND SUPPLIES
W82P4872	AMAZON.COM CORPORATE CREDIT	1,635.70	1,635.70	0100030114 4301	MATERIALS AND SUPPLIES
W82P4873	AMAZON.COM CORPORATE CREDIT	1,212.96	1,212.96	0100030105 4301	MATERIALS AND SUPPLIES
W82P4874	UNITED STATES ACADEMIC DECATHL	1,423.55	1,423.55	0100030085 4301	MATERIALS AND SUPPLIES
W82P4875	AMAZON.COM CORPORATE CREDIT	1,677.09	1,677.09	0167620180 4301	MATERIALS AND SUPPLIES
W82P4876	AMAZON.COM CORPORATE CREDIT	444.82	444.82	0100030922 4301	MATERIALS AND SUPPLIES
W82P4877	AMAZON.COM CORPORATE CREDIT	307.84	271.06	0100030640 4308	OFFICE SUPPLIES
			36.78	0100030640 4338	FOOD SUPPLIES
W82P4878	AMAZON.COM CORPORATE CREDIT	226.20	226.20	0167620190 4301	MATERIALS AND SUPPLIES
W82P4880	PROFESSIONAL TURF SPECIALTIES	3,200.00	3,200.00	0100040115 4313	MAINTENANCE
W82P4881	AMAZON.COM CORPORATE CREDIT	61.88	61.88	0100030099 4301	MATERIALS AND SUPPLIES
W82P4883	AMAZON.COM CORPORATE CREDIT	103.19	103.19	0107910017 4301	MATERIALS AND SUPPLIES
W82P4884	AMAZON.COM CORPORATE CREDIT	133.18	133.18	0107910017 4301	MATERIALS AND SUPPLIES
W82P4885	SCHOOL HEALTH CORP	138.34	138.34	0165000150 4301	MATERIALS AND SUPPLIES
W82P4886	AMAZON.COM CORPORATE CREDIT	359.12	359.12	0167620058 4301	MATERIALS AND SUPPLIES
W82P4887	AMAZON.COM CORPORATE CREDIT	371.99	371.99	0162660365 4301	MATERIALS AND SUPPLIES
W82P4888	AMAZON.COM CORPORATE CREDIT	325.18	325.18	0162660365 4301	MATERIALS AND SUPPLIES
W82P4889	ORANGE COUNTY DEPT OF ED	1,797.00	1,797.00	0190730007 5240	TRAINING & TRAVEL & CONFERENCE
W82P4890	AMAZON.COM CORPORATE CREDIT	363.15	363.15	0162660365 4301	MATERIALS AND SUPPLIES
W82P4891	AMAZON.COM CORPORATE CREDIT	323.34	323.34	0162660365 4301	MATERIALS AND SUPPLIES
W82P4892	WATER AND WIFI LLC	4,727.36	4,727.36	0181502782 5690	CONTRACTS-OTHER SERVICES
W82P4893	AMAZON.COM CORPORATE CREDIT	364.74	364.74	0162660365 4301	MATERIALS AND SUPPLIES
W82P4894	AMAZON.COM CORPORATE CREDIT	65.24	65.24	0162660365 4301	MATERIALS AND SUPPLIES
W82P4895	AMAZON.COM CORPORATE CREDIT	26.58	26.58	0165000150 4301	MATERIALS AND SUPPLIES
W82P4898	SOUTHERN CALIFORNIA NEWS GROUP	1,823.24	1,823.24	0181502342 5806	ADVERTISEMENT EXPENSE
W82P4899	CONVERT TEMP HVAC MECHANICAL S	5,950.00	5,950.00	0181501439 5690	CONTRACTS-OTHER SERVICES
W82P4900	FOLLETT SCHOOL SOLUTIONS LLC	522.00	522.00	0100040582 4308	OFFICE SUPPLIES
W82P4901	PROFESSIONAL TURF SPECIALTIES	22,900.00	22,900.00	0181502765 5690	CONTRACTS-OTHER SERVICES
W82P4902	AMAZON.COM CORPORATE CREDIT	3,425.71	3,425.71	0167620183 4301	MATERIALS AND SUPPLIES
W82P4903	AMAZON.COM CORPORATE CREDIT	2,221.93	2,221.93	0130100046 4301	MATERIALS AND SUPPLIES
W82P4904	AMAZON.COM CORPORATE CREDIT	330.60	330.60	0162660365 4301	MATERIALS AND SUPPLIES
W82P4905	AMAZON.COM CORPORATE CREDIT	357.30	357.30	0162660365 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4906	**ORANGE COUNTY FIRE PROTECTION**	**8,315.00**	8,315.00	0181502413 5690	CONTRACTS-OTHER SERVICES
W82P4907	**AMAZON.COM CORPORATE CREDIT**	**384.17**	384.17	0162660365 4301	MATERIALS AND SUPPLIES
W82P4908	**ORANGE COUNTY DEPT OF ED**	**8,513.10**	8,513.10	0190730007 5810	PROFESSIONAL/CONSULTING SRV.
W82P4909	**AMAZON.COM CORPORATE CREDIT**	**379.10**	379.10	0162660365 4301	MATERIALS AND SUPPLIES
W82P4910	**AVID CENTER**	**850.00**	850.00	010791156 5240	TRAINING & TRAVEL & CONFERENCE
W82P4911	**AMAZON.COM CORPORATE CREDIT**	**368.66**	368.66	0100030097 4343	COMP HRDWARE UNDER $1500
W82P4912	**AMAZON.COM CORPORATE CREDIT**	**86.12**	86.12	0100030091 4301	MATERIALS AND SUPPLIES
W82P4914	**AMAZON.COM CORPORATE CREDIT**	**98.16**	98.16	0167700026 4301	MATERIALS AND SUPPLIES
W82P4915	**AMAZON.COM CORPORATE CREDIT**	**100.20**	100.20	0167700026 4301	MATERIALS AND SUPPLIES
W82P4916	**AMAZON.COM CORPORATE CREDIT**	**102.60**	102.60	0167700026 4301	MATERIALS AND SUPPLIES
W82P4917	**AMAZON.COM CORPORATE CREDIT**	**87.76**	87.76	0167700026 4301	MATERIALS AND SUPPLIES
W82P4918	**AMAZON.COM CORPORATE CREDIT**	**622.70**	622.70	0190730004 4301	MATERIALS AND SUPPLIES
W82P4919	**HAZ PARTY RENTALS**	**3,523.00**	3,523.00	0181501817 5640	RENTAL
W82P4920	**BREA SWEEPING SERVICE**	**2,660.00**	1,280.00	0181500026 5690	CONTRACTS-OTHER SERVICES
			1,380.00	0181500298 5690	CONTRACTS-OTHER SERVICES
W82P4921	**MCLOGAN SUPPLY CO INC**	**163.11**	163.11	0190730004 4301	MATERIALS AND SUPPLIES
W82P4923	**AMAZON.COM CORPORATE CREDIT**	**160.86**	160.86	0100030097 4301	MATERIALS AND SUPPLIES
W82P4924	**AMAZON.COM CORPORATE CREDIT**	**566.40**	566.40	0100030094 4301	MATERIALS AND SUPPLIES
W82P4926	**AMAZON.COM CORPORATE CREDIT**	**113.32**	113.32	0165000156 4301	MATERIALS AND SUPPLIES
W82P4928	**SOUTHERN CALIFORNIA NEWS GROUP**	**925.37**	925.37	0100040061 5806	ADVERTISEMENT EXPENSE
W82P4929	**AMAZON.COM CORPORATE CREDIT**	**223.07**	223.07	0100030091 4301	MATERIALS AND SUPPLIES
W82P4930	**AMAZON.COM CORPORATE CREDIT**	**2,044.08**	2,044.08	0167620190 4301	MATERIALS AND SUPPLIES
W82P4931	**AMAZON.COM CORPORATE CREDIT**	**708.48**	708.48	0167620190 4301	MATERIALS AND SUPPLIES
W82P4932	**AMAZON.COM CORPORATE CREDIT**	**214.54**	214.54	0190730009 4301	MATERIALS AND SUPPLIES
W82P4933	**AMAZON.COM CORPORATE CREDIT**	**227.02**	227.02	0163000124 4301	MATERIALS AND SUPPLIES
W82P4934	**AMAZON.COM CORPORATE CREDIT**	**1,234.34**	1,234.34	0167620190 4301	MATERIALS AND SUPPLIES
W82P4935	**AMAZON.COM CORPORATE CREDIT**	**475.69**	475.69	0167620160 4301	MATERIALS AND SUPPLIES
W82P4937	**AMAZON.COM CORPORATE CREDIT**	**600.26**	600.26	0167620190 4301	MATERIALS AND SUPPLIES
W82V0259	**WENGER CORP**	**1,949.42**	1,949.42	0167620193 4410	EQUIP NO DEP $1500-$4999
W82V0260	**SIERRA SCHOOL EQUIPMENT CO**	**12,942.93**	12,942.93	0167620051 4410	EQUIP NO DEP $1500-$4999
W82V0261	**PLAY WITH A PURPOSE**	**6,612.61**	6,199.96	0167620194 4410	EQUIP NO DEP $1500-$4999
			412.65	0190170337 4410	EQUIP NO DEP $1500-$4999
W82V0266	**CULVER-NEWLIN**	**14,573.59**	12,413.59	0167620166 4301	MATERIALS AND SUPPLIES
			2,160.00	0167620166 4410	EQUIP NO DEP $1500-$4999
W82V0267	**RESILITE SPORTS PRODUCTS INC**	**40,721.91**	40,721.91	0167620014 6490	EQUIPMENT DEP $5000 & OVER
W82V0268	**ABV SCOREBOARD INC**	**25,931.56**	25,931.56	0167620212 6490	EQUIPMENT DEP $5000 & OVER
W82V0269	**CULVER-NEWLIN**	**76,159.00**	57,927.70	0190170096 4330	FURNITURE
			18,231.30	0190170096 4410	EQUIP NO DEP $1500-$4999

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82V0270	**CULVER-NEWLIN**	**14,908.80**	4,700.46	0167620062 4410	EQUIP NO DEP $1500-$4999
			10,208.34	0167620164 4410	EQUIP NO DEP $1500-$4999
W82V0271	**BSN SPORTS LLC**	**7,430.50**	7,430.50	0167620016 6490	EQUIPMENT DEP $5000 & OVER
W82V0272	**MARKERTEK VIDEO SUPPLY**	**3,477.66**	18.72	0190730009 4301	MATERIALS AND SUPPLIES
			3,458.94	0190730009 4410	EQUIP NO DEP $1500-$4999
W82V0275	**NORTHSTATE ASSISTIVE TECHNOLOG**	**11,537.44**	11,537.44	0191080003 4410	EQUIP NO DEP $1500-$4999
W82V0276	**MUSIC & ARTS CENTER**	**2,962.77**	2,962.77	0167620129 4410	EQUIP NO DEP $1500-$4999
W82V0277	**STEVE WEISS MUSIC INC**	**5,563.51**	1,715.68	0167620020 4301	MATERIALS AND SUPPLIES
			3,847.83	0167620020 4410	EQUIP NO DEP $1500-$4999
W82V0278	**COLTS YOUTH ORGANIZATION**	**3,817.50**	3,817.50	0167620178 4410	EQUIP NO DEP $1500-$4999
W82V0279	**WENGER CORP**	**26,446.67**	3,186.35	0167620211 4301	MATERIALS AND SUPPLIES
			23,260.32	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0280	**BERTRAND MUSIC ENTERPRISES**	**9,151.27**	1,522.48	0167620211 4301	MATERIALS AND SUPPLIES
			1,903.11	0167620211 4410	EQUIP NO DEP $1500-$4999
			5,725.68	0167620211 6490	EQUIPMENT DEP $5000 & OVER
W82V0281	**BERTRAND MUSIC ENTERPRISES**	**15,877.38**	11,201.15	0167620211 4301	MATERIALS AND SUPPLIES
			4,676.23	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0282	**BERTRAND MUSIC ENTERPRISES**	**4,861.09**	4,861.09	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0283	**SWEETWATER SOUND LLC**	**8,927.35**	8,927.35	0167620115 4301	MATERIALS AND SUPPLIES
W82V0284	**BERTRAND MUSIC ENTERPRISES**	**1,957.49**	1,957.49	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0285	**BERTRAND MUSIC ENTERPRISES**	**14,738.67**	5,723.33	0167620211 4301	MATERIALS AND SUPPLIES
			9,015.34	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0286	**BERTRAND MUSIC ENTERPRISES**	**7,068.63**	5,437.39	0167620211 4301	MATERIALS AND SUPPLIES
			1,631.24	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0287	**BERTRAND MUSIC ENTERPRISES**	**30,106.18**	3,952.40	0167620211 4301	MATERIALS AND SUPPLIES
			7,318.83	0167620211 4410	EQUIP NO DEP $1500-$4999
			18,834.95	0167620211 6490	EQUIPMENT DEP $5000 & OVER
W82V0288	**SHAR PRODUCTS**	**7,932.12**	5,931.77	0167620211 4301	MATERIALS AND SUPPLIES
			2,000.35	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0289	**MEDCO SUPPLY COMPANY**	**75,703.23**	56,374.89	0163830002 4301	MATERIALS AND SUPPLIES
			19,328.34	0163830002 4410	EQUIP NO DEP $1500-$4999
W82V0290	**MOREY S MUSIC STORE INC**	**7,065.45**	3,912.79	0167620211 4301	MATERIALS AND SUPPLIES
			3,152.66	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0291	**LAKESHORE LEARNING MATERIALS**	**11,479.65**	1,502.65	0167620192 4301	MATERIALS AND SUPPLIES
			9,977.00	0167620192 4410	EQUIP NO DEP $1500-$4999
W82V0292	**AARDVARK CLAY & SUPPLIES INC**	**11,517.71**	11,517.71	0167620115 6490	EQUIPMENT DEP $5000 & OVER
W82V0293	**I MILLER PRECISION OPTICAL INS**	**1,740.00**	1,740.00	0163000124 4410	EQUIP NO DEP $1500-$4999
W82V0295	**APPLE COMPUTER INC**	**14,827.63**	14,827.63	0163830002 4343	COMP HRDWARE UNDER $1500

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82V0296	**AMAZON.COM CORPORATE CREDIT**	**7,746.79**	6,006.80	0167620183 4301	MATERIALS AND SUPPLIES
			1,739.99	0167620183 4410	EQUIP NO DEP $1500-$4999
W82V0297	**AMAZON.COM CORPORATE CREDIT**	**3,661.90**	3,661.90	0167620053 4301	MATERIALS AND SUPPLIES
W82V0299	**CULVER-NEWLIN**	**4,838.29**	4,838.29	0167620192 4410	EQUIP NO DEP $1500-$4999
W82V0300	**NATIONAL EDUCATIONAL MUSIC CO**	**20,406.83**	1,723.58	0167620211 4301	MATERIALS AND SUPPLIES
			18,683.25	0167620211 6490	EQUIPMENT DEP $5000 & OVER
W82V0301	**AMAZON.COM CORPORATE CREDIT**	**18,031.41**	16,308.82	0167620211 4301	MATERIALS AND SUPPLIES
			1,722.59	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0302	**MUSIC & ARTS CENTER**	**2,334.15**	1,555.66	0167620020 4110	APPRV TEXTBOOKS
			778.49	0167620020 4301	MATERIALS AND SUPPLIES
W82V0303	**STEVE WEISS MUSIC INC**	**8,294.53**	77.38	0167620183 4301	MATERIALS AND SUPPLIES
			8,217.15	0167620183 4410	EQUIP NO DEP $1500-$4999
W82V0304	**AMAZON.COM CORPORATE CREDIT**	**3,392.30**	3,392.30	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0305	**B & H PHOTO VIDEO**	**2,090.63**	2,090.63	0163830002 4410	EQUIP NO DEP $1500-$4999
W82V0306	**ULINE INC**	**6,676.08**	6,676.08	0163830002 4301	MATERIALS AND SUPPLIES
W82V0309	**COLLINS COMPANY**	**8,399.92**	8,399.92	0167620014 6490	EQUIPMENT DEP $5000 & OVER
W82V0311	**PROMOTIONAL DESIGN GROUP**	**1,865.60**	1,865.60	0167620183 4410	EQUIP NO DEP $1500-$4999
W82V0312	**VILLA FORD**	**53,477.86**	53,477.86	0181502713 6490	EQUIPMENT DEP $5000 & OVER
W82V0313	**GAME ONE**	**10,405.54**	1,925.21	0167620012 4301	MATERIALS AND SUPPLIES
			8,480.33	0167620012 4410	EQUIP NO DEP $1500-$4999
W82V0316	**CHASE SPORTS SPECIALIST**	**2,881.88**	2,881.88	0167620014 4410	EQUIP NO DEP $1500-$4999
W82V0317	**WENGER CORP**	**19,944.42**	2,067.54	0167620183 4301	MATERIALS AND SUPPLIES
			17,876.88	0167620183 4410	EQUIP NO DEP $1500-$4999
W82V0318	**WRESTLING MAT LIGHT LLC**	**3,615.13**	1,603.25	0167620014 4301	MATERIALS AND SUPPLIES
			2,011.88	0167620014 4410	EQUIP NO DEP $1500-$4999
W82V0319	**AMAZON.COM CORPORATE CREDIT**	**1,935.70**	1,935.70	0167620211 4410	EQUIP NO DEP $1500-$4999
W82V0320	**AMAZON.COM CORPORATE CREDIT**	**3,869.44**	2,020.70	0167620211 4301	MATERIALS AND SUPPLIES
			1,848.74	0167620211 4410	EQUIP NO DEP $1500-$4999
	Fund 01 Total:	**4,710,888.07**	**4,710,872.87**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4125	**BOUND TO STAY BOUND BOOK INC**	**194.50**	139.12	0900030002 4210	BOOKS & REFERENCE MATERIALS
			55.38	0907910001 4210	BOOKS & REFERENCE MATERIALS
W82P4167	**J W PEPPER OF LOS ANGELES**	**543.72**	543.72	0967700000 4301	MATERIALS AND SUPPLIES
W82P4169	**AMAZON.COM CORPORATE CREDIT**	**39.90**	15.20	0900030002 4210	BOOKS & REFERENCE MATERIALS
W82P4267	**MATTERHACKERS INC**	**532.65**	532.65	0900030002 4301	MATERIALS AND SUPPLIES
W82P4280	**AMAZON.COM CORPORATE CREDIT**	**75.52**	75.52	0967700000 4301	MATERIALS AND SUPPLIES
W82P4565	**AMAZON.COM CORPORATE CREDIT**	**387.23**	387.23	0900030002 4301	MATERIALS AND SUPPLIES
W82P4594	**AMAZON.COM CORPORATE CREDIT**	**398.69**	398.69	0900030002 4301	MATERIALS AND SUPPLIES
W82P4600	**AMAZON.COM CORPORATE CREDIT**	**52.05**	52.05	0900030002 4301	MATERIALS AND SUPPLIES
W82P4607	**AMAZON.COM CORPORATE CREDIT**	**521.76**	521.76	0900030002 4301	MATERIALS AND SUPPLIES
W82P4624	**AMAZON.COM CORPORATE CREDIT**	**333.86**	333.86	0900030002 4301	MATERIALS AND SUPPLIES
W82P4633	**AMAZON.COM CORPORATE CREDIT**	**194.47**	194.47	0900030002 4301	MATERIALS AND SUPPLIES
W82P4653	**ORANGE COUNTY DEPT OF ED**	**1,500.00**	1,500.00	0900030002 5240	TRAINING & TRAVEL & CONFERENCE
W82P4805	**HOME DEPOT**	**255.55**	255.55	0900030002 4301	MATERIALS AND SUPPLIES
	Fund 09 Total:	**5,029.90**	**5,005.20**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0881	**BIONERDS**	**50,160.00**	25,160.00	1290610060 5110	SUB-AGREEMENTS FOR SERVICES
			25,000.00	1290610060 5810	PROFESSIONAL/CONSULTING SRV.
W82C0882	**ENRICHMENT PROGRAMS IN COMMUNI**	**43,520.00**	18,520.00	1290610060 5110	SUB-AGREEMENTS FOR SERVICES
			25,000.00	1290610060 5810	PROFESSIONAL/CONSULTING SRV.
W82C0894	**GAMETRUCK ORANGE COUNTY**	**8,015.00**	8,015.00	1290610060 5810	PROFESSIONAL/CONSULTING SRV.
W82C0895	**STRATEGIC KIDS LLC**	**51,360.00**	1,360.00	1290610060 5110	SUB-AGREEMENTS FOR SERVICES
			50,000.00	1290610060 5810	PROFESSIONAL/CONSULTING SRV.
W82C0907	**CNJ ASSOCIATES**	**30,000.00**	30,000.00	1290610060 5810	PROFESSIONAL/CONSULTING SRV.
W82P4097	**KAPLAN EARLY LEARNING CENTER**	**1,241.94**	1,241.94	1250250012 4301	MATERIALS AND SUPPLIES
W82P4110	**ORANGE COUNTY DEPT OF ED**	**1,750.00**	100.00	1290240010 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290240017 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290240018 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290610008 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290620006 5240	TRAINING & TRAVEL & CONFERENCE
			250.00	1290620007 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290620008 5240	TRAINING & TRAVEL & CONFERENCE
			350.00	1290620009 5240	TRAINING & TRAVEL & CONFERENCE
			150.00	1290620011 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290620013 5240	TRAINING & TRAVEL & CONFERENCE
			250.00	1290620015 5240	TRAINING & TRAVEL & CONFERENCE
			300.00	1290620016 5240	TRAINING & TRAVEL & CONFERENCE
			50.00	1290620017 5240	TRAINING & TRAVEL & CONFERENCE
W82P4112	**LAKESHORE LEARNING**	**3,806.61**	3,806.61	1250250014 4301	MATERIALS AND SUPPLIES
W82P4119	**AMAZON.COM CORPORATE CREDIT**	**456.88**	456.88	1290610060 4301	MATERIALS AND SUPPLIES
W82P4120	**KAPLAN EARLY LEARNING CENTER**	**769.78**	769.78	1261050006 4301	MATERIALS AND SUPPLIES
W82P4151	**COMMUNITY PLAYTHINGS**	**2,185.89**	728.63	1250250012 4301	MATERIALS AND SUPPLIES
			728.63	1261050045 4301	MATERIALS AND SUPPLIES
			728.63	1261050046 4301	MATERIALS AND SUPPLIES
W82P4155	**AMAZON.COM CORPORATE CREDIT**	**82.98**	82.98	1290610008 4301	MATERIALS AND SUPPLIES
W82P4232	**AMAZON.COM CORPORATE CREDIT**	**178.69**	133.56	1290610008 4301	MATERIALS AND SUPPLIES
			45.13	1290610060 4301	MATERIALS AND SUPPLIES
W82P4279	**AMAZON.COM CORPORATE CREDIT**	**76.10**	76.10	1290620015 4301	MATERIALS AND SUPPLIES
W82P4309	**RADIO SERVICE INC**	**314.29**	314.29	1261050004 4301	MATERIALS AND SUPPLIES
W82P4316	**AMAZON.COM CORPORATE CREDIT**	**332.71**	332.71	1290610060 4301	MATERIALS AND SUPPLIES
W82P4317	**AMAZON.COM CORPORATE CREDIT**	**457.87**	457.87	1261050046 4301	MATERIALS AND SUPPLIES
W82P4381	**KAPLAN EARLY LEARNING CENTER**	**853.56**	426.78	1250250013 4301	MATERIALS AND SUPPLIES
			426.78	1261050004 4301	MATERIALS AND SUPPLIES
W82P4390	**LAKESHORE LEARNING**	**3,439.38**	3,439.38	1250250010 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4426	**AMAZON.COM CORPORATE CREDIT**	**616.82**	616.82	1290610060 4301	MATERIALS AND SUPPLIES
W82P4437	**AMAZON.COM CORPORATE CREDIT**	**931.06**	766.45	1261050043 4301	MATERIALS AND SUPPLIES
			164.61	1261050045 4301	MATERIALS AND SUPPLIES
W82P4440	**AMAZON.COM CORPORATE CREDIT**	**609.08**	609.08	1250250014 4301	MATERIALS AND SUPPLIES
W82P4441	**AMAZON.COM CORPORATE CREDIT**	**612.69**	543.09	1250250010 4301	MATERIALS AND SUPPLIES
			69.60	1261050003 4301	MATERIALS AND SUPPLIES
W82P4446	**AMAZON.COM CORPORATE CREDIT**	**902.42**	619.12	1250250010 4301	MATERIALS AND SUPPLIES
			283.30	1261050003 4301	MATERIALS AND SUPPLIES
W82P4452	**AMAZON.COM CORPORATE CREDIT**	**660.38**	660.38	1250250014 4301	MATERIALS AND SUPPLIES
W82P4454	**AMAZON.COM CORPORATE CREDIT**	**287.16**	287.16	1290610008 4301	MATERIALS AND SUPPLIES
W82P4457	**AMAZON.COM CORPORATE CREDIT**	**6,810.46**	6,810.46	1261050003 4301	MATERIALS AND SUPPLIES
W82P4463	**AMAZON.COM CORPORATE CREDIT**	**630.85**	630.85	1290610008 4301	MATERIALS AND SUPPLIES
W82P4469	**AMAZON.COM CORPORATE CREDIT**	**261.48**	261.48	1290620007 4301	MATERIALS AND SUPPLIES
W82P4470	**AMAZON.COM CORPORATE CREDIT**	**311.20**	311.20	1290610008 4301	MATERIALS AND SUPPLIES
W82P4475	**AMAZON.COM CORPORATE CREDIT**	**481.98**	85.32	1290610008 4301	MATERIALS AND SUPPLIES
			396.66	1290610060 4301	MATERIALS AND SUPPLIES
W82P4476	**MCT TECHNOLOGY INC**	**4,214.00**	1,032.00	1250250010 5810	PROFESSIONAL/CONSULTING SRV.
			216.00	1250250010 5815	INTERNET RESOURCE/SUBSCRIPTION
			2,408.00	1261050003 5810	PROFESSIONAL/CONSULTING SRV.
			558.00	1261050003 5815	INTERNET RESOURCE/SUBSCRIPTION
W82P4477	**AMAZON.COM CORPORATE CREDIT**	**721.39**	721.39	1290610008 4301	MATERIALS AND SUPPLIES
W82P4480	**AMAZON.COM CORPORATE CREDIT**	**356.38**	356.38	1290610008 4301	MATERIALS AND SUPPLIES
W82P4481	**TEACHING STRATEGIES LLC**	**7,270.75**	7,270.75	1250250010 4301	MATERIALS AND SUPPLIES
W82P4484	**TEACHING STRATEGIES LLC**	**12,723.81**	12,723.81	1261050003 4301	MATERIALS AND SUPPLIES
W82P4485	**AMAZON.COM CORPORATE CREDIT**	**329.18**	329.18	1290610060 4301	MATERIALS AND SUPPLIES
W82P4488	**AMAZON.COM CORPORATE CREDIT**	**505.63**	505.63	1290240008 4301	MATERIALS AND SUPPLIES
W82P4491	**AMAZON.COM CORPORATE CREDIT**	**638.88**	638.88	1250250012 4301	MATERIALS AND SUPPLIES
W82P4494	**AMAZON.COM CORPORATE CREDIT**	**871.79**	871.79	1250250012 4301	MATERIALS AND SUPPLIES
W82P4514	**KAPLAN EARLY LEARNING CENTER**	**1,585.38**	1,585.38	1261050007 4301	MATERIALS AND SUPPLIES
W82P4561	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050044 4301	MATERIALS AND SUPPLIES
W82P4567	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050045 4301	MATERIALS AND SUPPLIES
W82P4569	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1261050044 4301	MATERIALS AND SUPPLIES
W82P4571	**KAPLAN EARLY LEARNING CENTER**	**1,804.45**	1,804.45	1261050004 4301	MATERIALS AND SUPPLIES
W82P4604	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050044 4301	MATERIALS AND SUPPLIES
W82P4605	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	167.43	1261050044 4301	MATERIALS AND SUPPLIES
			2,065.56	1261050045 4301	MATERIALS AND SUPPLIES
W82P4606	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050046 4301	MATERIALS AND SUPPLIES
W82P4608	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050046 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4611	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050046 4301	MATERIALS AND SUPPLIES
W82P4612	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050045 4301	MATERIALS AND SUPPLIES
W82P4614	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	43.02	1261050044 4301	MATERIALS AND SUPPLIES
			2,189.97	1261050046 4301	MATERIALS AND SUPPLIES
W82P4616	**OC SAFETY INC**	**2,800.00**	1,050.00	1261050003 5810	PROFESSIONAL/CONSULTING SRV.
			1,750.00	1290620002 5810	PROFESSIONAL/CONSULTING SRV.
W82P4619	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1261050006 4301	MATERIALS AND SUPPLIES
W82P4622	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1250250024 4301	MATERIALS AND SUPPLIES
W82P4623	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050044 4301	MATERIALS AND SUPPLIES
W82P4625	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1250250014 4301	MATERIALS AND SUPPLIES
W82P4626	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050045 4301	MATERIALS AND SUPPLIES
W82P4628	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1250250014 4301	MATERIALS AND SUPPLIES
W82P4629	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1250250014 4301	MATERIALS AND SUPPLIES
W82P4637	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050006 4301	MATERIALS AND SUPPLIES
W82P4638	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050006 4301	MATERIALS AND SUPPLIES
W82P4656	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1250250013 4301	MATERIALS AND SUPPLIES
W82P4658	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1250250012 4301	MATERIALS AND SUPPLIES
W82P4659	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050007 4301	MATERIALS AND SUPPLIES
W82P4660	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050007 4301	MATERIALS AND SUPPLIES
W82P4661	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050004 4301	MATERIALS AND SUPPLIES
W82P4663	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050005 4301	MATERIALS AND SUPPLIES
W82P4664	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1250250012 4301	MATERIALS AND SUPPLIES
W82P4665	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050004 4301	MATERIALS AND SUPPLIES
W82P4667	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1261050004 4301	MATERIALS AND SUPPLIES
W82P4669	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1261050005 4301	MATERIALS AND SUPPLIES
W82P4691	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1250250024 4301	MATERIALS AND SUPPLIES
W82P4693	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050004 4301	MATERIALS AND SUPPLIES
W82P4694	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1250250024 4301	MATERIALS AND SUPPLIES
W82P4696	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1261050007 4301	MATERIALS AND SUPPLIES
W82P4698	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1250250024 4301	MATERIALS AND SUPPLIES
W82P4699	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1250250013 4301	MATERIALS AND SUPPLIES
W82P4700	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050007 4301	MATERIALS AND SUPPLIES
W82P4702	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1250250014 4301	MATERIALS AND SUPPLIES
W82P4703	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1261050044 4301	MATERIALS AND SUPPLIES
W82P4706	**KAPLAN EARLY LEARNING CENTER**	**3,139.17**	3,139.17	1250250014 4301	MATERIALS AND SUPPLIES
W82P4716	**LAKESHORE LEARNING**	**11,980.37**	11,980.37	1250250010 4301	MATERIALS AND SUPPLIES
W82P4724	**RAISING A READER**	**37,492.00**	37,492.00	1250250010 4301	MATERIALS AND SUPPLIES
W82P4736	**LAKESHORE LEARNING**	**11,901.63**	11,901.63	1250250010 4301	MATERIALS AND SUPPLIES

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4738	**LAKESHORE LEARNING**	**20,827.73**	20,827.73	1261050003 4301	MATERIALS AND SUPPLIES
W82P4739	**LAKESHORE LEARNING**	**3,545.11**	3,545.11	1261050004 4301	MATERIALS AND SUPPLIES
W82P4741	**LAKESHORE LEARNING**	**3,571.35**	3,571.35	1250250013 4301	MATERIALS AND SUPPLIES
W82P4753	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1250250013 4301	MATERIALS AND SUPPLIES
W82P4754	**KAPLAN EARLY LEARNING CENTER**	**1,206.50**	1,206.50	1250250013 4301	MATERIALS AND SUPPLIES
W82P4755	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1261050005 4301	MATERIALS AND SUPPLIES
W82P4757	**KAPLAN EARLY LEARNING CENTER**	**2,232.99**	2,232.99	1261050005 4301	MATERIALS AND SUPPLIES
W82P4758	**KAPLAN EARLY LEARNING CENTER**	**1,765.72**	1,765.72	1250250012 4301	MATERIALS AND SUPPLIES
W82P4759	**KAPLAN EARLY LEARNING CENTER**	**935.50**	935.50	1250250012 4301	MATERIALS AND SUPPLIES
W82P4792	**COMMUNITY PLAYTHINGS**	**12,654.15**	12,654.15	1261050003 4301	MATERIALS AND SUPPLIES
W82P4798	**LAKESHORE LEARNING**	**13,006.50**	6,503.25	1250250010 4301	MATERIALS AND SUPPLIES
			6,503.25	1261050003 4301	MATERIALS AND SUPPLIES
W82P4801	**COMMUNITY PLAYTHINGS**	**4,649.06**	4,649.06	1261050003 4301	MATERIALS AND SUPPLIES
W82P4827	**AMAZON.COM CORPORATE CREDIT**	**274.00**	274.00	1290610060 4301	MATERIALS AND SUPPLIES
W82P4828	**AMAZON.COM CORPORATE CREDIT**	**182.44**	182.44	1290610060 4301	MATERIALS AND SUPPLIES
W82P4845	**AMAZON.COM CORPORATE CREDIT**	**1,992.53**	665.67	1261050004 4301	MATERIALS AND SUPPLIES
			1,326.86	1261050006 4301	MATERIALS AND SUPPLIES
W82P4846	**AMAZON.COM CORPORATE CREDIT**	**279.85**	279.85	1250250012 4301	MATERIALS AND SUPPLIES
W82P4859	**JOHN'S INCREDIBLE PIZZA CO**	**17,674.37**	17,674.37	1290610060 5816	FIELD TRIPS / ADMISSION
W82P4861	**CITY OF GARDEN GROVE**	**270.00**	270.00	1290610060 5816	FIELD TRIPS / ADMISSION
W82P4862	**CITY OF GARDEN GROVE**	**1,482.00**	1,482.00	1290610060 5816	FIELD TRIPS / ADMISSION
W82P4879	**LAKESHORE LEARNING**	**21,899.56**	21,899.56	1261050003 4301	MATERIALS AND SUPPLIES
W82P4882	**COMMUNITY PLAYTHINGS**	**12,071.25**	12,071.25	1261050003 4301	MATERIALS AND SUPPLIES
W82P4925	**MALDONADO CLAUDIA**	**2,265.00**	2,265.00	1261050003 5810	PROFESSIONAL/CONSULTING SRV.
W82V0273	**SOUTHWEST SCHOOL & OFFICE SUPP**	**10,050.08**	118.14	1261050004 4301	MATERIALS AND SUPPLIES
			2,394.38	1261050004 4410	EQUIP NO DEP $1500-$4999
			118.14	1261050005 4301	MATERIALS AND SUPPLIES
			2,394.38	1261050005 4410	EQUIP NO DEP $1500-$4999
			118.14	1261050006 4301	MATERIALS AND SUPPLIES
			2,394.38	1261050006 4410	EQUIP NO DEP $1500-$4999
			118.14	1261050044 4301	MATERIALS AND SUPPLIES
			2,394.38	1261050044 4410	EQUIP NO DEP $1500-$4999
W82V0294	**COMMUNITY PLAYTHINGS**	**4,045.50**	1,549.69	1250250013 4301	MATERIALS AND SUPPLIES
			2,495.81	1250250013 4410	EQUIP NO DEP $1500-$4999
W82V0308	**COMMUNITY PLAYTHINGS**	**36,561.75**	36,561.75	1261050003 6490	EQUIPMENT DEP $5000 & OVER
W82V0314	**COMMUNITY PLAYTHINGS**	**37,437.19**	37,437.19	1290240004 4410	EQUIP NO DEP $1500-$4999
	Fund 12 Total:	**582,739.30**	**582,739.30**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0902	**JM JUSTUS FENCE COMPANY**	**7,920.00**	7,920.00	1353100089 6170	LAND IMPROVEMENTS
W82N0097	**ARROW RESTAURANT EQUIPMENT**	**4,160.48**	4,160.48	1353100015 4410	EQUIP NO DEP $1500-$4999
W82N0099	**SAFARI MICRO INC**	**129.30**	129.30	1353100015 4308	OFFICE SUPPLIES
W82N0100	**VENDNOVATION LLC**	**300.00**	300.00	1353100015 4342	COMP SOFTWRE UNDER $1500
W82N0101	**AVANTI RESTAURANT SOLUTIONS IN**	**241.26**	241.26	1353100015 4344	KITCHEN EQUIP UNDER $1500
W82N0102	**AMAZON.COM CORPORATE CREDIT**	**369.38**	369.38	1353100015 4308	OFFICE SUPPLIES
W82N0103	**DESCON**	**423.90**	36.00	1353100015 4308	OFFICE SUPPLIES
			387.90	1353100015 4344	KITCHEN EQUIP UNDER $1500
W82N0104	**THE PLATINUM PACKAGING GROUP**	**252.52**	252.52	1353100015 4344	KITCHEN EQUIP UNDER $1500
W82N0105	**BUDGET RESTAURANT SUPPLY**	**89.84**	89.84	1353100015 4344	KITCHEN EQUIP UNDER $1500
W82N0106	**GOVCONNECTION INC.**	**210.91**	210.91	1353100015 4308	OFFICE SUPPLIES
W82N0107	**M2 IMAGE SOLUTIONS INC**	**81.29**	81.29	1353100015 4308	OFFICE SUPPLIES
W82N0108	**WESTERN INDOOR ENVIRONMENTAL S**	**5,320.00**	5,320.00	1353100015 5690	CONTRACTS-OTHER SERVICES
W82N0109	**SOUTHERN CALIFORNIA NEWS GROUP**	**1,470.35**	1,470.35	1353100015 5806	ADVERTISEMENT EXPENSE
W82N0110	**AMAZON.COM CORPORATE CREDIT**	**159.93**	159.93	1353100015 4308	OFFICE SUPPLIES
W82P4765	**ULINE INC**	**119.70**	119.70	1353100015 4308	OFFICE SUPPLIES
W82V0263	**BUDGET RESTAURANT SUPPLY**	**4,451.08**	1,395.81	1353100015 4344	KITCHEN EQUIP UNDER $1500
			3,055.27	1353100015 4410	EQUIP NO DEP $1500-$4999
W82V0265	**SOUTHWEST TOYOTALIFT**	**24,378.44**	24,378.44	1353100015 6430	FOOD SERV. EQUIPMENT
W82V0307	**SOUTHWEST TOYOTALIFT**	**96,539.69**	96,539.69	1353100015 6490	EQUIPMENT DEP $5000 & OVER
W82V0310	**ACTION SALES**	**7,143.83**	7,143.83	1353100015 6430	FOOD SERV. EQUIPMENT
W82V0315	**ROCK THE BIKE LLC**	**3,107.39**	521.39	1353100015 4308	OFFICE SUPPLIES
			2,586.00	1353100015 4410	EQUIP NO DEP $1500-$4999
	Fund 13 Total:	**156,869.29**	**156,869.29**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0869	**SIGNATURE FLOORING INC**	**73,775.45**	73,775.45	1402030019 5690	CONTRACTS-OTHER SERVICES
W82C0876	**I & B FLOORING**	**1,500.00**	1,500.00	1402030005 5690	CONTRACTS-OTHER SERVICES
W82C0878	**I & B FLOORING**	**4,617.00**	4,617.00	1402030005 5690	CONTRACTS-OTHER SERVICES
W82C0879	**I & B FLOORING**	**7,417.35**	7,417.35	1402030342 5690	CONTRACTS-OTHER SERVICES
W82C0880	**COURTNEY INC**	**195,836.00**	175,836.00	1402030320 6270	MAIN BUIDLING CONTRACTOR
			20,000.00	1402030320 6279	CONSTRUCTION/CHANGE ORDER
W82C0906	**SIGNATURE FLOORING INC**	**37,592.20**	37,592.20	1402030299 5690	CONTRACTS-OTHER SERVICES
W82C0908	**SIGNATURE FLOORING INC**	**109,564.80**	109,564.80	1402030343 5690	CONTRACTS-OTHER SERVICES
W82C0909	**I & B FLOORING**	**286,385.49**	286,385.49	1402030341 5690	CONTRACTS-OTHER SERVICES
W82P4254	**GLASBY MAINTENANCE SUPPLY**	**25,621.50**	25,621.50	1402030308 4313	MAINTENANCE
W82P4620	**QXO WATERPROOFING PRODUCTS**	**7,541.48**	7,541.48	1402030035 4313	MAINTENANCE
W82P4913	**GLASBY MAINTENANCE SUPPLY**	**25,621.50**	25,621.50	1402030308 4313	MAINTENANCE
	Fund 14 Total:	**775,472.77**	**775,472.77**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0913	**KNOWLAND CONSTRUCTION SERVICES**	**19,200.00**	19,200.00	2592560015 6290	INSPECTIONS
W82C0916	**KVA CONSTRUCTION MANAGAMENT &**	**29,040.00**	29,040.00	2592650015 6290	INSPECTIONS
W82P4330	**SOUTHERN CALIFORNIA NEWS GROUP**	**2,124.84**	2,124.84	2595530001 5806	ADVERTISEMENT EXPENSE
W82P4790	**VECTOR ENVIRONMENTAL CONSULTIN**	**1,750.00**	1,750.00	2592560016 6280	CONSTRUCTION TESTING
W82P4809	**VECTOR ENVIRONMENTAL CONSULTIN**	**1,750.00**	1,750.00	2592560015 6280	CONSTRUCTION TESTING
W82P4897	**SOUTHERN CALIFORNIA NEWS GROUP**	**3,617.08**	1,808.54	2592560015 5806	ADVERTISEMENT EXPENSE
			1,808.54	2592560016 5806	ADVERTISEMENT EXPENSE
	Fund 25 Total:	**57,481.92**	**57,481.92**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0875	**NEW DIMENSION GEN CONSTRUCTION**	**1,250.00**	1,250.00	4092610005 6274	OTHER CONSTRUCTION
W82C0903	**DULUX PAINTING INC**	**67,000.00**	67,000.00	4092610004 6274	OTHER CONSTRUCTION
W82C0915	**KNOWLAND CONSTRUCTION SERVICES**	**105,300.00**	105,300.00	4092610005 6290	INSPECTIONS
	Fund 40 Total:	**173,550.00**	**173,550.00**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82C0911	**KNOWLAND CONSTRUCTION SERVICES**	**8,400.00**	8,400.00	4592610081 6290	INSPECTIONS
W82C0912	**NINYO & MOORE GEOTECHNICAL ENV**	**13,910.00**	13,910.00	4592610083 6280	CONSTRUCTION TESTING
W82C0914	**KNOWLAND CONSTRUCTION SERVICES**	**31,500.00**	31,500.00	4592610063 6290	INSPECTIONS
W82C0918	**GIANNELLI ELECTRIC**	**21,866.00**	21,866.00	4592610087 6274	OTHER CONSTRUCTION
W82P4272	**DIVISION OF THE STATE ARCHITEC**	**9,843.53**	9,843.53	4592610078 6220	DSA FEES
W82P4310	**STEEL INSPECTORS OF TEXAS INC**	**1,400.00**	1,400.00	4592610083 6290	INSPECTIONS
W82P4808	**KNOWLAND CONSTRUCTION SERVICES**	**1,800.00**	1,800.00	4592610086 6290	INSPECTIONS
W82P4818	**ORTCO INC**	**8,250.00**	8,250.00	4592610035 6170	LAND IMPROVEMENTS
W82P4922	**DISCOUNT MOVERS INC**	**14,942.50**	14,942.50	4592610081 6291	OTHER BLDG & PLANNING EXP.
	Fund 45 Total:	**111,912.03**	**111,912.03**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR		PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
W82P4588	**PERR & KNIGHT**		**9,400.00**	9,400.00	6800040002 5810	PROFESSIONAL/CONSULTING SRV.
		Fund 68 Total:	**9,400.00**	**9,400.00**		

PLACENTIA USD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/16/2026 **FROM 04/26/2026 TO 05/30/2026**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
	Total Account Amount:		**6,583,303.38**		

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

REPORT OF WARRANT TOTALS ISSUED

Background

Expenditures	$11,532,995.26
(April 26, 2026 through May 30, 2026)	
Payroll Registers	$36,640,100,87
Total	$48,173,096.13

Administrator
Dr. John Pappalardo, Chief Business Officer, Business Services

Placentia-Yorba Linda Unified School District
June 16, 2026

Check Numbers: 285416 - 286713

Approve Expenditures April 26, 2026 through May 30, 2026

General	Fund 0101	$4,634,169.67
Charter School	Fund 0909	$8,975.73
Special Education Pass Through	Fund 1010	$ 473,085.00
Child Development	Fund 1212	$ 360,316.00
Cafeteria	Fund 1313	$ 985,421.13
Deferred Maintenance	Fund 1414	$ 233,701.47
Capital Facilities Fund 2525	Fund 2525	$ 27,081.78
Capital Facilities 2545	Fund 2545	$ 164,965.39
Special Reserve	Fund 4040	$ 3,264.19
Insurance - Workers Comp	Fund 6768	$ 415,392.57
Insurance - Health & Welfare	Fund 6769	$ 4,208,376.67
Insurance - Property Loss	Fund 6770	$ 18,245.66

Total Expenditures: $11,532,995.26

Payroll Registers:

Certificated	10A	$14,717,185.33
Classified	10B	$ 6,806,704.55
Certificated	11A	$15,116,210.99

Total Payroll Registers: $36,640,100.87

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285416	V8200074	A Z BUS SALES INC	04/27/26		MW	0101-0723-0-4315-1110-3600-865-00000000	2,911.40
82 00285417	V8214566	AFTER SCHOOL MUSIC ACADEMY LLC	04/27/26		MW	0101-6770-0-5810-1110-1000-672-00000000	26,400.00
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-140-00015000	319.85
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-200-00016000	237.28
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-200-00016100	405.22
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-210-00013700	165.68
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-210-00018300	54.73
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-360-00000000	290.81
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-480-00000000	16.14
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4309-1110-8200-390-00000000	184.47
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0003-0-4301-1110-1000-460-00020600	233.22
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0004-0-4308-1110-1000-810-00000000	17.61
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0004-0-4343-1110-1000-810-00000000	9,825.38
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-0791-0-4301-1110-1000-240-00000000	589.44
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-4127-0-4301-1110-1000-706-00020800	86.97
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-5630-0-4301-1110-1000-706-00000000	2,986.83
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-6500-0-4301-5770-1120-650-00077300	250.88
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-6500-0-4301-5750-1190-650-00075300	120.79
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-6762-0-4301-1110-1000-460-00000600	331.92
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-9017-0-4301-1110-1000-210-00000000	1,482.60
82 00285418	V8204532	AMAZON.COM CORPORATE CREDIT	04/27/26		MW	0101-9108-0-4301-5001-2100-650-00000000	26.88
82 00285419	E8201883	ARMSTRONG, DANA D	04/27/26		MW	0101-0791-0-5220-1110-1000-706-00000000	65.69
82 00285419	E8201883	ARMSTRONG, DANA D	04/27/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285420	V8205929	AVID CENTER	04/27/26		MW	0101-6266-0-5240-1110-1000-646-90390300	10,000.00
82 00285421	E8203536	BHAVSAR, ALLISON L	04/27/26		MW	0101-6266-0-5240-1110-1000-640-90290100	2.76
82 00285422	V8200271	BOWERS MUSEUM TOURS OFFICE	04/27/26		MW	0101-6770-0-5816-1110-1000-170-00000000	450.00
82 00285423	V8213647	BREA URGENT CARE INC.	04/27/26		MW	0101-0004-0-5810-0000-3600-865-00000000	300.00
82 00285424	E8204598	BUENO, JOSEPH	04/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	17.55
82 00285425	E8203786	BURNS, TRAVIS	04/27/26		MW	0101-8150-0-5240-0000-8110-850-00081000	53.04
82 00285426	V8209844	CALIFORNIA AUTO REFRIGERATION	04/27/26		MW	0101-0720-0-4315-5001-3600-865-00000000	311.40
82 00285427	V8212180	CINTAS CORPORATION	04/27/26		MW	0101-0004-0-5640-0000-7540-832-00000000	118.95
82 00285427	V8212180	CINTAS CORPORATION	04/27/26		MW	0101-0723-0-5560-1110-8200-865-00000000	417.04
82 00285428	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	04/27/26		MW	0101-0003-0-4301-1110-1000-170-00000000	339.30

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285428	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	04/27/26		MW	0101-0003-0-4301-1110-1000-230-00000000	52.00
82 00285429	E8202861	CORONADO, VICTOR F	04/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00285430	V8200332	COSTCO WHOLESALE	04/27/26		MW	0101-5630-0-4301-1110-1000-706-00000000	4,387.22
82 00285431	V8214896	DIFFIT INC	04/27/26		MW	0101-9073-0-5815-1110-1000-706-00019300	2,250.00
82 00285432	E8201437	DOMINGUEZ, MAGDALENA	04/27/26		MW	0101-0791-0-4301-1110-1000-120-00000000	12.57
82 00285433	V8213018	EC DESIGN LLC	04/27/26		MW	0101-0003-0-4301-1110-1000-310-00000000	59.09
82 00285434	V8213838	EVERDRIVEN TECHNOLOGIES	04/27/26		MW	0101-0720-0-5812-5001-3600-865-00000000	1,811.24
82 00285435	V8201847	FAIRWAY FORD	04/27/26		MW	0101-0004-0-4313-1110-8200-865-00000000	95.66
82 00285436	V8200438	FEDERAL EXPRESS	04/27/26		MW	0101-6500-0-5930-5001-2100-650-00000000	40.03
82 00285437	E8204310	FIEN, SAMANTHA	04/27/26		MW	0101-0004-0-5220-1110-3140-706-00010800	74.89
82 00285438	V8200446	FLEET SERVICES	04/27/26		MW	0101-0720-0-4315-5001-3600-865-00000000	1,125.31
82 00285438	V8200446	FLEET SERVICES	04/27/26		MW	0101-0723-0-4315-1110-3600-865-00000000	1,750.81
82 00285439	V8214884	FRANKLIN TRUCK PARTS INC	04/27/26		MW	0101-0723-0-4315-1110-3600-865-00000000	513.40
82 00285440	E8200182	FREEMAN, THOMAS M	04/27/26		MW	0101-0003-0-4301-1110-1000-130-00015100	43.55
82 00285441	E8203152	GARRON, KARI ANN	04/27/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285442	E8202555	GERSBACHER, LISA A	04/27/26		MW	0101-0004-0-5220-1110-2100-640-00000000	81.85
82 00285443	V8208360	GOLD COAST TOURS	04/27/26		MW	0101-0723-0-5816-1110-1000-865-00000000	9,892.00
82 00285444	E8204335	HARTMAN-BULLMAN, TRINA MICHELL	04/27/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285445	V8213932	HEYING, BRUCE	04/27/26		MW	0101-6762-0-5660-1110-1000-621-00000000	2,015.00
82 00285446	V8200579	J W PEPPER OF LOS ANGELES	04/27/26		MW	0101-0003-0-4301-1110-1000-250-00000000	266.42
82 00285447	V8200277	LA HABRA CHILDREN'S MUSEUM	04/27/26		MW	0101-9017-0-5816-1110-1000-420-00000000	560.00
82 00285448	V8206810	LAKESHORE LEARNING	04/27/26		MW	0101-6500-0-4301-5770-1110-650-00077100	276.09
82 00285449	E8203802	LUONG, JEAN	04/27/26		MW	0101-6500-0-5220-5750-1190-650-00075300	65.69
82 00285450	E8204599	LUSSIER, SAEDE R	04/27/26		MW	0101-0001-0-5220-1110-1000-180-00010100	4.79
82 00285451	V8201462	MISSION SAN JUAN CAPISTRANO	04/27/26		MW	0101-9017-0-5816-1110-1000-380-00000000	2,784.00
82 00285452	V8214484	NAVIGATE360 LLC	04/27/26		MW	0101-3010-0-5815-1110-1000-430-01200000	1,548.75
82 00285453	E8202718	NICHOLSON, LISA	04/27/26		MW	0101-9017-0-4308-0000-2700-530-00000000	512.51
82 00285454	V8200742	NICK RAIL MUSIC	04/27/26		MW	0101-6762-0-4301-1110-1000-621-10000100	515.48
82 00285455	V8200764	ORANGE COUNTY DEPT OF ED	04/27/26		MW	0101-3010-0-5240-1110-1000-625-00019800	3,250.00
82 00285455	V8200764	ORANGE COUNTY DEPT OF ED	04/27/26		MW	0101-7435-0-5240-1110-1000-625-00000200	6,175.00
82 00285456	V8204634	ORANGE COUNTY ZOO	04/27/26		MW	0101-9017-0-5816-1110-1000-360-00000000	192.00
82 00285457	E8202994	PE, MARK A	04/27/26		MW	0101-6500-0-5220-5770-1190-650-00077200	82.94
82 00285458	V8200247	PERMA BOUND	04/27/26		MW	0101-0003-0-4210-1110-1000-130-00015900	98.48

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285459	E8204377	PLAZA, FRANCISCA	04/27/26		MW	0101-0004-0-5220-1110-3140-706-00010800	54.09
82 00285460	V8204752	PROFESSIONAL TUTORS OF AMERICA	04/27/26		MW	0101-0791-0-5810-1110-1000-706-00000000	10,042.50
82 00285461	V8200869	REFRIGERATION SUPPLIES DIST	04/27/26		MW	0101-8150-0-4313-0000-8110-850-00081800	3,739.94
82 00285462	V8200470	REPUBLIC SERVICES INC	04/27/26		MW	0101-0001-0-5580-1110-8200-990-00000000	638.86
82 00285463	V8213901	RWC INTERNATIONAL LTD	04/27/26		MW	0101-0004-0-5690-1110-8200-865-00000000	0.00
82 00285463	V8213901	RWC INTERNATIONAL LTD	04/27/26		MW	0101-0720-0-4315-5001-3600-865-00000000	3,115.79
82 00285464	E8204597	SLOAN, TAYLER	04/27/26		MW	0101-6762-0-5240-1110-1000-621-00000000	77.78
82 00285465	V8200949	SMART & FINAL	04/27/26		MW	0101-0791-0-4301-1110-2495-250-00000000	331.57
82 00285466	V8200955	SO CALIF GAS CO	04/27/26		MW	0101-0001-0-5530-1110-8200-990-00000000	321.52
82 00285467	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	0101-0003-0-4301-1110-1000-340-00000000	181.07
82 00285467	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	0101-0003-0-4308-0000-2700-200-00000000	120.32
82 00285467	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	0101-0791-0-4301-1110-1000-250-01200000	50.89
82 00285467	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	0101-9017-0-4301-1110-1000-400-00000000	59.86
82 00285468	E8204046	SUCHSLAND, PAOLA	04/27/26		MW	0101-5630-0-5240-1110-3130-706-00000000	227.20
82 00285469	E8204557	SUMMERS, ELISABETH	04/27/26		MW	0101-6762-0-5240-1110-1000-621-00000000	233.37
82 00285470	V8201006	SUPPLYMASTER INC	04/27/26		MW	0101-3310-0-4308-5001-2100-650-00000000	121.12
82 00285471	E8201337	TESTON, SHELLIE L	04/27/26		MW	0101-6300-0-4301-1110-1000-410-00000000	18.62
82 00285472	V8214457	THEMES & VARIATIONS	04/27/26		MW	0101-6762-0-5815-1110-1000-621-00000100	200.00
82 00285473	V8210724	TRAVIS RANCH VOCAL BOOSTER	04/27/26		MW	0101-6770-0-4301-1110-1000-230-00000000	2,000.00
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-0003-0-5660-1110-1000-110-00014900	1,384.59
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-0003-0-5660-1110-1000-140-00014900	689.72
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-0003-0-5660-1110-1000-400-00014900	298.64
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-0003-0-5660-1110-1000-450-00014900	348.28
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-0004-0-5660-0000-7550-831-00014900	50.11
82 00285474	V8214042	VEIT LLC	04/27/26		MW	0101-6500-0-5660-5001-2100-650-00000000	43.13
82 00285475	E8203461	VITO, SPENCER	04/27/26		MW	0101-0004-0-5220-1110-1000-810-00000000	144.35
82 00285476	E8202637	WALLS, GREGORY A	04/27/26		MW	0101-0003-0-4301-1110-1000-140-00015100	29.07
82 00285477	V8201132	YORBA LINDA WATER DISTRICT	04/27/26		MW	0101-0001-0-5550-1110-8200-990-00000000	6,500.28
82 00285478	V8214343	ZEN EDUCATE INC	04/27/26		MW	0101-9108-0-5151-5770-1180-650-00077200	15,265.07
82 00285489	V8200161	B & M LAWN & GARDEN CENTER	04/28/26		MW	0101-0004-0-4313-0000-8220-845-00082800	707.97
82 00285489	V8200161	B & M LAWN & GARDEN CENTER	04/28/26		MW	0101-0004-0-5660-0000-8220-845-00082800	2,827.18
82 00285490	V8212180	CINTAS CORPORATION	04/28/26		MW	0101-8150-0-5640-0000-8110-850-00081000	468.63
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-140-00083900	7,722.52

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-220-00083900	1,859.18
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-320-00083900	884.65
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-380-00083900	1,590.27
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-420-00083900	1,813.17
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-0002-0-4313-0000-8210-440-00083900	1,098.04
82 00285491	V8200493	GLASBY MAINTENANCE SUPPLY	04/28/26		MW	0101-3310-0-4301-5750-1130-650-00075300	15.92
82 00285492	V8214229	GOLDEN WEST SECURITY SUPPLY CO	04/28/26		MW	0101-8150-0-4313-0000-8110-850-00081400	2,239.94
82 00285493	V8200547	HOME DEPOT	04/28/26		MW	0101-8150-0-4313-0000-8110-850-00081000	529.85
82 00285494	V8200579	J W PEPPER OF LOS ANGELES	04/28/26		MW	0101-6762-0-4301-1110-1000-100-00000000	82.50
82 00285495	E8203595	MASONE, JULIE	04/28/26		MW	0101-6762-0-5220-1110-1000-621-00000000	49.81
82 00285496	V8210141	MUSIC & ARTS CENTER	04/28/26		MW	0101-6762-0-4410-1110-1000-621-25000100	9,509.20
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6270-0000-8500-110-07100400	5,761.11
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6270-0000-8500-110-00000400	9,440.00
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6279-0000-8500-110-00000400	250.00
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6270-0000-8500-130-00000400	4,461.48
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6270-0000-8500-100-00000400	16,000.00
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6270-0000-8500-140-00000400	4,127.90
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-6762-0-6279-0000-8500-140-00000400	347.75
82 00285497	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/28/26		MW	0101-8150-0-5690-0000-8110-380-00081300	3,906.72
82 00285498	V8200764	ORANGE COUNTY DEPT OF ED	04/28/26		MW	0101-0004-0-5240-1110-3130-706-00010900	2,232.00
82 00285498	V8200764	ORANGE COUNTY DEPT OF ED	04/28/26		MW	0101-9017-0-5816-1110-1000-430-00000000	644.00
82 00285498	V8200764	ORANGE COUNTY DEPT OF ED	04/28/26		MW	0101-9017-0-5816-1110-1000-480-00000000	994.00
82 00285499	V8205967	ORANGE COUNTY FIRE AUTHORITY	04/28/26		MW	0101-8150-0-5809-0000-8110-480-00084000	110.00
82 00285500	V8200771	ORIENTAL TRADING CO	04/28/26		MW	0101-6500-0-4301-5770-1190-650-00077200	116.89
82 00285501	V8207666	PEST OPTIONS INC	04/28/26		MW	0101-0004-0-5670-0000-8210-840-00083900	1,063.50
82 00285502	V8200434	PIKE, JASON	04/28/26		MW	0101-5630-0-5220-1110-3110-706-00000000	108.75
82 00285503	V8214303	WELLS FARGO BANK N.A.	04/28/26		MW	0101-0003-0-5640-1110-1000-170-00014900	157.68
82 00285503	V8214303	WELLS FARGO BANK N.A.	04/28/26		MW	0101-0004-0-5650-0000-7200-800-00000000	151.16
82 00285509	V8200571	A LATENT IMPRESSION	04/29/26		MW	0101-0004-0-5810-0000-7400-730-00000000	312.00
82 00285510	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/29/26		MW	0101-6500-0-5151-5770-1180-650-00077200	14,750.28
82 00285511	V8200159	AWARDS BY PAUL	04/29/26		MW	0101-0004-0-4308-0000-7150-700-00000000	96.20
82 00285512	V8200161	B & M LAWN & GARDEN CENTER	04/29/26		MW	0101-0004-0-4313-0000-8220-845-00082800	29.33
82 00285513	E8204598	BUENO, JOSEPH	04/29/26		MW	0101-0723-0-5240-1110-8200-865-00000000	10.88

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285514	V8214480	CAROLINA CROWN INC	04/29/26		MW	0101-6762-0-4301-1110-1000-621-11000100	496.33
82 00285514	V8214480	CAROLINA CROWN INC	04/29/26		MW	0101-6762-0-6490-1110-1000-621-11000100	9,000.00
82 00285515	V8205777	CDE PRESS	04/29/26		MW	0101-0001-0-5814-0000-7200-990-00000000	6,050.22
82 00285516	V8200304	COLONIAL CHESTERFIELD AT RILEY	04/29/26		MW	0101-9017-0-5816-1110-1000-350-00000000	118.00
82 00285517	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	04/29/26		MW	0101-0003-0-4301-1110-1000-230-00000000	168.00
82 00285518	V8213119	COUNTRY CITY TOWING INC.	04/29/26		MW	0101-0723-0-5690-1110-3600-865-00000000	500.00
82 00285519	V8214485	CRLA YORBA LINDA	04/29/26		MW	0101-0000-0-8096-0000-0000-990-00000000	133,080.00
82 00285520	V8214681	FIDELITY BUILDERS INC	04/29/26		MW	0101-7032-0-6270-0000-8500-835-00030200	57,885.00
82 00285520	V8214681	FIDELITY BUILDERS INC	04/29/26		MW	0101-7032-0-6279-0000-8500-835-00030200	6,909.70
82 00285521	V8214518	GHATAODE BANNON ARCHITECS LLP	04/29/26		MW	0101-7032-0-6210-0000-8500-100-00030700	6,243.75
82 00285522	V8200957	GOLDEN STATE WATER COMPANY	04/29/26		MW	0101-0001-0-5550-1110-8200-990-00000000	830.27
82 00285523	E8204536	HERNANDEZ, SARA	04/29/26		MW	0101-6500-0-5220-5770-1190-650-00077200	49.52
82 00285524	V8213269	HOULIHAN, PATRICIA K	04/29/26		MW	0101-6500-0-5810-5770-1190-650-00077200	480.00
82 00285525	V8210211	IMPERIAL BAND INSTRUMENTS INC	04/29/26		MW	0101-6762-0-5660-1110-1000-621-00000000	366.93
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-120-00014900	314.97
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-130-00014900	3.52
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-140-00014900	10.01
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-200-00014900	905.80
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-210-00014900	1,111.25
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-230-00014900	1,558.25
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5640-1110-1000-240-00014900	443.52
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-350-00014900	792.33
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-380-00014900	1,316.21
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-410-00014900	620.93
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-420-00014900	1,036.12
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-430-00014900	338.11
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-450-00014900	-2.03
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-480-00014900	170.55
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-490-00014900	1,178.81
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-500-00014900	63.97
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-510-00014900	652.24
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-520-00014900	881.74
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0003-0-5660-1110-1000-530-00014900	790.79

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-0000-7200-800-00000000	50.10
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-0000-7700-810-00000000	5.66
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-1110-1000-600-00000000	272.52
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-1110-7150-700-00000000	65.74
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-1110-1000-706-00010900	29.75
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0723-0-5660-1110-3600-865-00014900	9.22
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0791-0-5660-1110-1000-625-01313300	73.09
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-0004-0-5660-1110-1000-635-00019200	124.90
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-6500-0-5660-5001-2100-650-00000000	203.16
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-6762-0-5660-1110-1000-621-00000000	3.80
82 00285527	V8210165	KONICA MINOLTA BUSINESS SOLUTI	04/29/26		MW	0101-6762-0-5660-1110-1000-450-00000100	249.45
82 00285528	E8200341	LAPORTE, PAUL D	04/29/26		MW	0101-0791-0-5220-1110-1000-646-00013100	58.00
82 00285529	V8214679	LAW OFFICE OF CAROL S JUNG APC	04/29/26		MW	0101-6500-0-5817-5001-2100-650-00000000	11,400.00
82 00285530	E8204290	LOPEZ, MORGAN	04/29/26		MW	0101-0004-0-5220-1110-3140-706-00010800	65.47
82 00285531	V8211656	MARKERTEK VIDEO SUPPLY	04/29/26		MW	0101-6388-0-4410-3800-1000-646-00094300	3,477.72
82 00285532	V8200764	ORANGE COUNTY DEPT OF ED	04/29/26		MW	0101-9017-0-5816-1110-1000-520-00000000	560.00
82 00285533	V8206024	PASCO	04/29/26		MW	0101-6300-0-5690-1110-1000-640-00015100	147.91
82 00285534	V8205966	PEARSON EDUCATION	04/29/26		MW	0101-9108-0-4305-5770-1190-650-00077200	640.36
82 00285535	V8214696	POLAR SPRINGS WATER	04/29/26		MW	0101-0004-0-4338-1110-7150-700-00000000	34.00
82 00285536	V8204752	PROFESSIONAL TUTORS OF AMERICA	04/29/26		MW	0101-6500-0-5151-5770-1190-650-00077200	4,074.00
82 00285537	V8203630	ROCHESTER 100 INC	04/29/26		MW	0101-3010-0-4301-1110-1000-450-00000000	126.52
82 00285538	V8210046	ROZENBERG, ABBY	04/29/26		MW	0101-3310-0-5810-5770-1190-650-00077200	2,400.00
82 00285539	V8210807	SILVER LINING TRAVEL	04/29/26		MW	0101-6762-0-5240-1110-1000-621-00000000	240.00
82 00285540	V8200955	SO CALIF GAS CO	04/29/26		MW	0101-0001-0-5530-1110-8200-990-00000000	4,566.02
82 00285541	V8211199	SOUTHERN CALIFORNIA SENSORY	04/29/26		MW	0101-9108-0-5110-1110-1000-650-00000000	7,040.50
82 00285542	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/26		MW	0101-0003-0-4301-1110-1000-360-00000000	33.26
82 00285542	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/26		MW	0101-0003-0-4301-1110-1000-410-00000000	12.93
82 00285542	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/26		MW	0101-0003-0-4308-0000-2700-110-00000000	224.07
82 00285542	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/26		MW	0101-0004-0-4308-1110-3140-706-00010800	64.93
82 00285542	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/29/26		MW	0101-0791-0-4301-1110-1000-110-01313300	0.00
82 00285543	V8211078	TEACHERS PAY TEACHERS	04/29/26		MW	0101-6500-0-4301-5770-1120-650-00077300	144.97
82 00285544	V8214470	THE CRAIG SCHOOL	04/29/26		MW	0101-6500-0-5150-5750-1180-650-00075500	7,676.88
82 00285545	V8214193	THE SPEECH PATHOLOGY GROUP INC	04/29/26		MW	0101-6500-0-5151-5770-1190-650-00077200	67,034.88

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285546	V8214303	WELLS FARGO BANK N.A.	04/29/26		MW	0101-0003-0-5640-1110-1000-240-00014900	463.76
82 00285557	V8211694	AIR FILTER SUPPLY	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081800	9,886.66
82 00285558	V8200095	ALBRIGHT LIGHTING PLASTICS	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00082000	46.33
82 00285559	V8201867	ANIXTER DISTRIBUTION	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081400	12,038.63
82 00285560	V8214904	ANTHEM SPORTS LLC	04/30/26		MW	0101-6762-0-4301-1110-1000-130-00000100	1,535.05
82 00285561	V8207277	APPERSON EDUCATION PRODUCTS	04/30/26		MW	0101-0003-0-4301-1110-1000-140-00015000	61.03
82 00285561	V8207277	APPERSON EDUCATION PRODUCTS	04/30/26		MW	0101-0005-0-4301-1110-1000-100-00000000	69.88
82 00285561	V8207277	APPERSON EDUCATION PRODUCTS	04/30/26		MW	0101-0791-0-4301-1110-1000-140-01000000	112.98
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-0003-0-4343-1110-1000-110-00000000	504.02
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-6500-0-4342-5001-2100-650-00000000	499.98
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-6500-0-4343-5001-2100-650-00000000	3,471.91
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-6762-0-4343-1110-1000-520-00000100	848.88
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-9108-0-4342-5770-1190-650-00077200	599.98
82 00285562	V8206590	APPLE COMPUTER INC	04/30/26		MW	0101-9108-0-4343-5770-1190-650-00077200	361.79
82 00285563	V8201312	AQUARIUM OF THE PACIFIC	04/30/26		MW	0101-9017-0-5816-1110-1000-510-00000000	1,108.00
82 00285564	V8203559	AT & T	04/30/26		MW	0101-0001-0-5910-1110-8200-990-00000000	9,511.87
82 00285565	V8200174	BEARCOM	04/30/26		MW	0101-9017-0-4301-1110-1000-490-00000000	1,633.35
82 00285566	V8200565	BENDRITE SHEET METAL INC	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081800	65.73
82 00285567	V8200009	CALIF WEEKLY EXPLORER INC	04/30/26		MW	0101-3010-0-5821-1110-1000-340-00000000	1,875.98
82 00285567	V8200009	CALIF WEEKLY EXPLORER INC	04/30/26		MW	0101-9017-0-5821-1110-1000-410-00000000	1,457.99
82 00285567	V8200009	CALIF WEEKLY EXPLORER INC	04/30/26		MW	0101-9017-0-5821-1110-1000-510-00000000	1,875.98
82 00285567	V8200009	CALIF WEEKLY EXPLORER INC	04/30/26		MW	0101-9017-0-5821-1110-1000-450-00000000	1,862.99
82 00285568	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	04/30/26		MW	0101-0005-0-4301-1110-1000-100-00000000	445.79
82 00285569	V8200258	CDW G INC	04/30/26		MW	0101-0004-0-4411-0000-7400-730-00000000	2,433.64
82 00285570	V8212180	CINTAS CORPORATION	04/30/26		MW	0101-8150-0-5640-0000-8110-850-00081000	457.72
82 00285571	V8214478	CITY ELECTRIC SUPPLY	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00082000	235.42
82 00285572	V8200303	COLLINS BUSINESS EQUIPMENT	04/30/26		MW	0101-8150-0-5660-0000-8110-850-00081000	45.00
82 00285573	V8200304	COLONIAL CHESTERFIELD AT RILEY	04/30/26		MW	0101-9017-0-5816-1110-1000-510-00000000	1,360.00
82 00285574	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	04/30/26		MW	0101-0003-0-4308-0000-2700-390-00000000	754.00
82 00285575	V8200245	CVT RECYCLING	04/30/26		MW	0101-0004-0-5670-0000-8220-845-00082800	502.48
82 00285576	V8207165	DIRECT DOOR & HARDWARE INC	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00082700	538.58
82 00285577	V8207042	FAGEN FRIEDMAN & FULFROST LLP	04/30/26		MW	0101-6500-0-5807-5001-2100-650-00000000	3,058.50
82 00285578	V8200486	GEARY PACIFIC SUPPLY	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081800	409.02

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285579	V8200957	GOLDEN STATE WATER COMPANY	04/30/26		MW	0101-0001-0-5550-1110-8200-990-00000000	60,619.56
82 00285580	V8213641	HANNA INTERPRETING SERVICES LL	04/30/26		MW	0101-6500-0-5810-5760-1110-650-00000000	555.00
82 00285581	V8208315	HARBOTTLE LAW GROUP	04/30/26		MW	0101-0004-0-5807-1110-2100-706-00000000	2,349.00
82 00285582	V8200542	HIRSCH PIPE & SUPPLY CO	04/30/26		MW	0101-8150-0-5690-0000-8110-110-00081300	1,764.65
82 00285582	V8200542	HIRSCH PIPE & SUPPLY CO	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081300	25.98
82 00285583	V8200547	HOME DEPOT	04/30/26		MW	0101-0004-0-4343-1110-1000-810-00000000	43.10
82 00285583	V8200547	HOME DEPOT	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081000	698.31
82 00285584	V8213672	IRONWOOD PLUMBING INC	04/30/26		MW	0101-8150-0-5690-0000-8110-100-00081300	4,540.55
82 00285584	V8213672	IRONWOOD PLUMBING INC	04/30/26		MW	0101-8150-0-5690-0000-8110-220-00081300	2,479.76
82 00285585	V8207480	KNOTT'S BERRY FARM	04/30/26		MW	0101-6770-0-5816-1110-1000-100-00000000	4,817.00
82 00285586	V8200679	MCFADDEN DALE HARDWARE	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081000	136.18
82 00285587	V8201474	NILES BIOLOGICAL	04/30/26		MW	0101-6300-0-4301-1110-1000-330-00000000	143.05
82 00285588	V8200746	NORTH COUNTY GLASS	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00080900	70.04
82 00285589	V8200764	ORANGE COUNTY DEPT OF ED	04/30/26		MW	0101-0001-0-5810-1110-2100-990-00011800	975.61
82 00285589	V8200764	ORANGE COUNTY DEPT OF ED	04/30/26		MW	0101-0003-0-5240-1110-1000-110-00000000	650.00
82 00285590	V8204634	ORANGE COUNTY ZOO	04/30/26		MW	0101-9017-0-5816-1110-1000-380-00000000	285.00
82 00285591	V8211710	PITSCO EDUCATION LLC	04/30/26		MW	0101-6762-0-4301-1110-1000-230-00000100	307.68
82 00285592	V8211658	SMART & FINAL	04/30/26		MW	0101-9017-0-4301-1110-1000-240-00016700	32.25
82 00285593	V8200954	SO CALIF EDISON CO	04/30/26		MW	0101-0001-0-5540-1110-8200-990-00000000	85.04
82 00285594	V8200955	SO CALIF GAS CO	04/30/26		MW	0101-0001-0-5530-1110-8200-990-00000000	5,338.04
82 00285595	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/30/26		MW	0101-0003-0-4301-1110-1000-460-00000000	202.37
82 00285596	V8214212	SUNBURST WINDOW COVERINGS	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081000	386.45
82 00285597	V8200956	TRANE USA INC	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081800	696.50
82 00285598	V8201524	U S AIRCONDITIONING DISTRIBUTO	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00081800	884.09
82 00285599	V8201989	UNIVERSITY TRAINING CENTER INC	04/30/26		MW	0101-0004-0-5810-1110-1000-637-00000000	850.00
82 00285600	V8214042	VEIT LLC	04/30/26		MW	0101-0003-0-4308-0000-2700-130-00000000	143.29
82 00285601	V8201091	WALTERS WHOLESALE ELECTRIC	04/30/26		MW	0101-8150-0-4313-0000-8110-850-00082000	835.17
82 00285602	V8214303	WELLS FARGO BANK N.A.	04/30/26		MW	0101-9108-0-5640-5001-2100-650-00000000	217.92
82 00285603	V8201132	YORBA LINDA WATER DISTRICT	04/30/26		MW	0101-0001-0-5550-1110-8200-990-00000000	7,898.02
82 00285623	V8200571	A LATENT IMPRESSION	05/01/26		MW	0101-2600-0-5810-1110-1000-670-00000000	74.00
82 00285624	V8214652	ACCESSIBYTE LLC	05/01/26		MW	0101-6500-0-5815-5750-1190-650-00075400	99.96
82 00285625	E8204292	AVILA, XITLALI	05/01/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285626	E8204280	BOGGS, AMANDA	05/01/26		MW	0101-0003-0-4338-1110-1000-120-00000000	42.21

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285626	E8204280	BOGGS, AMANDA	05/01/26		MW	0101-9073-0-4301-1110-1000-706-00019300	83.96
82 00285627	V8200648	BROCK, STEPHANIE	05/01/26		MW	0101-0003-0-4301-1110-1000-210-00015100	105.00
82 00285628	V8201337	C T S APPLIANCE CO	05/01/26		MW	0101-9017-0-4301-1110-1000-250-00000000	640.54
82 00285629	E8204306	CHRISTY, SAMUEL	05/01/26		MW	0101-0003-0-5220-1110-1000-200-00000000	86.13
82 00285630	V8200304	COLONIAL CHESTERFIELD AT RILEY	05/01/26		MW	0101-9017-0-5816-1110-1000-350-00000000	154.00
82 00285631	V8200332	COSTCO WHOLESALE	05/01/26		MW	0101-0791-0-4338-1110-2495-380-00000000	306.93
82 00285632	V8214913	CRZ PATTERSON LLC	05/01/26		MW	0101-0004-0-5810-0000-7200-800-00000000	6,000.00
82 00285633	V8200119	DEMCO INC	05/01/26		MW	0101-9017-0-4308-0000-2700-400-00000000	171.24
82 00285634	V8200368	DICK BLICK ART MATERIALS	05/01/26		MW	0101-6770-0-4301-1110-1000-110-00000000	1,599.61
82 00285635	V8214865	DIFFERENTIATED SOLUTIONS CONSU	05/01/26		MW	0101-0004-0-5810-0000-7150-700-00000000	3,500.00
82 00285636	E8204266	DISCHIAVI, SIERRA	05/01/26		MW	0101-6762-0-5220-1110-1000-621-00000000	52.35
82 00285637	V8210818	DISCOVERY CUBE ORANGE COUNTY	05/01/26		MW	0101-9017-0-5821-1110-1000-230-00000000	450.00
82 00285637	V8210818	DISCOVERY CUBE ORANGE COUNTY	05/01/26		MW	0101-9017-0-5816-1110-1000-360-00000000	1,263.00
82 00285638	V8214935	EL CANTARITO RESTAURANT	05/01/26		MW	0101-9017-0-4338-0000-2700-240-00000000	438.40
82 00285639	V8213709	EMBI TEC	05/01/26		MW	0101-9017-0-4301-1110-1000-100-00000000	5,003.93
82 00285640	V8206229	ENVIRONMENTAL NATURE CENTER	05/01/26		MW	0101-9017-0-5816-1110-1000-350-00000000	690.00
82 00285640	V8206229	ENVIRONMENTAL NATURE CENTER	05/01/26		MW	0101-9017-0-5816-1110-1000-360-00000000	920.00
82 00285640	V8206229	ENVIRONMENTAL NATURE CENTER	05/01/26		MW	0101-9017-0-5816-1110-1000-480-00000000	850.00
82 00285641	V8214017	EPIC SPORTS	05/01/26		MW	0101-0003-0-4301-1110-1000-210-00016100	245.08
82 00285642	E8204310	FIEN, SAMANTHA	05/01/26		MW	0101-0004-0-5220-1110-3140-706-00010800	51.33
82 00285643	V8200957	GOLDEN STATE WATER COMPANY	05/01/26		MW	0101-0001-0-5550-1110-8200-990-00000000	1,143.72
82 00285644	E8203542	HIPWELL, CONNER	05/01/26		MW	0101-0003-0-5310-1110-1000-140-00015100	45.00
82 00285644	E8203542	HIPWELL, CONNER	05/01/26		MW	0101-0003-0-5815-1110-1000-140-00015100	48.00
82 00285644	E8203542	HIPWELL, CONNER	05/01/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285645	V8200547	HOME DEPOT	05/01/26		MW	0101-0003-0-4301-1110-1000-120-00000000	129.64
82 00285645	V8200547	HOME DEPOT	05/01/26		MW	0101-8150-0-4313-0000-8110-850-00081000	856.16
82 00285646	V8214407	JAMEY CLARK INC	05/01/26		MW	0101-8150-0-5660-0000-8110-390-00083500	3,425.00
82 00285646	V8214407	JAMEY CLARK INC	05/01/26		MW	0101-8150-0-5660-0000-8110-480-00083500	8,515.00
82 00285647	E8203157	JIMENEZ, RICHARD B	05/01/26		MW	0101-0723-0-5240-1110-3600-865-00000000	2,310.10
82 00285648	V8206781	LANGUAGE NETWORK INC	05/01/26		MW	0101-6500-0-5810-5760-1110-650-00000000	893.75
82 00285649	E8203679	LAPORTE, JAQUELINE	05/01/26		MW	0101-0003-0-4301-1110-1000-360-00020600	250.00
82 00285649	E8203679	LAPORTE, JAQUELINE	05/01/26		MW	0101-0791-0-5240-1110-1000-646-00013100	10.00
82 00285650	E8203073	LEJANO, REY	05/01/26		MW	0101-6388-0-5240-3800-1000-646-00094300	49.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285651	E8203872	LUNA, KARINA	05/01/26		MW	0101-0004-0-5240-1110-3130-706-00010900	189.10
82 00285652	E8202249	MAGNIN, LYNN	05/01/26		MW	0101-6762-0-5240-1110-1000-621-00019800	41.62
82 00285653	E8203595	MASONE, JULIE	05/01/26		MW	0101-6762-0-5240-1110-1000-621-00000000	159.92
82 00285654	V8200031	MEET THE MASTERS INC	05/01/26		MW	0101-6762-0-5821-1110-1000-530-00000400	1,786.73
82 00285654	V8200031	MEET THE MASTERS INC	05/01/26		MW	0101-6770-0-5821-1110-1000-530-00000000	290.00
82 00285655	E8204602	NAVARRETE, ZURI	05/01/26		MW	0101-6010-0-5220-1110-2100-670-00000000	41.59
82 00285656	V8200764	ORANGE COUNTY DEPT OF ED	05/01/26		MW	0101-0791-0-5810-1110-1000-635-00019800	2,500.00
82 00285657	E8204428	PARK, BRIAN	05/01/26		MW	0101-0004-0-4338-1110-1000-646-00000000	29.58
82 00285658	E8204251	PARLAPIANO, CHRIS	05/01/26		MW	0101-6762-0-5240-1110-1000-621-00000000	52.78
82 00285659	V8214626	PEAC SOLUTIONS	05/01/26		MW	0101-0003-0-5640-1110-1000-320-00014900	409.94
82 00285659	V8214626	PEAC SOLUTIONS	05/01/26		MW	0101-0003-0-5640-1110-1000-330-00014900	600.46
82 00285660	V8200804	PENNER PARTITIONS INC	05/01/26		MW	0101-8150-0-4313-0000-8110-850-00082700	30.17
82 00285661	V8200247	PERMA BOUND	05/01/26		MW	0101-0003-0-4210-1110-1000-240-00000000	25.08
82 00285662	V8207666	PEST OPTIONS INC	05/01/26		MW	0101-0004-0-5670-0000-8210-840-00083900	4,733.21
82 00285663	V8208514	PRETEND CITY CHILDRENS MUSEUM	05/01/26		MW	0101-9017-0-5816-1110-1000-360-00000000	678.00
82 00285664	V8208514	PRETEND CITY CHILDRENS MUSEUM	05/01/26		MW	0101-9017-0-5816-1110-1000-510-00000000	510.00
82 00285665	E8202332	REHBURG, JUDY L	05/01/26		MW	0101-0003-0-5240-1110-1000-170-00000000	108.50
82 00285666	V8213495	SAFETY COMPLIANCE COMPANY	05/01/26		MW	0101-0004-0-5853-0000-8220-845-00082800	300.00
82 00285666	V8213495	SAFETY COMPLIANCE COMPANY	05/01/26		MW	0101-8150-0-5853-0000-8110-850-00081800	300.00
82 00285667	V8211126	SENECA FAMILY OF AGENCIES	05/01/26		MW	0101-6500-0-5851-5750-1180-650-00077200	5,984.44
82 00285668	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/01/26		MW	0101-0004-0-4313-0000-8220-845-00082900	25.36
82 00285669	V8210712	SO CAL GRAD	05/01/26		MW	0101-0003-0-4301-1110-1000-140-00083600	107.75
82 00285670	V8200954	SO CALIF EDISON CO	05/01/26		MW	0101-0001-0-5540-1110-8200-990-00000000	4,659.35
82 00285671	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/01/26		MW	0101-0003-0-4301-1110-1000-240-00000000	23.40
82 00285672	V8201006	SUPPLYMASTER INC	05/01/26		MW	0101-0003-0-4301-1110-1000-480-00000000	246.18
82 00285672	V8201006	SUPPLYMASTER INC	05/01/26		MW	0101-0003-0-4308-0000-2700-110-00000000	456.57
82 00285672	V8201006	SUPPLYMASTER INC	05/01/26		MW	0101-0004-0-4308-0000-7530-830-00000000	531.94
82 00285672	V8201006	SUPPLYMASTER INC	05/01/26		MW	0101-0791-0-4301-1110-1000-110-00013300	190.53
82 00285673	E8202387	SWINFARD, SUSAN A	05/01/26		MW	0101-5630-0-5220-1110-3110-706-00000000	22.40
82 00285674	V8214247	TAO ROSSINI A PROFESSIONAL COR	05/01/26		MW	0101-0001-0-5807-0000-7200-990-00000000	9,292.50
82 00285675	E8204074	VANDERHOOK, APRIL	05/01/26		MW	0101-0003-0-4301-1110-1000-130-00015100	239.41
82 00285676	E8202005	VOLLAND-CHAPLUK, MARY R	05/01/26		MW	0101-6300-0-4301-1110-1000-685-00015100	90.46
82 00285677	V8201091	WALTERS WHOLESALE ELECTRIC	05/01/26		MW	0101-8150-0-4313-0000-8110-850-00082000	84.34

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285678	V8208939	WEST COAST ARBORISTS	05/01/26		MW	0101-0004-0-5690-0000-8220-110-00084400	1,120.00
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4210-1110-1000-110-00015900	4.04
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4301-1110-1000-110-00015900	48.97
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4301-1110-1000-110-00016800	19.34
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4301-1110-1000-200-00016100	47.76
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4301-1110-1000-360-00000000	898.74
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0003-0-4308-0000-2700-210-00000000	129.18
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0004-0-4301-1110-1000-810-00000000	73.17
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0004-0-4308-1110-1000-810-00000000	19.56
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0004-0-4343-1110-1000-810-00000000	4,326.69
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0004-0-4308-1110-2100-625-00000000	152.13
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0004-0-4301-1110-1000-635-00021900	392.70
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0791-0-4210-1110-1000-360-01300000	60.04
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0791-0-4301-1110-1000-635-00000000	275.22
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-0791-0-4301-1110-1000-230-00000000	63.54
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-3010-0-4301-1110-1000-625-00000000	129.78
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-4127-0-4301-1110-1000-625-00020700	1,657.50
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6387-0-4301-3800-1000-646-12000000	336.18
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6387-0-4301-3800-1000-646-13000000	389.89
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6500-0-4301-5770-1120-650-00077300	50.63
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6500-0-4301-5770-1190-650-00077200	16.20
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6762-0-4301-1110-1000-200-00000100	26.03
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-6762-0-4210-1110-1000-380-00000100	24.05
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-9017-0-4301-1110-1000-210-00000000	34.95
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-9017-0-4210-1110-1000-230-00000000	129.57
82 00285682	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	0101-9108-0-4301-5001-2100-650-00000000	125.26
82 00285683	V8200161	B & M LAWN & GARDEN CENTER	05/04/26		MW	0101-0004-0-4313-0000-8220-845-00082800	124.15
82 00285684	V8207089	BC TRAFFIC SPECIALIST	05/04/26		MW	0101-8150-0-4313-0000-8110-850-00081000	30.32
82 00285685	V8200444	FISHER SCIENTIFIC LLC	05/04/26		MW	0101-6300-0-4301-1110-1000-640-00015100	243.37
82 00285685	V8200444	FISHER SCIENTIFIC LLC	05/04/26		MW	0101-9017-0-4301-1110-1000-100-00000000	7,012.27
82 00285686	V8210277	FULL COMPASS SYSTEMS LTD	05/04/26		MW	0101-0008-0-4301-0000-8200-805-00000000	327.58
82 00285686	V8210277	FULL COMPASS SYSTEMS LTD	05/04/26		MW	0101-6762-0-4410-1110-1000-110-00000500	4,791.26
82 00285687	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/04/26		MW	0101-8150-0-5670-0000-8110-850-00082300	325.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285687	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/04/26		MW	0101-8150-0-5670-0000-8110-855-00082300	1,650.00
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0002-0-4313-0000-8210-120-00083900	508.59
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0002-0-4313-0000-8210-250-00083900	2,580.78
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0002-0-4313-0000-8210-310-00083900	1,035.69
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0002-0-4313-0000-8210-520-00083900	579.71
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0002-0-4313-0000-8210-530-00083900	756.89
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0003-0-4309-1110-8200-410-00000000	1,125.92
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0003-0-4313-0000-8210-450-00083900	417.17
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0004-0-4308-0000-7300-815-00000000	95.90
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-0004-0-4313-0000-8210-840-00083900	11,899.33
82 00285688	V8200493	GLASBY MAINTENANCE SUPPLY	05/04/26		MW	0101-2600-0-4313-0000-8210-390-00083900	2,061.15
82 00285689	V8214229	GOLDEN WEST SECURITY SUPPLY CO	05/04/26		MW	0101-8150-0-4313-0000-8110-850-00081400	108.83
82 00285690	V8200498	GOPHER SPORT	05/04/26		MW	0101-6762-0-4301-1110-1000-500-00000400	1,577.88
82 00285691	V8206409	SEA CLEAR POOLS INC	05/04/26		MW	0101-8150-0-5670-0000-8110-100-00080800	2,461.70
82 00285691	V8206409	SEA CLEAR POOLS INC	05/04/26		MW	0101-8150-0-5670-0000-8110-110-00080800	2,461.70
82 00285691	V8206409	SEA CLEAR POOLS INC	05/04/26		MW	0101-8150-0-5670-0000-8110-130-00080800	2,461.70
82 00285691	V8206409	SEA CLEAR POOLS INC	05/04/26		MW	0101-8150-0-5670-0000-8110-140-00080800	2,667.70
82 00285692	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/04/26		MW	0101-0004-0-4313-0000-8220-845-00082900	1,210.74
82 00285693	V8200955	SO CALIF GAS CO	05/04/26		MW	0101-0001-0-5530-1110-8200-990-00000000	5,092.22
82 00285694	V8200709	SONOVA USA INC	05/04/26		MW	0101-6500-0-4301-5750-1190-650-00075400	145.77
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-0003-0-4301-1110-1000-240-00000000	26.93
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-0003-0-4301-1110-1000-360-00000000	346.19
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-0003-0-4308-0000-2700-110-00000000	205.61
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-0004-0-4308-1110-3130-706-00000000	0.00
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-0791-0-4301-1110-1000-110-02113100	-23.10
82 00285695	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/04/26		MW	0101-6762-0-4301-1110-1000-350-00000100	342.99
82 00285696	V8201006	SUPPLYMASTER INC	05/04/26		MW	0101-0003-0-4308-0000-2700-500-00000000	73.80
82 00285697	V8214042	VEIT LLC	05/04/26		MW	0101-0003-0-5660-1110-1000-130-00014900	828.52
82 00285697	V8214042	VEIT LLC	05/04/26		MW	0101-0004-0-5660-0000-7551-833-00000000	5.36
82 00285697	V8214042	VEIT LLC	05/04/26		MW	0101-9017-0-5660-1110-1000-530-00000000	56.75
82 00285698	V8214516	WESTLAKE HARDWARE INC	05/04/26		MW	0101-8150-0-4313-0000-8110-850-00082700	152.23
82 00285699	V8201132	YORBA LINDA WATER DISTRICT	05/04/26		MW	0101-0001-0-5550-1110-8200-990-00000000	1,814.88
82 00285702	E8203321	ALAMILLA, OLGA	05/05/26		MW	0101-0000-0-8699-0000-0000-000-00000000	30.24

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-100-00000000	40.84
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-130-00014000	34.46
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-130-00015100	168.73
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-200-00015100	563.41
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-230-00000000	25.82
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-390-00000000	132.91
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-410-00000000	107.55
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4301-1110-1000-420-00000000	164.33
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0003-0-4343-1110-1000-420-00000000	169.70
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0004-0-4308-0000-7700-810-00000000	566.98
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0004-0-4301-1110-1000-810-00000000	213.87
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0004-0-4343-1110-1000-810-00000000	637.08
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0004-0-4308-1110-2100-635-00000000	281.29
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-0791-0-4301-1110-1000-140-00013300	77.63
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-3010-0-4210-1110-1000-250-00000000	88.72
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6300-0-4301-1110-1000-640-00015100	1,910.26
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6387-0-4301-3800-1000-646-11000000	1,765.58
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6387-0-4301-3800-1000-646-13000000	140.06
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6500-0-4301-5770-1110-650-00077100	179.40
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6500-0-4301-5750-1190-650-00075300	641.82
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6762-0-4301-1110-1000-480-00000100	374.11
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6762-0-4301-1110-1000-520-00000100	134.14
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6762-0-4301-1110-1000-621-00000100	295.68
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-6770-0-4301-1110-1000-440-00000000	104.25
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-8150-0-4313-0000-8110-140-00082000	210.24
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-8150-0-4313-0000-8110-230-00082000	63.23
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9017-0-4301-1110-1000-200-00013400	814.41
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9017-0-4301-1110-1000-210-00000000	444.21
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9017-0-4301-1110-1000-480-00000000	15.70
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9017-0-4343-1110-1000-510-00000000	204.55
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9017-0-4301-1110-1000-520-00000000	369.15
82 00285703	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	0101-9108-0-4301-5001-2100-650-00000000	28.00
82 00285704	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/05/26		MW	0101-6500-0-5151-5770-1180-650-00077200	15,490.61

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285705	V8201312	AQUARIUM OF THE PACIFIC	05/05/26		MW	0101-3010-0-5816-1110-1000-380-00000000	1,000.00
82 00285706	E8203856	BATSHOUN-GONZALEZ, YVONNE	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285707	E8203155	CALLAWAY, MATTHEW	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285708	E8204604	CAMPUZANO, ALEXIS T	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285709	E8204381	CERDA, ERIN	05/05/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00285710	E8204422	CHAPMAN, HANNAH	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285711	E8202861	CORONADO, VICTOR F	05/05/26		MW	0101-0723-0-5240-1110-8200-865-00000000	22.30
82 00285712	E8203292	CROSSNO, LINDA	05/05/26		MW	0101-6762-0-5240-1110-1000-120-00000100	377.14
82 00285713	E8204603	CRUZ, MIRIAM	05/05/26		MW	0101-0791-0-4338-1110-1000-210-01313300	85.00
82 00285714	V8200368	DICK BLICK ART MATERIALS	05/05/26		MW	0101-6770-0-4301-1110-1000-500-00000000	1,922.84
82 00285715	V8210681	EJAZZLINES.COM	05/05/26		MW	0101-6762-0-4301-1110-1000-130-00000500	184.68
82 00285716	E8204549	EMARD, SHANI	05/05/26		MW	0101-6500-0-5220-5750-1190-650-00075300	43.57
82 00285717	V8206229	ENVIRONMENTAL NATURE CENTER	05/05/26		MW	0101-9017-0-5816-1110-1000-350-00000000	678.50
82 00285718	E8202840	FABRIZIO, DAVID	05/05/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00285719	V8207042	FAGEN FRIEDMAN & FULFROST LLP	05/05/26		MW	0101-3310-0-5240-5001-2100-650-00000000	195.00
82 00285720	E8202555	GERSBACHER, LISA A	05/05/26		MW	0101-6266-0-5240-1110-1000-640-90290100	53.91
82 00285720	E8202555	GERSBACHER, LISA A	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.84
82 00285721	V8200957	GOLDEN STATE WATER COMPANY	05/05/26		MW	0101-0001-0-5550-1110-8200-990-00000000	6,782.86
82 00285722	E8204235	GUTIERREZ, CHRISTIE	05/05/26		MW	0101-0723-0-5240-1110-8200-865-00000000	159.25
82 00285723	E8201347	HEPPS, MARIA T	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285724	E8203542	HIPWELL, CONNER	05/05/26		MW	0101-0003-0-5310-1110-1000-140-00015100	45.00
82 00285724	E8203542	HIPWELL, CONNER	05/05/26		MW	0101-0003-0-5815-1110-1000-140-00015100	48.00
82 00285725	V8200542	HIRSCH PIPE & SUPPLY CO	05/05/26		MW	0101-8150-0-4313-0000-8110-850-00081300	282.37
82 00285726	E8201760	HOFSTETTER, SUZANNE M	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285727	V8200547	HOME DEPOT	05/05/26		MW	0101-8150-0-4313-0000-8110-850-00081000	1,254.58
82 00285728	V8203647	INTL BACCALAUREATE NORTH AMER	05/05/26		MW	0101-6762-0-5810-1110-1000-340-00000200	9,500.00
82 00285729	V8213672	IRONWOOD PLUMBING INC	05/05/26		MW	0101-8150-0-5670-0000-8110-850-00081300	2,145.00
82 00285730	V8209845	JACKSON'S AUTO SUPPLY	05/05/26		MW	0101-0004-0-4313-1110-8200-865-00000000	1,206.07
82 00285730	V8209845	JACKSON'S AUTO SUPPLY	05/05/26		MW	0101-0720-0-4315-5001-3600-865-00000000	419.67
82 00285731	E8204398	JARA, PRISCILLA	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285732	V8200227	JDS INDUSTRIES INC	05/05/26		MW	0101-0004-0-4308-0000-7550-831-00000000	151.38
82 00285733	E8204450	KOLLENBORN, NANCY	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285734	V8206810	LAKESHORE LEARNING	05/05/26		MW	0101-6500-0-4301-5750-1190-650-00075300	448.23

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285735	V8213874	LAWSON PRODUCTS INC	05/05/26		MW	0101-0720-0-4315-5001-3600-865-00000000	681.21
82 00285736	E8203194	LAY, JOSHUA	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285737	E8202877	LIN, WILLIAM	05/05/26		MW	0101-0004-0-5220-1110-2100-635-00000000	93.45
82 00285738	E8204582	LYTTON, OLIVIA	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285739	E8204314	MAMROT, KERRY	05/05/26		MW	0101-3310-0-5240-5001-2100-650-00000000	142.97
82 00285740	V8200679	MCFADDEN DALE HARDWARE	05/05/26		MW	0101-0723-0-4315-1110-3600-865-00000000	176.71
82 00285740	V8200679	MCFADDEN DALE HARDWARE	05/05/26		MW	0101-8150-0-4313-0000-8110-850-00081000	23.49
82 00285741	E8204402	MCPHILLIPS, ALEXA RAE	05/05/26		MW	0101-6500-0-5220-5770-1190-650-00077200	100.70
82 00285742	E8204462	MELENDREZ, GENESSIS	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285743	V8206714	MERRIMAC ENGERY GROUP	05/05/26		MW	0101-0723-0-9322-0000-0000-000-00000000	34,719.51
82 00285744	V8214185	MODEL 1 COMMERCIAL VEHICLES IN	05/05/26		MW	0101-0720-0-5690-5001-3600-865-00000000	6,709.24
82 00285745	V8200610	MULLER, KRISA	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285746	E8204024	NEWBILL, STEPHANIE	05/05/26		MW	0101-6500-0-5220-5770-1190-650-00077200	64.60
82 00285747	V8211770	OC LETTERPRESS	05/05/26		MW	0101-0004-0-4308-0000-7550-831-00000000	175.00
82 00285748	V8200764	ORANGE COUNTY DEPT OF ED	05/05/26		MW	0101-0000-0-8096-0000-0000-000-00000000	-43,991.00
82 00285748	V8200764	ORANGE COUNTY DEPT OF ED	05/05/26		MW	0101-0004-0-5815-0000-7700-810-00000000	2,406.24
82 00285748	V8200764	ORANGE COUNTY DEPT OF ED	05/05/26		MW	0101-6500-0-5155-5750-1110-650-00075200	75,122.50
82 00285749	E8200312	PEREZ, NORMA L	05/05/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00285750	V8200834	POWERSTRIDE BATTERY CO INC	05/05/26		MW	0101-0720-0-4315-5001-3600-865-00000000	137.54
82 00285751	V8200563	PREMIER AIR CONDITIONING INC	05/05/26		MW	0101-8150-0-5660-0000-8110-130-00081800	16,876.86
82 00285751	V8200563	PREMIER AIR CONDITIONING INC	05/05/26		MW	0101-8150-0-5690-0000-8110-170-00081800	17,509.87
82 00285752	V8214576	QUADIENT FINANCE USA INC	05/05/26		MW	0101-0004-0-4310-0000-7540-832-00000000	1,290.00
82 00285753	E8204126	RAMON ORTIZ, OMAR	05/05/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00285754	V8211817	RAYMOND HANDLING SOLUTIONS INC	05/05/26		MW	0101-0004-0-5660-0000-7540-832-00000000	117.00
82 00285755	V8200869	REFRIGERATION SUPPLIES DIST	05/05/26		MW	0101-8150-0-4313-0000-8110-850-00081800	360.77
82 00285756	V8213901	RWC INTERNATIONAL LTD	05/05/26		MW	0101-0720-0-4315-5001-3600-865-00000000	351.34
82 00285757	E8203252	SALIBY, GEORGE B	05/05/26		MW	0101-0723-0-5240-1110-8200-865-00000000	141.69
82 00285758	E8202866	SCHULTZ, KIMBERLY A	05/05/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285759	E8204538	SCOTT, LAURA	05/05/26		MW	0101-0001-0-5220-1110-1000-620-00018200	7.25
82 00285760	E8204535	SEWELL, CAROLINE	05/05/26		MW	0101-0003-0-5240-1110-1000-510-00000000	39.44
82 00285761	E8204519	SHEPHERD, CAMERON	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285762	V8206263	SIGN MART LLC	05/05/26		MW	0101-0004-0-4308-0000-7550-831-00000000	691.23
82 00285763	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0003-0-4301-1110-1000-330-00000000	210.08

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285763	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0003-0-4301-1110-1000-380-00000000	32.20
82 00285763	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0003-0-4301-1110-1000-480-00000000	29.56
82 00285763	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0004-0-4308-1110-3130-706-00000000	195.51
82 00285763	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0720-0-4308-5001-3600-865-00000000	302.49
82 00285764	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0003-0-4301-1110-1000-170-00000000	142.74
82 00285764	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0003-0-4308-0000-2700-200-00000000	62.60
82 00285764	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-0004-0-4308-0000-7150-700-00000000	11.19
82 00285764	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	0101-9017-0-4308-0000-2700-110-00000000	423.91
82 00285765	E8200335	SPEED, KARRITA E	05/05/26		MW	0101-0723-0-5240-1110-8200-865-00000000	210.56
82 00285766	V8200558	STILLS, PAIGE	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285767	V8200463	STUDENT TRANSPORTATION OF AMER	05/05/26		MW	0101-0723-0-5816-1110-1000-865-00000000	3,555.00
82 00285768	E8204046	SUCHSLAND, PAOLA	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285769	V8201006	SUPPLYMASTER INC	05/05/26		MW	0101-0003-0-4301-1110-1000-250-00000000	318.29
82 00285769	V8201006	SUPPLYMASTER INC	05/05/26		MW	0101-3310-0-4301-5750-1130-650-00075300	193.24
82 00285770	E8203813	TANGNEY, LEANNE	05/05/26		MW	0101-6762-0-5240-1110-1000-621-00000000	52.78
82 00285771	E8200144	TARDAGUILA, CARMEN Y	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285771	E8200144	TARDAGUILA, CARMEN Y	05/05/26		MW	0101-6500-0-5220-5770-1190-650-00077200	12.33
82 00285772	V8211057	TEAMTALK NETWORKS LLC	05/05/26		MW	0101-0723-0-5910-1110-3600-865-00000000	867.00
82 00285773	V8201030	TIME & ALARM SYSTEMS	05/05/26		MW	0101-8150-0-5660-0000-8110-850-00084000	298.00
82 00285774	V8210553	TITAN STUDENT UNION	05/05/26		MW	0101-9017-0-5816-1110-1000-480-00000000	2,759.50
82 00285775	V8212931	TTC4SUCCESS	05/05/26		MW	0101-6500-0-5851-5750-1180-650-00077200	920.50
82 00285776	E8203429	VAN DEVENTER, VERONICA	05/05/26		MW	0101-6387-0-5240-3800-1000-646-14000000	323.39
82 00285777	V8213682	VBO TICKETS INC	05/05/26		MW	0101-0008-0-6412-0000-8200-111-00000000	228.80
82 00285778	V8214042	VEIT LLC	05/05/26		MW	0101-0004-0-7438-1110-9100-831-00014900	377.84
82 00285778	V8214042	VEIT LLC	05/05/26		MW	0101-0720-0-5660-5001-3600-865-00000000	51.43
82 00285779	V8214042	VEIT LLC	05/05/26		MW	0101-0004-0-4308-0000-7550-831-00000000	2,587.11
82 00285780	V8201091	WALTERS WHOLESALE ELECTRIC	05/05/26		MW	0101-8150-0-4313-0000-8110-850-00082000	362.40
82 00285781	E8202071	WEIRICH, SALLY	05/05/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00285782	V8214303	WELLS FARGO BANK N.A.	05/05/26		MW	0101-0003-0-5650-1110-1000-420-00014900	399.68
82 00285782	V8214303	WELLS FARGO BANK N.A.	05/05/26		MW	0101-0004-0-5660-1110-3140-706-00010800	122.07
82 00285782	V8214303	WELLS FARGO BANK N.A.	05/05/26		MW	0101-6762-0-5640-1110-1000-621-00000000	160.63
82 00285783	E8202564	YOUNG, MICHAEL	05/05/26		MW	0101-6266-0-5240-1110-2100-645-90190100	331.16
82 00285784	V8214343	ZEN EDUCATE INC	05/05/26		MW	0101-9108-0-5151-5770-1180-650-00077200	15,954.77

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285792	V8211563	A-LINE INC CRANE RENTAL	05/06/26		MW	0101-8150-0-5640-0000-8110-850-00081000	2,949.30
82 00285793	V8200078	AARDVARK CLAY & SUPPLIES INC	05/06/26		MW	0101-0003-0-4301-1110-1000-100-00013400	480.19
82 00285794	V8211694	AIR FILTER SUPPLY	05/06/26		MW	0101-8150-0-4313-0000-8110-850-00081800	10,052.13
82 00285795	V8211254	ALL CITY MANAGEMENT SERVICES I	05/06/26		MW	0101-0004-0-5810-1110-8200-865-00000000	7,864.68
82 00285796	E8203770	ALTAMIRANO, HAILEY	05/06/26		MW	0101-6500-0-5220-5770-1190-650-00077200	172.77
82 00285797	V8213740	AMBASSADOR AUTOMOTIVE INC	05/06/26		MW	0101-0720-0-5690-5001-3600-865-00000000	250.00
82 00285798	V8205929	AVID CENTER	05/06/26		MW	0101-3010-0-5240-1110-1000-200-00013100	1,050.00
82 00285799	V8211611	B & C BURGERS	05/06/26		MW	0101-9073-0-4301-1110-1000-706-00019300	2,022.75
82 00285800	E8203907	BARNES, MICHELLE	05/06/26		MW	0101-6500-0-5220-5001-2100-650-00000000	39.44
82 00285801	V8200182	BENRICH SERVICE CO IN	05/06/26		MW	0101-8150-0-5670-0000-8110-610-00081300	207.00
82 00285802	E8204035	CAHOON, HALEY	05/06/26		MW	0101-6500-0-5220-5770-1190-650-00077200	123.61
82 00285803	E8204086	CAVISH, BRENNEN	05/06/26		MW	0101-0004-0-5220-1110-1000-810-00000000	145.80
82 00285804	E8202892	CHACON, VAL D	05/06/26		MW	0101-0004-0-5220-1110-1000-810-00000000	50.82
82 00285805	V8212180	CINTAS CORPORATION	05/06/26		MW	0101-0004-0-5640-0000-7540-832-00000000	79.30
82 00285805	V8212180	CINTAS CORPORATION	05/06/26		MW	0101-0723-0-5560-1110-8200-865-00000000	208.52
82 00285805	V8212180	CINTAS CORPORATION	05/06/26		MW	0101-8150-0-5640-0000-8110-850-00081000	563.00
82 00285806	V8212276	COMM ENTERPRISES	05/06/26		MW	0101-8150-0-5670-0000-8110-850-00084000	445.58
82 00285807	V8208858	DECKING SYSTEMS INC	05/06/26		MW	0101-8150-0-5670-0000-8110-470-00080300	3,950.00
82 00285807	V8208858	DECKING SYSTEMS INC	05/06/26		MW	0101-8150-0-5670-0000-8110-850-00080300	275.00
82 00285808	V8214338	DISCIPLINA POSITIVA INC	05/06/26		MW	0101-4127-0-5810-1110-1000-625-00020800	30,000.00
82 00285809	E8201437	DOMINGUEZ, MAGDALENA	05/06/26		MW	0101-0003-0-4338-1110-1000-120-00000000	22.00
82 00285810	E8200236	EDMONDSON, SHARON M	05/06/26		MW	0101-6762-0-5220-1110-1000-621-00000000	71.34
82 00285811	V8211758	EDPUZZLE INC	05/06/26		MW	0101-6762-0-5815-1110-1000-170-00000100	1,985.00
82 00285812	V8213838	EVERDRIVEN TECHNOLOGIES	05/06/26		MW	0101-0720-0-5812-5001-3600-865-00000000	19,039.36
82 00285813	E8204310	FIEN, SAMANTHA	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	48.79
82 00285814	V8210083	FIRST STUDENT INC	05/06/26		MW	0101-0720-0-5812-5001-3600-865-00000000	93,065.00
82 00285815	V8209770	FULLER ENGINEERING INC	05/06/26		MW	0101-8150-0-5670-0000-8110-850-00080800	5,704.08
82 00285816	E8204543	GAGLIA, SUSAN	05/06/26		MW	0101-0004-0-5220-1110-1000-625-00013300	18.49
82 00285817	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/06/26		MW	0101-8150-0-5670-0000-8110-855-00082300	1,654.90
82 00285818	V8200492	GIANNELLI ELECTRIC	05/06/26		MW	0101-8150-0-5690-0000-8110-855-00082000	3,479.80
82 00285819	E8202118	HIRAGA-NITZEL, PATRICIA S	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	102.08
82 00285820	E8203801	IGUCHI, JORDAN	05/06/26		MW	0101-6500-0-5220-5770-1190-650-00077200	94.18
82 00285821	V8200021	IMAGINATION MACHINE LLC	05/06/26		MW	0101-6770-0-5821-1110-1000-430-00000000	1,238.50

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285822	V8200579	J W PEPPER OF LOS ANGELES	05/06/26		MW	0101-0003-0-4301-1110-1000-100-00013500	69.70
82 00285822	V8200579	J W PEPPER OF LOS ANGELES	05/06/26		MW	0101-0003-0-4301-1110-1000-100-00013700	43.49
82 00285823	E8203981	JACKSON, GINA	05/06/26		MW	0101-6500-0-5220-5770-1190-650-00077200	25.96
82 00285824	V8200617	LAKESHORE LEARNING MATERIALS	05/06/26		MW	0101-6762-0-4301-1110-1000-230-00000100	1,064.66
82 00285825	E8202877	LIN, WILLIAM	05/06/26		MW	0101-0004-0-5220-1110-2100-635-00000000	67.57
82 00285826	E8203872	LUNA, KARINA	05/06/26		MW	0101-5630-0-5220-1110-3110-706-00000000	69.82
82 00285827	E8203328	MANN, JONATHAN O	05/06/26		MW	0101-6762-0-5220-1110-1000-621-00000000	84.18
82 00285828	V8214049	MARENEM INC	05/06/26		MW	0101-6500-0-4301-5770-1120-650-00077300	332.98
82 00285829	V8214748	MEANINGFUL GROWTH	05/06/26		MW	0101-6500-0-5810-5770-1190-650-00077200	4,650.00
82 00285830	V8214491	MILESTONES THERAPY GROUP	05/06/26		MW	0101-6500-0-5810-5770-1190-650-00077200	44,589.18
82 00285831	E8204542	MILLER, PAM	05/06/26		MW	0101-0004-0-5220-1110-1000-625-00013300	23.35
82 00285832	V8201462	MISSION SAN JUAN CAPISTRANO	05/06/26		MW	0101-9017-0-5816-1110-1000-400-00000000	1,344.00
82 00285833	V8210141	MUSIC & ARTS CENTER	05/06/26		MW	0101-6770-0-4301-1110-1000-250-00000000	497.35
82 00285834	V8203799	OCEAN VIEW NONPUBLIC SCHOOL	05/06/26		MW	0101-6500-0-5150-5750-1180-650-00075500	18,859.12
82 00285834	V8203799	OCEAN VIEW NONPUBLIC SCHOOL	05/06/26		MW	0101-6500-0-5851-5001-3600-650-00000000	4,284.00
82 00285835	V8214031	ORANGE CIRCLE SPEECH SERVICES	05/06/26		MW	0101-9108-0-5810-5770-1190-650-00077200	12,232.00
82 00285836	V8200764	ORANGE COUNTY DEPT OF ED	05/06/26		MW	0101-7810-0-5810-1110-1000-640-00000000	9,250.00
82 00285836	V8200764	ORANGE COUNTY DEPT OF ED	05/06/26		MW	0101-9017-0-5816-1110-1000-420-00000000	1,050.00
82 00285837	E8204359	ORTEGA, ENRIQUE	05/06/26		MW	0101-6762-0-5220-1110-1000-621-00000000	69.31
82 00285838	V8201281	PACIFIC COAST SPEECH SERVICES	05/06/26		MW	0101-3310-0-5810-5770-1190-650-00077200	920.00
82 00285839	E8204078	PILKENTON, JENNIFER	05/06/26		MW	0101-0003-0-4301-1110-1000-140-00015100	19.67
82 00285840	E8204377	PLAZA, FRANCISCA	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	52.42
82 00285841	V8208514	PRETEND CITY CHILDRENS MUSEUM	05/06/26		MW	0101-9017-0-5816-1110-1000-430-00000000	510.00
82 00285842	V8211206	REACH FOUNDATION	05/06/26		MW	0101-6770-0-5810-1110-1000-400-00000000	5,268.00
82 00285843	E8204278	ROMERO, JILL	05/06/26		MW	0101-6387-0-5240-3800-1000-646-14000000	288.42
82 00285844	E8200840	SANDOVAL, MARTINA M	05/06/26		MW	0101-0004-0-5220-1110-1000-625-00013300	30.16
82 00285845	E8203368	SANTANGELO, GINA	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	17.76
82 00285846	E8204414	SAUL, SINAN	05/06/26		MW	0101-0003-0-4338-0000-2700-140-00000000	13.98
82 00285847	E8202686	SAYLORS, ELISE	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	127.75
82 00285848	V8211658	SMART & FINAL	05/06/26		MW	0101-9017-0-4301-1110-1000-240-00016700	169.55
82 00285849	V8210712	SO CAL GRAD	05/06/26		MW	0101-0003-0-4301-1110-1000-100-00000000	4,299.55
82 00285849	V8210712	SO CAL GRAD	05/06/26		MW	0101-0003-0-4301-1110-1000-140-00083600	1,777.88
82 00285850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-360-00000000	37.20

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-410-00000000	307.91
82 00285850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-490-00000000	80.81
82 00285850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4308-0000-2700-110-00000000	788.34
82 00285850	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-9017-0-4301-1110-1000-400-00000000	22.14
82 00285851	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-350-00000000	74.09
82 00285851	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-420-00000000	308.04
82 00285851	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-430-00000000	580.16
82 00285851	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-5001-2700-441-00000000	523.16
82 00285852	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-230-00000000	629.02
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-200-00014000	205.19
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-460-00000000	248.25
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0003-0-4301-1110-1000-480-00000000	17.13
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0004-0-4308-1110-3130-706-00010900	118.53
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0004-0-4338-1110-2100-645-02412000	43.27
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-0791-0-4301-1110-1000-250-01200000	198.09
82 00285853	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/06/26		MW	0101-6762-0-4301-1110-1000-350-00000100	137.03
82 00285854	V8200586	SPERLING, EDITH	05/06/26		MW	0101-0004-0-5220-1110-3140-706-00010800	37.34
82 00285855	V8212307	SPHERO INC	05/06/26		MW	0101-6762-0-4301-1110-1000-410-00000500	5,134.41
82 00285856	E8201042	STEWARD, JENNIFER M	05/06/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00285857	V8214042	VEIT LLC	05/06/26		MW	0101-0003-0-5660-1110-1000-360-00014900	331.29
82 00285857	V8214042	VEIT LLC	05/06/26		MW	0101-6500-0-5660-5001-2100-650-00000000	11.25
82 00285858	V8214072	WATER AND WIFI LLC	05/06/26		MW	0101-0003-0-5690-1110-1000-410-00000000	1,625.00
82 00285859	E8203784	WILSON, LENAE	05/06/26		MW	0101-0004-0-5220-1110-2100-635-00000000	18.85
82 00285860	E8202752	YBARRA, EVA CECILIA	05/06/26		MW	0101-0001-0-5220-1110-1000-180-00010100	2.32
82 00285868	V8202337	ALL AMERICAN TROPHY	05/07/26		MW	0101-0791-0-4301-1110-1000-100-00013100	509.77
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4301-1110-1000-100-00014800	220.27
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4301-1110-1000-100-00016000	148.03
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4210-1110-1000-110-00015900	10.48
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4301-1110-1000-140-00015100	11.84
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4301-1110-1000-520-00000000	38.49
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0003-0-4301-1110-1000-200-00015800	1,270.23
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0004-0-4308-0000-7300-815-00000000	42.13
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-0004-0-4308-1110-2100-635-00000000	5.10

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6010-0-4301-1110-1000-670-00000000	148.97
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6500-0-4301-5770-1120-650-00077300	383.64
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6500-0-4301-5770-1190-650-00077200	75.41
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6500-0-4301-5770-1110-650-00077100	109.81
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6500-0-4301-5750-1190-650-00075300	688.85
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6762-0-4301-1110-1000-110-00000100	34.62
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6762-0-4343-1110-1000-480-00000100	192.72
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-6770-0-4301-1110-1000-240-00000000	53.30
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-9017-0-4301-1110-1000-500-00000000	200.04
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-9017-0-4301-1110-1000-130-00015100	64.39
82 00285869	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0101-9108-0-4301-5001-2100-650-00000000	81.85
82 00285870	V8201312	AQUARIUM OF THE PACIFIC	05/07/26		MW	0101-9017-0-5821-1110-1000-510-00000000	1,000.00
82 00285871	V8211146	ART MASTERS ACADEMY LLC	05/07/26		MW	0101-6762-0-5821-1110-1000-400-00000400	1,191.00
82 00285872	V8205929	AVID CENTER	05/07/26		MW	0101-4035-0-5240-1110-1000-625-00013100	4,396.00
82 00285873	E8203291	BELTRAN, BERLIO	05/07/26		MW	0101-0001-0-5220-1110-1000-620-00018200	36.76
82 00285874	E8200020	CASABA, ROBERT A	05/07/26		MW	0101-6010-0-5220-1110-2100-670-00000000	123.25
82 00285875	V8208528	CITY OF ANAHEIM	05/07/26		MW	0101-0004-0-5810-1110-3900-706-00000000	132,333.96
82 00285876	V8213489	CONGRUENT LIVES INC.	05/07/26		MW	0101-6500-0-5851-5750-1180-650-00077200	11,000.00
82 00285877	E8204463	CRAIK, MELISSA	05/07/26		MW	0101-0001-0-5220-1110-1000-620-00018200	17.40
82 00285878	V8210309	DEL SOL SCHOOL	05/07/26		MW	0101-6500-0-5150-5750-1180-650-00075500	6,722.36
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-100-00083900	2,667.15
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-200-00083900	1,119.99
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-220-00083900	209.06
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-230-00083900	5,218.74
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-430-00083900	985.93
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-0002-0-4313-0000-8210-490-00083900	527.69
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-2600-0-4309-1110-8200-670-00000000	377.71
82 00285879	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	0101-3310-0-4301-5750-1130-650-00075300	15.92
82 00285880	E8202594	GREER, AMY M	05/07/26		MW	0101-0723-0-5240-1110-8200-865-00000000	21.00
82 00285880	E8202594	GREER, AMY M	05/07/26		MW	0101-6500-0-5220-5770-1190-650-00077200	49.08
82 00285881	V8200542	HIRSCH PIPE & SUPPLY CO	05/07/26		MW	0101-8150-0-4313-0000-8110-850-00081300	1,944.96
82 00285882	V8200547	HOME DEPOT	05/07/26		MW	0101-0003-0-4309-1110-8200-100-00000000	94.69
82 00285882	V8200547	HOME DEPOT	05/07/26		MW	0101-0003-0-4309-1110-8200-120-00000000	273.59

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285882	V8200547	HOME DEPOT	05/07/26		MW	0101-8150-0-4313-0000-8110-850-00081000	136.76
82 00285883	V8211197	IXL LEARNING INC	05/07/26		MW	0101-0791-0-5815-1110-1000-100-01313300	3,013.75
82 00285884	V8211699	JOHNSON LANDSCAPES	05/07/26		MW	0101-8150-0-5690-0000-8110-610-00082900	1,980.04
82 00285885	E8203735	KRAUSE, ASHLEY	05/07/26		MW	0101-0000-0-8699-0000-0000-000-00000000	183.96
82 00285886	V8206781	LANGUAGE NETWORK INC	05/07/26		MW	0101-6500-0-5810-5760-1110-650-00000000	1,051.50
82 00285887	V8214907	LECTURA BOOKS	05/07/26		MW	0101-6762-0-4301-1110-1000-625-00000000	2,729.11
82 00285888	E8203595	MASONE, JULIE	05/07/26		MW	0101-6762-0-5240-1110-1000-621-00000000	52.78
82 00285889	V8211847	OTICON INC	05/07/26		MW	0101-6500-0-4301-5001-2100-650-00000000	2,042.74
82 00285890	V8214901	OXBOW ACADEMY	05/07/26		MW	0101-3327-0-5159-5750-1180-650-00000000	26,000.00
82 00285891	V8210672	PORTVIEW PREPARATORY INC	05/07/26		MW	0101-6500-0-5150-5750-1180-650-00075500	38,515.45
82 00285891	V8210672	PORTVIEW PREPARATORY INC	05/07/26		MW	0101-6500-0-5851-5001-3600-650-00000000	2,880.00
82 00285892	V8206361	RADIO SERVICE INC	05/07/26		MW	0101-0003-0-4308-0000-2700-410-00000000	778.65
82 00285892	V8206361	RADIO SERVICE INC	05/07/26		MW	0101-0791-0-4301-5750-1110-440-01475100	1,859.63
82 00285892	V8206361	RADIO SERVICE INC	05/07/26		MW	0101-6762-0-4301-1110-1000-230-00000100	628.58
82 00285893	E8204605	ROMERO, KRISTY LEE	05/07/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00285894	E8204544	RUIZ, LUISA	05/07/26		MW	0101-0723-0-5240-1110-8200-865-00000000	50.00
82 00285895	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/07/26		MW	0101-0004-0-4313-0000-8220-845-00082900	119.99
82 00285896	E8203009	SLANKARD, KAMELIA R	05/07/26		MW	0101-6500-0-5220-5770-1190-650-00077200	64.24
82 00285897	V8210712	SO CAL GRAD	05/07/26		MW	0101-0003-0-4301-1110-1000-130-00015600	233.82
82 00285898	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-0003-0-4301-1110-1000-350-00000000	83.83
82 00285898	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-0003-0-4308-0000-2700-130-00000000	392.28
82 00285898	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-0791-0-4301-1110-1000-100-00000000	1,112.34
82 00285899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-0003-0-4301-1110-1000-420-00000000	2,322.19
82 00285899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-0791-0-4301-1110-1000-450-00000000	481.55
82 00285899	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/07/26		MW	0101-9017-0-4301-1110-1000-100-00000000	718.27
82 00285900	V8200998	SUNSTATE EQUIPMENT CO	05/07/26		MW	0101-8150-0-5640-0000-8110-850-00081000	4,152.01
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-0003-0-4301-1110-1000-100-00000000	268.58
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-0003-0-4301-1110-1000-110-00016000	1,214.84
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-0003-0-4301-1110-1000-240-00000000	352.72
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-0791-0-4343-1110-1000-110-00000000	595.31
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-3310-0-4301-5750-1130-650-00075300	136.00
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-6762-0-4301-1110-1000-460-00000100	916.44
82 00285901	V8201006	SUPPLYMASTER INC	05/07/26		MW	0101-9017-0-4343-1110-1000-110-00000000	592.50

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285902	V8206779	SURVEYMONKEY	05/07/26		MW	0101-0003-0-5815-1110-1000-140-00000000	468.00
82 00285903	V8214713	SYN-TECH SYSTEMS INC	05/07/26		MW	0101-0723-0-4317-1110-3600-865-00000000	84.00
82 00285904	V8207751	ULINE INC	05/07/26		MW	0101-6762-0-4301-1110-1000-100-00013500	1,272.90
82 00285904	V8207751	ULINE INC	05/07/26		MW	0101-9073-0-4301-1110-1000-706-00019300	1,581.66
82 00285904	V8207751	ULINE INC	05/07/26		MW	0101-9073-0-4301-1110-1000-100-00019300	14,821.61
82 00285905	E8204606	VALDEZ-PARRA, RUBY	05/07/26		MW	0101-6500-0-5220-5770-1190-650-00077200	17.18
82 00285906	V8214042	VEIT LLC	05/07/26		MW	0101-0003-0-5660-1110-1000-100-00014900	27.36
82 00285906	V8214042	VEIT LLC	05/07/26		MW	0101-0003-0-5660-1110-1000-310-00014900	112.64
82 00285906	V8214042	VEIT LLC	05/07/26		MW	0101-0003-0-5660-1110-1000-500-00014900	158.89
82 00285907	V8201075	VERIZON WIRELESS	05/07/26		MW	0101-0004-0-5940-0000-7150-700-00000000	58.37
82 00285907	V8201075	VERIZON WIRELESS	05/07/26		MW	0101-0004-0-5940-1110-2100-706-00000000	78.36
82 00285907	V8201075	VERIZON WIRELESS	05/07/26		MW	0101-0008-0-5940-0000-8200-805-00000000	38.35
82 00285907	V8201075	VERIZON WIRELESS	05/07/26		MW	0101-0791-0-5940-1110-1000-120-03312400	77.05
82 00285907	V8201075	VERIZON WIRELESS	05/07/26		MW	0101-6500-0-5940-5001-2100-650-00000000	38.01
82 00285908	V8201091	WALTERS WHOLESALE ELECTRIC	05/07/26		MW	0101-8150-0-4313-0000-8110-850-00082000	438.73
82 00285909	V8214072	WATER AND WIFI LLC	05/07/26		MW	0101-9073-0-4301-1110-1000-706-00019300	4,212.98
82 00285917	V8201311	AQUA SERV ENGINEERS INC	05/08/26		MW	0101-8150-0-5670-0000-8110-110-00081800	225.00
82 00285917	V8201311	AQUA SERV ENGINEERS INC	05/08/26		MW	0101-8150-0-5670-0000-8110-130-00081800	475.00
82 00285917	V8201311	AQUA SERV ENGINEERS INC	05/08/26		MW	0101-8150-0-5670-0000-8110-410-00081800	300.00
82 00285917	V8201311	AQUA SERV ENGINEERS INC	05/08/26		MW	0101-8150-0-5670-0000-8110-420-00081800	300.00
82 00285918	V8205929	AVID CENTER	05/08/26		MW	0101-0791-0-5240-1110-1000-646-00013100	1,249.00
82 00285918	V8205929	AVID CENTER	05/08/26		MW	0101-6266-0-5240-1110-1000-646-90390300	7,693.00
82 00285918	V8205929	AVID CENTER	05/08/26		MW	0101-6266-0-5240-1110-2100-646-90390300	2,198.00
82 00285919	V8200161	B & M LAWN & GARDEN CENTER	05/08/26		MW	0101-0004-0-5660-0000-8220-845-00082800	124.49
82 00285920	V8201588	CAMELOT GOLFLAND	05/08/26		MW	0101-9017-0-5816-1110-1000-520-00000000	2,034.91
82 00285921	V8206979	CITY OF FULLERTON	05/08/26		MW	0101-0001-0-5550-1110-8200-990-00000000	1,047.73
82 00285922	V8200332	COSTCO WHOLESALE	05/08/26		MW	0101-0791-0-4338-1110-1000-100-00013100	435.97
82 00285923	V8210818	DISCOVERY CUBE ORANGE COUNTY	05/08/26		MW	0101-9017-0-5816-1110-1000-360-00000000	289.00
82 00285924	V8200547	HOME DEPOT	05/08/26		MW	0101-0004-0-4343-1110-1000-810-00000000	68.90
82 00285925	V8210211	IMPERIAL BAND INSTRUMENTS INC	05/08/26		MW	0101-6762-0-5660-1110-1000-621-00000000	199.53
82 00285925	V8210211	IMPERIAL BAND INSTRUMENTS INC	05/08/26		MW	0101-6762-0-4301-1110-1000-200-00000500	4,719.75
82 00285925	V8210211	IMPERIAL BAND INSTRUMENTS INC	05/08/26		MW	0101-6762-0-4410-1110-1000-200-00000500	11,962.51
82 00285926	V8203647	INTL BACCALAUREATE NORTH AMER	05/08/26		MW	0101-6762-0-5810-1110-1000-200-00000200	7,350.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285927	V8213288	MCLOGAN SUPPLY CO INC	05/08/26		MW	0101-6387-0-4301-3800-1000-646-13000000	259.54
82 00285928	V8214114	OCVIOLIN SHOP	05/08/26		MW	0101-6762-0-5660-1110-1000-621-13000000	1,500.00
82 00285929	V8201481	ORANGE COUNTY SUPERINTENDENT O	05/08/26		MW	0101-6500-0-5156-5750-1110-650-00075200	300.00
82 00285930	V8200250	P Y L U S D	05/08/26		MW	0101-0000-0-3353-0000-0000-000-00000000	569.24
82 00285930	V8200250	P Y L U S D	05/08/26		MW	0101-0000-0-3354-0000-0000-000-00000000	6,388.87
82 00285930	V8200250	P Y L U S D	05/08/26		MW	0101-0000-0-8699-0000-0000-000-00020200	2,047.10
82 00285930	V8200250	P Y L U S D	05/08/26		MW	0101-9017-0-8699-0000-0000-000-00000000	243.96
82 00285931	V8214626	PEAC SOLUTIONS	05/08/26		MW	0101-0003-0-5640-1110-1000-100-00014900	1,329.06
82 00285931	V8214626	PEAC SOLUTIONS	05/08/26		MW	0101-0003-0-5640-1110-1000-400-00014900	206.27
82 00285931	V8214626	PEAC SOLUTIONS	05/08/26		MW	0101-0003-0-5640-1110-1000-450-00014900	404.27
82 00285931	V8214626	PEAC SOLUTIONS	05/08/26		MW	0101-0004-0-5640-0000-7551-833-00000000	107.48
82 00285931	V8214626	PEAC SOLUTIONS	05/08/26		MW	0101-0004-0-7438-1110-9100-831-00014900	6,185.26
82 00285932	V8214210	RENAISSANCE COMMUNITY PREP	05/08/26		MW	0101-6500-0-5150-5750-1180-650-00075500	9,383.34
82 00285933	V8211373	SAFARI MICRO INC	05/08/26		MW	0101-0004-0-4308-0000-7400-730-00000000	3,523.50
82 00285933	V8211373	SAFARI MICRO INC	05/08/26		MW	0101-0004-0-4411-0000-7400-730-00000000	120.00
82 00285934	V8200954	SO CALIF EDISON CO	05/08/26		MW	0101-0001-0-5540-1110-8200-990-00000000	47,429.48
82 00285935	V8200955	SO CALIF GAS CO	05/08/26		MW	0101-0001-0-5530-1110-8200-990-00000000	240.32
82 00285936	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	0101-0003-0-4301-1110-1000-310-00000000	148.80
82 00285936	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	0101-0003-0-4308-0000-2700-110-00000000	114.09
82 00285936	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	0101-3310-0-4301-5770-1110-650-00077100	162.58
82 00285936	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	0101-3310-0-4308-5001-2100-650-00000000	-162.58
82 00285936	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	0101-6762-0-4301-1110-1000-310-00000100	306.53
82 00285937	V8212307	SPHERO INC	05/08/26		MW	0101-6762-0-4301-1110-1000-480-00000500	4,112.92
82 00285938	V8210553	TITAN STUDENT UNION	05/08/26		MW	0101-9017-0-5816-1110-1000-320-00000000	1,509.75
82 00285939	V8214522	UNITED BEHAVIOR CONSULTANTS	05/08/26		MW	0101-6500-0-5810-5750-1110-650-00075200	2,015.00
82 00285940	V8214042	VEIT LLC	05/08/26		MW	0101-0003-0-5660-1110-1000-140-00014900	15.11
82 00285941	V8201132	YORBA LINDA WATER DISTRICT	05/08/26		MW	0101-0001-0-5550-1110-8200-990-00000000	9,769.83
82 00285942	V8214343	ZEN EDUCATE INC	05/08/26		MW	0101-9108-0-5151-5770-1180-650-00077200	15,880.66
82 00285960	E8204438	AGUILAR, NAYELY	05/11/26		MW	0101-0004-0-5240-1110-3130-706-00010900	180.00
82 00285961	V8200146	ATKINSON ANDEL LOYA RUUD & ROM	05/11/26		MW	0101-0001-0-5807-0000-7200-990-00000000	25,423.14
82 00285962	E8203248	AYLLON, ELIZABETH	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	17.84
82 00285963	V8206633	BEACON DAY SCHOOL	05/11/26		MW	0101-6500-0-5150-5750-1180-650-00075500	11,808.00
82 00285963	V8206633	BEACON DAY SCHOOL	05/11/26		MW	0101-6500-0-5851-5001-3600-650-00000000	2,206.77

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285964	E8204443	BEAULIEU, RACHEL DOUGE	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	223.29
82 00285965	E8202556	BLOOM, BRYAN	05/11/26		MW	0101-0003-0-4301-1110-1000-140-00015100	7.75
82 00285966	E8203756	BORDWELL, KIMBERLY	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	220.66
82 00285967	E8203186	BRIGGS, CARI L	05/11/26		MW	0101-6300-0-4301-1110-1000-685-00015100	123.65
82 00285968	E8200462	BROWNING, ANGEL D	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	92.29
82 00285969	E8203799	BRUSHWYLER, KEISHIA	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	218.58
82 00285970	E8203074	CAMMARATO, DAVID	05/11/26		MW	0101-9017-0-4301-1110-1000-360-00000000	309.35
82 00285971	E8202861	CORONADO, VICTOR F	05/11/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00285972	V8214375	CUSTOM DESIGN SCREEN PRINTING	05/11/26		MW	0101-6770-0-4301-1110-1000-380-00000000	3,153.99
82 00285973	E8203320	DIXON, BRITTNEY R	05/11/26		MW	0101-0004-0-5220-0000-7300-815-00000000	48.72
82 00285974	E8202840	FABRIZIO, DAVID	05/11/26		MW	0101-0723-0-5240-1110-8200-865-00000000	50.00
82 00285975	E8203627	FANG, WEI	05/11/26		MW	0101-6762-0-5220-1110-1000-621-00000000	215.41
82 00285976	V8200438	FEDERAL EXPRESS	05/11/26		MW	0101-6762-0-5930-1110-1000-100-00021000	325.01
82 00285977	E8203703	FIERRO, RANDY	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	235.00
82 00285978	V8200492	GIANNELLI ELECTRIC	05/11/26		MW	0101-8150-0-5690-0000-8110-850-00082000	6,133.20
82 00285979	E8202594	GREER, AMY M	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	136.59
82 00285980	E8204235	GUTIERREZ, CHRISTIE	05/11/26		MW	0101-0723-0-5240-1110-8200-865-00000000	21.00
82 00285981	E8204082	HAND, JUSTIN	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	245.31
82 00285982	V8214623	HEATHER MIETHE WONG & GERRY WO	05/11/26		MW	0101-6500-0-5812-5001-2100-650-00000000	2,903.41
82 00285983	E8204536	HERNANDEZ, SARA	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	22.40
82 00285984	E8202842	LE, JASON K	05/11/26		MW	0101-0004-0-5220-1110-1000-810-00000000	101.36
82 00285985	E8202623	LEONARD, WHITNEY A	05/11/26		MW	0101-0003-0-4301-1110-1000-130-00014000	14.98
82 00285986	E8203103	LOPEZ, JENNIFER N	05/11/26		MW	0101-0004-0-5220-1110-3140-706-00010800	35.67
82 00285987	E8202267	MARINO, ELAINE	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	120.57
82 00285988	E8203595	MASONE, JULIE	05/11/26		MW	0101-6762-0-4301-1110-1000-621-00000000	31.99
82 00285989	E8204568	MOLINA, KELLY	05/11/26		MW	0101-0003-0-4301-1110-1000-130-00015600	399.64
82 00285990	E8204472	O'BRIEN, KIMBERLY	05/11/26		MW	0101-6762-0-5220-1110-1000-621-00000000	110.06
82 00285991	E8204158	PARKES, LAUREN	05/11/26		MW	0101-6500-0-5220-5770-1190-650-00077200	38.28
82 00285992	V8214626	PEAC SOLUTIONS	05/11/26		MW	0101-0003-0-5640-1110-1000-110-00014900	807.80
82 00285993	E8202753	PEREZ, LYNNMARIE C	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	227.80
82 00285994	E8204141	PIRALI, DANIEL	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	217.92
82 00285995	E8203895	SANCHEZ, GABRIELLA	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	204.90
82 00285996	V8213744	SCS SIGN COMPANY	05/11/26		MW	0101-0003-0-4301-1110-1000-250-00000000	670.52

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285997	V8203736	SHAR PRODUCTS	05/11/26		MW	0101-6762-0-4301-1110-1000-621-00000000	264.02
82 00285998	E8202852	SHUBE, STACY S	05/11/26		MW	0101-0003-0-5815-1110-1000-140-00014000	368.00
82 00285999	V8200949	SMART & FINAL	05/11/26		MW	0101-0791-0-4301-1110-2495-250-00000000	41.16
82 00286000	V8210712	SO CAL GRAD	05/11/26		MW	0101-0003-0-4301-1110-1000-140-00083600	16.16
82 00286001	V8200954	SO CALIF EDISON CO	05/11/26		MW	0101-0001-0-5540-1110-8200-990-00000000	17,601.52
82 00286002	V8200955	SO CALIF GAS CO	05/11/26		MW	0101-0001-0-5530-1110-8200-990-00000000	303.36
82 00286003	E8204557	SUMMERS, ELISABETH	05/11/26		MW	0101-6762-0-5240-1110-1000-621-00000000	58.64
82 00286004	V8201006	SUPPLYMASTER INC	05/11/26		MW	0101-6762-0-4343-1110-1000-460-00000100	1,383.30
82 00286005	V8206405	TANAKA FARMS	05/11/26		MW	0101-9017-0-5816-1110-1000-530-00000000	1,240.00
82 00286006	E8204584	TORRES, MISTY	05/11/26		MW	0101-2600-0-5240-1110-2100-670-00000000	244.33
82 00286007	E8204074	VANDERHOOK, APRIL	05/11/26		MW	0101-6300-0-4301-1110-1000-685-00015100	130.26
82 00286008	V8214042	VEIT LLC	05/11/26		MW	0101-0003-0-4308-0000-2700-390-00000000	241.40
82 00286009	E8204474	VELASCO, AMARYLLIS	05/11/26		MW	0101-9073-0-4301-1110-1000-706-00019300	255.13
82 00286010	E8204607	VILLALVAZO, ARACELI	05/11/26		MW	0101-6266-0-5240-1110-3110-706-90490100	22.91
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0003-0-4301-1110-1000-100-00014800	30.12
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0003-0-4210-1110-1000-110-00015900	55.50
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0003-0-4301-1110-1000-410-00000000	189.69
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0003-0-4301-1110-1000-200-00017100	20.90
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0004-0-4308-0000-7300-815-00000000	35.51
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0004-0-4301-1110-1000-810-00000000	254.65
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0004-0-4343-1110-1000-810-00000000	2,488.94
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-0791-0-4301-1110-1000-450-00000000	68.90
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-3010-0-4301-1110-1000-625-00000000	48.84
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6010-0-4301-1110-1000-670-00000000	27.18
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6300-0-4301-1110-1000-640-00015100	965.82
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6387-0-4301-3800-1000-646-11000000	2,197.10
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6500-0-4301-5770-1120-650-00077300	360.14
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6500-0-4301-5770-1110-650-00077100	397.61
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6500-0-4301-5750-1190-650-00075300	28.71
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6762-0-4301-1110-1000-220-00000100	565.80
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6762-0-4301-1110-1000-621-00000100	116.79
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-6770-0-4301-1110-1000-140-00000000	78.26
82 00286016	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0101-9017-0-4210-1110-1000-200-00018300	27.33

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286017	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/12/26		MW	0101-6500-0-5151-5770-1180-650-00077200	15,311.10
82 00286018	V8214338	DISCIPLINA POSITIVA INC	05/12/26		MW	0101-4127-0-5810-1110-1000-625-00020800	2,500.00
82 00286019	V8214614	DYNAMIC EDUCATION SERVICES INC	05/12/26		MW	0101-6500-0-5151-5770-1190-650-00077200	390.00
82 00286020	V8210211	IMPERIAL BAND INSTRUMENTS INC	05/12/26		MW	0101-6762-0-5660-1110-1000-621-00000000	267.21
82 00286021	V8214821	KINDRED SPEECH AND LANGUAGE TH	05/12/26		MW	0101-9108-0-5810-5770-1190-650-00077200	2,700.00
82 00286022	V8200617	LAKESHORE LEARNING MATERIALS	05/12/26		MW	0101-6762-0-4301-1110-1000-350-00000500	367.58
82 00286023	E8200245	LLEWELLYN JR., RAYMOND T	05/12/26		MW	0101-6762-0-5220-1110-1000-621-00000000	48.65
82 00286024	E8202249	MAGNIN, LYNN	05/12/26		MW	0101-0003-0-4301-1110-1000-130-00013400	219.16
82 00286025	V8200667	MARDAN SCHOOL	05/12/26		MW	0101-3327-0-5159-5750-1180-650-00000000	4,834.64
82 00286026	V8204553	OAK GROVE INSTITUTE FOUNDATION	05/12/26		MW	0101-6500-0-5150-5750-1180-650-00075500	22,904.77
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-0003-0-5640-1110-1000-140-00014900	624.44
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-0003-0-5640-1110-1000-390-00014900	578.95
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-0004-0-5640-0000-7400-730-00000000	240.29
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-0004-0-5640-0000-7540-832-00000000	107.48
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-0004-0-7438-1110-9100-831-00014900	1,895.72
82 00286027	V8214626	PEAC SOLUTIONS	05/12/26		MW	0101-6500-0-5640-5001-2100-650-00000000	218.70
82 00286028	V8200470	REPUBLIC SERVICES INC	05/12/26		MW	0101-0001-0-5580-1110-8200-990-00000000	2,231.15
82 00286028	V8200470	REPUBLIC SERVICES INC	05/12/26		MW	0101-0004-0-5580-1110-1000-810-00000000	79.68
82 00286029	V8200470	REPUBLIC SERVICES INC	05/12/26		MW	0101-0001-0-5580-1110-8200-990-00000000	16,950.40
82 00286030	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/12/26		MW	0101-0003-0-4301-1110-1000-460-00000000	165.07
82 00286031	V8214912	TORGESON, NOAH	05/12/26		MW	0101-9017-0-5690-1110-1000-240-00000000	500.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0003-0-5815-0000-2700-240-00000000	13.16
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0003-0-5815-1110-1000-120-00000000	13.16
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0003-0-5815-0000-2700-130-00000000	13.16
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4310-0000-7150-700-00000000	288.61
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4338-0000-7150-700-00000000	157.59
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5310-0000-7150-700-00000000	20.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-0000-7200-800-00000000	1,219.56
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4338-0000-7400-730-00000000	32.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-0000-7530-830-00000000	1,790.94
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4308-0000-7550-831-00000000	840.50
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4308-1110-1000-600-00000000	27.94
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4338-1110-1000-600-00000000	400.39

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4301-1110-1000-810-00000000	107.99
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4343-1110-1000-810-00000000	650.33
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5815-1110-1000-810-00000000	13.15
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4308-1110-2100-600-00000000	64.59
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4338-1110-7150-700-00000000	163.66
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-4313-1110-8200-865-00000000	268.90
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-0000-7110-700-00000000	1,455.80
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-1110-2100-625-00000000	50.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-1110-3130-706-00010900	1,626.60
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0008-0-5660-0000-8200-805-10100000	21.99
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0720-0-4323-5001-3600-865-00000000	49.99
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0720-0-4342-5001-3600-865-00000000	109.90
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0723-0-5240-1110-3600-865-00000000	1,694.13
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0791-0-5815-1110-1000-200-00000000	13.15
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0791-0-5815-1110-1000-230-00000000	13.16
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-3310-0-5240-5001-2100-650-00000000	695.62
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-3550-0-5240-3800-1000-646-10000000	277.78
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-3550-0-5240-3800-1000-646-13000000	653.60
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-3550-0-5816-3800-1000-646-13000000	1,526.56
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-5630-0-4301-1110-1000-706-00000000	3,000.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-5630-0-5240-1110-1000-706-00000000	112.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-1110-1000-685-00000000	1,290.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-0004-0-5240-1110-2100-646-00000000	388.70
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-6266-0-5240-1110-2100-645-90190100	3,158.27
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-6266-0-5240-1110-2100-635-90290100	3,158.27
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-6388-0-5240-3800-1000-646-00094300	277.78
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-6770-0-5816-1110-1000-130-00000000	44.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-8150-0-4308-0000-8110-850-00081000	114.27
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-8150-0-5240-0000-8110-850-00081000	27.75
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-9017-0-5816-1110-1000-140-00000000	3,224.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-9073-0-4301-1110-1000-706-00019300	309.00
82 00286032	V8201419	U.S. BANK	05/12/26		MW	0101-9080-0-4338-1110-2495-625-00000000	922.75
82 00286033	E8200612	VALDEZ-SCHRADER, STEPHANIE A	05/12/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286034	V8214042	VEIT LLC	05/12/26		MW	0101-0003-0-5660-1110-1000-120-00014900	29.05
82 00286035	E8204474	VELASCO, AMARYLLIS	05/12/26		MW	0101-9073-0-4301-1110-1000-706-00019300	109.38
82 00286036	V8214657	VELASCO, RICHARD & AMY	05/12/26		MW	0101-6500-0-5812-5001-2100-650-00000000	143.84
82 00286037	V8214303	WELLS FARGO BANK N.A.	05/12/26		MW	0101-6762-0-5640-1110-1000-621-00000000	160.61
82 00286038	V8201132	YORBA LINDA WATER DISTRICT	05/12/26		MW	0101-0001-0-5550-1110-8200-990-00000000	12,688.44
82 00286049	E8200227	ALVARADO, MARIA D	05/13/26		MW	0101-0004-0-5220-1110-1000-625-00013300	44.23
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-110-00000000	373.26
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-200-00013300	797.50
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-200-00015100	220.24
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-230-00000000	120.99
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-420-00000000	188.88
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-450-00000000	150.68
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-520-00000000	60.70
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0003-0-4301-1110-1000-420-00021900	137.20
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0004-0-4343-1110-1000-810-00000000	12,676.32
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-0791-0-4210-1110-1000-360-00000000	85.53
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-3315-0-4301-5730-1110-650-00000000	126.21
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6387-0-4301-3800-1000-646-13000000	106.42
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6500-0-4301-5770-1120-650-00077300	203.53
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6500-0-4301-5770-1190-650-00077200	82.59
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6500-0-4301-5770-1110-650-00077100	671.57
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6500-0-4301-5750-1190-650-00075300	1,006.23
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6762-0-4301-1110-1000-220-00000100	245.16
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6762-0-4301-1110-1000-240-00000100	323.26
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6762-0-4210-1110-1000-350-00000100	334.22
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6762-0-4210-1110-1000-460-00000100	321.51
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6762-0-4301-1110-1000-460-00000100	102.61
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6770-0-4301-1110-1000-100-00000000	1,153.93
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-6770-0-4301-1110-1000-140-00000000	583.43
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-8150-0-4313-0000-8110-110-00083000	12.90
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-8150-0-4313-0000-8110-850-00081000	31.06
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-9012-0-4301-1110-1000-706-00000000	437.07
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-9017-0-4301-1110-1000-510-00000000	145.07

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286051	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	0101-9017-0-4342-1110-1000-510-00000000	579.50
82 00286052	E8203432	BEELNER, GINA M	05/13/26		MW	0101-0791-0-5240-1110-1000-685-00015100	89.90
82 00286053	V8213624	BEYOND BLINDNESS INC	05/13/26		MW	0101-6500-0-5810-5750-1190-650-00075400	692.05
82 00286054	V8200207	BREA TROPHY & ENGRAVING	05/13/26		MW	0101-0003-0-4301-1110-1000-140-00000000	385.41
82 00286055	E8204200	BRECHWALD, BRITTANY	05/13/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286056	E8203265	BURNETT, EVELIA	05/13/26		MW	0101-0004-0-5220-1110-2100-625-00000000	89.20
82 00286057	E8203292	CROSSNO, LINDA	05/13/26		MW	0101-0001-0-5220-1110-1000-180-00010200	68.51
82 00286058	E8203385	DOMINGUEZ, REBECCA	05/13/26		MW	0101-6762-0-5220-1110-1000-621-00000000	29.58
82 00286059	E8200235	EVANS, JEFFREY P	05/13/26		MW	0101-6762-0-5220-1110-1000-621-00000000	29.51
82 00286060	V8209273	FIRST BOOK NATIONAL BOOK BANK	05/13/26		MW	0101-6211-0-4301-1110-1000-520-00000000	422.99
82 00286061	E8204573	GAMARRA, LOREN	05/13/26		MW	0101-6762-0-5220-1110-1000-621-00000000	328.87
82 00286062	E8203324	GANGANO, TALIA R	05/13/26		MW	0101-6500-0-5220-5770-1190-650-00077200	83.16
82 00286063	E8204298	GARCIA, JORGE L	05/13/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286064	E8202592	GODOWN, JENNIFER L	05/13/26		MW	0101-6500-0-5220-5770-1190-650-00077200	61.19
82 00286065	V8211829	HELP FOR BRAIN INJURED CHILDRE	05/13/26		MW	0101-6500-0-5150-5750-1180-650-00075500	7,104.62
82 00286066	E8204536	HERNANDEZ, SARA	05/13/26		MW	0101-6500-0-5220-5770-1190-650-00077200	42.49
82 00286067	V8214930	ITINERA DOCENTIA LLC	05/13/26		MW	0101-6762-0-5240-1110-1000-100-00000300	799.00
82 00286068	V8200579	J W PEPPER OF LOS ANGELES	05/13/26		MW	0101-0003-0-4301-1110-1000-140-00013500	65.00
82 00286069	V8214407	JAMEY CLARK INC	05/13/26		MW	0101-8150-0-5660-0000-8110-450-00083500	975.00
82 00286070	V8214568	JOURNALISM EDUCATION ASSOCIATI	05/13/26		MW	0101-0003-0-5310-1110-1000-130-00014200	95.00
82 00286071	E8204426	KNIGHT, TYLER	05/13/26		MW	0101-0001-0-5220-1110-1000-620-00018200	56.84
82 00286072	V8207480	KNOTT'S BERRY FARM	05/13/26		MW	0101-9017-0-5816-1110-1000-200-00013500	4,918.00
82 00286073	E8202067	KOSS, ERIN	05/13/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286074	V8214794	LONG BEACH WOODWINDS REPAIR	05/13/26		MW	0101-6762-0-5660-1110-1000-621-00000000	1,500.00
82 00286075	E8203872	LUNA, KARINA	05/13/26		MW	0101-9080-0-5240-1110-1000-625-00000000	28.71
82 00286076	E8203595	MASONE, JULIE	05/13/26		MW	0101-6762-0-5240-1110-1000-621-00000000	16.82
82 00286077	V8203423	MEDIEVAL TIMES	05/13/26		MW	0101-9017-0-5816-1110-1000-240-00000000	9,547.20
82 00286078	V8200031	MEET THE MASTERS INC	05/13/26		MW	0101-6762-0-4301-1110-1000-230-00000500	493.50
82 00286079	E8204462	MELENDREZ, GENESSIS	05/13/26		MW	0101-0004-0-5240-1110-2100-625-00000000	22.40
82 00286080	E8204542	MILLER, PAM	05/13/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286081	E8203467	NEWMAN, SAGE	05/13/26		MW	0101-0003-0-4308-0000-2700-110-00000000	176.50
82 00286082	V8213236	NIGRO & NIGRO PC	05/13/26		MW	0101-0004-0-5803-0000-7191-815-00000000	22,075.00
82 00286083	V8200265	NOWLAND, KRISTINA M	05/13/26		MW	0101-6762-0-4300-1110-1000-621-00000000	84.47

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286084	E8200692	OBERLE, KATHRYN L	05/13/26		MW	0101-0003-0-4301-1110-1000-110-00015100	61.73
82 00286085	V8200764	ORANGE COUNTY DEPT OF ED	05/13/26		MW	0101-9017-0-5816-1110-1000-230-00000000	1,120.00
82 00286085	V8200764	ORANGE COUNTY DEPT OF ED	05/13/26		MW	0101-9017-0-5816-1110-1000-420-00000000	1,134.00
82 00286086	V8200775	OUTREACH CONCERN INC	05/13/26		MW	0101-0791-0-5810-1110-1000-706-00000000	13,000.00
82 00286087	V8210754	PAR INC	05/13/26		MW	0101-6500-0-4305-5770-1190-650-00077200	322.50
82 00286088	E8201673	PARKER, JASON M	05/13/26		MW	0101-0004-0-4301-1110-1000-640-00000000	359.82
82 00286089	E8203690	PEARSON, BRIANNA	05/13/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286090	E8203087	PLOUFFE, AMY M	05/13/26		MW	0101-0003-0-5240-1110-1000-360-00000000	12.47
82 00286091	V8214933	SCI-SUPPLY	05/13/26		MW	0101-0003-0-4301-1110-1000-100-00015100	370.67
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-1110-1000-230-00000000	264.80
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-1110-1000-350-00000000	82.01
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-1110-1000-390-00000000	58.35
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-1110-1000-490-00000000	79.61
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-1110-1000-510-00000000	164.89
82 00286092	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0003-0-4301-5750-1110-440-00000000	239.68
82 00286093	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/13/26		MW	0101-0791-0-4301-1110-1000-340-00000000	2,176.52
82 00286094	V8214839	SPEECH AND LANGUAGE DEVELOPMEN	05/13/26		MW	0101-6500-0-5150-5750-1180-650-00075500	10,410.88
82 00286095	V8212307	SPHERO INC	05/13/26		MW	0101-6762-0-4301-1110-1000-330-00000500	4,583.32
82 00286095	V8212307	SPHERO INC	05/13/26		MW	0101-6762-0-4301-1110-1000-510-00000500	4,941.31
82 00286095	V8212307	SPHERO INC	05/13/26		MW	0101-6762-0-4301-1110-1000-380-00000500	4,112.92
82 00286096	E8204193	SPICER, KIRSTEN	05/13/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286097	E8201609	STEUBER, MICHELLE L	05/13/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-0003-0-4343-1110-1000-110-00000000	1,559.83
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-0003-0-4301-1110-1000-210-00013600	156.01
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-0003-0-4301-1110-1000-510-00000000	121.06
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-0003-0-4308-0000-2700-110-00000000	612.27
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-6762-0-4301-1110-1000-490-00000600	234.02
82 00286098	V8201006	SUPPLYMASTER INC	05/13/26		MW	0101-6762-0-4343-1110-1000-490-00000600	774.30
82 00286099	E8202387	SWINFARD, SUSAN A	05/13/26		MW	0101-9080-0-5240-1110-1000-625-00000000	28.71
82 00286100	E8202244	TENDOLKAR, SUNITA	05/13/26		MW	0101-0004-0-5220-1110-2100-635-00000000	68.22
82 00286101	E8202610	TRUONG, WILLIAM	05/13/26		MW	0101-9080-0-5240-1110-1000-625-00000000	28.71
82 00286102	V8200354	VERBAL BEHAVIOR ASSOCIATES	05/13/26		MW	0101-6500-0-5810-5750-1110-650-00075200	22,045.70
82 00286103	E8203461	VITO, SPENCER	05/13/26		MW	0101-0004-0-5220-1110-1000-810-00000000	156.10

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286104	E8202191	WEBER, JANICE M	05/13/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286105	E8203352	ZUNIGA, MARICEL	05/13/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0003-0-4210-1110-1000-110-00015900	24.70
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0003-0-4301-1110-1000-200-00015000	154.60
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0003-0-4301-1110-1000-200-00016100	91.80
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0003-0-4301-1110-1000-480-00000000	35.10
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0791-0-4301-1110-1000-130-01300000	53.86
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-0791-0-4301-1110-1000-635-00000000	12.38
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6010-0-4301-1110-1000-670-00000000	39.54
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6387-0-4301-3800-1000-646-13000000	159.48
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6500-0-4301-5770-1120-650-00077300	296.33
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6500-0-4301-5770-1190-650-00077200	269.76
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6500-0-4301-5770-1110-650-00077100	11.83
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6500-0-4301-5750-1190-650-00075300	531.14
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6762-0-4301-1110-1000-520-00000100	101.60
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6770-0-4301-1110-1000-530-00000000	197.57
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-6770-0-4301-1110-1000-440-00000000	44.36
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9017-0-4210-1110-1000-230-00000000	197.59
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9017-0-4301-1110-1000-480-00000000	280.59
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9017-0-4301-1110-1000-500-00000000	75.35
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9017-0-4301-1110-1000-520-00000000	154.79
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9017-0-4301-1110-1000-130-00015100	95.84
82 00286117	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	0101-9108-0-4301-5001-2100-650-00000000	52.50
82 00286118	V8201312	AQUARIUM OF THE PACIFIC	05/14/26		MW	0101-9017-0-5816-1110-1000-410-00000000	1,050.00
82 00286119	V8205929	AVID CENTER	05/14/26		MW	0101-0791-0-5240-1110-1000-646-00013100	7,195.00
82 00286119	V8205929	AVID CENTER	05/14/26		MW	0101-0791-0-5240-1110-2100-646-00013100	850.00
82 00286120	V8200207	BREA TROPHY & ENGRAVING	05/14/26		MW	0101-0003-0-4301-1110-1000-140-00000000	155.33
82 00286121	E8202725	COLE, MAURINE E	05/14/26		MW	0101-6500-0-5220-5770-1190-650-00077200	44.44
82 00286122	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/14/26		MW	0101-0003-0-4301-1110-1000-230-00000000	54.00
82 00286123	V8200332	COSTCO WHOLESALE	05/14/26		MW	0101-0003-0-4338-0000-2700-200-00000000	244.51
82 00286123	V8200332	COSTCO WHOLESALE	05/14/26		MW	0101-0791-0-4338-1110-2495-380-00000000	483.81
82 00286124	E8203292	CROSSNO, LINDA	05/14/26		MW	0101-3010-0-5240-1110-1000-120-00000000	294.84
82 00286125	E8202840	FABRIZIO, DAVID	05/14/26		MW	0101-0723-0-5240-1110-8200-865-00000000	75.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286126	V8200438	FEDERAL EXPRESS	05/14/26		MW	0101-0005-0-4310-1110-1000-100-00000000	502.11
82 00286127	V8214543	GALLARDO SPEECH PATHOLOGY INC	05/14/26		MW	0101-6500-0-5810-5770-1190-650-00077200	3,500.00
82 00286128	V8213641	HANNA INTERPRETING SERVICES LL	05/14/26		MW	0101-6500-0-5810-5760-1110-650-00000000	1,359.75
82 00286129	E8200541	HASKELL, GREGG D	05/14/26		MW	0101-6500-0-5220-5770-1190-650-00077200	74.39
82 00286130	E8204536	HERNANDEZ, SARA	05/14/26		MW	0101-6500-0-5220-5770-1190-650-00077200	61.12
82 00286131	V8200547	HOME DEPOT	05/14/26		MW	0101-0003-0-4309-1110-8200-200-00000000	220.98
82 00286132	V8209845	JACKSON'S AUTO SUPPLY	05/14/26		MW	0101-0004-0-4313-1110-8200-865-00000000	37.78
82 00286132	V8209845	JACKSON'S AUTO SUPPLY	05/14/26		MW	0101-0720-0-4315-5001-3600-865-00000000	74.57
82 00286133	V8206781	LANGUAGE NETWORK INC	05/14/26		MW	0101-6500-0-5810-5760-1110-650-00000000	435.74
82 00286134	V8214699	LOVE'S ALTERNATIVE ENERGY	05/14/26		MW	0101-0723-0-4348-1110-3600-865-00000000	11,157.10
82 00286135	V8214041	MATH MEDIC	05/14/26		MW	0101-6300-0-5815-1110-1000-640-00015000	1,300.00
82 00286136	V8200679	MCFADDEN DALE HARDWARE	05/14/26		MW	0101-0723-0-4315-1110-3600-865-00000000	72.31
82 00286137	V8206714	MERRIMAC ENGERY GROUP	05/14/26		MW	0101-0723-0-9322-0000-0000-000-00000000	38,718.62
82 00286138	V8212348	MOBILE SCREENING SOLUTIONS INC	05/14/26		MW	0101-0720-0-5810-5001-3600-865-00000000	193.20
82 00286138	V8212348	MOBILE SCREENING SOLUTIONS INC	05/14/26		MW	0101-0723-0-5810-1110-3600-865-00000000	82.80
82 00286139	V8214836	MVP GRAPHIX LLC	05/14/26		MW	0101-6762-0-4301-1110-1000-100-00013500	323.44
82 00286139	V8214836	MVP GRAPHIX LLC	05/14/26		MW	0101-6762-0-4410-1110-1000-100-00013500	3,132.00
82 00286140	V8214747	OFFICECHAIRSUSA.COM	05/14/26		MW	0101-0723-0-4308-1110-3600-865-00000000	719.38
82 00286141	V8200764	ORANGE COUNTY DEPT OF ED	05/14/26		MW	0101-0003-0-5240-1110-1000-330-00000000	800.00
82 00286141	V8200764	ORANGE COUNTY DEPT OF ED	05/14/26		MW	0101-9017-0-5816-1110-1000-330-00000000	1,162.00
82 00286142	V8204700	PACIFIC COACHWAYS CHARTER SERV	05/14/26		MW	0101-0723-0-5816-1110-1000-865-00000000	9,990.00
82 00286143	V8200793	PARADIGM HEALTHCARE SVCS	05/14/26		MW	0101-9108-0-5110-1110-2100-650-00000000	4,395.37
82 00286143	V8200793	PARADIGM HEALTHCARE SVCS	05/14/26		MW	0101-9108-0-5809-1110-2100-650-00000000	10,021.85
82 00286144	V8213400	PARADISE DRINKING WATER	05/14/26		MW	0101-0720-0-4338-5001-3600-865-00000000	103.50
82 00286145	V8200834	POWERSTRIDE BATTERY CO INC	05/14/26		MW	0101-0720-0-4315-5001-3600-865-00000000	247.93
82 00286146	V8205473	PRESIDENTS EDUC AWARDS PROG	05/14/26		MW	0101-0003-0-4301-1110-1000-450-00000000	161.36
82 00286147	V8200470	REPUBLIC SERVICES INC	05/14/26		MW	0101-0001-0-5580-1110-8200-990-00000000	16,950.40
82 00286147	V8200470	REPUBLIC SERVICES INC	05/14/26		MW	0101-0004-0-5580-1110-8200-810-00000000	79.68
82 00286148	V8203641	RIDDELL ALL AMERICAN	05/14/26		MW	0101-0004-0-4301-1110-1000-637-00000000	12,596.20
82 00286148	V8203641	RIDDELL ALL AMERICAN	05/14/26		MW	0101-6762-0-4301-1110-1000-130-00000100	620.48
82 00286149	V8203630	ROCHESTER 100 INC	05/14/26		MW	0101-3010-0-4301-1110-1000-450-00000000	182.70
82 00286150	E8204544	RUIZ, LUISA	05/14/26		MW	0101-0723-0-5240-1110-8200-865-00000000	44.74
82 00286151	V8213901	RWC INTERNATIONAL LTD	05/14/26		MW	0101-0004-0-5690-1110-8200-865-00000000	0.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286151	V8213901	RWC INTERNATIONAL LTD	05/14/26		MW	0101-0720-0-4315-5001-3600-865-00000000	259.47
82 00286152	V8200430	SCHOOL SERVICES OF CALIF	05/14/26		MW	0101-0004-0-5310-0000-7200-800-00000000	1,030.00
82 00286153	V8213325	SMOG TECH	05/14/26		MW	0101-0004-0-5690-1110-8200-865-00000000	100.00
82 00286153	V8213325	SMOG TECH	05/14/26		MW	0101-0720-0-5690-5001-3600-865-00000000	50.00
82 00286154	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0003-0-4301-1110-1000-200-00000000	106.35
82 00286154	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0003-0-4301-1110-1000-200-00014000	407.19
82 00286154	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0004-0-4301-1110-1000-635-00000000	792.44
82 00286154	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0004-0-4308-1110-2100-635-00000000	285.15
82 00286154	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0004-0-4338-1110-2100-625-00000000	86.03
82 00286155	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0003-0-4301-1110-1000-230-00000000	640.68
82 00286156	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0003-0-4301-1110-1000-510-00000000	319.26
82 00286156	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-0003-0-4308-0000-2700-200-00000000	519.13
82 00286156	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-6762-0-4301-1110-1000-460-00000100	270.24
82 00286156	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	0101-9017-0-4308-0000-2700-110-00000000	85.09
82 00286157	V8200463	STUDENT TRANSPORTATION OF AMER	05/14/26		MW	0101-0723-0-5816-1110-1000-865-00000000	1,847.50
82 00286158	V8201006	SUPPLYMASTER INC	05/14/26		MW	0101-0003-0-4301-1110-1000-130-00000000	135.33
82 00286158	V8201006	SUPPLYMASTER INC	05/14/26		MW	0101-0003-0-4308-0000-2700-120-00000000	979.36
82 00286159	V8200035	T-MOBILE USA INC	05/14/26		MW	0101-0004-0-5940-0000-7700-810-00000000	606.15
82 00286160	E8204285	TAN, ALICIA	05/14/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286161	V8200346	TRANSPORTATION CHARTER SERVICE	05/14/26		MW	0101-0723-0-5816-1110-1000-865-00000000	2,527.00
82 00286162	V8209247	TYLER TECHNOLOGIES	05/14/26		MW	0101-0720-0-5660-5001-3600-865-00000000	405.90
82 00286162	V8209247	TYLER TECHNOLOGIES	05/14/26		MW	0101-0723-0-5660-1110-3600-865-00000000	209.10
82 00286163	V8214042	VEIT LLC	05/14/26		MW	0101-0004-0-5660-0000-7400-730-00000000	225.03
82 00286163	V8214042	VEIT LLC	05/14/26		MW	0101-0720-0-5660-5001-3600-865-00000000	33.26
82 00286164	V8201075	VERIZON WIRELESS	05/14/26		MW	0101-0720-0-5940-5001-3600-865-00000000	115.05
82 00286165	V8201075	VERIZON WIRELESS	05/14/26		MW	0101-8150-0-5940-0000-8110-850-00081000	2,395.23
82 00286166	V8213823	WHITTIER CHRISTIAN HIGH SCHOOL	05/14/26		MW	0101-0723-0-5812-1110-3600-865-00000000	41,976.25
82 00286172	V8200074	A Z BUS SALES INC	05/15/26		MW	0101-0723-0-4315-1110-3600-865-00000000	60.02
82 00286173	V8211254	ALL CITY MANAGEMENT SERVICES I	05/15/26		MW	0101-0004-0-5810-1110-8200-865-00000000	15,717.94
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0003-0-4301-1110-1000-250-00000000	34.78
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0004-0-4301-1110-1000-810-00000000	495.27
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0004-0-4343-1110-1000-810-00000000	7,927.88
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0004-0-4301-1110-1000-637-00000000	112.93

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0720-0-4317-5001-3600-865-00000000	20.64
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0791-0-4301-1110-1000-250-00000000	608.68
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-0791-0-4301-1110-1000-450-00000000	490.19
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6500-0-4301-5770-1110-650-00077100	199.21
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6500-0-4301-5001-2100-650-00000000	112.60
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6762-0-4301-1110-1000-220-00000100	140.00
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6762-0-4301-1110-1000-625-00000000	278.42
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6770-0-4301-1110-1000-200-00000000	771.38
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6770-0-4301-1110-1000-250-00000000	1,294.41
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6770-0-4301-1110-1000-240-00000000	218.25
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-6770-0-4301-1110-1000-140-00000000	3,315.82
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-9017-0-4301-1110-1000-130-00000000	558.40
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-9017-0-4301-1110-1000-210-00000000	394.59
82 00286174	V8204532	AMAZON.COM CORPORATE CREDIT	05/15/26		MW	0101-9017-0-4301-1110-1000-510-00000000	93.91
82 00286175	V8213740	AMBASSADOR AUTOMOTIVE INC	05/15/26		MW	0101-0720-0-5690-5001-3600-865-00000000	125.00
82 00286176	V8205929	AVID CENTER	05/15/26		MW	0101-0791-0-5240-1110-1000-646-00013100	1,249.00
82 00286177	V8200267	CERTIFIED TRANS SERVICES INC	05/15/26		MW	0101-0723-0-5816-1110-1000-865-00000000	11,653.70
82 00286178	V8212180	CINTAS CORPORATION	05/15/26		MW	0101-0723-0-5560-1110-8200-865-00000000	417.04
82 00286179	V8213262	CINTAS FIRST AID & SAFETY	05/15/26		MW	0101-0723-0-4317-1110-3600-865-00000000	124.01
82 00286180	V8200904	CITY OF SANTA ANA	05/15/26		MW	0101-9017-0-5816-1110-1000-390-00000000	1,305.00
82 00286181	V8201581	DARTCO TRANSMISSION SALES & SE	05/15/26		MW	0101-0723-0-5690-1110-3600-865-00000000	431.00
82 00286182	E8204608	DAVIDSON, SEAN M	05/15/26		MW	0101-2600-0-5240-1110-2100-670-00000000	220.84
82 00286183	V8213838	EVERDRIVEN TECHNOLOGIES	05/15/26		MW	0101-0720-0-5812-5001-3600-865-00000000	19,523.88
82 00286184	V8201847	FAIRWAY FORD	05/15/26		MW	0101-0720-0-4315-5001-3600-865-00000000	1,324.60
82 00286185	E8203893	FRAGA, MARIA	05/15/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286186	V8214884	FRANKLIN TRUCK PARTS INC	05/15/26		MW	0101-0720-0-4315-5001-3600-865-00000000	392.00
82 00286186	V8214884	FRANKLIN TRUCK PARTS INC	05/15/26		MW	0101-0723-0-4315-1110-3600-865-00000000	157.11
82 00286187	V8208360	GOLD COAST TOURS	05/15/26		MW	0101-0723-0-5816-1110-1000-865-00000000	25,366.25
82 00286188	V8200549	HMH EDUCATION COMPANY	05/15/26		MW	0101-6762-0-5815-1110-1000-625-00000000	15,000.00
82 00286189	V8200547	HOME DEPOT	05/15/26		MW	0101-0004-0-4343-1110-1000-810-00000000	192.87
82 00286189	V8200547	HOME DEPOT	05/15/26		MW	0101-8150-0-4313-0000-8110-850-00081000	2,161.26
82 00286190	V8214876	JL CUSTOM UPHOLSTERY INC	05/15/26		MW	0101-0723-0-4317-1110-3600-865-00000000	800.00
82 00286191	V8210148	JM JUSTUS FENCE COMPANY	05/15/26		MW	0101-8150-0-5690-0000-8110-310-00080700	2,890.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286191	V8210148	JM JUSTUS FENCE COMPANY	05/15/26		MW	0101-8150-0-5690-0000-8110-320-00080700	4,940.00
82 00286192	V8214949	JUST BREATHE SUBACUTE TRAINING	05/15/26		MW	0101-9108-0-5240-5001-2100-650-00000000	1,000.00
82 00286193	V8212799	LEARNING WITHOUT TEARS	05/15/26		MW	0101-6300-0-4301-1110-1000-635-00019200	24,692.38
82 00286194	E8203716	LEON, ELIZABETH	05/15/26		MW	0101-6266-0-5240-1110-2100-635-90290100	382.11
82 00286195	E8203447	LOPEZ, GEORGE	05/15/26		MW	0101-2600-0-5240-1110-2100-670-00000000	337.98
82 00286196	V8211656	MARKERTEK VIDEO SUPPLY	05/15/26		MW	0101-9073-0-4301-1110-1000-100-00019300	20.35
82 00286196	V8211656	MARKERTEK VIDEO SUPPLY	05/15/26		MW	0101-9073-0-4410-1110-1000-100-00019300	1,498.72
82 00286197	V8213841	NWEA	05/15/26		MW	0101-6300-0-5815-1110-1000-646-00000000	24,960.00
82 00286198	V8200764	ORANGE COUNTY DEPT OF ED	05/15/26		MW	0101-6266-0-5810-1110-1000-640-90290100	1,750.00
82 00286198	V8200764	ORANGE COUNTY DEPT OF ED	05/15/26		MW	0101-9017-0-5821-1110-1000-480-00000000	792.63
82 00286199	E8203684	PARTIDA, SARA	05/15/26		MW	0101-7435-0-5240-1110-1000-625-00000200	22.62
82 00286200	V8214626	PEAC SOLUTIONS	05/15/26		MW	0101-0003-0-5640-1110-1000-140-00014900	524.80
82 00286200	V8214626	PEAC SOLUTIONS	05/15/26		MW	0101-0003-0-5640-1110-1000-360-00014900	287.84
82 00286201	V8200470	REPUBLIC SERVICES INC	05/15/26		MW	0101-0001-0-5580-1110-8200-990-00000000	1,365.15
82 00286202	V8201719	SCHOLASTIC CLASSROOM MAGAZINES	05/15/26		MW	0101-6762-0-4301-1110-1000-500-00000100	2,885.18
82 00286203	V8200949	SMART & FINAL	05/15/26		MW	0101-0003-0-4301-1110-1000-120-00000000	130.70
82 00286204	V8211658	SMART & FINAL	05/15/26		MW	0101-9017-0-4301-1110-1000-240-00016700	156.98
82 00286205	V8200954	SO CALIF EDISON CO	05/15/26		MW	0101-0001-0-5540-1110-8200-990-00000000	16,230.62
82 00286206	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/26		MW	0101-0003-0-4301-1110-1000-230-00000000	2,839.81
82 00286207	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/26		MW	0101-0003-0-4301-1110-1000-120-00000000	182.58
82 00286207	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/15/26		MW	0101-0003-0-4301-1110-1000-320-00000000	456.57
82 00286208	V8213605	SPECTRUM CENTER - ROSSIER PARK	05/15/26		MW	0101-6500-0-5150-5750-1180-650-00075500	3,331.45
82 00286208	V8213605	SPECTRUM CENTER - ROSSIER PARK	05/15/26		MW	0101-6500-0-5851-5001-3600-650-00000000	689.52
82 00286209	V8201006	SUPPLYMASTER INC	05/15/26		MW	0101-0003-0-4301-1110-1000-420-00000000	268.60
82 00286210	V8214042	VEIT LLC	05/15/26		MW	0101-0003-0-5660-1110-1000-430-00014900	226.99
82 00286210	V8214042	VEIT LLC	05/15/26		MW	0101-0003-0-5660-1110-1000-480-00014900	180.87
82 00286210	V8214042	VEIT LLC	05/15/26		MW	0101-0791-0-5660-1110-1000-625-03219900	17.38
82 00286210	V8214042	VEIT LLC	05/15/26		MW	0101-6500-0-5660-5001-2100-650-00000000	35.91
82 00286211	E8204474	VELASCO, AMARYLLIS	05/15/26		MW	0101-3010-0-5240-1110-1000-120-00000000	280.98
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0003-0-4301-1110-1000-200-00014000	186.07
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0003-0-4301-1110-1000-230-00000000	228.11
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0003-0-4301-1110-1000-310-00000000	164.69
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0004-0-4301-0000-7700-810-00000000	32.61

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0004-0-4330-0000-7700-810-00000000	203.47
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0004-0-4301-1110-1000-810-00000000	468.68
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0004-0-4308-1110-1000-810-00000000	18.44
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-0004-0-4343-1110-1000-810-00000000	10,180.62
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-3315-0-4301-5730-1110-650-00000000	469.62
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6500-0-4301-5770-1120-650-00077300	1,114.28
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6500-0-4301-5770-1190-650-00077200	347.62
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6500-0-4308-5001-2100-650-00000000	269.72
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6500-0-4301-5750-1190-650-00075300	241.17
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6500-0-4343-5750-1190-650-00075300	440.82
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-6762-0-4301-1110-1000-450-00000100	382.18
82 00286218	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0101-9017-0-4301-1110-1000-230-00015400	24.66
82 00286219	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/18/26		MW	0101-6500-0-5151-5770-1180-650-00077200	15,372.40
82 00286220	V8201312	AQUARIUM OF THE PACIFIC	05/18/26		MW	0101-9017-0-5816-1110-1000-420-00000000	1,176.00
82 00286221	V8205929	AVID CENTER	05/18/26		MW	0101-0791-0-4301-1110-1000-410-00000000	675.98
82 00286221	V8205929	AVID CENTER	05/18/26		MW	0101-0791-0-4210-1110-1000-646-00000000	2,618.61
82 00286222	V8213761	BRIGHTLY SOFTWARE INC	05/18/26		MW	0101-0008-0-5815-0000-8200-805-00000000	29,261.54
82 00286223	V8200337	CHEAPESTEES.COM	05/18/26		MW	0101-6387-0-4301-3800-1000-646-11000000	291.45
82 00286224	V8212180	CINTAS CORPORATION	05/18/26		MW	0101-0004-0-5640-0000-7540-832-00000000	139.58
82 00286225	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/18/26		MW	0101-0003-0-4301-1110-1000-230-00000000	54.00
82 00286226	V8200332	COSTCO WHOLESALE	05/18/26		MW	0101-0003-0-4338-0000-2700-510-00000000	367.10
82 00286227	V8213829	EDINGER PRINTING INC	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	382.38
82 00286228	V8200438	FEDERAL EXPRESS	05/18/26		MW	0101-0005-0-4310-1110-1000-100-00000000	212.15
82 00286228	V8200438	FEDERAL EXPRESS	05/18/26		MW	0101-6762-0-5930-1110-1000-100-00021000	1,106.16
82 00286229	V8200957	GOLDEN STATE WATER COMPANY	05/18/26		MW	0101-0001-0-5550-1110-8200-990-00000000	99.42
82 00286230	V8213501	HALO BRANDED SOLUTIONS INC.	05/18/26		MW	0101-0791-0-4301-1110-1000-340-00000000	1,588.51
82 00286230	V8213501	HALO BRANDED SOLUTIONS INC.	05/18/26		MW	0101-6762-0-4301-1110-1000-250-00000500	426.13
82 00286231	V8200547	HOME DEPOT	05/18/26		MW	0101-0003-0-4309-1110-8200-250-00000000	223.61
82 00286231	V8200547	HOME DEPOT	05/18/26		MW	0101-6762-0-4301-1110-1000-621-00000000	380.67
82 00286232	V8200579	J W PEPPER OF LOS ANGELES	05/18/26		MW	0101-6762-0-4301-1110-1000-110-00013500	1,112.50
82 00286233	V8200227	JDS INDUSTRIES INC	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	4,513.13
82 00286234	V8211150	JOHN TRACY CLINIC	05/18/26		MW	0101-6500-0-5810-5750-1190-650-00075400	1,245.24
82 00286235	V8201171	KELLY SPICERS INC.	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	4,645.80

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286235	V8201171	KELLY SPICERS INC.	05/18/26		MW	0101-6387-0-4301-3800-1000-646-12000000	1,326.87
82 00286236	V8200617	LAKESHORE LEARNING MATERIALS	05/18/26		MW	0101-6762-0-4301-1110-1000-430-00000100	14,975.96
82 00286236	V8200617	LAKESHORE LEARNING MATERIALS	05/18/26		MW	0101-9073-0-4301-1110-1000-706-00019300	540.49
82 00286237	V8200597	MASAMI, KAWANA	05/18/26		MW	0101-6500-0-5157-5750-1180-650-00075500	750.00
82 00286238	V8214706	NUNEZ, KRISTA & MARCO	05/18/26		MW	0101-6500-0-5817-5001-2100-650-00000000	425.00
82 00286239	V8200764	ORANGE COUNTY DEPT OF ED	05/18/26		MW	0101-6500-0-5155-5750-1110-650-00075200	86,570.76
82 00286240	V8203400	PLAY WITH A PURPOSE	05/18/26		MW	0101-6762-0-4410-1110-1000-440-00000100	6,200.00
82 00286240	V8203400	PLAY WITH A PURPOSE	05/18/26		MW	0101-9017-0-4410-5001-2700-440-00000000	412.65
82 00286241	V8205473	PRESIDENTS EDUC AWARDS PROG	05/18/26		MW	0101-0003-0-4301-1110-1000-390-00000000	110.69
82 00286242	V8214576	QUADIENT FINANCE USA INC	05/18/26		MW	0101-0004-0-4310-0000-7540-832-00000000	495.78
82 00286243	V8203641	RIDDELL ALL AMERICAN	05/18/26		MW	0101-0004-0-4301-1110-1000-637-00000000	18,985.56
82 00286244	V8210638	ROSE BRAND	05/18/26		MW	0101-0008-0-4301-0000-8200-805-10100000	1,684.07
82 00286245	V8206263	SIGN MART LLC	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	2,891.66
82 00286246	V8200949	SMART & FINAL	05/18/26		MW	0101-0791-0-4301-1110-2495-250-00000000	50.00
82 00286247	V8210712	SO CAL GRAD	05/18/26		MW	0101-0791-0-4301-1110-1000-646-00013100	7,116.60
82 00286248	V8205750	SOURCE GRAPHICS	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	434.13
82 00286249	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0003-0-4301-1110-1000-210-00014000	122.56
82 00286249	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0003-0-4301-1110-1000-420-00000000	924.97
82 00286249	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0004-0-4308-0000-7400-730-00000000	430.38
82 00286250	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0003-0-4301-1110-1000-130-00000000	77.34
82 00286250	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0003-0-4301-1110-1000-330-00000000	39.36
82 00286250	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-0003-0-4308-0000-2700-130-00000000	231.29
82 00286250	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	0101-9017-0-4301-1110-1000-330-00000000	1,033.47
82 00286251	V8212307	SPHERO INC	05/18/26		MW	0101-6762-0-4301-1110-1000-450-00000500	4,112.92
82 00286251	V8212307	SPHERO INC	05/18/26		MW	0101-6762-0-4301-1110-1000-320-00000500	7,784.30
82 00286252	V8206405	TANAKA FARMS	05/18/26		MW	0101-9017-0-5816-1110-1000-450-00000000	332.00
82 00286253	V8213010	UNITED BINDING & LAMINATING	05/18/26		MW	0101-0004-0-4308-0000-7550-831-00000000	195.75
82 00286254	V8214042	VEIT LLC	05/18/26		MW	0101-0004-0-5660-0000-7550-831-00014900	450.44
82 00286255	V8214344	VILLAGES OF CALIFORNIA	05/18/26		MW	0101-3310-0-5150-5750-1180-650-00077200	1,800.00
82 00286256	V8214303	WELLS FARGO BANK N.A.	05/18/26		MW	0101-0003-0-5640-1110-1000-380-00014900	387.70
82 00286256	V8214303	WELLS FARGO BANK N.A.	05/18/26		MW	0101-0003-0-5640-1110-1000-460-00014900	211.83
82 00286257	V8201107	WESTERN PSYCHOLOGICAL SERVICES	05/18/26		MW	0101-9108-0-4305-5770-1190-650-00077200	4,237.12
82 00286258	V8214343	ZEN EDUCATE INC	05/18/26		MW	0101-9108-0-5151-5770-1180-650-00077200	13,449.64

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286283	E8204438	AGUILAR, NAYELY	05/19/26		MW	0101-0791-0-5220-1110-1000-706-00000000	91.79
82 00286284	V8200095	ALBRIGHT LIGHTING PLASTICS	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00082000	21.55
82 00286285	V8201867	ANIXTER DISTRIBUTION	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00081400	1,367.88
82 00286286	V8200161	B & M LAWN & GARDEN CENTER	05/19/26		MW	0101-0004-0-4313-0000-8210-840-00083900	189.28
82 00286286	V8200161	B & M LAWN & GARDEN CENTER	05/19/26		MW	0101-0004-0-4313-0000-8220-845-00082800	1,589.43
82 00286286	V8200161	B & M LAWN & GARDEN CENTER	05/19/26		MW	0101-0004-0-5660-0000-8220-845-00082800	1,807.93
82 00286287	V8214682	BLUETRITON BRANDS INC	05/19/26		MW	0101-8150-0-5640-0000-8110-850-00081000	398.91
82 00286288	E8200972	CABRERA, JOSE A	05/19/26		MW	0101-0004-0-5240-1110-2100-625-00000000	108.03
82 00286289	E8201136	CAMPOS, STELLA	05/19/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286290	E8204081	CHEN, ANN	05/19/26		MW	0101-6300-0-4301-1110-1000-685-00015100	124.87
82 00286291	V8212180	CINTAS CORPORATION	05/19/26		MW	0101-8150-0-5640-0000-8110-850-00081000	931.10
82 00286292	V8214478	CITY ELECTRIC SUPPLY	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00082000	55.46
82 00286293	E8202861	CORONADO, VICTOR F	05/19/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00286294	V8200245	CVT RECYCLING	05/19/26		MW	0101-0004-0-5670-0000-8220-845-00082800	1,061.67
82 00286295	V8207165	DIRECT DOOR & HARDWARE INC	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00082700	875.02
82 00286296	V8214291	DUNN-EDWARDS CORPORATION	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00081700	101.84
82 00286297	E8204310	FIEN, SAMANTHA	05/19/26		MW	0101-0004-0-5220-1110-3140-706-00010800	64.31
82 00286298	V8213695	FOUNDATION BUILDING MATERIALS	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00082700	211.66
82 00286299	E8202077	FOX, JAMES W	05/19/26		MW	0101-0003-0-4308-0000-2700-110-00000000	222.34
82 00286300	E8204573	GAMARRA, LOREN	05/19/26		MW	0101-6762-0-5220-1110-1000-621-00000000	87.22
82 00286301	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/19/26		MW	0101-8150-0-5670-0000-8110-855-00082300	1,650.00
82 00286302	E8203765	GIVEN, STEPHANIE	05/19/26		MW	0101-9017-0-4338-1110-1000-530-00000000	190.44
82 00286303	E8204221	GOOCH, BRANDON	05/19/26		MW	0101-0004-0-5220-1110-1000-810-00000000	187.12
82 00286304	V8200542	HIRSCH PIPE & SUPPLY CO	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00081300	2,098.13
82 00286305	V8214547	ICS SERVICE	05/19/26		MW	0101-8150-0-5670-0000-8110-220-00081400	58.00
82 00286306	V8211699	JOHNSON LANDSCAPES	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00082800	1,017.94
82 00286307	V8200130	M2 IMAGE SOLUTIONS INC	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00081000	1,234.15
82 00286308	V8200679	MCFADDEN DALE HARDWARE	05/19/26		MW	0101-0004-0-4313-0000-8220-845-00082800	78.66
82 00286308	V8200679	MCFADDEN DALE HARDWARE	05/19/26		MW	0101-8150-0-4313-0000-8110-850-00081000	158.64
82 00286309	E8202129	MONDRAGON, MARIANA L	05/19/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286310	V8206325	MUSIC THEATRE INTERNATIONAL	05/19/26		MW	0101-6762-0-4301-1110-1000-170-00000100	1,734.75
82 00286311	V8210644	OCSNO	05/19/26		MW	0101-9011-0-5240-1110-1000-706-00010900	310.00
82 00286312	E8204129	ORTIZ, CHERYL	05/19/26		MW	0101-0723-0-5240-1110-8200-865-00000000	60.07

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286313	E8204471	PATEL, SHIELA	05/19/26		MW	0101-6500-0-5220-5770-1190-650-00077200	6.67
82 00286314	E8204377	PLAZA, FRANCISCA	05/19/26		MW	0101-0004-0-5220-1110-3140-706-00010800	56.26
82 00286315	V8206361	RADIO SERVICE INC	05/19/26		MW	0101-6762-0-4301-1110-1000-240-00000100	628.58
82 00286316	E8202082	ROTKOSKY, SUSAN E	05/19/26		MW	0101-0004-0-5220-1110-2100-640-00000000	24.07
82 00286317	E8204544	RUIZ, LUISA	05/19/26		MW	0101-0723-0-5240-1110-8200-865-00000000	50.00
82 00286318	E8201696	SAWYER, SUSAN	05/19/26		MW	0101-6388-0-5240-3800-1000-646-00094300	81.61
82 00286319	E8203574	SELOF, AMY	05/19/26		MW	0101-0791-0-5240-1110-1000-706-00000000	32.05
82 00286320	V8210712	SO CAL GRAD	05/19/26		MW	0101-0003-0-4301-1110-1000-130-00000000	1,637.80
82 00286321	V8200955	SO CALIF GAS CO	05/19/26		MW	0101-0001-0-5530-1110-8200-990-00000000	7,867.71
82 00286322	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-450-00000000	1,342.02
82 00286323	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-140-00000000	454.81
82 00286323	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-380-00000000	1,318.65
82 00286323	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-430-00000000	179.47
82 00286323	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-5750-1110-440-00000000	297.25
82 00286323	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-6762-0-4301-1110-1000-350-00000500	140.41
82 00286324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-320-00000000	464.60
82 00286324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-350-00000000	193.74
82 00286324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-1110-1000-510-00000000	34.26
82 00286324	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4301-5001-2700-441-00000000	27.18
82 00286325	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	0101-0003-0-4308-0000-2700-110-00000000	2,288.50
82 00286326	E8204557	SUMMERS, ELISABETH	05/19/26		MW	0101-6762-0-5240-1110-1000-621-00000000	108.01
82 00286327	V8211078	TEACHERS PAY TEACHERS	05/19/26		MW	0101-6762-0-4301-1110-1000-350-00000500	230.95
82 00286328	E8204483	VARGAS, MARISOL	05/19/26		MW	0101-3010-0-5240-1110-1000-625-00019800	22.62
82 00286329	E8202005	VOLLAND-CHAPLUK, MARY R	05/19/26		MW	0101-0791-0-5240-1110-1000-685-00015100	69.00
82 00286330	V8201132	YORBA LINDA WATER DISTRICT	05/19/26		MW	0101-0001-0-5550-1110-8200-990-00000000	2,801.24
82 00286331	E8202564	YOUNG, MICHAEL	05/19/26		MW	0101-0004-0-5240-1110-1000-685-00000000	40.00
82 00286341	V8212322	ACTION GAS & WELDING SUPPLY	05/20/26		MW	0101-6387-0-4301-3800-1000-646-13000000	1,504.55
82 00286342	V8210792	APRINTIS INC	05/20/26		MW	0101-0003-0-4301-1110-1000-100-00014200	1,652.00
82 00286343	V8205929	AVID CENTER	05/20/26		MW	0101-0791-0-5240-1110-1000-646-00013100	9,393.00
82 00286343	V8205929	AVID CENTER	05/20/26		MW	0101-0791-0-5310-1110-1000-646-00013100	2,125.00
82 00286343	V8205929	AVID CENTER	05/20/26		MW	0101-0791-0-5240-1110-2100-646-00013100	3,048.00
82 00286343	V8205929	AVID CENTER	05/20/26		MW	0101-6266-0-5240-1110-1000-646-90390300	2,198.00
82 00286344	E8203432	BEELNER, GINA M	05/20/26		MW	0101-6300-0-4301-1110-1000-685-00015100	56.61

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286345	V8214467	BEHAVIORAL EMOTIONAL & ACADEMI	05/20/26		MW	0101-3310-0-5810-5770-1190-650-00077200	9,500.00
82 00286346	V8200207	BREA TROPHY & ENGRAVING	05/20/26		MW	0101-0003-0-4308-0000-2700-130-00000000	245.20
82 00286347	E8204245	BUI, SABRINA	05/20/26		MW	0101-0791-0-5240-1110-1000-685-00015100	97.25
82 00286348	E8203074	CAMMARATO, DAVID	05/20/26		MW	0101-9017-0-4301-1110-1000-360-00000000	92.00
82 00286349	E8204147	CAMMARATO, MATTHEW	05/20/26		MW	0101-0004-0-5220-1110-1000-810-00000000	101.43
82 00286350	E8202892	CHACON, VAL D	05/20/26		MW	0101-0004-0-5220-1110-1000-810-00000000	50.17
82 00286351	E8204609	COLE, LAURA	05/20/26		MW	0101-2600-0-5240-1110-2100-670-00000000	224.23
82 00286352	V8213573	CONNECT4KIDS PSYCHOLOGICAL SER	05/20/26		MW	0101-9108-0-5810-5770-1190-650-00077200	5,000.00
82 00286353	V8214229	GOLDEN WEST SECURITY SUPPLY CO	05/20/26		MW	0101-8150-0-4313-0000-8110-850-00081400	194.18
82 00286354	V8200500	GRAINGER	05/20/26		MW	0101-8150-0-4313-0000-8110-850-00081000	665.84
82 00286355	E8200541	HASKELL, GREGG D	05/20/26		MW	0101-6500-0-5220-5770-1190-650-00077200	74.39
82 00286356	V8200561	HERITAGE LANDSCAPE SUPPLY	05/20/26		MW	0101-0004-0-4313-0000-8220-845-00082900	9,267.47
82 00286357	V8200547	HOME DEPOT	05/20/26		MW	0101-6762-0-4301-1110-1000-621-00000600	3,341.06
82 00286358	V8202138	I & B FLOORING	05/20/26		MW	0101-7032-0-6274-0000-8500-835-00030200	7,568.00
82 00286358	V8202138	I & B FLOORING	05/20/26		MW	0101-8150-0-5690-0000-8110-100-00082500	5,250.00
82 00286359	V8214407	JAMEY CLARK INC	05/20/26		MW	0101-8150-0-5660-0000-8110-430-00083500	4,950.00
82 00286360	E8202128	LADD, TRISHA	05/20/26		MW	0101-0003-0-4301-1110-1000-210-00018300	19.38
82 00286361	E8203595	MASONE, JULIE	05/20/26		MW	0101-6762-0-4301-1110-1000-621-00000600	273.95
82 00286362	E8204568	MOLINA, KELLY	05/20/26		MW	0101-6762-0-5240-1110-1000-130-00013500	277.01
82 00286363	E8204255	NAREZ, SERGIO	05/20/26		MW	0101-6266-0-5240-1110-1000-640-90290100	75.17
82 00286364	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/20/26		MW	0101-7032-0-6274-0000-8500-835-00030200	3,927.78
82 00286365	V8205939	PACIFIC COAST ENTERTAINMENT	05/20/26		MW	0101-6762-0-4301-1110-1000-200-00000100	4,906.62
82 00286365	V8205939	PACIFIC COAST ENTERTAINMENT	05/20/26		MW	0101-6762-0-4410-1110-1000-200-00000100	2,311.25
82 00286366	E8204158	PARKES, LAUREN	05/20/26		MW	0101-6500-0-5220-5770-1190-650-00077200	81.35
82 00286367	E8203159	POIRIER, RACHEL S	05/20/26		MW	0101-6762-0-5240-1110-1000-621-00000000	77.78
82 00286368	V8206838	SECTRAN SECURITY INC	05/20/26		MW	0101-0004-0-5809-0000-7350-815-00000000	2,689.70
82 00286369	V8211749	SENOR WOOLY	05/20/26		MW	0101-0003-0-4210-1110-1000-200-00014800	53.95
82 00286369	V8211749	SENOR WOOLY	05/20/26		MW	0101-0003-0-4301-1110-1000-200-00014800	17.99
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-200-00000000	141.65
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-310-00000000	202.54
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-490-00000000	243.89
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-510-00000000	32.31
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-520-00000000	324.46

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0791-0-4301-1110-1000-250-01200000	889.68
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-9017-0-4301-1110-1000-100-00000000	76.74
82 00286370	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-9017-0-4301-1110-1000-400-00000000	153.32
82 00286371	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-230-00000000	1,923.92
82 00286372	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-6770-0-4301-1110-1000-530-00000000	5,473.79
82 00286373	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-450-00000000	701.24
82 00286374	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0003-0-4301-1110-1000-310-00020600	240.31
82 00286375	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-6762-0-4301-1110-1000-310-00000100	820.06
82 00286376	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/20/26		MW	0101-0791-0-4308-1110-2100-625-00013300	502.67
82 00286377	V8214247	TAO ROSSINI A PROFESSIONAL COR	05/20/26		MW	0101-0001-0-5807-0000-7200-990-00000000	24,247.50
82 00286378	E8203788	TAYLOR, LEAHANN	05/20/26		MW	0101-6500-0-5220-5770-1190-650-00077200	277.39
82 00286386	V8214687	ABES PLUMBING INC	05/21/26		MW	0101-8150-0-5690-0000-8110-140-00081300	3,700.00
82 00286387	V8211146	ART MASTERS ACADEMY LLC	05/21/26		MW	0101-6762-0-5810-1110-1000-480-00000400	540.00
82 00286388	V8205929	AVID CENTER	05/21/26		MW	0101-0791-0-5310-1110-1000-646-00013100	5,723.00
82 00286388	V8205929	AVID CENTER	05/21/26		MW	0101-4035-0-5240-1110-1000-625-00013100	2,198.00
82 00286388	V8205929	AVID CENTER	05/21/26		MW	0101-4035-0-5240-1110-2100-625-00013100	2,198.00
82 00286389	V8214134	BIG BROTHERS BIG SISTERS OF OR	05/21/26		MW	0101-2600-0-5810-1110-1000-670-00000000	9,592.01
82 00286390	V8200206	BREA SWEEPING SERVICE	05/21/26		MW	0101-0004-0-5670-0000-8220-610-00082800	980.00
82 00286390	V8200206	BREA SWEEPING SERVICE	05/21/26		MW	0101-0004-0-5670-0000-8220-855-00082800	650.00
82 00286391	V8214326	CALI ELECTRIC MOTORS INC	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081800	1,433.13
82 00286392	V8200332	COSTCO WHOLESALE	05/21/26		MW	0101-0004-0-4338-1110-2100-706-00000000	91.20
82 00286392	V8200332	COSTCO WHOLESALE	05/21/26		MW	0101-0791-0-4338-1110-2495-380-00000000	222.34
82 00286392	V8200332	COSTCO WHOLESALE	05/21/26		MW	0101-5630-0-4301-1110-1000-706-00000000	811.48
82 00286393	V8208858	DECKING SYSTEMS INC	05/21/26		MW	0101-8150-0-5670-0000-8110-100-00080300	4,950.00
82 00286393	V8208858	DECKING SYSTEMS INC	05/21/26		MW	0101-8150-0-5670-0000-8110-130-00080300	2,925.00
82 00286393	V8208858	DECKING SYSTEMS INC	05/21/26		MW	0101-8150-0-5670-0000-8110-140-00080300	1,950.00
82 00286393	V8208858	DECKING SYSTEMS INC	05/21/26		MW	0101-8150-0-5670-0000-8110-140-00082300	2,450.00
82 00286394	V8214865	DIFFERENTIATED SOLUTIONS CONSU	05/21/26		MW	0101-0004-0-5810-0000-7150-700-00000000	10,900.00
82 00286395	V8207165	DIRECT DOOR & HARDWARE INC	05/21/26		MW	0101-8150-0-5690-0000-8110-140-00082700	1,401.09
82 00286395	V8207165	DIRECT DOOR & HARDWARE INC	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00082700	27.11
82 00286396	V8210818	DISCOVERY CUBE ORANGE COUNTY	05/21/26		MW	0101-9017-0-5821-1110-1000-320-00000000	800.00
82 00286397	V8200438	FEDERAL EXPRESS	05/21/26		MW	0101-0005-0-4310-1110-1000-100-00000000	2,775.37
82 00286397	V8200438	FEDERAL EXPRESS	05/21/26		MW	0101-6762-0-5930-1110-1000-100-00021000	751.78

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286398	V8214685	GAME ONE	05/21/26		MW	0101-0003-0-4301-1110-1000-110-00016200	1,138.41
82 00286399	V8200500	GRAINGER	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081000	1,268.04
82 00286400	V8214874	GREATAMERICA FINANCIAL SERVICE	05/21/26		MW	0101-0003-0-5640-1110-1000-310-00000000	453.53
82 00286401	V8200542	HIRSCH PIPE & SUPPLY CO	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081300	1,426.99
82 00286402	V8200547	HOME DEPOT	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081000	1,236.13
82 00286403	V8213269	HOULIHAN, PATRICIA K	05/21/26		MW	0101-6500-0-5810-5770-1190-650-00077200	480.00
82 00286404	V8213672	IRONWOOD PLUMBING INC	05/21/26		MW	0101-8150-0-5690-0000-8110-130-00081300	1,790.88
82 00286404	V8213672	IRONWOOD PLUMBING INC	05/21/26		MW	0101-8150-0-5670-0000-8110-850-00081300	4,023.69
82 00286405	V8214509	JOHNSON, AMBER	05/21/26		MW	0101-6500-0-5812-5001-2100-650-00000000	874.35
82 00286406	V8200679	MCFADDEN DALE HARDWARE	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081000	49.24
82 00286407	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/21/26		MW	0101-8150-0-5690-0000-8110-100-00080300	13,085.50
82 00286407	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/21/26		MW	0101-8150-0-5690-0000-8110-310-00082600	14,549.90
82 00286408	V8200763	ORANGE COUNTY CIRCUIT BREAKERS	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00082000	215.50
82 00286409	V8211024	SOUTH COAST WATER CO	05/21/26		MW	0101-8150-0-5670-0000-8110-100-00081200	100.00
82 00286410	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0003-0-4301-1110-1000-330-00000000	46.32
82 00286410	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0003-0-4301-1110-1000-500-00000000	1,127.45
82 00286410	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0723-0-4308-1110-3600-865-00000000	77.13
82 00286410	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0791-0-4301-1110-1000-625-00012400	419.33
82 00286410	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-9017-0-4301-1110-1000-330-00000000	-5.20
82 00286411	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0003-0-4301-1110-1000-230-00000000	11.95
82 00286411	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0003-0-4301-1110-1000-450-00000000	444.60
82 00286411	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-0003-0-4308-0000-2700-110-00000000	107.88
82 00286411	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/21/26		MW	0101-9017-0-4301-1110-1000-400-00000000	155.86
82 00286412	V8200463	STUDENT TRANSPORTATION OF AMER	05/21/26		MW	0101-0723-0-5816-1110-1000-865-00000000	1,930.00
82 00286413	V8201006	SUPPLYMASTER INC	05/21/26		MW	0101-0004-0-4308-1110-1000-810-00000000	1,975.75
82 00286413	V8201006	SUPPLYMASTER INC	05/21/26		MW	0101-8150-0-4308-0000-8110-850-00081000	78.43
82 00286413	V8201006	SUPPLYMASTER INC	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081000	411.08
82 00286414	V8211078	TEACHERS PAY TEACHERS	05/21/26		MW	0101-6500-0-4301-5770-1190-650-00077200	110.30
82 00286415	V8208827	THYSSENKRUPP ELEVATOR CORP	05/21/26		MW	0101-8150-0-5670-0000-8110-850-00084800	10,835.36
82 00286416	V8201030	TIME & ALARM SYSTEMS	05/21/26		MW	0101-8150-0-5660-0000-8110-850-00084000	678.50
82 00286417	V8214042	VEIT LLC	05/21/26		MW	0101-8150-0-5809-0000-8110-850-00081000	13.22
82 00286418	V8205738	VISTA PAINT	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00081700	462.26
82 00286419	V8201091	WALTERS WHOLESALE ELECTRIC	05/21/26		MW	0101-8150-0-4313-0000-8110-850-00082000	147.90

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286438	V8200074	A Z BUS SALES INC	05/22/26		MW	0101-0720-0-4315-5001-3600-865-00000000	204.81
82 00286438	V8200074	A Z BUS SALES INC	05/22/26		MW	0101-0723-0-4315-1110-3600-865-00000000	387.87
82 00286439	V8205799	ALTERNATIVE HOSE INC	05/22/26		MW	0101-0004-0-4313-1110-8200-865-00000000	96.41
82 00286440	V8206689	AMTRAK	05/22/26		MW	0101-9017-0-5816-1110-1000-510-00000000	1,440.00
82 00286441	V8205929	AVID CENTER	05/22/26		MW	0101-4035-0-5240-1110-1000-625-00013100	7,894.00
82 00286442	V8214081	BRIDGEPORT GOLF CARTS	05/22/26		MW	0101-0004-0-5690-1110-8200-865-00000000	2,075.04
82 00286443	V8200648	BROCK, STEPHANIE	05/22/26		MW	0101-6300-0-4301-1110-1000-685-00015100	123.50
82 00286444	E8204245	BUI, SABRINA	05/22/26		MW	0101-6300-0-4301-1110-1000-685-00015100	120.72
82 00286445	V8212173	CALIFORNIA ASSOCIATION FOR BIL	05/22/26		MW	0101-3010-0-5240-1110-1000-420-00000000	1,350.00
82 00286446	E8204086	CAVISH, BRENNEN	05/22/26		MW	0101-0004-0-5220-1110-1000-810-00000000	80.55
82 00286447	V8200267	CERTIFIED TRANS SERVICES INC	05/22/26		MW	0101-0723-0-5816-1110-1000-865-00000000	2,108.83
82 00286448	E8204422	CHAPMAN, HANNAH	05/22/26		MW	0101-0791-0-4301-1110-1000-210-04519300	146.96
82 00286448	E8204422	CHAPMAN, HANNAH	05/22/26		MW	0101-0004-0-5240-1110-1000-685-00000000	40.00
82 00286449	V8212180	CINTAS CORPORATION	05/22/26		MW	0101-0723-0-5560-1110-8200-865-00000000	208.52
82 00286450	V8200224	CITY OF ANAHEIM	05/22/26		MW	0101-0001-0-5540-1110-8200-990-00000000	74,460.65
82 00286450	V8200224	CITY OF ANAHEIM	05/22/26		MW	0101-0001-0-5550-1110-8200-990-00000000	18,589.20
82 00286451	V8201581	DARTCO TRANSMISSION SALES & SE	05/22/26		MW	0101-0723-0-5690-1110-3600-865-00000000	7.73
82 00286452	V8200368	DICK BLICK ART MATERIALS	05/22/26		MW	0101-6770-0-4301-1110-1000-110-00000000	51.94
82 00286453	V8213838	EVERDRIVEN TECHNOLOGIES	05/22/26		MW	0101-0720-0-5812-5001-3600-865-00000000	6,622.00
82 00286454	E8202840	FABRIZIO, DAVID	05/22/26		MW	0101-0723-0-5240-1110-8200-865-00000000	50.00
82 00286455	V8201847	FAIRWAY FORD	05/22/26		MW	0101-0004-0-4313-1110-8200-865-00000000	91.74
82 00286456	V8200438	FEDERAL EXPRESS	05/22/26		MW	0101-6500-0-5930-5001-2100-650-00000000	30.63
82 00286457	E8203893	FRAGA, MARIA	05/22/26		MW	0101-9017-0-4338-1110-1000-420-00000000	95.00
82 00286458	V8214884	FRANKLIN TRUCK PARTS INC	05/22/26		MW	0101-0720-0-4315-5001-3600-865-00000000	586.34
82 00286458	V8214884	FRANKLIN TRUCK PARTS INC	05/22/26		MW	0101-0723-0-4315-1110-3600-865-00000000	1,896.31
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-100-00083900	1,943.14
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-110-00083900	7,996.95
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-120-00083900	1,293.71
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-130-00083900	159.02
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-200-00083900	4,284.11
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-220-00083900	4,339.23
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-230-00083900	103.47
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-400-00083900	310.16

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-440-00083900	2,035.50
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-460-00083900	1,001.21
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-480-00083900	2,709.40
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-510-00083900	1,544.94
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0002-0-4313-0000-8210-530-00083900	2,189.07
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0003-0-4309-1110-8200-520-00000000	2,998.78
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-0004-0-5660-0000-8210-840-00083900	1,450.78
82 00286459	V8200493	GLASBY MAINTENANCE SUPPLY	05/22/26		MW	0101-6762-0-4309-0000-8200-230-00000500	1,223.50
82 00286460	V8208360	GOLD COAST TOURS	05/22/26		MW	0101-0723-0-5816-1110-1000-865-00000000	2,781.51
82 00286461	V8200957	GOLDEN STATE WATER COMPANY	05/22/26		MW	0101-0001-0-5550-1110-8200-990-00000000	77.02
82 00286462	V8200542	HIRSCH PIPE & SUPPLY CO	05/22/26		MW	0101-8150-0-4313-0000-8110-850-00081300	2,048.57
82 00286463	V8213672	IRONWOOD PLUMBING INC	05/22/26		MW	0101-8150-0-5690-0000-8110-390-00082900	8,596.51
82 00286464	V8209845	JACKSON'S AUTO SUPPLY	05/22/26		MW	0101-0004-0-4313-1110-8200-865-00000000	188.98
82 00286465	V8206781	LANGUAGE NETWORK INC	05/22/26		MW	0101-6500-0-5810-5760-1110-650-00000000	1,465.05
82 00286466	V8213874	LAWSON PRODUCTS INC	05/22/26		MW	0101-0720-0-4315-5001-3600-865-00000000	189.11
82 00286467	V8210248	LIFTGATE SERVICE	05/22/26		MW	0101-0004-0-4313-1110-8200-865-00000000	968.20
82 00286468	V8200679	MCFADDEN DALE HARDWARE	05/22/26		MW	0101-0723-0-4315-1110-3600-865-00000000	155.05
82 00286469	V8206714	MERRIMAC ENGERY GROUP	05/22/26		MW	0101-0723-0-9323-0000-0000-000-00000000	40,141.08
82 00286470	V8201462	MISSION SAN JUAN CAPISTRANO	05/22/26		MW	0101-9017-0-5816-1110-1000-510-00000000	768.00
82 00286471	V8212348	MOBILE SCREENING SOLUTIONS INC	05/22/26		MW	0101-0720-0-5810-5001-3600-865-00000000	849.10
82 00286471	V8212348	MOBILE SCREENING SOLUTIONS INC	05/22/26		MW	0101-0723-0-5810-1110-3600-865-00000000	363.90
82 00286472	V8207174	MOREY S MUSIC STORE INC	05/22/26		MW	0101-6762-0-4301-1110-1000-110-00000500	103.97
82 00286473	V8210141	MUSIC & ARTS CENTER	05/22/26		MW	0101-6762-0-4301-1110-1000-645-00000100	520.97
82 00286474	V8210095	ORANGE COUNTY FIRE PROTECTION	05/22/26		MW	0101-8150-0-5670-0000-8110-850-00084000	1,225.00
82 00286475	V8200795	PARKHOUSE TIRE INC	05/22/26		MW	0101-0720-0-4312-5001-3600-865-00000000	2,178.99
82 00286475	V8200795	PARKHOUSE TIRE INC	05/22/26		MW	0101-0723-0-4312-1110-3600-865-00000000	1,573.00
82 00286476	V8206024	PASCO	05/22/26		MW	0101-0003-0-4301-1110-1000-130-00015100	199.79
82 00286476	V8206024	PASCO	05/22/26		MW	0101-6300-0-4301-1110-1000-640-00015100	15,574.11
82 00286477	V8214626	PEAC SOLUTIONS	05/22/26		MW	0101-0003-0-5640-1110-1000-140-00014900	313.84
82 00286477	V8214626	PEAC SOLUTIONS	05/22/26		MW	0101-0004-0-5640-0000-7530-830-00000000	107.45
82 00286478	V8205966	PEARSON EDUCATION	05/22/26		MW	0101-6500-0-4305-5770-1190-650-00077200	4,626.30
82 00286479	V8200804	PENNER PARTITIONS INC	05/22/26		MW	0101-8150-0-4313-0000-8110-850-00082700	120.68
82 00286481	V8207666	PEST OPTIONS INC	05/22/26		MW	0101-0004-0-5670-0000-8210-840-00083900	4,903.92

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286482	V8214696	POLAR SPRINGS WATER	05/22/26		MW	0101-0004-0-4338-1110-2100-600-00000000	51.00
82 00286483	V8200834	POWERSTRIDE BATTERY CO INC	05/22/26		MW	0101-0723-0-4315-1110-3600-865-00000000	110.39
82 00286484	V8206361	RADIO SERVICE INC	05/22/26		MW	0101-8150-0-4313-0000-8110-850-00084000	2,832.94
82 00286485	V8214237	RAE CROWTHER COMPANY	05/22/26		MW	0101-6762-0-4301-1110-1000-100-00000100	1,308.63
82 00286486	V8214052	REECE PLUMBING	05/22/26		MW	0101-8150-0-4313-0000-8110-850-00081300	393.83
82 00286487	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	0101-8150-0-4313-0000-8110-850-00081800	3,002.68
82 00286488	V8200874	RENAISSANCE LEARNING INC	05/22/26		MW	0101-0003-0-5815-1110-1000-170-00000000	2,009.00
82 00286489	V8203630	ROCHESTER 100 INC	05/22/26		MW	0101-0003-0-4301-1110-1000-500-00000000	711.76
82 00286490	V8214458	RUSH TRUCK CENTERS OF CALIFORN	05/22/26		MW	0101-0723-0-4315-1110-3600-865-00000000	1,282.51
82 00286491	V8203736	SHAR PRODUCTS	05/22/26		MW	0101-6762-0-4301-1110-1000-621-00000100	704.32
82 00286492	V8200954	SO CALIF EDISON CO	05/22/26		MW	0101-0001-0-5540-1110-8200-990-00000000	8,103.62
82 00286493	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/26		MW	0101-0003-0-4301-1110-1000-230-00000000	35.40
82 00286493	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/26		MW	0101-0003-0-4301-1110-1000-510-00000000	323.34
82 00286493	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/26		MW	0101-0003-0-4308-0000-2700-110-00000000	189.92
82 00286494	V8207529	STEVE WEISS MUSIC INC	05/22/26		MW	0101-6762-0-4301-1110-1000-645-00000100	513.89
82 00286495	V8208943	SWEETWATER SOUND LLC	05/22/26		MW	0101-6762-0-4301-1110-1000-130-00013500	8,330.48
82 00286496	V8214470	THE CRAIG SCHOOL	05/22/26		MW	0101-6500-0-5150-5750-1180-650-00075500	6,365.88
82 00286497	V8201989	UNIVERSITY TRAINING CENTER INC	05/22/26		MW	0101-0004-0-5810-1110-1000-637-00000000	1,225.00
82 00286498	V8214042	VEIT LLC	05/22/26		MW	0101-0003-0-5660-1110-1000-110-00014900	1,265.36
82 00286498	V8214042	VEIT LLC	05/22/26		MW	0101-0003-0-5660-1110-1000-450-00014900	317.63
82 00286498	V8214042	VEIT LLC	05/22/26		MW	0101-0004-0-5660-0000-7540-832-00000000	14.17
82 00286498	V8214042	VEIT LLC	05/22/26		MW	0101-6500-0-5660-5001-2100-650-00000000	40.57
82 00286499	V8214072	WATER AND WIFI LLC	05/22/26		MW	0101-6762-0-4301-1110-1000-250-00000500	1,756.48
82 00286500	V8201100	WENGER CORP	05/22/26		MW	0101-6762-0-4301-1110-1000-210-00000100	1,262.43
82 00286526	V8200078	AARDVARK CLAY & SUPPLIES INC	05/26/26		MW	0101-0003-0-4301-1110-1000-110-00013400	1,239.55
82 00286527	V8210054	ACORN NATURALISTS	05/26/26		MW	0101-0003-0-4301-1110-1000-100-00015100	126.58
82 00286528	V8214174	ANATOMY WAREHOUSE	05/26/26		MW	0101-6300-0-4301-1110-1000-640-00015100	1,531.25
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-6388-0-4301-3800-1000-646-00094300	1,875.94
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-6500-0-4342-5750-1190-650-00075400	399.98
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-6500-0-4343-5750-1190-650-00075400	723.58
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-6762-0-4343-1110-1000-240-00000100	1,696.08
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-9108-0-4342-5770-1190-650-00077200	249.99
82 00286529	V8206590	APPLE COMPUTER INC	05/26/26		MW	0101-9108-0-4343-5770-1190-650-00077200	1,085.37

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286530	V8201312	AQUARIUM OF THE PACIFIC	05/26/26		MW	0101-9017-0-5816-1110-1000-340-00000000	400.00
82 00286531	E8204614	ARMSTRONG, NICOLLE	05/26/26		MW	0101-0791-0-5240-1110-1000-685-00015100	82.48
82 00286532	V8205929	AVID CENTER	05/26/26		MW	0101-4035-0-5240-1110-1000-625-00013100	4,396.00
82 00286532	V8205929	AVID CENTER	05/26/26		MW	0101-6266-0-5240-1110-1000-646-90390300	2,198.00
82 00286532	V8205929	AVID CENTER	05/26/26		MW	0101-6266-0-5240-1110-2100-646-90390300	1,099.00
82 00286533	V8201624	B & H PHOTO VIDEO	05/26/26		MW	0101-6387-0-4301-3800-1000-646-11000000	1,932.09
82 00286533	V8201624	B & H PHOTO VIDEO	05/26/26		MW	0101-6762-0-4301-1110-1000-140-00013500	2,908.42
82 00286534	V8200167	BALLARD & TIGHE PUBLISHERS	05/26/26		MW	0101-0791-0-4301-1110-1000-625-00012400	4,975.50
82 00286535	E8202498	BARTON, SARAH	05/26/26		MW	0101-0004-0-5240-1110-1000-685-00000000	40.00
82 00286536	V8210503	BERTRAND MUSIC ENTERPRISES	05/26/26		MW	0101-6762-0-4301-1110-1000-480-00000100	8,156.15
82 00286536	V8210503	BERTRAND MUSIC ENTERPRISES	05/26/26		MW	0101-6762-0-4301-1110-1000-621-25000100	1,120.00
82 00286536	V8210503	BERTRAND MUSIC ENTERPRISES	05/26/26		MW	0101-6762-0-4301-1110-1000-200-00000500	6,688.03
82 00286536	V8210503	BERTRAND MUSIC ENTERPRISES	05/26/26		MW	0101-6762-0-4301-1110-1000-645-00000100	1,373.56
82 00286537	V8214944	BUBBLE QUEEN SOCAL	05/26/26		MW	0101-9017-0-5690-1110-1000-380-00000000	250.00
82 00286538	E8204612	DATO, AMANDA BETH	05/26/26		MW	0101-6266-0-5240-1110-1000-640-90290100	3.05
82 00286539	E8200527	DI CARLO, JENNIFER	05/26/26		MW	0101-9073-0-4301-1110-1000-706-00019300	56.54
82 00286540	E8202937	ESPINOZA, PATRICIA	05/26/26		MW	0101-0004-0-5220-0000-7300-815-00000000	33.86
82 00286541	E8204613	FILIPEK, ALYSSE C	05/26/26		MW	0101-6762-0-5240-1110-1000-621-00000000	52.78
82 00286542	E8200182	FREEMAN, THOMAS M	05/26/26		MW	0101-6266-0-5240-1110-1000-640-90290100	104.04
82 00286543	E8203110	GAGNON, PAMELA D	05/26/26		MW	0101-6500-0-5220-5750-1190-650-00075300	145.80
82 00286544	V8213641	HANNA INTERPRETING SERVICES LL	05/26/26		MW	0101-6500-0-5810-5760-1110-650-00000000	1,074.00
82 00286545	E8204413	KHAMO, EMMA	05/26/26		MW	0101-0001-0-5220-1110-1000-620-00018200	109.62
82 00286546	V8214889	LITRONIA ENTERPRISES LLC	05/26/26		MW	0101-6770-0-4301-1110-1000-110-00000000	2,458.46
82 00286547	E8202500	LONG, LORI J	05/26/26		MW	0101-0003-0-4338-0000-2700-140-00000000	38.99
82 00286548	E8203595	MASONE, JULIE	05/26/26		MW	0101-6762-0-4301-1110-1000-621-00000000	25.86
82 00286549	V8200723	N O C R O P	05/26/26		MW	0101-0000-0-7143-0000-9200-990-00011400	219,310.00
82 00286549	V8200723	N O C R O P	05/26/26		MW	0101-6387-0-7143-0000-9200-646-00000000	15,665.00
82 00286549	V8200723	N O C R O P	05/26/26		MW	0101-6388-0-7143-0000-9200-646-00094300	6,266.00
82 00286550	E8203650	NEUMAYR, ROSE	05/26/26		MW	0101-6762-0-5220-1110-1000-621-00000000	184.95
82 00286551	V8214875	NEW HAVEN MOVING EQUIPMENT	05/26/26		MW	0101-0004-0-4308-1110-2100-625-00000000	6,000.83
82 00286551	V8214875	NEW HAVEN MOVING EQUIPMENT	05/26/26		MW	0101-6762-0-4301-1110-1000-645-00000000	6,000.83
82 00286552	E8202418	NUNEZ, NEREIDA N	05/26/26		MW	0101-0003-0-5815-1110-1000-140-00014800	545.00
82 00286553	E8201526	PANIAGUA, EFRAIN I	05/26/26		MW	0101-0003-0-4301-1110-1000-360-00020600	250.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286554	V8206024	PASCO	05/26/26		MW	0101-0003-0-4301-1110-1000-110-00000000	688.67
82 00286555	V8204752	PROFESSIONAL TUTORS OF AMERICA	05/26/26		MW	0101-0791-0-5810-1110-1000-706-00000000	1,901.25
82 00286555	V8204752	PROFESSIONAL TUTORS OF AMERICA	05/26/26		MW	0101-5630-0-5810-1110-1000-706-00000000	6,548.75
82 00286555	V8204752	PROFESSIONAL TUTORS OF AMERICA	05/26/26		MW	0101-6500-0-5151-5770-1190-650-00077200	4,437.75
82 00286556	V8207120	RESILITE SPORTS PRODUCTS INC	05/26/26		MW	0101-6762-0-6490-1110-1000-140-00000100	14,223.95
82 00286557	E8202038	RIZZIE, GEOFFREY	05/26/26		MW	0101-6300-0-4301-1110-1000-685-00015100	116.07
82 00286558	E8201890	SHEFFIELD, RUTH A	05/26/26		MW	0101-0004-0-5220-1110-2100-635-00000000	86.78
82 00286559	E8203104	SHERMAN, DANIELLE	05/26/26		MW	0101-6500-0-5220-5770-1190-650-00077200	105.64
82 00286560	V8211658	SMART & FINAL	05/26/26		MW	0101-9017-0-4301-1110-1000-240-00016700	166.27
82 00286561	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/26/26		MW	0101-0003-0-4301-1110-1000-230-00000000	379.86
82 00286561	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/26/26		MW	0101-0003-0-4301-1110-1000-390-00000000	177.19
82 00286561	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/26/26		MW	0101-9017-0-4308-0000-2700-110-00000000	150.71
82 00286562	E8203873	STAMP, EVIN	05/26/26		MW	0101-6762-0-5220-1110-1000-621-00000000	57.35
82 00286563	E8204557	SUMMERS, ELISABETH	05/26/26		MW	0101-6762-0-4301-1110-1000-621-00000000	46.31
82 00286564	V8201006	SUPPLYMASTER INC	05/26/26		MW	0101-0003-0-4308-0000-2700-110-00000000	2,074.76
82 00286564	V8201006	SUPPLYMASTER INC	05/26/26		MW	0101-9017-0-4301-1110-1000-490-00000000	608.02
82 00286565	E8201705	SWITZER, MARK A	05/26/26		MW	0101-6387-0-5310-3800-1000-646-11000000	918.00
82 00286566	E8204615	TARABA, JEREMY	05/26/26		MW	0101-0004-0-5220-1110-1000-810-00000000	68.59
82 00286567	E8203788	TAYLOR, LEAHANN	05/26/26		MW	0101-6500-0-5220-5770-1190-650-00077200	226.85
82 00286568	V8211078	TEACHERS PAY TEACHERS	05/26/26		MW	0101-6762-0-4301-1110-1000-170-00000100	200.90
82 00286569	V8214470	THE CRAIG SCHOOL	05/26/26		MW	0101-6500-0-5150-5750-1180-650-00075500	9,310.50
82 00286570	E8204287	TOWSON, MARY	05/26/26		MW	0101-6762-0-5220-1110-1000-621-00000000	121.51
82 00286571	V8213728	UNIVERSITY OF CALIFORNIA IRVIN	05/26/26		MW	0101-6266-0-5810-1110-1000-635-90290100	14,448.00
82 00286571	V8213728	UNIVERSITY OF CALIFORNIA IRVIN	05/26/26		MW	0101-6266-0-5810-1110-1000-645-90290100	21,168.00
82 00286572	V8214042	VEIT LLC	05/26/26		MW	0101-0003-0-5660-1110-1000-400-00014900	370.62
82 00286573	E8202637	WALLS, GREGORY A	05/26/26		MW	0101-0003-0-4301-1110-1000-140-00015100	36.62
82 00286574	E8203836	WALTEMEYER, MADISON	05/26/26		MW	0101-6387-0-5240-3800-1000-646-14000000	328.22
82 00286575	E8200337	WORCESTER, ANGELA K	05/26/26		MW	0101-0723-0-5240-1110-8200-865-00000000	35.01
82 00286576	E8202564	YOUNG, MICHAEL	05/26/26		MW	0101-0004-0-4338-1110-2100-640-00000000	130.10
82 00286577	V8214343	ZEN EDUCATE INC	05/26/26		MW	0101-9108-0-5151-5770-1180-650-00077200	13,839.14
82 00286584	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/27/26		MW	0101-6500-0-5151-5770-1180-650-00077200	16,937.69
82 00286585	V8206689	AMTRAK	05/27/26		MW	0101-9017-0-5816-1110-1000-510-00000000	1,584.00
82 00286586	V8206689	AMTRAK	05/27/26		MW	0101-9017-0-5816-1110-1000-510-00000000	156.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286587	E8203536	BHAVSAR, ALLISON L	05/27/26		MW	0101-9073-0-5240-1110-1000-100-00019300	42.59
82 00286588	V8214543	GALLARDO SPEECH PATHOLOGY INC	05/27/26		MW	0101-6500-0-5810-5770-1190-650-00077200	1,000.00
82 00286589	E8204389	GARCIA, VINCENT	05/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00286590	E8200373	GIBBONS, BLANCA E	05/27/26		MW	0101-0791-0-5220-1110-2100-625-00000000	115.86
82 00286591	V8200542	HIRSCH PIPE & SUPPLY CO	05/27/26		MW	0101-8150-0-4313-0000-8110-850-00081300	1,729.40
82 00286592	V8200547	HOME DEPOT	05/27/26		MW	0101-0004-0-4343-1110-1000-810-00000000	52.96
82 00286592	V8200547	HOME DEPOT	05/27/26		MW	0101-8150-0-4313-0000-8110-850-00081000	1,220.66
82 00286593	V8210211	IMPERIAL BAND INSTRUMENTS INC	05/27/26		MW	0101-6762-0-5660-1110-1000-621-00000000	44.39
82 00286594	V8213069	INTERQUEST GROUP INC	05/27/26		MW	0101-0004-0-5690-1110-1000-706-00010600	1,320.00
82 00286595	V8213672	IRONWOOD PLUMBING INC	05/27/26		MW	0101-7032-0-6270-0000-8500-130-00030200	2,338.75
82 00286595	V8213672	IRONWOOD PLUMBING INC	05/27/26		MW	0101-8150-0-5690-0000-8110-130-00081300	2,586.32
82 00286595	V8213672	IRONWOOD PLUMBING INC	05/27/26		MW	0101-8150-0-5690-0000-8110-390-00081300	2,913.61
82 00286595	V8213672	IRONWOOD PLUMBING INC	05/27/26		MW	0101-8150-0-5670-0000-8110-850-00081300	5,757.86
82 00286595	V8213672	IRONWOOD PLUMBING INC	05/27/26		MW	0101-8150-0-5690-0000-8110-200-00082900	3,037.91
82 00286596	V8208476	IRVINE RANCH OUTDOOR EDUCATION	05/27/26		MW	0101-9015-0-5816-1110-1000-420-00000000	24,705.00
82 00286597	V8200579	J W PEPPER OF LOS ANGELES	05/27/26		MW	0101-6762-0-4301-1110-1000-130-00000500	1,669.20
82 00286598	V8211614	NEWPORT BAY CONSERVANCY	05/27/26		MW	0101-9017-0-5816-1110-1000-340-00000000	190.00
82 00286599	E8202883	OKUNO, MARTHA I	05/27/26		MW	0101-6500-0-5220-5770-1190-650-00077200	57.86
82 00286600	V8213850	OLIVE CREST ACADEMY	05/27/26		MW	0101-6500-0-5150-5750-1180-650-00075500	12,351.89
82 00286600	V8213850	OLIVE CREST ACADEMY	05/27/26		MW	0101-6500-0-5851-5001-3600-650-00000000	1,061.55
82 00286601	V8200764	ORANGE COUNTY DEPT OF ED	05/27/26		MW	0101-0791-0-5810-1110-1000-625-00000000	94,372.21
82 00286601	V8200764	ORANGE COUNTY DEPT OF ED	05/27/26		MW	0101-4203-0-5810-1110-1000-625-00013300	38,163.28
82 00286602	V8207666	PEST OPTIONS INC	05/27/26		MW	0101-0004-0-5670-0000-8210-840-00083900	325.25
82 00286603	E8203885	PLATT, JEFF	05/27/26		MW	0101-0003-0-5220-1110-1000-140-00016200	216.78
82 00286604	E8204544	RUIZ, LUISA	05/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00286605	E8203252	SALIBY, GEORGE B	05/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	154.82
82 00286606	V8211658	SMART & FINAL	05/27/26		MW	0101-0004-0-4338-0000-7150-700-00000000	116.28
82 00286607	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/26		MW	0101-0003-0-4301-1110-1000-400-00000000	23.21
82 00286607	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/27/26		MW	0101-9017-0-4301-1110-1000-400-00000000	1,103.94
82 00286608	E8200335	SPEED, KARRITA E	05/27/26		MW	0101-0723-0-5240-1110-8200-865-00000000	92.46
82 00286609	V8207529	STEVE WEISS MUSIC INC	05/27/26		MW	0101-6762-0-4301-1110-1000-645-00000100	1,278.21
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4301-1110-1000-130-00000000	122.33
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4301-1110-1000-250-00000000	2,201.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4308-0000-2700-130-00000000	271.38
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4308-0000-2700-110-00000000	496.92
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4308-0000-2700-430-00000000	560.26
82 00286610	V8201006	SUPPLYMASTER INC	05/27/26		MW	0101-0003-0-4308-0000-2700-500-00000000	541.34
82 00286611	V8214193	THE SPEECH PATHOLOGY GROUP INC	05/27/26		MW	0101-6500-0-5151-5770-1190-650-00077200	52,745.60
82 00286612	V8213643	THE STEPPING STONES GROUP LLC	05/27/26		MW	0101-6500-0-5810-5770-1190-650-00077200	32,738.72
82 00286613	V8201030	TIME & ALARM SYSTEMS	05/27/26		MW	0101-8150-0-5690-0000-8110-140-00084000	3,451.50
82 00286613	V8201030	TIME & ALARM SYSTEMS	05/27/26		MW	0101-8150-0-5690-0000-8110-110-00084000	4,593.00
82 00286614	E8204124	TONG-NGUYEN, DAVID	05/27/26		MW	0101-9073-0-5240-1110-1000-100-00019300	39.41
82 00286615	V8214042	VEIT LLC	05/27/26		MW	0101-0003-0-5660-1110-1000-110-00014900	2.09
82 00286615	V8214042	VEIT LLC	05/27/26		MW	0101-0003-0-5660-1110-1000-250-00014900	803.89
82 00286615	V8214042	VEIT LLC	05/27/26		MW	0101-0003-0-5660-1110-1000-390-00014900	985.41
82 00286616	V8201132	YORBA LINDA WATER DISTRICT	05/27/26		MW	0101-0001-0-5550-1110-8200-990-00000000	5,400.52
82 00286621	V8206689	AMTRAK	05/28/26		MW	0101-9017-0-5816-1110-1000-510-00000000	144.00
82 00286622	V8206689	AMTRAK	05/28/26		MW	0101-9017-0-5816-1110-1000-510-00000000	1,440.00
82 00286623	V8211314	SITEONE LANDSCAPE SUPPLY LLC	05/28/26		MW	0101-0004-0-4313-0000-8220-845-00082900	4,443.28
82 00286624	V8200949	SMART & FINAL	05/28/26		MW	0101-0791-0-4301-1110-2495-250-00000000	486.26
82 00286625	V8211658	SMART & FINAL	05/28/26		MW	0101-9017-0-4301-1110-1000-240-00016700	95.73
82 00286626	V8207202	SOS ENTERTAINMENT LLC	05/28/26		MW	0101-6388-0-4301-3800-1000-646-00094300	350.00
82 00286626	V8207202	SOS ENTERTAINMENT LLC	05/28/26		MW	0101-6388-0-6490-3800-1000-646-00094300	11,495.00
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0003-0-4301-1110-1000-120-00000000	-182.58
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0003-0-4301-1110-1000-240-00000000	37.92
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0003-0-4301-1110-1000-350-00000000	0.00
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0003-0-4301-1110-1000-460-00000000	131.05
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0004-0-4308-1110-2100-635-00000000	104.00
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0004-0-4301-1110-1000-646-00000000	89.57
82 00286627	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-9017-0-4301-1110-1000-400-00000000	154.40
82 00286628	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0004-0-4308-0000-7551-833-00000000	398.33
82 00286628	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-0004-0-4308-1110-3130-706-00000000	46.28
82 00286628	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-6762-0-4301-1110-1000-330-00000500	115.81
82 00286628	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-8150-0-4308-0000-8110-850-00081000	98.65
82 00286628	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/28/26		MW	0101-9017-0-4308-0000-2700-110-00000000	-48.17
82 00286629	V8201006	SUPPLYMASTER INC	05/28/26		MW	0101-0003-0-4301-1110-1000-240-00000000	135.33

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286629	V8201006	SUPPLYMASTER INC	05/28/26		MW	0101-0003-0-4301-1110-1000-460-00000000	232.07
82 00286630	V8211078	TEACHERS PAY TEACHERS	05/28/26		MW	0101-6762-0-4301-1110-1000-170-00000100	904.50
82 00286631	V8214193	THE SPEECH PATHOLOGY GROUP INC	05/28/26		MW	0101-9108-0-5240-5001-2100-650-00000000	2,000.00
82 00286632	V8201524	U S AIRCONDITIONING DISTRIBUTO	05/28/26		MW	0101-8150-0-4313-0000-8110-850-00081800	597.78
82 00286633	V8214042	VEIT LLC	05/28/26		MW	0101-0004-0-5660-0000-7551-833-00000000	12.72
82 00286634	V8205738	VISTA PAINT	05/28/26		MW	0101-8150-0-4313-0000-8110-850-00081700	133.02
82 00286635	V8201091	WALTERS WHOLESALE ELECTRIC	05/28/26		MW	0101-8150-0-4313-0000-8110-850-00082000	57.06
82 00286636	V8214516	WESTLAKE HARDWARE INC	05/28/26		MW	0101-8150-0-4313-0000-8110-850-00082700	54.35
82 00286637	V8210813	ZILPRINT PUBLISHING	05/28/26		MW	0101-6500-0-4305-5770-1190-650-00077200	26.53
82 00286642	V8204895	AMERICAN CASUAL	05/29/26		MW	0101-9017-0-4301-1110-1000-340-00000000	821.52
82 00286643	E8204614	ARMSTRONG, NOELLE	05/29/26		MW	0101-0791-0-5240-1110-1000-685-00015100	82.48
82 00286644	V8205929	AVID CENTER	05/29/26		MW	0101-0791-0-4210-1110-1000-646-00013100	714.17
82 00286644	V8205929	AVID CENTER	05/29/26		MW	0101-0791-0-5240-1110-1000-646-00013100	303,525.00
82 00286644	V8205929	AVID CENTER	05/29/26		MW	0101-0791-0-5310-1110-1000-646-00013100	2,125.00
82 00286645	V8201624	B & H PHOTO VIDEO	05/29/26		MW	0101-6388-0-4301-3800-1000-646-00094300	3,084.18
82 00286646	E8203856	BATSHOUN-GONZALEZ, YVONNE	05/29/26		MW	0101-0791-0-5240-1110-1000-320-00000000	130.67
82 00286647	V8200009	CALIF WEEKLY EXPLORER INC	05/29/26		MW	0101-9017-0-5821-1110-1000-410-00000000	1,862.99
82 00286648	V8201588	CAMELOT GOLFLAND	05/29/26		MW	0101-9017-0-5816-1110-1000-380-00000000	4,373.46
82 00286649	V8200253	CAROLINA BIOLOGICAL SUPPLY CO	05/29/26		MW	0101-0003-0-4301-1110-1000-100-00015100	49.16
82 00286650	V8200258	CDW G INC	05/29/26		MW	0101-9073-0-4301-1110-1000-706-00019300	104.66
82 00286651	E8202231	CHUNG, DAVID N	05/29/26		MW	0101-0791-0-5240-1110-1000-100-00013100	50.82
82 00286652	V8200304	COLONIAL CHESTERFIELD AT RILEY	05/29/26		MW	0101-6762-0-5816-1110-1000-380-00000100	2,057.00
82 00286653	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/29/26		MW	0101-0003-0-4301-1110-1000-230-00000000	2,172.00
82 00286653	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/29/26		MW	0101-0003-0-4301-1110-1000-310-00000000	2,047.73
82 00286653	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/29/26		MW	0101-0791-0-4301-1110-1000-310-00000000	275.15
82 00286653	V8214604	COMPLETE CARTRIDGE SUPPLY COMP	05/29/26		MW	0101-0791-0-4301-1110-1000-310-00013100	1,951.04
82 00286654	E8202861	CORONADO, VICTOR F	05/29/26		MW	0101-0723-0-5240-1110-8200-865-00000000	12.07
82 00286655	V8200332	COSTCO WHOLESALE	05/29/26		MW	0101-0004-0-4338-1110-2100-706-00000000	415.73
82 00286656	V8212225	CROWN AWARDS	05/29/26		MW	0101-0003-0-4301-1110-1000-250-00000000	150.30
82 00286657	V8213644	CULVER-NEWLIN	05/29/26		MW	0101-9073-0-4301-1110-1000-100-00019300	16,871.20
82 00286658	V8200348	CURRICULUM ASSOCIATES LLC	05/29/26		MW	0101-6500-0-4301-5770-1110-650-00077100	397.92
82 00286659	V8200119	DEMCO INC	05/29/26		MW	0101-0003-0-4301-1110-1000-130-00015900	554.27
82 00286659	V8200119	DEMCO INC	05/29/26		MW	0101-0003-0-4301-1110-1000-210-00018300	93.20

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286659	V8200119	DEMCO INC	05/29/26		MW	0101-0004-0-4301-1110-1000-685-00000000	3,637.02
82 00286660	V8200368	DICK BLICK ART MATERIALS	05/29/26		MW	0101-6762-0-4301-1110-1000-230-00000100	1,228.36
82 00286660	V8200368	DICK BLICK ART MATERIALS	05/29/26		MW	0101-6762-0-4301-1110-1000-110-00013500	5,814.27
82 00286660	V8200368	DICK BLICK ART MATERIALS	05/29/26		MW	0101-6762-0-4301-1110-1000-230-00000500	153.77
82 00286660	V8200368	DICK BLICK ART MATERIALS	05/29/26		MW	0101-6770-0-4301-1110-1000-110-00000000	327.73
82 00286661	E8200236	EDMONDSON, SHARON M	05/29/26		MW	0101-6762-0-5220-1110-1000-621-00000000	71.92
82 00286662	V8210681	EJAZZLINES.COM	05/29/26		MW	0101-6762-0-4301-1110-1000-130-00000500	3,873.52
82 00286663	V8214946	ESSENTIAL CONNECTIONS INC	05/29/26		MW	0101-9017-0-5810-1110-1000-500-00000000	1,500.00
82 00286664	E8204310	FIEN, SAMANTHA	05/29/26		MW	0101-0004-0-5220-1110-3140-706-00010800	55.39
82 00286665	V8213607	FILMED ACADEMY OF THE ARTS LIM	05/29/26		MW	0101-0004-0-5810-1110-1000-640-00000000	40,380.00
82 00286666	V8214685	GAME ONE	05/29/26		MW	0101-0004-0-4301-1110-1000-637-00000000	6,899.41
82 00286667	E8204389	GARCIA, VINCENT	05/29/26		MW	0101-0723-0-5240-1110-8200-865-00000000	25.00
82 00286668	V8206192	GEORGE BRYANT CONSTRUCTION INC	05/29/26		MW	0101-0720-0-5690-5001-3600-865-00000000	633.85
82 00286669	V8200957	GOLDEN STATE WATER COMPANY	05/29/26		MW	0101-0001-0-5550-1110-8200-990-00000000	1,355.84
82 00286670	E8202128	LADD, TRISHA	05/29/26		MW	0101-0003-0-4301-1110-1000-210-00018300	18.91
82 00286671	E8200341	LAPORTE, PAUL D	05/29/26		MW	0101-0791-0-5220-1110-1000-646-00013100	73.15
82 00286672	E8204539	LEBLANC-ESPARZA, DR KYM	05/29/26		MW	0101-0004-0-5240-0000-7150-700-00000000	378.20
82 00286673	E8202660	MARASCO, HEATHER L	05/29/26		MW	0101-0791-0-5240-1110-1000-320-00000000	142.75
82 00286674	E8203650	NEUMAYR, ROSE	05/29/26		MW	0101-6762-0-5220-1110-1000-621-00000000	95.70
82 00286675	E8202883	OKUNO, MARTHA I	05/29/26		MW	0101-6500-0-5220-5770-1190-650-00077200	41.91
82 00286676	E8202994	PE, MARK A	05/29/26		MW	0101-6500-0-5220-5770-1190-650-00077200	68.73
82 00286677	V8214626	PEAC SOLUTIONS	05/29/26		MW	0101-0003-0-5640-1110-1000-130-00014900	623.17
82 00286678	E8204377	PLAZA, FRANCISCA	05/29/26		MW	0101-0004-0-5220-1110-3140-706-00010800	58.00
82 00286679	E8203059	RODRIGUEZ, GERARDO F	05/29/26		MW	0101-9017-0-5220-1110-1000-100-00000000	106.72
82 00286680	E8204535	SEWELL, CAROLINE	05/29/26		MW	0101-0003-0-5240-1110-1000-510-00000000	14.79
82 00286681	V8203736	SHAR PRODUCTS	05/29/26		MW	0101-0003-0-4301-1110-1000-200-00013700	911.60
82 00286682	V8210712	SO CAL GRAD	05/29/26		MW	0101-0003-0-4301-1110-1000-240-00000000	38.06
82 00286683	V8200954	SO CALIF EDISON CO	05/29/26		MW	0101-0001-0-5540-1110-8200-990-00000000	28.09
82 00286684	V8200955	SO CALIF GAS CO	05/29/26		MW	0101-0001-0-5530-1110-8200-990-00000000	5,262.18
82 00286685	V8203858	SOUTHPAW ENTERPRISES INC	05/29/26		MW	0101-9017-0-4301-5001-2700-440-00000000	697.68
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-360-00000000	226.03
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-450-00000000	992.25
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-520-00000000	258.37

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0004-0-4308-1110-3130-706-00010900	112.21
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0791-0-4301-1110-1000-250-01200000	395.44
82 00286686	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-9017-0-4301-1110-1000-330-00000000	2,275.80
82 00286687	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-350-00000000	12.71
82 00286687	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-380-00000000	1,448.15
82 00286687	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-5001-2700-441-00000000	529.83
82 00286687	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-6762-0-4301-1110-1000-350-00000500	19.46
82 00286688	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-230-00000000	155.68
82 00286688	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-320-00000000	222.84
82 00286688	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-460-00000000	0.00
82 00286688	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-1110-1000-490-00000000	46.03
82 00286688	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0101-0003-0-4301-5750-1110-440-00000000	57.85
82 00286689	V8207529	STEVE WEISS MUSIC INC	05/29/26		MW	0101-6762-0-4410-1110-1000-230-00000100	3,821.48
82 00286690	V8207751	ULINE INC	05/29/26		MW	0101-6383-0-4301-3800-1000-646-00000000	6,676.21
82 00286691	V8213682	VBO TICKETS INC	05/29/26		MW	0101-0008-0-6412-0000-8200-111-00000000	127.05
82 00286692	V8214042	VEIT LLC	05/29/26		MW	0101-0003-0-5660-1110-1000-140-00014900	571.45
82 00286692	V8214042	VEIT LLC	05/29/26		MW	0101-0003-0-5660-1110-1000-360-00014900	400.35
82 00286693	E8203836	WALTEMEYER, MADISON	05/29/26		MW	0101-3550-0-5240-3800-1000-646-00000000	290.36
82 00286694	V8201100	WENGER CORP	05/29/26		MW	0101-6762-0-4301-1110-1000-645-00000100	3,007.19
82 00286694	V8201100	WENGER CORP	05/29/26		MW	0101-6762-0-4410-1110-1000-645-00000100	23,260.32
82 00286695	V8201132	YORBA LINDA WATER DISTRICT	05/29/26		MW	0101-0001-0-5550-1110-8200-990-00000000	21,353.11
	SUBFUND 0101	**Total:**					4,634,169.67

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285479	E8204168	CHACON, ASHLEY	04/27/26		MW	0909-0791-0-5240-1110-1000-220-00000000	27.17
82 00285480	V8200579	J W PEPPER OF LOS ANGELES	04/27/26		MW	0909-6770-0-4301-1110-1000-220-00000000	952.64
82 00285481	E8204251	PARLAPIANO, CHRIS	04/27/26		MW	0909-0791-0-5240-1110-1000-220-00013100	24.58
82 00285482	E8204601	RUSSELL, MARISSA	04/27/26		MW	0909-0791-0-5240-1110-1000-220-00000000	27.17
82 00285785	V8200332	COSTCO WHOLESALE	05/05/26		MW	0909-0791-0-4301-1110-1000-220-00000000	1,218.51
82 00285910	V8211844	3D Universe	05/07/26		MW	0909-0791-0-4343-1110-1000-220-00000000	1,598.00
82 00285911	V8204532	AMAZON.COM CORPORATE CREDIT	05/07/26		MW	0909-6770-0-4301-1110-1000-220-00000000	57.96
82 00286039	V8204532	AMAZON.COM CORPORATE CREDIT	05/12/26		MW	0909-6770-0-4301-1110-1000-220-00000000	107.60
82 00286040	V8214303	WELLS FARGO BANK N.A.	05/12/26		MW	0909-0003-0-5650-1110-1000-220-00014900	531.00
82 00286167	V8200579	J W PEPPER OF LOS ANGELES	05/14/26		MW	0909-6770-0-4301-1110-1000-220-00000000	545.91
82 00286259	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0909-0003-0-4301-1110-1000-220-00000000	284.52
82 00286259	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	0909-0791-0-4301-1110-1000-220-00000000	40.28
82 00286332	V8200764	ORANGE COUNTY DEPT OF ED	05/19/26		MW	0909-0003-0-5240-1110-1000-220-00000000	1,500.00
82 00286578	V8206590	APPLE COMPUTER INC	05/26/26		MW	0909-0791-0-4301-1110-1000-220-00000000	1,137.82
82 00286579	V8214064	MATTERHACKERS INC	05/26/26		MW	0909-0003-0-4301-1110-1000-220-00000000	532.65
82 00286580	E8204519	SHEPHERD, CAMERON	05/26/26		MW	0909-0003-0-4301-1110-1000-220-00000000	117.06
82 00286696	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/29/26		MW	0909-0003-0-4301-1110-1000-220-00000000	272.86
	SUBFUND 0909	**Total:**					8,975.73

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285786	V8200205	BREA OLINDA UNIFIED SCHOOL DIS	05/05/26		MW	1010-6500-0-7221-5001-9200-000-00000000	473,085.00
	SUBFUND 1010	**Total:**					473,085.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285483	V8214366	AMERGIS HEALTHCARE STAFFING IN	04/27/26		MW	1212-9061-0-5110-1110-1000-670-00000000	163.10
82 00285484	V8200518	BEHAN, STACY	04/27/26		MW	1212-9061-0-5220-1110-2100-670-00000000	100.41
82 00285485	V8200332	COSTCO WHOLESALE	04/27/26		MW	1212-6105-0-4301-8500-1000-672-00000000	356.86
82 00285485	V8200332	COSTCO WHOLESALE	04/27/26		MW	1212-9061-0-4301-1110-1000-670-00000000	4,462.59
82 00285486	V8200183	DEPARTMENT OF SOCIAL SERVICES	04/27/26		MW	1212-6105-0-5809-8500-1000-672-31000000	242.00
82 00285487	E8204600	LOPEZ, BEATRIZ	04/27/26		MW	1212-5025-0-5220-8500-1000-672-34000000	43.43
82 00285488	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	1212-5025-0-4301-8500-1000-672-00000000	217.09
82 00285488	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	1212-6105-0-4301-8500-1000-672-00000000	204.33
82 00285488	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	04/27/26		MW	1212-9061-0-4301-1110-1000-670-00000000	972.30
82 00285504	V8200157	HOBBY LOBBY	04/28/26		MW	1212-9062-0-4301-1110-1000-670-00000000	48.07
82 00285547	V8201588	CAMELOT GOLFLAND	04/29/26		MW	1212-9061-0-5816-1110-1000-670-00051500	3,795.00
82 00285548	V8200332	COSTCO WHOLESALE	04/29/26		MW	1212-9062-0-4301-1110-1000-670-00000000	663.71
82 00285549	V8200493	GLASBY MAINTENANCE SUPPLY	04/29/26		MW	1212-6105-0-4309-8500-8200-672-00000000	166.87
82 00285550	V8214626	PEAC SOLUTIONS	04/29/26		MW	1212-6105-0-5640-8500-1000-672-43000000	149.04
82 00285551	V8214042	VEIT LLC	04/29/26		MW	1212-9061-0-5660-1110-2100-670-00000000	13.25
82 00285552	V8214343	ZEN EDUCATE INC	04/29/26		MW	1212-5025-0-5810-8500-1000-672-00000000	2,578.34
82 00285552	V8214343	ZEN EDUCATE INC	04/29/26		MW	1212-9024-0-5810-8500-1000-672-00000000	3,253.82
82 00285604	V8214900	COMMUNITY PLAYTHINGS	04/30/26		MW	1212-6105-0-4301-8500-1000-672-31000000	2,098.87
82 00285604	V8214900	COMMUNITY PLAYTHINGS	04/30/26		MW	1212-6105-0-4410-8500-1000-672-31000000	2,011.90
82 00285604	V8214900	COMMUNITY PLAYTHINGS	04/30/26		MW	1212-6105-0-6490-8500-1000-672-31000000	5,742.00
82 00285679	V8200949	SMART & FINAL	05/01/26		MW	1212-5025-0-4301-8500-1000-672-00000000	381.63
82 00285680	E8203975	SOTELO, SAMANTHA	05/01/26		MW	1212-9044-0-4301-1110-1000-450-00000000	282.61
82 00285681	V8201006	SUPPLYMASTER INC	05/01/26		MW	1212-9061-0-4343-1110-1000-670-00000000	237.08
82 00285700	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	1212-9024-0-4301-1110-1000-672-00000100	125.28
82 00285700	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	1212-9061-0-4301-1110-1000-670-00000000	30.16
82 00285700	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	1212-9061-0-4301-1110-2100-670-00000000	285.13
82 00285700	V8204532	AMAZON.COM CORPORATE CREDIT	05/04/26		MW	1212-9062-0-4301-1110-1000-670-00000000	125.28
82 00285787	V8204532	AMAZON.COM CORPORATE CREDIT	05/05/26		MW	1212-9044-0-4301-1110-1000-490-00000000	473.29
82 00285788	V8200949	SMART & FINAL	05/05/26		MW	1212-9061-0-4301-1110-1000-670-00000000	210.96
82 00285789	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/05/26		MW	1212-9061-0-4301-1110-1000-670-00000000	314.79
82 00285861	E8203437	GLENDAY, IRENE F	05/06/26		MW	1212-9061-0-5220-1110-2100-670-00000000	73.59
82 00285862	V8200547	HOME DEPOT	05/06/26		MW	1212-5025-0-4301-8500-1000-672-43000000	314.29
82 00285863	V8206810	LAKESHORE LEARNING	05/06/26		MW	1212-6105-0-4301-8500-1000-672-43000000	1,171.24

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285864	E8200982	PATEL, RENUKABEN C	05/06/26		MW	1212-9061-0-5220-1110-2100-670-00000000	84.54
82 00285912	V8200571	A LATENT IMPRESSION	05/07/26		MW	1212-9061-0-5810-1110-1000-670-00000000	296.00
82 00285913	E8203756	BORDWELL, KIMBERLY	05/07/26		MW	1212-9061-0-5220-1110-2100-670-00000000	73.08
82 00285914	V8200493	GLASBY MAINTENANCE SUPPLY	05/07/26		MW	1212-9062-0-4309-1110-8200-670-00000000	629.16
82 00285915	V8214042	VEIT LLC	05/07/26		MW	1212-6105-0-5660-8500-1000-672-43000000	6.34
82 00285916	E8204311	YURINA, MICHELLE	05/07/26		MW	1212-9061-0-5220-1110-2100-670-00000000	80.69
82 00285943	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/08/26		MW	1212-6105-0-5810-8500-1000-672-00000000	1,378.20
82 00285943	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/08/26		MW	1212-9061-0-5110-1110-1000-670-00000000	10,637.17
82 00285944	V8214680	BIONERDS	05/08/26		MW	1212-9061-0-5110-1110-1000-670-00000000	8,000.00
82 00285945	V8213939	CNJ ASSOCIATES	05/08/26		MW	1212-9061-0-5110-1110-1000-670-00000000	26,000.00
82 00285945	V8213939	CNJ ASSOCIATES	05/08/26		MW	1212-9061-0-5810-1110-1000-670-00000000	25,000.00
82 00285946	V8214843	CODE NINJAS YORBA LINDA	05/08/26		MW	1212-9061-0-5810-1110-1000-670-00000000	1,659.00
82 00285947	V8200332	COSTCO WHOLESALE	05/08/26		MW	1212-6105-0-4301-8500-1000-672-00000000	695.12
82 00285948	V8200493	GLASBY MAINTENANCE SUPPLY	05/08/26		MW	1212-6105-0-4309-8500-8200-672-00000000	224.64
82 00285949	V8200157	HOBBY LOBBY	05/08/26		MW	1212-9062-0-4301-1110-1000-670-00000000	110.40
82 00285950	V8200921	SCHOOL HEALTH CORP	05/08/26		MW	1212-9061-0-5660-1110-3140-670-00000000	172.75
82 00285951	V8200949	SMART & FINAL	05/08/26		MW	1212-6105-0-4301-8500-1000-672-00000000	298.24
82 00285952	V8200949	SMART & FINAL	05/08/26		MW	1212-9062-0-4301-1110-1000-670-00000000	66.51
82 00285953	V8211658	SMART & FINAL	05/08/26		MW	1212-9061-0-4301-1110-1000-670-00000000	181.11
82 00285953	V8211658	SMART & FINAL	05/08/26		MW	1212-9062-0-4301-1110-1000-670-00000000	396.79
82 00285954	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	1212-6105-0-4301-8500-1000-672-00000000	624.82
82 00285955	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	1212-9062-0-4301-1110-1000-670-00000000	43.30
82 00285956	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/08/26		MW	1212-9061-0-4301-1110-1000-670-00000000	917.61
82 00285957	V8214204	STAGELIGHT PERFORMING ARTS	05/08/26		MW	1212-9061-0-5810-1110-1000-670-00000000	17,000.00
82 00285958	V8214042	VEIT LLC	05/08/26		MW	1212-9061-0-5660-1110-2100-670-00000000	122.68
82 00286011	V8214802	NATIONAL ACADEMY OF ATHLETICS	05/11/26		MW	1212-9061-0-5810-1110-1000-670-00000000	6,178.00
82 00286012	V8214032	S.E.T. BASKETBALL ACADEMY LLC	05/11/26		MW	1212-9061-0-5810-1110-1000-670-00000000	14,637.00
82 00286013	E8203975	SOTELO, SAMANTHA	05/11/26		MW	1212-9044-0-4301-1110-1000-450-00000000	182.58
82 00286014	V8200035	T-MOBILE USA INC	05/11/26		MW	1212-6105-0-5940-8500-2100-672-00000000	35.55
82 00286014	V8200035	T-MOBILE USA INC	05/11/26		MW	1212-9061-0-5940-1110-2100-670-00000000	914.57
82 00286014	V8200035	T-MOBILE USA INC	05/11/26		MW	1212-9062-0-5940-1110-2100-670-00000000	274.28
82 00286015	V8214343	ZEN EDUCATE INC	05/11/26		MW	1212-5025-0-5810-8500-1000-672-00000000	2,158.23
82 00286015	V8214343	ZEN EDUCATE INC	05/11/26		MW	1212-6105-0-5810-8500-1000-672-00000000	1,691.33

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286015	V8214343	ZEN EDUCATE INC	05/11/26		MW	1212-9061-0-5110-1110-1000-670-00000000	14,156.61
82 00286041	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/12/26		MW	1212-6105-0-5810-8500-1000-672-00000000	1,150.00
82 00286041	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/12/26		MW	1212-9061-0-5110-1110-1000-670-00000000	12,931.24
82 00286042	V8213939	CNJ ASSOCIATES	05/12/26		MW	1212-9061-0-5110-1110-1000-670-00000000	37,400.00
82 00286043	V8214767	GIRLS INC OF ORANGE COUNTY	05/12/26		MW	1212-9061-0-5810-1110-1000-670-00000000	3,000.00
82 00286044	E8200625	STANFILL, TAMARA A	05/12/26		MW	1212-9061-0-4301-1110-1000-670-00000000	108.73
82 00286045	V8214343	ZEN EDUCATE INC	05/12/26		MW	1212-5025-0-5810-8500-1000-672-00000000	2,125.28
82 00286045	V8214343	ZEN EDUCATE INC	05/12/26		MW	1212-6105-0-5810-8500-1000-672-00000000	733.14
82 00286106	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	1212-9061-0-4301-1110-1000-670-00000000	224.02
82 00286106	V8204532	AMAZON.COM CORPORATE CREDIT	05/13/26		MW	1212-9061-0-4343-1110-1000-670-00000000	601.94
82 00286107	V8214343	ZEN EDUCATE INC	05/13/26		MW	1212-9061-0-5110-1110-1000-670-00000000	7,269.46
82 00286168	V8204532	AMAZON.COM CORPORATE CREDIT	05/14/26		MW	1212-6105-0-4301-8500-1000-672-31000000	450.20
82 00286169	V8200949	SMART & FINAL	05/14/26		MW	1212-5025-0-4301-8500-1000-672-00000000	318.75
82 00286170	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/14/26		MW	1212-9062-0-4301-1110-1000-670-00000000	477.58
82 00286171	V8201006	SUPPLYMASTER INC	05/14/26		MW	1212-5025-0-4301-8500-1000-672-00000000	274.29
82 00286171	V8201006	SUPPLYMASTER INC	05/14/26		MW	1212-6105-0-4301-8500-1000-672-00000000	274.29
82 00286212	E8204609	COLE, LAURA	05/15/26		MW	1212-9061-0-4301-1110-1000-670-00000000	91.99
82 00286213	V8214155	HOPE DISPLAYS LLC	05/15/26		MW	1212-9061-0-4301-1110-1000-670-00000000	1,140.00
82 00286214	V8206810	LAKESHORE LEARNING	05/15/26		MW	1212-6105-0-4301-8500-1000-672-00000000	5,486.93
82 00286260	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	1212-6105-0-4301-8500-1000-672-00000000	61.77
82 00286260	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	1212-9061-0-4301-1110-1000-670-00000000	333.64
82 00286260	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	1212-9062-0-4301-1110-1000-670-00000000	270.22
82 00286261	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/18/26		MW	1212-9061-0-5110-1110-1000-670-00000000	14,415.73
82 00286262	V8200332	COSTCO WHOLESALE	05/18/26		MW	1212-6105-0-4301-8500-1000-672-00000000	463.25
82 00286263	V8200600	KAPLAN EARLY LEARNING CENTER	05/18/26		MW	1212-5025-0-4301-8500-1000-672-38000000	1,241.94
82 00286264	V8206810	LAKESHORE LEARNING	05/18/26		MW	1212-5025-0-4301-8500-1000-672-43000000	3,806.61
82 00286264	V8206810	LAKESHORE LEARNING	05/18/26		MW	1212-6105-0-4301-8500-1000-672-34000000	216.41
82 00286265	V8200949	SMART & FINAL	05/18/26		MW	1212-6105-0-4301-8500-1000-672-00000000	32.95
82 00286266	V8211658	SMART & FINAL	05/18/26		MW	1212-9062-0-4301-1110-1000-670-00000000	778.97
82 00286267	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/18/26		MW	1212-6105-0-4301-8500-1000-672-00000000	1,392.33
82 00286268	V8213700	STRATEGIC KIDS LLC	05/18/26		MW	1212-9061-0-5810-1110-1000-670-00000000	31,059.00
82 00286333	V8206361	RADIO SERVICE INC	05/19/26		MW	1212-6105-0-4301-8500-1000-672-31000000	314.29
82 00286334	V8200949	SMART & FINAL	05/19/26		MW	1212-9061-0-4301-1110-1000-670-00000000	418.94

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286335	V8211658	SMART & FINAL	05/19/26		MW	1212-9061-0-4301-1110-1000-670-00000000	1,747.61
82 00286336	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/19/26		MW	1212-9061-0-4301-1110-1000-670-00000000	426.05
82 00286337	V8214343	ZEN EDUCATE INC	05/19/26		MW	1212-5025-0-5810-8500-1000-672-00000000	2,243.25
82 00286337	V8214343	ZEN EDUCATE INC	05/19/26		MW	1212-6105-0-5810-8500-1000-672-00000000	889.65
82 00286379	V8200332	COSTCO WHOLESALE	05/20/26		MW	1212-9061-0-4301-1110-1000-670-00000000	10,612.82
82 00286420	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/21/26		MW	1212-6105-0-5810-8500-1000-672-00000000	1,200.00
82 00286421	V8200332	COSTCO WHOLESALE	05/21/26		MW	1212-6105-0-4301-8500-1000-672-00000000	172.36
82 00286421	V8200332	COSTCO WHOLESALE	05/21/26		MW	1212-9062-0-4301-1110-1000-670-00000000	327.72
82 00286422	V8212349	DREAMS FOR SCHOOLS	05/21/26		MW	1212-9061-0-5810-1110-1000-670-00000000	8,937.72
82 00286423	V8214343	ZEN EDUCATE INC	05/21/26		MW	1212-9061-0-5110-1110-1000-670-00000000	7,148.05
82 00286501	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/22/26		MW	1212-9061-0-5110-1110-1000-670-00000000	12,450.07
82 00286502	V8200332	COSTCO WHOLESALE	05/22/26		MW	1212-6105-0-4301-8500-1000-672-00000000	1,063.23
82 00286502	V8200332	COSTCO WHOLESALE	05/22/26		MW	1212-9061-0-4301-1110-1000-670-00000000	667.95
82 00286502	V8200332	COSTCO WHOLESALE	05/22/26		MW	1212-9062-0-4301-1110-1000-670-00000000	78.12
82 00286503	V8200949	SMART & FINAL	05/22/26		MW	1212-9061-0-4301-1110-1000-670-00000000	1,287.09
82 00286504	V8200949	SMART & FINAL	05/22/26		MW	1212-6105-0-4301-8500-1000-672-00000000	377.07
82 00286505	V8211658	SMART & FINAL	05/22/26		MW	1212-9062-0-4301-1110-1000-670-00000000	306.94
82 00286506	V8211658	SMART & FINAL	05/22/26		MW	1212-9062-0-4301-1110-1000-670-00000000	105.62
82 00286507	V8214042	VEIT LLC	05/22/26		MW	1212-6105-0-5660-8500-1000-672-38000000	19.00
82 00286581	E8203730	MENDOZA PAZ, GUADALUPE	05/26/26		MW	1212-9061-0-5220-1110-2100-670-00000000	78.66
82 00286582	V8201006	SUPPLYMASTER INC	05/26/26		MW	1212-6105-0-4301-8500-1000-672-00000000	902.19
82 00286582	V8201006	SUPPLYMASTER INC	05/26/26		MW	1212-9061-0-4301-1110-2100-670-00000000	799.83
82 00286617	V8200949	SMART & FINAL	05/27/26		MW	1212-9061-0-4301-1110-1000-670-00000000	309.77
82 00286618	V8214042	VEIT LLC	05/27/26		MW	1212-9061-0-5660-1110-2100-670-00000000	7.68
82 00286697	V8214366	AMERGIS HEALTHCARE STAFFING IN	05/29/26		MW	1212-6105-0-5810-8500-1000-672-00000000	3,320.50
82 00286698	V8214900	COMMUNITY PLAYTHINGS	05/29/26		MW	1212-5025-0-4301-8500-1000-672-38000000	728.61
82 00286698	V8214900	COMMUNITY PLAYTHINGS	05/29/26		MW	1212-6105-0-4301-8500-1000-672-34000000	728.63
82 00286698	V8214900	COMMUNITY PLAYTHINGS	05/29/26		MW	1212-6105-0-4301-8500-1000-672-45000000	728.63
82 00286699	V8200332	COSTCO WHOLESALE	05/29/26		MW	1212-9062-0-4301-1110-1000-670-00000000	436.29
82 00286700	V8214626	PEAC SOLUTIONS	05/29/26		MW	1212-6105-0-5640-8500-1000-672-43000000	149.04
82 00286701	V8200949	SMART & FINAL	05/29/26		MW	1212-5025-0-4301-8500-1000-672-00000000	363.99
82 00286702	V8214343	ZEN EDUCATE INC	05/29/26		MW	1212-9061-0-5110-1110-1000-670-00000000	6,603.36

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
		SUBFUND 1212 **Total:**					360,316.00

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-10000000	29,505.54
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-10000000	99.90
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-11000000	274,655.00
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-11000000	1,018.35
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-13000000	35,026.74
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-13000000	216.00
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-14000000	15,255.71
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-14000000	89.10
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-25000000	10,384.98
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-25000000	18.90
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4710-0000-3700-835-83500000	9,302.47
82 00285620	V8204754	GOLD STAR FOODS INC	04/30/26		MW	1313-5310-0-4713-0000-3700-835-83500000	2,007.70
82 00286046	V8201419	U.S. BANK	05/12/26		MW	1313-5310-0-4308-0000-3700-835-00000000	2,852.01
82 00286046	V8201419	U.S. BANK	05/12/26		MW	1313-5310-0-5810-0000-3700-835-00000000	220.00
82 00286108	V8212326	OLIVER PRODUCTS	05/13/26		MW	1313-5310-0-4339-0000-3700-835-00000000	18,949.97
82 00286108	V8212326	OLIVER PRODUCTS	05/13/26		MW	1313-5310-0-6430-0000-3700-835-00000000	6,659.85
82 00286109	V8200165	PAPA JOHN'S PIZZA	05/13/26		MW	1313-5310-0-4710-0000-3700-835-00000000	47,369.84
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-10000000	6,240.70
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-11000000	3,913.70
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-13000000	3,779.81
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-14000000	2,626.12
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-20000000	2,620.61
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-21000000	2,424.31
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-22000000	1,872.53
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-23000000	1,441.45
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-24000000	2,118.46
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-25000000	3,009.75
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-32000000	1,243.56
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-33000000	1,674.46
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-34000000	3,736.47
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-35000000	4,198.14
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-36000000	1,503.28
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-38000000	3,236.51

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-39000000	1,178.00
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-40000000	1,242.80
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-41000000	1,986.20
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-42000000	1,865.86
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-43000000	2,186.81
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-44000000	691.47
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-45000000	3,566.64
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-46000000	1,300.20
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-47000000	1,170.56
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-48000000	1,528.25
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-50000000	842.23
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-51000000	941.57
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-52000000	1,437.54
82 00286215	V8200168	CLEARBROOK FARMS	05/15/26		MW	1313-5310-0-4710-0000-3700-835-53000000	1,546.05
82 00286269	V8204532	AMAZON.COM CORPORATE CREDIT	05/18/26		MW	1313-5310-0-4308-0000-3700-835-00000000	202.68
82 00286270	V8200177	ARROW RESTAURANT EQUIPMENT	05/18/26		MW	1313-5310-0-4344-0000-3700-835-00000000	644.08
82 00286271	V8211820	CULLIGAN OF SANTA ANA	05/18/26		MW	1313-5310-0-5690-0000-3700-835-00000000	180.05
82 00286272	V8213889	DIPPIN DOTS ICE CREAM	05/18/26		MW	1313-5310-0-4710-0000-3700-835-00000000	235.20
82 00286273	V8200130	M2 IMAGE SOLUTIONS INC	05/18/26		MW	1313-5310-0-4308-0000-3700-835-00000000	1,326.07
82 00286274	V8200396	PICK UP STIX	05/18/26		MW	1313-5310-0-4710-0000-3700-835-00000000	6,592.95
82 00286275	V8214696	POLAR SPRINGS WATER	05/18/26		MW	1313-5310-0-4710-0000-3700-835-00000000	198.00
82 00286276	V8214923	SHAMMI INDUSTRIES	05/18/26		MW	1313-5310-0-4344-0000-3700-835-00000000	2,706.56
82 00286277	V8212795	SOUTHERN CALIFORNIA NEWS GROUP	05/18/26		MW	1313-5310-0-5806-0000-3700-835-00000000	1,440.94
82 00286278	V8201006	SUPPLYMASTER INC	05/18/26		MW	1313-5310-0-4338-0000-3700-835-00000000	676.63
82 00286279	V8212328	THERMAL SERVICES INC	05/18/26		MW	1313-5310-0-5660-0000-3700-835-10000000	1,064.55
82 00286280	V8214042	VEIT LLC	05/18/26		MW	1313-5310-0-5660-0000-3700-835-00000000	168.45
82 00286281	V8214942	VENDNOVATION LLC	05/18/26		MW	1313-5310-0-4342-0000-3700-835-00000000	300.00
82 00286338	V8211029	OLD GROVE ORANGE INC	05/19/26		MW	1313-5310-0-4710-0000-3700-835-00000000	20,312.00
82 00286424	E8204610	HERNANDEZ, JESSICA	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	44.37
82 00286425	E8204547	JACKSON, LEONORA	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	16.97
82 00286426	E8204546	OCHOA, STEPHANIE	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	111.43
82 00286427	E8202396	ROBERTS, FELISA	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	47.42
82 00286428	E8204588	RODRIGUEZ, EDUARDO	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	88.02

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286429	E8201392	SELF, VICTORIA L	05/21/26		MW	1313-5310-0-5220-0000-3700-835-00000000	152.77
82 00286508	V8209717	ACTION SALES	05/22/26		MW	1313-5310-0-4344-0000-3700-835-00000000	1,695.35
82 00286509	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/26		MW	1313-5310-0-4308-0000-3700-835-00000000	1,278.84
82 00286509	V8204532	AMAZON.COM CORPORATE CREDIT	05/22/26		MW	1313-5310-0-4344-0000-3700-835-00000000	264.85
82 00286510	V8214756	BUDGET RESTAURANT SUPPLY	05/22/26		MW	1313-5310-0-4344-0000-3700-835-00000000	4,240.34
82 00286511	V8214463	DOUGLAS EQUIPMENT	05/22/26		MW	1313-5310-0-4410-0000-3700-835-00000000	3,244.37
82 00286512	V8208481	EAST BAY RESTAURANT SUPPLY	05/22/26		MW	1313-5310-0-4344-0000-3700-835-00000000	1,023.43
82 00286513	V8211251	FOOD SAFETY SYSTEMS	05/22/26		MW	1313-5310-0-5810-0000-3700-835-00000000	7,420.00
82 00286514	V8200500	GRAINGER	05/22/26		MW	1313-5310-0-6490-0000-3700-835-47000000	169.00
82 00286515	V8213592	INDIVIDUAL FOODSERVICE	05/22/26		MW	1313-5310-0-4339-0000-3700-835-00000000	16,462.16
82 00286516	V8214626	PEAC SOLUTIONS	05/22/26		MW	1313-5310-0-5640-0000-3700-835-00000000	138.01
82 00286517	V8207666	PEST OPTIONS INC	05/22/26		MW	1313-5310-0-5690-0000-3700-835-00000000	1,855.00
82 00286518	V8211373	SAFARI MICRO INC	05/22/26		MW	1313-5310-0-4308-0000-3700-835-45000000	129.30
82 00286519	V8206838	SECTRAN SECURITY INC	05/22/26		MW	1313-5310-0-5809-0000-3700-835-00000000	318.51
82 00286520	V8200964	SOUTHWEST SCHOOL & OFFICE SUPP	05/22/26		MW	1313-5310-0-4308-0000-3700-835-00000000	84.02
82 00286521	V8212328	THERMAL SERVICES INC	05/22/26		MW	1313-5310-0-5660-0000-3700-835-10000000	1,706.90
82 00286521	V8212328	THERMAL SERVICES INC	05/22/26		MW	1313-5310-0-5660-0000-3700-835-11000000	295.00
82 00286521	V8212328	THERMAL SERVICES INC	05/22/26		MW	1313-5310-0-5660-0000-3700-835-21000000	893.08
82 00286522	V8201075	VERIZON WIRELESS	05/22/26		MW	1313-5310-0-5940-0000-3700-835-00000000	460.20
82 00286583	V8214883	EVERYTABLE PBC	05/26/26		MW	1313-5310-0-4710-0000-3700-835-00000000	77,250.00
82 00286583	V8214883	EVERYTABLE PBC	05/26/26		MW	1313-5310-0-4710-0000-3700-835-83500000	13,050.00
82 00286638	V8200177	ARROW RESTAURANT EQUIPMENT	05/28/26		MW	1313-5310-0-4410-0000-3700-835-00000000	4,160.48
82 00286639	V8214360	E-CONTROL SYSTEMS INC	05/28/26		MW	1313-5310-0-4344-0000-3700-835-00000000	995.05
82 00286639	V8214360	E-CONTROL SYSTEMS INC	05/28/26		MW	1313-5310-0-5690-0000-3700-835-00000000	1,500.00
82 00286640	V8211050	SUNRISE PRODUCE	05/28/26		MW	1313-5310-0-4710-0000-3700-835-25000000	4,161.47
82 00286641	V8214698	THE FRUIT GUYS	05/28/26		MW	1313-5310-0-4710-0000-3700-835-00000000	9,000.00
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-10000000	25,167.00
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4713-0000-3700-835-10000000	113.40
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-11000000	180,869.50
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4713-0000-3700-835-11000000	589.40
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-13000000	20,484.85
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4713-0000-3700-835-13000000	204.15
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-14000000	13,599.39

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4713-0000-3700-835-14000000	67.50
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-25000000	5,189.36
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4710-0000-3700-835-83500000	29,660.18
82 00286712	V8204754	GOLD STAR FOODS INC	05/29/26		MW	1313-5310-0-4713-0000-3700-835-83500000	415.80
		SUBFUND 1313 **Total:**					985,421.13

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285505	V8200160	ADCO ROOFING INC	04/28/26		MW	1414-0203-0-5690-0000-8110-850-00082600	11,401.00
82 00285506	V8213861	PMC CONCRETE CONTRACTORS INC	04/28/26		MW	1414-0203-0-5690-0000-8110-110-00083100	10,650.00
82 00285553	V8200160	ADCO ROOFING INC	04/29/26		MW	1414-0203-0-5690-0000-8110-850-00082600	12,699.20
82 00285621	V8200639	UNIVERSAL ASPHALT CO INC	04/30/26		MW	1414-0203-0-5690-0000-8110-520-00082200	20,343.80
82 00285701	V8202138	I & B FLOORING	05/04/26		MW	1414-0203-0-5690-0000-8110-450-00082500	85,404.93
82 00286380	V8202138	I & B FLOORING	05/20/26		MW	1414-0203-0-5690-0000-8110-100-00082500	6,117.00
82 00286380	V8202138	I & B FLOORING	05/20/26		MW	1414-0203-0-5690-0000-8110-810-00082500	7,417.35
82 00286381	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/20/26		MW	1414-0203-0-5690-0000-8110-140-00083100	13,714.30
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-490-00082000	2,518.13
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-350-00082000	2,834.92
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-340-00082000	2,834.92
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-310-00082000	2,885.56
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-610-00082000	5,503.89
82 00286523	V8200869	REFRIGERATION SUPPLIES DIST	05/22/26		MW	1414-0203-0-4313-0000-8110-855-00082000	49,376.47
		SUBFUND 1414 **Total:**					233,701.47

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285507	V8200701	MOBILE MODULAR MGMT CORP	04/28/26		MW	2525-9262-0-5620-0000-8500-110-00000000	1,739.06
82 00285865	V8204758	BIG TOP RENTALS	05/06/26		MW	2525-9262-0-5640-0000-8500-170-00084100	1,923.90
82 00285866	V8200701	MOBILE MODULAR MGMT CORP	05/06/26		MW	2525-9262-0-5620-0000-8500-320-00000000	885.94
82 00286382	V8200701	MOBILE MODULAR MGMT CORP	05/20/26		MW	2525-9262-0-5620-0000-8500-100-00000000	1,739.06
82 00286382	V8200701	MOBILE MODULAR MGMT CORP	05/20/26		MW	2525-9262-0-5620-0000-8500-450-00000000	2,657.82
82 00286382	V8200701	MOBILE MODULAR MGMT CORP	05/20/26		MW	2525-9262-0-5620-0000-8500-140-00000000	1,771.88
82 00286430	V8214877	SCHOOLWORKS INC	05/21/26		MW	2525-9553-0-6250-0000-8500-855-00000000	5,000.00
82 00286431	V8212795	SOUTHERN CALIFORNIA NEWS GROUP	05/21/26		MW	2525-9553-0-5806-0000-8500-855-00000000	2,124.84
82 00286432	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/21/26		MW	2525-9256-0-6210-0000-8500-410-00030100	2,885.62
82 00286433	V8214546	STUDIO W ARCHITECTS	05/21/26		MW	2525-9265-0-6210-0000-8500-330-00030100	5,742.50
82 00286434	V8200700	WILLSCOT MOBILE MINI	05/21/26		MW	2525-9262-0-5620-0000-8500-170-00000000	611.16
		SUBFUND 2525 **Total:**					27,081.78

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285554	V8214518	GHATAODE BANNON ARCHITECS LLP	04/29/26		MW	2545-9261-0-6210-0000-8500-130-00384000	2,100.00
82 00285555	V8206836	NEW DIMENSION GEN CONSTRUCTION	04/29/26		MW	2545-9261-0-6270-0000-8500-240-00430400	4,904.56
82 00285556	V8208830	NINYO & MOORE GEOTECHNICAL ENV	04/29/26		MW	2545-9245-0-6280-0000-8500-100-07100100	420.00
82 00285622	V8209848	STUDIO PLUS ARCHITECTURE CORP	04/30/26		MW	2545-9261-0-6210-0000-8500-134-00330100	24,631.25
82 00285959	V8200375	DIVISION OF THE STATE ARCHITEC	05/08/26		MW	2545-9261-0-6220-0000-8500-610-00430100	9,843.53
82 00286383	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/20/26		MW	2545-9261-0-6270-0000-8500-110-00230800	53,126.11
82 00286435	V8206836	NEW DIMENSION GEN CONSTRUCTION	05/21/26		MW	2545-9247-0-6274-0000-8500-500-00384700	16,541.68
82 00286436	V8209880	STEEL INSPECTORS OF TEXAS INC	05/21/26		MW	2545-9261-0-6290-0000-8500-110-00230800	1,400.00
82 00286437	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/21/26		MW	2545-9261-0-6219-0000-8500-470-00230300	675.00
82 00286437	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/21/26		MW	2545-9261-0-6210-0000-8500-134-00330100	743.75
82 00286437	V8209848	STUDIO PLUS ARCHITECTURE CORP	05/21/26		MW	2545-9261-0-6210-0000-8500-130-00330600	6,270.00
82 00286524	V8214404	QUIEL SCHOOL SIGNS	05/22/26		MW	2545-9247-0-6270-0000-8500-500-00384700	44,287.61
82 00286713	V8203502	PUBLIC ECONOMICS INC	05/29/26		MW	2545-9150-0-5810-0000-8500-855-00300000	21.90
	SUBFUND 2545	**Total:**					164,965.39

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285867	V8212795	SOUTHERN CALIFORNIA NEWS GROUP	05/06/26		MW	4040-9261-0-5806-0000-8500-100-00030700	3,264.19
	SUBFUND 4040	**Total:**					3,264.19

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00285508	V8200175	PYLUSD WORKERS COMP TRUST	04/28/26		MW	6768-0004-0-5809-0000-6000-820-00000000	17,155.38
82 00285790	V8214452	P I P S	05/05/26		MW	6768-0004-0-5809-0000-6000-820-00000000	263,314.58
82 00285791	V8200175	PYLUSD WORKERS COMP TRUST	05/05/26		MW	6768-0004-0-5809-0000-6000-820-00000000	16,136.39
82 00286047	V8200175	PYLUSD WORKERS COMP TRUST	05/12/26		MW	6768-0004-0-5809-0000-6000-820-00000000	21,418.08
82 00286048	V8201419	U.S. BANK	05/12/26		MW	6768-0004-0-5240-0000-6000-820-00000000	1,148.80
82 00286110	V8200438	FEDERAL EXPRESS	05/13/26		MW	6768-0004-0-5930-0000-6000-820-00000000	40.62
82 00286216	V8207150	PERR & KNIGHT	05/15/26		MW	6768-0004-0-5810-0000-6000-820-00000000	9,400.00
82 00286339	V8200175	PYLUSD WORKERS COMP TRUST	05/19/26		MW	6768-0004-0-5809-0000-6000-820-00000000	27,724.53
82 00286340	V8214042	VEIT LLC	05/19/26		MW	6768-0004-0-5660-0000-6000-820-00000000	21.57
82 00286384	V8213647	BREA URGENT CARE INC.	05/20/26		MW	6768-0004-0-5810-0000-6000-820-00000000	270.00
82 00286385	V8207832	MONJARAS & WISMEYER GROUP INC	05/20/26		MW	6768-0004-0-5810-0000-6000-820-00000000	4,320.00
82 00286525	V8214626	PEAC SOLUTIONS	05/22/26		MW	6768-0004-0-5640-0000-6000-820-00000000	107.45
82 00286619	V8200175	PYLUSD WORKERS COMP TRUST	05/27/26		MW	6768-0004-0-5809-0000-6000-820-00000000	31,000.00
82 00286620	V8200175	PYLUSD WORKERS COMP TRUST	05/27/26		MW	6768-0004-0-5809-0000-6000-820-00000000	23,335.17
	SUBFUND 6768	**Total:**					415,392.57

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286111	V8205549	A C S I G DENTAL	05/13/26		MW	6769-0004-0-5875-0000-6000-820-00000000	298,928.82
82 00286112	V8205860	CIGNA DENTAL HEALTH INC	05/13/26		MW	6769-0004-0-5875-0000-6000-820-00000000	343.35
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5870-0000-6000-820-00003100	49,532.00
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5871-0000-6000-820-00003100	955,311.00
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5872-0000-6000-820-00003100	77,134.00
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5873-0000-6000-820-00003100	1,478,764.00
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5874-0000-6000-820-00003100	1,239,023.00
82 00286113	V8200079	SELF INSURED SCHOOLS OF CALIFO	05/13/26		MW	6769-0004-0-5878-0000-6000-820-00003100	42,180.00
82 00286114	V8214695	STANDARD INSURANCE COMPANY	05/13/26		MW	6769-0004-0-5877-0000-6000-820-00000000	14,763.00
82 00286115	V8201082	VISION SERVICE PLAN	05/13/26		MW	6769-0004-0-5876-0000-6000-820-00000000	52,397.50
	SUBFUND 6769	**Total:**					4,208,376.67

PLACENTIA USD
Consolidated Check Register w. Account
from 4/26/2026 to 5/30/2026

Check	Payee ID	Payee Name	Check Date	Cancel Date	Type	Account	Check Amount
82 00286116	V8200364	P Y L U S D PROP/LOSS LIAB	05/13/26		MW	6770-0004-0-5450-0000-6000-820-00000000	8,227.40
82 00286217	V8208315	HARBOTTLE LAW GROUP	05/15/26		MW	6770-0004-0-5807-0000-6000-820-00000000	798.00
82 00286282	V8206826	KEENAN & ASSOCIATES	05/18/26		MW	6770-0004-0-5450-0000-6000-820-00000000	9,220.26
		SUBFUND 6770 **Total:**					18,245.66
						Grand Total:	11,532,995.26

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

NOTICES OF COMPLETION

Projects may only be accepted as complete by action of the Governing Board. The following projects have been inspected by district staff and found to be substantially complete:

P.O. Number	Contractor	Project
W82P0329	Coast Arbor	Yorba Linda High School General landscape clean-up
W82C0837	I & B Flooring, Inc	Tynes Elementary School Bid No. 223-10 Demo existing and install new carpet in hallways and MPR
W82C0811	Ironwood Plumbing, Inc.	Esperanza High School Bid No. 222-01 Install floor drain and sink for new dishwasher
W82C0855	Ironwood Plumbing, Inc.	Valencia High School Bid No. 222-01 Repairs to sewer line broken underneath building causing sinks to not drain in Room 702
W82C0804	New Dimension General Construction, Inc.	Valencia High School Bid No. 223-06 Remove damaged awning of dugout and patch areas as needed
W82C0847	New Dimension General Construction, Inc.	Rose Drive Elementary School Bid No. 223-06 Demo and remove existing marquee and footing and install electrical for new sign
W82P1483	Premier Air Conditioning, Inc.	Esperanza High School Replacement of HVAC unit with ductwork for Room 764
W82P2942	Quiel School Signs	Rose Drive Elementary School Purchase, fabrication, delivery, and installation of new digital marquee

W82C0834	Universal Asphalt Co., Inc.	Fairmont Elementary School Bid No. 224-04 Seal coat and stripe parking lot
W82C0835	Universal Asphalt Co., Inc.	Melrose Elementary School Bid No. 224-04 Seal coat and stripe parking lot and playground

Administrator
Dr. John Pappalardo, Chief Business Officer

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

BID NO. 226-19, FIBER FALL AND MULCH INSTALLATION SERVICES

Background

The district is seeking fiber fall and mulch material installation services at various locations throughout the district. The services provided will include playground woodchip installation and planter mulch installation. One bid was received, with RWP Transfer, Inc. dba Recycled Wood Products submitting the lowest responsive bid. This bid contract may be extended yearly for a total period not to exceed five years, if mutually agreed upon by the contractor and the district. Consideration will be given at each renewal period for increases in prevailing wage rates and Consumer Price Index, upon written request by the contractor.

In order to proceed with the project identified above, a formal contract is required with a licensed, bonded, and insured contractor who has participated in a formal bidding process as provided in the California Public Contracts Code. RWP Transfer, Inc. dba Recycled Wood Products has met all of the standards and all bid documents have been reviewed by the district staff and found to be acceptable. The bid amount has been determined to be within the established budget.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $250,000

Administrator

Dr. John Pappalardo, Chief Business Officer

AGREEMENT

BID NUMBER 226-19

THIS AGREEMENT, entered into this **17th day of June, 2026** in the County of Orange of the State of California, by and between the Placentia-Yorba Linda Unified School District, hereinafter called the "Owner" or the "District", and **Recycled Wood Products**, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Bid No. 226-19 in strict accordance with the Contract Documents enumerated in Article 7 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The work shall be commenced after receipt of District Purchase Order and as agreed upon by the Contractor and the District's Facilities and Maintenance Department. The Contractor shall complete the work detailed in the proposal per the scheduled time line requested by the Facilities and Maintenance Department

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of Two Hundred Dollars ($200.00) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract (See Article 9.6 and 2.2 of the General Conditions). This Article shall not be construed as preventing the Owner from the recovery of damages (actual or other) under the Contract Documents.

ARTICLE 4 - CONTRACT PRICE: The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of the items bid upon and shown on the bid response page submitted by the Contractor. All pricing submitted shall become part of this agreement and will listed as Exhibit A and attached with the contract document and at time of award.

1.	Engineered Fiber Fall installed in playgrounds as stated in specifications of Bid. Bid up to 10 Cubic Yards.	$ 62.00
2.	Engineered Fiber Fall installed in playgrounds as stated in specifications of Bid. Bid up to 25 Cubic Yards.	$ 62.00
3.	Engineered Fiber Fall installed in playgrounds as stated in specifications of Bid. Bid up to 50 Cubic Yards.	$ 62.00
4.	Engineered Fiber Fall installed in playgrounds as stated in specifications of Bid. Bid up to 100 Cubic Yards.	$ 62.00
5.	Engineered Fiber Fall installed in playgrounds as stated in specifications of Bid. Bid up to 200 Cubic Yards.	$ 62.00

6.	Double Shredded Mulch installed at sites as requested by District. Bid up to 200 cubic yards.	$ 45.25
7.	Double Shredded Hardwood Mulch installed at sites as requested by District. Bid up to 500 cubic yards.	$ 45.25
8.	Double Shredded Hardwood Mulch installed at sites as requested by District. Bid up to 1,000 cubic yards.	$ 45.25
9.	Triple Shredded Hardwood Mulch installed at sites as requested by District. Bid up to 200 cubic yards.	$ 45.25
10.	Triple Shredded Hardwood Mulch installed at sites as requested by District. Bid up to 500 cubic Yards.	$ 45.25
11.	Triple Shredded Hardwood Mulch installed at sites as requested by District. Bid up to 1,000 cubic yards.	$ 45.25
12.	Cedar Mulch installed at sites as requested by District. Bid up to 200 cubic yards.	$ 90.00
13.	Cedar Mulch installed at sites as requested by District. Bid up to 500 cubic yards.	$ 90.00
14.	Cedar Mulch installed at sites as requested by District. Bid up to 1,000 cubic yards.	$ 90.00

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

ARTICLE 5 - HOLD HARMLESS AGREEMENT: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice Inviting Bids, Instructions to Bidders, Designation of Subcontractors, Non-Collusion Declaration, Bid Form, Contractor's Certificate Regarding Worker's Compensation, Agreement Form, Payment Bond, Performance Bond, Workers' Compensation/Employers Liability Endorsement, General Liability Endorsement, Automobile Liability Endorsement, General Conditions, Supplementary and Special Conditions, Specifications, All Addenda as Issued Drawings/Plans, Requirements, Reports and/or Documents in the Project Manual or Other Documents Issued to Bidders.

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 8 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)
2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 9 - RECORD AUDIT: In accordance with Government Code Section 8546.7(and Davis Bacon, if applicable) and Article 13.11 of the General Conditions, records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

ARTICLE 10 - CONTRACTOR'S LICENSE: The Contractor must possess throughout the Project a Class **C-27, Landscaping Contractor's License,** if providing and installing material, issued by the State of California, which must be current and in good standing.

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Placentia-Yorba Linda Unified School District

_John Pappalardo_____
Typed or Printed Name

_Chief Business Official_____
Title

_____
___
Signature

Dated:
_____

Recycled Wood Products

_____
___
Typed or Printed Name

_____
___
Title

_____
___
Signature

_____
___
Type or Printed Name

_____
___
Title (Authorized Officers or Agents)

_____
____
Signature

(CORPORATE SEAL)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

BID NO. 226-16, TK RESTROOM ADDITIONS AT GOLDEN AND FAIRMONT ELEMENTARY SCHOOLS

Background

The district advertised and received bids for the additional transitional kindergarten restrooms at Fairmont and Golden Elementary Schools. At Fairmont Elementary School, the project consists of adding restroom facilities on the interior of two existing classrooms. At Golden Elementary School, a new restroom building will be added to the east side of the 500 building. Nine bids were received, with HMF Construction submitting the lowest responsive, responsible and acceptable bid at Fairmont Elementary School, and Corner Keystone Construction submitting the lowest responsive, responsible and acceptable bid at Golden Elementary School. Both contractors are being recommended for approval.

In order to proceed with the project identified above, a formal contract is required with licensed, bonded, and insured contractors who have participated in a formal bidding process as provided in the California Public Contracts Code. HMF Construction and Corner Keystone Construction have met all the standards, and all bid documents have been reviewed by the Maintenance and Facilities and Purchasing Departments, and found to be acceptable. The bid amounts have been determined to be within the established budget.

Fairmont Elementary School	$469,000
Golden Elementary School	$550,070
	$1,019,070

Financial Impact

Growth Fund (2525)	$ 1,019,070

Administrator

Dr. John Pappalardo, Chief Business Officer

CONSTRUCTION AGREEMENT
FAIRMONT ELEMENTARY SCHOOL T/K RESTROOM ADDITION

THIS AGREEMENT, entered into this 17th day of June, 2026, in the County of Orange of the State of California, by and between the **Placentia-Yorba Linda Unified School District**, hereinafter called the "Owner" or the "District", and **HMF Construction, Incorporated**, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Bid 226-16, Fairmont Elementary School T/K Restroom Additions, in strict accordance with the Contract Documents enumerated in Article 7 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Substantial Completion (See Article 1.1.46) of the Work 50 consecutive calendar days from receipt of the Notice to Proceed. This shall be called Contract Time. (See Article8.1.1). It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of ONE THOUSAND FIVE HUNDRED Dollars ($1,500.00) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract (See Article 9.6 and 2.2 of the General Conditions).

ARTICLE 4 - CONTRACT PRICE: The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of FOUR HUNDRED NINE THOUSAND DOLLARS ($409,000.00), plus an allowance of SIXTY THOUSAND DOLLARS ($60,000.00) if needed, for a total of $469,000.00, said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth in the General Conditions.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

ARTICLE 5 - HOLD HARMLESS AGREEMENT: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or

demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

(d) Any claims, allegations, penalties, assessments, or liabilities to the extent caused by the Contractor's failure or the failure of any Subcontractor of any tier, to fully comply with the DIR registration requirements under Labor Code section 1725.5 at all times during the performance of any Work on the Project and shall reimburse the District for any penalties assessed against the District arising from any failure by the Contractor or any Subcontractor of any tier from complying with Labor Code sections 1725.5 and 1771.1. Nothing in this paragraph, however, shall require the Contractor or any Subcontractor to be liable to the District or indemnify the District for any penalties caused by the District in accordance with Labor Code section 1773.3 (g).

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice Inviting Bids
Instructions to Bidders
Designation of Subcontractors
Non-Collusion Declaration
Bid Bond
Bid Form
Contractor's Certificate Regarding Worker's Compensation
Agreement Form
Payment Bond
Performance Bond
Guarantee
Escrow Agreement for Security Deposit In Lieu of Retention
Workers' Compensation/Employers Liability Endorsement
General Liability Endorsement
Automobile Liability Endorsement
General Conditions

Supplementary and Special Conditions
Specifications
All Addenda as Issued
Drawings/Plans
Requirements, Reports and/or any other Documents in the Project Manual or Other Documents Issued to Bidders

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 8 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)

2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 9 - RECORD AUDIT: In accordance with Government Code Section 8546.7(and Davis Bacon, if applicable) and Article 13.11 of the General Conditions, records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

ARTICLE 10 - CONTRACTOR'S LICENSE: The Contractor must possess throughout the Project a **Class B** Contractor's License, issued by the State of California, which must be current and in good standing.

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Placentia-Yorba Linda Unified School District	HMF Construction, Incorporated
John Pappalardo Typed or Printed Name	_____ Typed or Printed Name
Chief Business Official Title	_____ Title
_____ Signature	_____ Signature
Dated: _____	_____ Type or Printed Name
	_____ Title (Authorized Officers or Agents)
	_____ Signature
	(CORPORATE SEAL)

CONSTRUCTION AGREEMENT
GOLDEN ELEMENTARY SCHOOL T/K RESTROOM ADDITION

THIS AGREEMENT, entered into this 17th day of June, 2026, in the County of Orange of the State of California, by and between the **Placentia-Yorba Linda Unified School District**, hereinafter called the "Owner" or the "District", and **Corner Keystone Construction Corporation**, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Bid 226-16, Golden Elementary School T/K Restroom Additions, in strict accordance with the Contract Documents enumerated in Article 7 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Substantial Completion (See Article 1.1.46) of the Work 50 consecutive calendar days from receipt of the Notice to Proceed. This shall be called Contract Time. (See Article8.1.1). It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of ONE THOUSAND FIVE HUNDRED Dollars ($1,500.00) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract (See Article 9.6 and 2.2 of the General Conditions).

ARTICLE 4 - CONTRACT PRICE: The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of FOUR HUNDRED NINETY THOUSAND, SEVENTY DOLLARS ($490,070.00), plus an allowance of SIXTY THOUSAND DOLLARS ($60,000.00) if needed, for a total of $550,070.00, said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth in the General Conditions.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

ARTICLE 5 - HOLD HARMLESS AGREEMENT: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers,

employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or

demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

(d) Any claims, allegations, penalties, assessments, or liabilities to the extent caused by the Contractor's failure or the failure of any Subcontractor of any tier, to fully comply with the DIR registration requirements under Labor Code section 1725.5 at all times during the performance of any Work on the Project and shall reimburse the District for any penalties assessed against the District arising from any failure by the Contractor or any Subcontractor of any tier from complying with Labor Code sections 1725.5 and 1771.1. Nothing in this paragraph, however, shall require the Contractor or any Subcontractor to be liable to the District or indemnify the District for any penalties caused by the District in accordance with Labor Code section 1773.3 (g).

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

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Instructions to Bidders
Designation of Subcontractors
Non-Collusion Declaration
Bid Bond
Bid Form
Contractor's Certificate Regarding Worker's Compensation
Agreement Form
Payment Bond
Performance Bond
Guarantee
Escrow Agreement for Security Deposit In Lieu of Retention
Workers' Compensation/Employers Liability Endorsement
General Liability Endorsement

Automobile Liability Endorsement
General Conditions
Supplementary and Special Conditions
Specifications
All Addenda as Issued
Drawings/Plans
Requirements, Reports and/or any other Documents in the Project Manual or Other Documents Issued to Bidders

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 8 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)

2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 9 - RECORD AUDIT: In accordance with Government Code Section 8546.7(and Davis Bacon, if applicable) and Article 13.11 of the General Conditions, records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

ARTICLE 10 - CONTRACTOR'S LICENSE: The Contractor must possess throughout the Project a **Class B** Contractor's License, issued by the State of California, which must be current and in good standing.

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Placentia-Yorba Linda Unified School District	Corner Keystone Construction Corporation
John Pappalardo Typed or Printed Name	_____ Typed or Printed Name
Chief Business Official Title	_____ Title
_____ Signature	_____ Signature
Dated: _____	_____ Type or Printed Name
	_____ Title (Authorized Officers or Agents)
	_____ Signature
	(CORPORATE SEAL)

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

LEASE OF PROPERTY AGREEMENT, RUBY DRIVE ELEMENTARY SCHOOL AMENDMENT NO. 4

Background

On November 17, 2009, the Board of Education entered into a lease of property agreement with Orange County Head Start, Inc. (OCHS). On June 17, 2017, Amendment No. 1 was approved to renew the lease with OCHS for a five-year period ending June 30, 2019. Amendment No. 2 was approved to renew the lease with OCHS for a five-year period ending June 30, 2024. Amendment No. 3, renewed the lease with OCHS for a two-year period beginning July 1, 2024 and ending June 30, 2026.

Amendment No. 4, will renew the lease agreement with OCHS for a two-year period beginning July 1, 2026 and ending June 30, 2028. Should either party elect to terminate this lease, written notice of such intent shall be given not later than 90 days prior to the effective date thereof. All other terms of the agreement remain unchanged.

An amendment is required to renew the Lease of Property Agreement to continue the Head Start Program at Ruby Drive Elementary School.

Financial Impact

Annual Income	$1.00

Administrator

Dr. John Pappalardo, Chief Business Officer

AMENDMENT NO. 4
TO CONTRACT
BETWEEN
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
AND
ORANGE COUNTY HEAD START, INC.

On November 17, 2009, the Board of Education entered into a Lease of Property Agreement with Orange County Head Start, Inc. (OCHS). This amendment is to renew the Lease of Property to lease the land on the east side of Ruby Drive Elementary School with OCHS for a two-year period.

On June 17, 2014, Amendment No. 1 was approved to renew the Lease of Property with OCHS for a five-year period beginning July 1, 2014 and ending June 30, 2019.

Amendment No. 2 extended the Lease of Property with Orange County Head Start, Inc. for a five-year period beginning July 1, 2019 and ending June 30, 2024.

Amendment No. 3, renewed the Lease of Property Agreement with OCHS for a two-year period beginning July 1, 2024 and ending June 30, 2026.

Amendment No. 4, will renew the Lease of Property Agreement with OCHS for a two-year period beginning July 1, 2026 and ending June 30, 2028.

Should either party elect to terminate this lease, written notice of such intent shall be given no later than 90 days prior to the effective date thereof.

All other terms and conditions of the contract remain unchanged.

DISTRICT:	CONSULTANT:
Placentia-Yorba Linda Unified School District	Orange County Head Start, Inc.
By: _____ Dr. John Pappalardo, CBO	By: _____
Date _____	

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

LEASE OF PROPERTY AGREEMENT, TOPAZ ELEMENTARY SCHOOL AMENDMENT NO. 6

Background

On February 12, 2003, the Board of Education entered into a Lease of Property Agreement with Orange County Head Start, Inc. (OCHS) to lease land on the west side of Topaz Elementary School and install portable classrooms to operate a Head Start facility. On June 18, 2013, Amendment No. 1 was approved to renew the lease with OCHS for the period of July 1, 2013 and ending June 30, 2018. On November 8, 2016, Amendment No. 2 was approved to allow Topaz State Preschool Program to share the Head Start playground area. Amendment No. 3 extended the lease with OCHS for the 2018-19 school year. Amendment No. 4 extended the lease for a five-year period with OCHS from July 1, 2019 through June 30, 2024. Amendment No. 5 renewed the lease with OCHS for a two-year period beginning July 1, 2024 and ending June 30, 2026.

Amendment No. 6 will renew the lease agreement with OCHS for a two-year period beginning July 1, 2026 and ending June 30, 2028. Should either party elect to terminate this lease, written notice of such intent shall be given not later than 90 days prior to the effective date thereof. All other terms of the agreement remain unchanged.

An amendment is required to renew the Lease of Property Agreement to continue the Head Start Program at Topaz Elementary School.

Financial Impact

Annual Income $1.00

Administrator

Dr. John Pappalardo, Chief Business Officer

AMENDMENT NO. 6
TO CONTRACT
BETWEEN
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
AND
ORANGE COUNTY HEAD START, INC.

On February 12, 2003, the Board of Education entered into a Lease of Property Agreement with Orange County Head Start, Inc. (OCHS). This amendment is to renew the Lease of Property Agreement to lease the land on the west side of Topaz Elementary School and install relocatable classrooms to operate a Head Start facility.

On June 18, 2013, Amendment No. 1 was approved to renew the Lease of Property Agreement with OCHS for a five-year period, July 1, 2013 and ending June 30, 2018.

Amendment No. 2 allowed the Topaz State Preschool Program to share the Head Start Playground Area pursuant to the attached Addendum to Lease of Property Agreement dated, September 14, 2016.

Amendment No. 3 extended the Lease of Property Agreement with OCHS for the 2018-2019 school year.

Amendment No. 4, extended the Lease of Property Agreement with Orange County Head Start, Inc. for a five-year period beginning July 1, 2019 and ending June 30, 2024.

Amendment No. 5, renewed the Lease of Property Agreement with OCHS for a two-year period beginning July 1, 2024 and ending June 30, 2026.

Amendment No. 6, will renew the Lease of Property Agreement with OCHS for a two-year period beginning July 1, 2026 and ending June 30, 2028.

Should either party elect to terminate this lease, written notice of such intent shall be given no later than 90 days prior to the effective date thereof.

All other terms and conditions of the contract remain unchanged.

DISTRICT:	CONSULTANT:
Placentia-Yorba Linda Unified School District	Orange County Head Start, Inc.
By: _____	By: _____
Dr. John Pappalardo, CBO	

Dated _____

CONSULTANT SERVICES, CL CONSULTING, INC.

Background

Consultant services are needed to provide the district with school facility planning and financing services. CL Consulting, Inc. will provide state funding analysis pertaining to new construction and modernization eligibility within the School Facility Program (SFP). CL Consulting will include a funding forecast and prepare a 10-year eligibility outlook to help the district strategically plan for future modernization opportunities. Also included will be reviewing and updating the new construction eligibility already on file with the Office of Public-School Construction (OPSC) to ensure funding opportunities under Proposition 2 and/or future bond programs.

A consultant services agreement is required to engage the support and services of an outside consultant.

Financial Impact

Capital Facilities Fund (2525)	$64,760

Administrator

Dr. John Pappalardo, Chief Business Officer

CL CONSULTING, INC.

lruiz@clcgroupinc.com
www.clcgroupinc.com
949.940.6938

April 22, 2026

FEE PROPOSAL
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN – UPDATE MODERNIZATION & NEW CONSTRUCTION ELIGIBILITY
REQUEST FOR QUALIFICATIONS/PROPOSAL

Funding Analysis Scope:

Scope Item #	Scope	Estimated Hours			Hourly Rate			Total
		Principal/Sr. Director	Director	Analyst/Planner	Principal/Sr. Director	Director	Analyst/Planner	
1	Prepare Modernization Eligibility Analysis (33 School Sites)				$255	$230	$180	$62,185
	23 Elementary/K-8 School Sites	11.5	23	172.5				
	5 Middle School Sites	2.5	5	37.5				
	4 High School Sites	4	8	48				
	1 Continuation High School Site	1	2	12				
	Subtotal	19	38	270				
2	Prepare New Construction Eligibility Analysis (District-Wide)	2	3.5	7	$255	$230	$180	$2,575
	TOTAL	**21**	**41.5**	**277**				**$64,760**

Item 1 – Prepare Modernization Eligibility Analysis (33 School Sites)

This task encompasses a comprehensive review and update of modernization eligibility across 33 school sites. Our team will establish, or update site baselines as needed, incorporating recent enrollment data, facility use, any project-specific considerations and filing any necessary SAB Form 50-03 increase adjustments. We will also include a second-round modernization funding forecast and prepare a 10-year eligibility outlook to help the District strategically plan for future modernization opportunities. This proactive planning approach ensures your district remains positioned to access available state funding and can make data-informed decisions about capital project timing.

Item 2 – Prepare New Construction Eligibility Analysis (District-Wide)

Based on our preliminary review, it appears a new construction eligibility baseline has previously been submitted to the Office of Public-School Construction (OPSC). Our proposed scope includes reviewing and updating the information already on file, identifying any gaps, updating the OPSC Dwelling Unit Augmentation form and coordinating with the District to request supporting documentation. This effort ensures the eligibility data remains current and accurate, and it positions the District to act quickly should new construction funding opportunities arise under Proposition 2 or future bond programs.

Optional Services:	Estimated Hours			Hourly Rate			Total
	Principal/Sr. Director	Director	Analyst/Planner	Principal/Sr. Director	Director	Analyst/Planner	
Support for Prop 2 facilities master plan requirements	TBD	TBD	TBD	$255	$230	$180	TBD

Support for Proposition 2 Facilities Master Plan Requirements

CL Consulting, Inc. can provide flexible, hourly support to assist the District in meeting Proposition 2 Facilities Master Plan (FMP) requirements. Optional services may include:

- Reviewing enrollment projections to support long-term facility planning
- Coordinating with LPA to evaluate student housing options
- Preparing a capacity analysis and current classroom utilization study for 33 school sites
- Supporting documentation, data organization, and compliance alignment with OPSC expectations
- All services under this category are offered on an as-needed basis and billed at our standard hourly rates.

Please be advised: This scope does not include the preparation, strategizing, qualifying, or submission of funding applications to the California Department of Education (CDE) or the Office of Public-School Construction (OPSC). These services require separate authorization and will be billed at our standard hourly rates under a distinct scope of work.

FEE: $64,760 Fixed Fee for State Funding Strategy and Funding Analysis for the PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT 02/20/26 Facilities Master Plan scope.

CL Consulting, Inc. is an S-Corp with federal tax ID/EIN #33-0973425. IRS forms W-9, and 1099 do not apply.

Thank you very much for the opportunity to present this proposal. Please do not hesitate to contact me at 949.940.6938 for any additional information. We look forward to working with your team to secure State grant funding for your facilities.

Sincerely,

Lorrie Ruiz, President
CL Consulting, Inc.

AGREEMENT FOR CONSULTING SERVICES

This agreement by and between CL Consulting, Inc., herein referred to as CONSULTANT, and Placentia-Yorba Linda Unified School District, herein referred to as CLIENT, shall be effective May 1, 2026 through June 30, 2027. CONSULTANT and CLIENT, for the consideration hereinafter named, agree as follows:

OBJECTIVE: The CLIENT seeks specialized consulting in facilities planning and State facilities funding for pursuit of the optimal State funding for modernization and/or expansion of existing schools, and other work as directed by the CLIENT.

SCOPE OF WORK: In general, at the direction of the CLIENT, the CONSULTANT shall complete the scope of work as stated in the April 22, 2026 proposal.

COMPENSATION: CLIENT shall pay the CONSULTANT in accordance with the following fees for all services rendered. CLIENT shall pay the CONSULTANT the Fixed Fee amount of $64,760 for the period 07/01/2026 through 6/30/2027 for services rendered, reimbursement of reasonable out-of-pocket expenses, including travel for state agency meetings, and any authorized subconsultant(s) at cost plus 15%. If the cost is greater than $400, then CONSULTANT shall obtain CLIENT'S prior written consent for travel and/or attendance at meetings, workshops, conferences, etc. CLIENT agrees to pay reasonable transportation, meals, lodging and related costs incurred by CONSULTANT and CONSULTANT'S personnel for travel, including 50% of the hourly rates for travel time on behalf of the CLIENT. Services are provided on a time and materials basis. This is not a fixed fee agreement for a specified scope of work. Monthly billings are based on the actual time and material expenses. Invoices are submitted monthly. Payment of CONSULTANT'S invoice will be due upon receipt.

DURATION OF AGREEMENT: This agreement may continue in force or as amended by agreement. The hourly rate shall remain in effect through June 30, 2027.

TERMINATION: Either party may terminate this agreement with no cause with seven (7) days written notice.

By executing this agreement, the parties below agree to the terms above.

Signature:  Date: 4/22/2026

Lorrie Ruiz, President, CL Consulting, Inc.
Office Address: 12015 Mora Drive #6, Santa Fe Springs, CA 90670
Tel. 949.940.6938 Email: lruiz@clcgroupinc.com

Signature: _____ Date: _____

Print: _____

Mr. Ralph Figueroa
Director, Maintenance, Facilities & Construction
Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870

CALIFORNIA DEPARTMENT OF GENERAL SERVICES (DGS) CONTRACT NO. 4-22-12-1015, PURCHASE, WARRANTY, DESIGN, DEMOLITION, SITE PREP, INSTALLATION, MAINTENANCE, AND REPAIR OF PLAYGROUND SOLUTIONS

Background

The State of California, Department of General Services (DGS) Procurement Division annually bids the acquisition of goods and services. DGS Contract No. 4-22-12-1015 was approved for the purchase, warranty, design, demolition, site prep, installation, maintenance and repair of playground solutions with Dave Bang Associates, effective through November 16, 2026. Authorization of this contract will be used for the installation of a playground structure at Esperanza High School West Campus for the CRLA Charter School. Rubber surfacing will also be poured in place for the playground.

Per the provisions of Public Contract Code Sections 12101.5, 10299, and 10290, the governing board may authorize by purchase order or contract, the purchase, warranty, design, demolition, site prep, installation, maintenance and repair of playground solutions with Dave Bang Associates, without advertising for bid if the board has determined it to be in the best interest of the district. Approval of this request will allow the district to install a playground structure and rubber surfacing for the CRLA Charter School. District staff has reviewed the contract and deemed it a cost-efficient means of procurement.

Financial Impact

Redevelopment Agency Fund (2545) $ 267,531

Administrator

Dr. John Pappalardo, Chief Business Officer

since 1979
davebang associates inc.
park+playground outfitters

Estimate

CA271209

To: **Placentia Yorba Linda USD**
Attn: Max Van De Mortel
1301 E Orangethorpe Ace
Placentia, CA 92870

Estimate Date	Salesperson
05/07/2026	Marc Gutfeld

Esperanza West: New Playground

Estimated Shipping Date	Shipped Via	FOB	Terms	Bid ID #
5-12 Weeks	Truck - CA	Anaheim	Net 30	CMAS #4-22-12-1015

Quantity	Description	Unit Price	Total Extended
1	Playworld # C26189, Custom Challengers Playstructure with 3-1/2" OD powder coated galvanized steel posts with cast aluminum caps, one piece powder coated aluminum hinged clamps and one piece coated perforated steel decks with (36) Active Play Events to accommodate (86) users, Ages 2-5	$131,148.00	$131,148.00
1	Playworld# ZZXX0661, CONCERTO MEDIUM CABASA	$1,442.00	$1,442.00
1	Playworld# ZZXX0664, CONCERTO 3 CONGAS	$3,171.00	$3,171.00
1	Playworld# ZZXX0666, CONCERTO VIBES	$6,480.00	$6,480.00
	Subtotal		$142,241.00
	Less CMAS Discount		($25,603.38)
	Less Special Discount		($9,956.87)
2,925	Poured-in-Place New Rubber Surfacing, __" thickness for a __' critical fall height Color: 50% BLACK / 50% STANDARD COLOR OF CHOICE	$24.80	$72,540.00
	Subtotal		$72,540.00
	Less Special Discount		($20,000.00)
1	Shipping	$9,385.00	$9,385.00
1	Site Prep by a Licensed Contractor to INCLUDE prevailing wages: -Provide/install base	$11,615.00	$11,615.00
1	Installation by a Factory Certified Licensed Contractor to INCLUDE prevailing wages: -Install new Playground #C26189	$71,250.00	$71,250.00
1	Payment & Performance Bond	$7,792.15	$7,792.15

	Discount Total	($55,560.25)
THIS ESTIMATE IS SUBJECT TO THE ATTACHED TERMS AND CONDITIONS	**Subtotal**	$259,262.90
THANK YOU FOR THIS CHANCE TO ESTIMATE	**Tax (7.75%)**	$8,267.76
Dave Bang Associate, INC. IS PLEASED TO SUBMIT THE ABOVE ESTIMATE FOR YOUR CONSIDERATION. SHOULD YOU PLACE AN ORDER, BE ASSURED IT WILL RECEIVE OUR PROMPT ATTENTION. THIS ESTIMATE IS SUBJECT TO THE ATTACHED TERMS AND CONDITIONS, AND IS VALID FOR 30 DAYS. THEREAFTER, IT IS SUBJECT TO CHANGE WITHOUT NOTICE.	**Total**	$267,530.66

PAY HERE

Accepted By
Print Name: _____ Signature: _____ Date: _____

PLEASE SIGN AND RETURN ONE COPY WHEN ORDERING. ***THANK YOU!***

Terms & Conditions

1. General Notes

*Assembly and Installation NOT included unless otherwise noted

*Payment and Performance bonds are NOT included unless otherwise stated.

If required, additional charges will apply. Please call for details!

*Customer responsible for quoted quantities and model numbers, please check!

*Price reflects quoted quantity. Please request revision if alternate quantity is desired

*Engineering, if required, is NOT included - unless otherwise stated.

2. Payment / Ordering

*TO ORDER, please sign quote and return via email or fax to avoid any shipping delays. Fax or email copy deemed to be legal equivalent of original. If Payment with Order is required, please sign quote below and return with payment. All past due accounts subject to 1 ½% monthly finance charge. In the event legal action is required to effect collection venue shall be Orange, CA.

3. Shipping / Unloading

*Shipped by Common Carrier – Customer will need 2-4 people to unload. Liftgate NOT included. Items will be boxed and / or stretch wrapped to pallets and customer is responsible for offloading. Delivery Drivers do NOT unload

**IMPORTANT: Customer is responsible for receiving and checking quantities and condition at time of delivery - Please note any shortages or damages on delivery copy.

*Notwithstanding anything to the contrary in any Contract Documents, Customer understands that estimated shipment times for materials are an estimate only. We have no control over shipment dates. We thus make no guarantee to Owner or Customer regarding the projected shipment dates for materials and shall not be liable for any loss caused by the timing of shipments

4. Engineered Wood Fiber

*Customer to provide access for Engineered Wood Fiber delivery with tractor truck and 53' trailer.

*Customer to provide access for Engineered Wood Fiber delivery with tractor truck and 53' trailer.

*Compaction of the Engineered Wood Fiber is NOT included in the installation cost, if desired, please request an updated proposal. If Compaction of the Engineered Wood Fiber was purchased, a high capacity water source such as a hydrant must be available. If applicable, the cost of a meter and / or the cost of the water is NOT included in the proposal. If we need to acquire the meter and / or pay for the water, please request an updated proposal

5. General Notes for Purchased Installation

*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders, prep work, flat work, grading, rerouting of water, electric, drainage or sprinkler lines unless otherwise noted in the proposal

*Demo of existing equipment or safety surfacing is NOT included unless otherwise stated in the proposal

*ROCK CLAUSE: Pricing is based on normal soil conditions which would allow an auger on a tractor to dig footings. If rocks/boulders interfere with the progress of the excavation, additional fees may apply.

*ACCESS CLAUSE: Installation based on clear access to area. Crane service is NOT included. Customer to provide access for bobcat to work area, bobcat will be provided by installer. Minimum access shall be 7' wide and 7' high. If adequate access is not provided additional charges may apply and repairs to landscape and irrigation may be required. Customer is responsible for any repairs to landscape if proper access is not provided.

*UTILITY CLAUSE: Installation to include marking of utilities by Dig Alert. Dig Alert CANNOT locate any private lines, PVC or plastic water lines. Installation does NOT include repair or relocating any underground utilities, such as drainage, irrigation, live water lines, main low voltage lines, gas, electrical, communication, or sewer etc. Customers responsibility to provide locations of any utilities prior to commencement of work.

*Customer is responsible for all landscape repairs such as, but not limited to damaged trees, bushes, lawn, curbing, sidewalks and/or asphalt paving caused by materials truck and/or 2-ton bobcat needed to complete project.

*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders unless otherwise noted

*Before we proceed with the playground installation, the playground area MUST be compacted, be free of debris, and excavated accordingly. Please call for details.

*Concrete pad for surface mount items NOT included and MUST be provided by customer unless otherwise stated.

*Surface mount anchoring to asphalt and paver areas is NOT included unless otherwise stated.

*Private Utility Locator is NOT included unless otherwise noted. Private Utility Locator CANNOT locate any PVC or plastic water lines

*Installation does NOT include saw cutting and/or core drilling unless otherwise noted

*Installation does NOT include jackhammering. Please call for details.

*Area MUST have normal soil conditions and be level.

*All Athletic Equipment Goals such as soccer, football, etc, install location MUST be marked out by customer prior to installation, if installation was purchased

6. Temporary Fencing

*Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to install area or to the rubberized surface while it sets is NOT included unless noted on quote. If desired, the installers can put up caution tape, but Temporary Fencing is recommended. Although the fencing, if provided, is intended to provide this security, the overall security of the property is ultimately the responsibility of customer. We are not responsible for any vandalism or injuries even with the provision of the fencing.

7. ADA Access

*Play Equipment MUST be installed over an impact-absorbing surface such as ADA compliant Engineered Wood Fiber or Rubber Surfacing. If not quoted, please call for details.

*This area is NOT ADA compliant without the installation of compliant surfacing and an accessible route up to and into the playground area. Please call for details.

8. Poured-in-Place Rubber Surfacing

*Subbase is NOT included unless otherwise stated.

*Rubber Surfacing cure time is normally 48-72 hours and can vary depending on weather conditions.

*Rubber Surfacing cannot be installed during extreme weather conditions and may also not be installed if rain or frost is forecast during the cure time.

*48-Hour Manned Security is NOT included for rubber.

9. Shade Shelters (non DSA)

*Shade Shelter installation price EXCLUDES – unless otherwise stated in this quote - engineering, permits, permit submittal, site plans, special inspections, soil reports, impact fees, special assessment fees. Customer is responsible for any and all of these items if required by the City.

*Shade Shelter manufacture time is 6-8 weeks. Permitting can add 2-4 weeks or more to lead time. PLEASE NOTE: Shade Orders are NOT released into production until permit is issued!

*Shade Shelter installation price EXCLUDES concrete pad, footings, masonry columns, electrical wiring and lights unless otherwise noted.

10. Shade Shelters (DSA)

**6-8 Week lead time is AFTER DSA approval by your architect of choice

* Customer to receive shade shelter. If receiving by us is needed, please call for pricing and details!

* Job to be completed in one mobilization. Additional moves will be additional pricing if we are required to remobilize due to schedule issues, stop work or a delay in work not caused by us

*Pricing does NOT include, architectural drawings, site/plot plans, DSA submittal fees, job site inspector fees, shop welding inspection fees, and/or permits

*DSA in-plant Welding Inspector to be hired by the School District. Welding Inspector fee has NOT been quoted.

*School District / Architect responsible for submission of plans to DSA for DSA approval

*Fabrication cannot start until inspections have been coordinated, colors have been selected, and approved plans received.

*Fabrication cannot start until inspections have been coordinated, colors have been selected, and approved plans received.

11. Prevailing Wages

*Prevailing Wages NOT included unless otherwise noted. (ie: Davis Bacon, TERO, ect.) If this is a Prevailing Wage project, please request alternate pricing.

*If Prevailing Wages / Davis Bacon Wages were INCLUDED, all other special work fees NOT included - Additional Labor Charges may apply if alternate labor is required.

*If DIR Project Registration is required, work may not begin until we receive DIR Project ID number

12. Indemnity Provision

*Notwithstanding anything to the contrary in any Contract Documents we shall have no duty to defend or indemnify Owner, Customer, or any other party we agree to defend or indemnify in any Contract Documents for that portion of any claim arising out of the comparative fault of any party we agree to defend or indemnify in any Contract Documents.

13. Insurance

Available Insurance

Umbrella / Excess Liability:

Each Occurrence - $5,000,000.00

Aggregate - $5,000,000.00

General Liability Limits:

Deductible - $5,000.00
Each Occurrence - $1,000,000.00
Damage to Rented Premises - $100,000.00
Medical Expense - $5,000.00
Personal & Adv Injury - $1,000,000.00
General Aggregate (per project) - $2,000,000.00
Products Comp/OP Agg - $2,000,000.00
Excludes Contractual Liability
Available Endorsements:
Additional Insured Ongoing Operations CG2010 0704
Additional Insured Completed Operations CG2037 0704
Primary Noncontributory IFG-G-0094
Waiver of Subrogation CG 2404
Per Project Aggregate IFG-G-0065
Per Location Aggregate IFG-G-0064
Auto Liability Limits:
(Any Auto, Hired Autos, Non-Owned Autos)
Combined Single Limit $1,000,000.00
Available Endorsements:
Auto Blanket Additional Insured CNA71527XX
Auto Blanket Waver of Subrogation CA 0444
Workers Compensation and Employers Liability:
Each Accident - $1,000,000.00
Disease (Ea Employee) - $1,000,000.00
Disease (Policy Limit) - $1,000,000.00
Waiver of Subrogation Endorsement available upon request
CA WCO000313

Initial: _____

COLOR PALETTE:

MANUFACTURERS:

PLAYWORLD®

PROJECT:

ESPERANZA WEST

ANAHEIM, CA - OPTION 1

DESIGNED BY:
MARC GUTFELD
MARCH 27, 2026
DRAWING # C26189
PROJECT # 26005875

DESIGNED FOR:
AGES
2-5

since 1979
davebang associates inc.
park+playground ou

COLOR PALETTE:

MANUFACTURERS:

PLAYWORLD®

PROJECT:

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COLOR PALETTE:

MANUFACTURERS:

PLAYWORLD®

PROJECT:

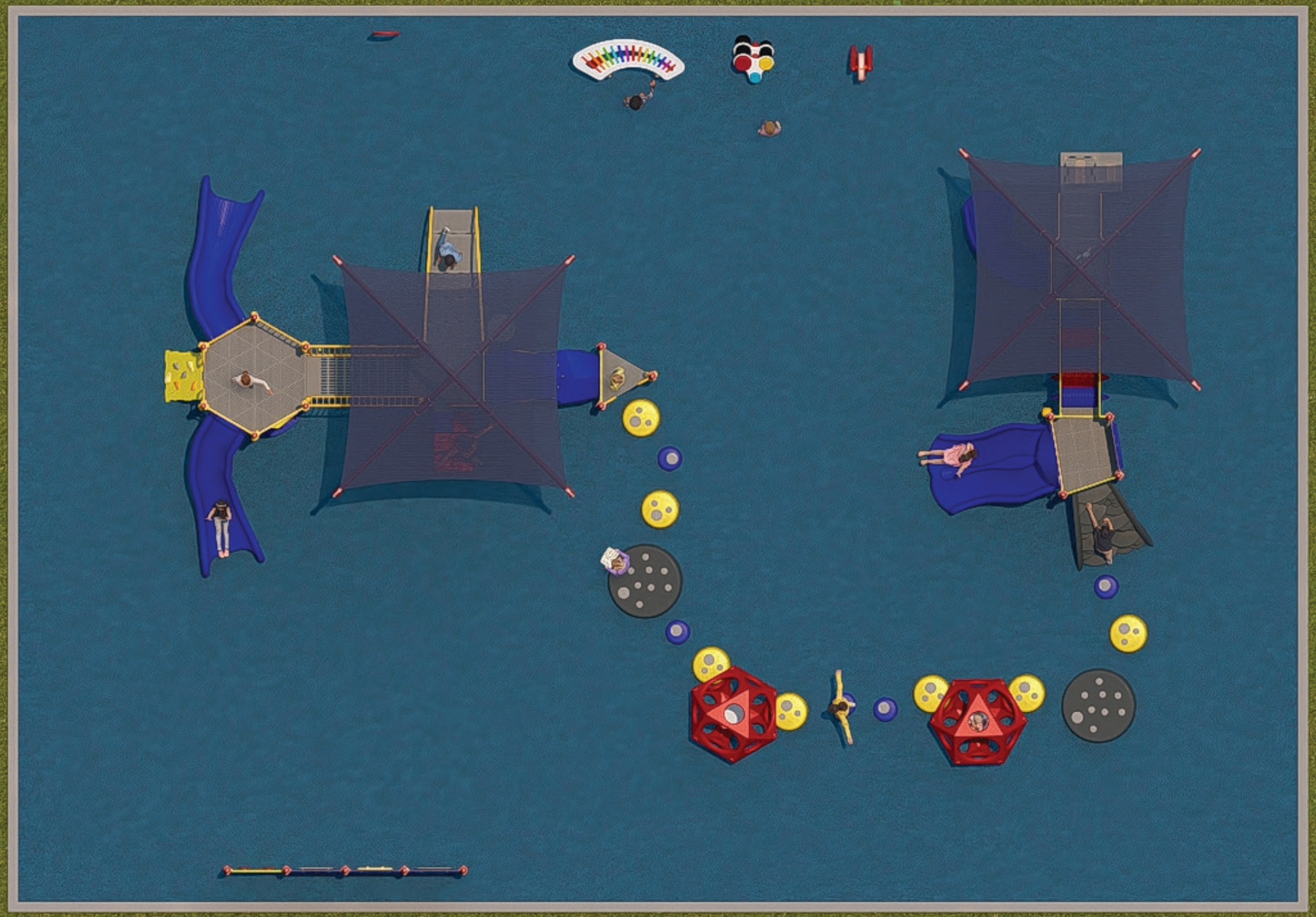
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ANAHEIM, CA - OPTION 1

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PROJECT # 26005875

DESIGNED FOR:
AGES
2-5

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park+playground ou



SELECTED COLORS

POST: RED

COMPONENT 1: YELLOW

COMPONENT 2: BLUE

COMPONENT 3: N/A

COMPONENT 4: N/A

ROTOMOLDED PLASTIC 1: BLUE

ROTOMOLDED PLASTIC 2: RED

ROTOMOLDED PLASTIC 3: N/A

SHEET PLASTIC 1: YELLOW

SHEET PLASTIC 2: RED

2-TONE PLASTIC: BLUE/YELLOW

ROPE: N/A

SHADE: BLUE

ECO-ARMOR: GRAY

KODA 1: N/A

KODA 2: N/A

KODA 3: N/A

KODA 4: N/A

KODA 5: N/A

KODA 6: N/A

KODA 7: N/A

MODIFIED COLORS LISTED BELOW

ROCK CLIMBER/LARGE STEPPERS: GRAY

PLAYCUBES: RED

MEDIUM STEPPERS: YELLOW

COLOR PALETTE:

MANUFACTURERS: PLAYWORLD®

PROJECT:

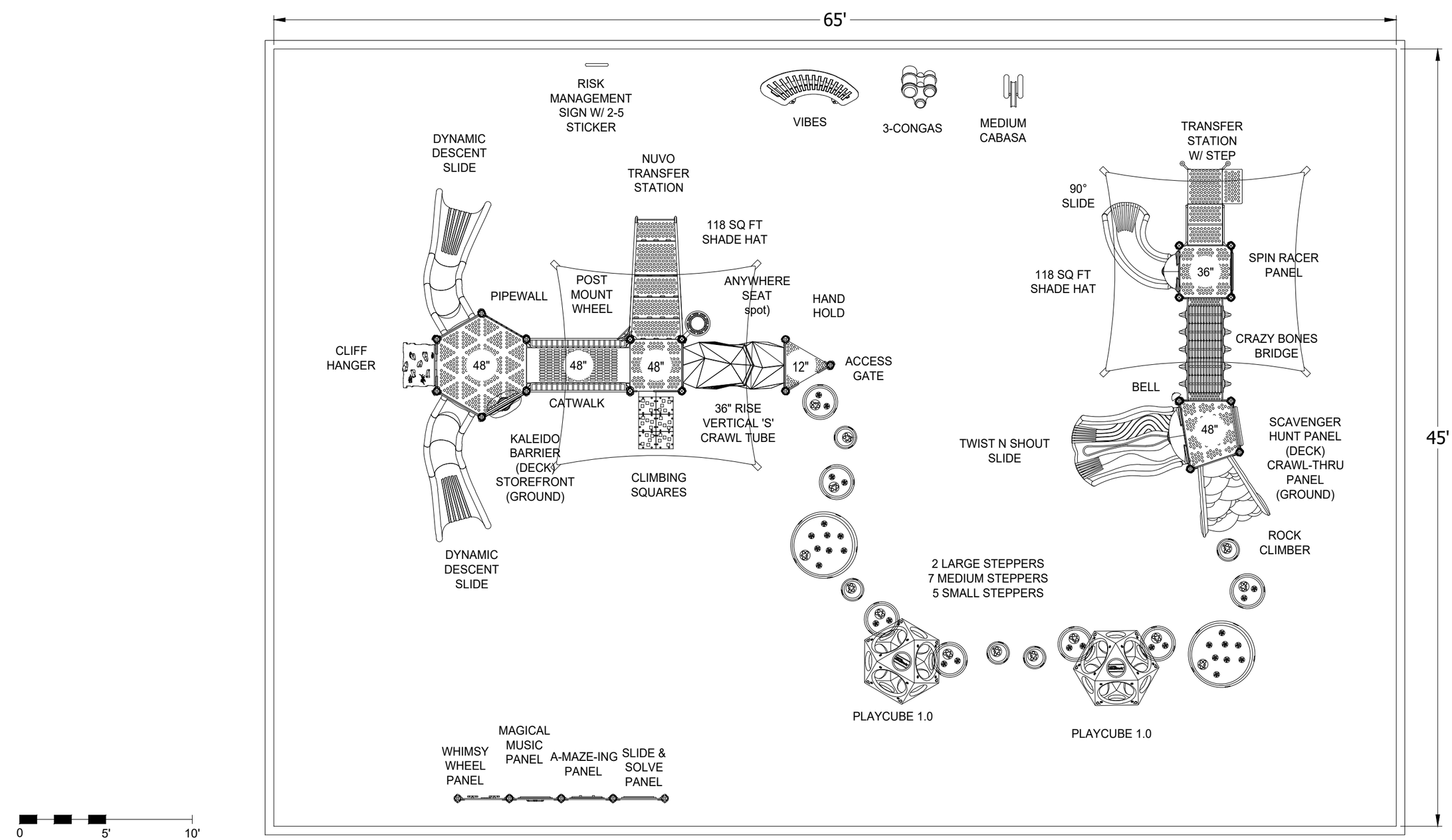
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MARCH 27, 2026
DRAWING # C26189
PROJECT # 26005875

DESIGNED FOR:
AGES 2-5

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davebang associates inc.
park+playground ou



TOTAL ELEVATED PLAY COMPONENTS:	13		
TOTAL ELEVATED PLAY COMPONENTS ACCESSIBLE BY RAMP:	0	REQUIRED:	0
TOTAL ELEVATED PLAY COMPONENTS ACCESSIBLE BY TRANSFER:	11	REQUIRED:	7
TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS SHOWN:	26	REQUIRED:	4
TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS OF DIFFERENT TYPES:	7	REQUIRED:	3

* APPLICABLE ONLY WITH ADA COMPLIANT SURFACING.

PLAY STRUCTURE AND LAYOUT OF THE COMPONENTS CONFORM TO ASTM F1487-25 AND CPSC #325 GUIDELINES AND CCR TITLE 22, DIVISION 4 CHAPTER 22.
CRITICAL FALL HEIGHT OF OVERALL PLAY AREA: 49"

PROJECT:

ESPERANZA WEST

ANAHEIM, CA- OPTION 3

DESIGNED BY: MARC GURFELD
MARCH 27, 2026
DRAWING # C26189
PROJECT # 26005875

DESIGNED FOR AGES 2>5

since 1979 davebang associates inc. park+playground outfitters

Esperanza West - Opt 3

Design Number: C26189 - Bill Of Material

Ref. No.	Part No.	Description	Quantity
	Posts		
1	ZZCH0007	3.5in OD x 100in STEEL POST W/ RIVETED CAP	3
2	ZZCH0028	3.5in OD x 136in STEEL POST W/ RIVETED CAP	10
3	ZZCH0356	3.50in x 88in STEEL POST w/CAP	5
4	ZZCH0386	3.5in OD x 198in LARGE SHADE HAT POST (48in & 60in DECK)	8
	Decks & Kick Plates		
5	ZZCH0616	SQUARE COATED DECK ASSEMBLY	2
6	ZZCH0617	TRIANGULAR COATED DECK ASSEMBLY	1
7	zzCH0619	FULL HEX COATED DECK ASSEMBLY	1
8	ZZCH0636	DOUBLE SLIDE COATED DECK ASSEMBLY	1
	ADA Items		
9	ZZCH0684	NUVO- 48in TRANSFER STATION	1
10	ZZCH2008	TRANSFER STATION w/BARRIERS (36in DECK)	1
11	ZZUN2019	APPROACH STEP FOR TRANSFER STATION	1
	Slides		
12	ZZCH2727	TWIST AND SHOUT (48in DECK)	1
13	ZZCH3129	90 DEGREE GLIDE SLIDE (36in DECK)	1
14	ZZCH3421	DYNAMIC DESCENT SLIDE - ENTRANCE & EXIT	2
15	ZZUN3402	DYNAMIC DESCENT SLIDE - RIGHT TURN SECTION	2
16	ZZUN3403	DYNAMIC DESCENT SLIDE - LEFT TURN SECTION	2
	Barriers		
17	ZZCH4095	CENTERLINE PIPE WALL BARRIER	1
18	ZZCH4190	SMALL HAND HOLD	1
19	ZZCH4288	ACCESS GATE	1
20	ZZCH4374	KALEIDO BARRIER 47.4in TALL RIGHT	1
	Activity Panels		
21	ZZCH4290	POST MOUNTED STEERING WHEEL	1
22	ZZCH4529	WHIMSY WHEEL PANEL (GROUND LEVEL)	1
23	ZZch4537	SPIN RACER PANEL (DECK LEVEL)	1
24	ZZCH4546	SCAVENGER HUNT (DECK LEVEL)	1
25	ZZCH4578	ANYWHERE SEAT	1
26	ZZCH4646	STORE FRONT PANEL	1
27	ZZCH4672	CH PANEL FRAME- GROUND LEVEL	3
28	ZZUN4673	A-MAZE-ING INSERT	1
29	ZZUN4678	SLIDE & SOLVE INSERT	1
30	ZZUN4679	MAGICAL MUSIC INSERT	1
	Audible Activities		
31	ZZCH4556	7in BELL (POST MOUNT)	1
	Roofs & Arches		
32	ZZCH4716	12ft SQUARE HAT SHADE	2
33	ZZCH9726	CH SQUARE HAT POST BRACES	1
	Crawl Tubes		
34	ZZCH5190	CRAWL THRU PANEL (GROUND LEVEL)	1

Esperanza West - Opt 3

Design Number: C26189 - Bill Of Material

Ref. No.	Part No.	Description	Quantity
35	ZZCH5694	VERTICAL S ADVENTURE TUBE 2.0	1
	Bridges		
36	ZZCH6478	CRAZY BONES 6ft x 1ft RISE BRIDGE	1
37	ZZCH7085	6ft CATWALK	1
	Climbers		
38	ZZCH6987	CLIFF HANGER (INCLINED) (48in DECK)	1
39	ZZCH7088	CLIMBING SQUARES BLOCK CLIMBER (48in)	1
40	ZZCH7439	ROCK CLIMBER (48in DECK)	1
41	ZZUN8727	PLAYCUBE- GROUND LEVEL	2
	Balance		
42	ZZUN7136	UNITY STEPPER - SMALL	5
43	ZZUN7137	UNITY STEPPER - MEDIUM	7
44	ZZUN7138	UNITY STEPPER - LARGE	2

CONSULTANT SERVICES, PROJECT MANAGEMENT AND PLANNING SERVICES

Background

Consultant Services are needed to provide project management and planning services at various stages of projects. Schoolhaus Advisors, Inc. has provided consultant services from inception and funding, through completion of construction, occupancy, and closeout of various projects for the past year.

Renewal of the consultant services agreement is required to continue to engage the support and services of Schoolhaus Advisors, Inc through June 30, 2027.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $40,000
General Fund (0101)– AMIMBG
Child Development Fund (1212)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)
Special Reserve Fund (4040)

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 222-01, PLUMBING SERVICES

Background

On April 5, 2022, the Board of Education awarded Unit Bid No. 220-06 for plumbing services to Ironwood Plumbing, Inc. and Pacific Plumbing Company. The initial contract term was for one year after the award of bid and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the fourth and final one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 222-01 for plumbing services will enable the district to respond to various plumbing needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $550,000
Deferred Maintenance Fund (1414)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 222-06, PAINTING SERVICES

Background

On May 17, 2022, the Board of Education awarded Unit Bid No. 222-06 for painting services to Dulux Painting, Inc. and New Dimension General Construction, Inc. The initial contract term was for one year after the award of bid and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the fourth and final one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 222-06 for painting services will enable the district to respond to various painting needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance	$275,000
Deferred Maintenance Fund (1414)	
Capital Facilities Fund (2525)	
Capital Facilities Agency Fund (2545)	

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 223-06, GENERAL CONTRACTOR SERVICES

Background

On April 11, 2023, the Board of Education awarded Unit Bid No 223-06 for general contractor services to New Dimension General Construction and Easterday Construction, Inc. The initial contract term was for one year after the award of bid, and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the third one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 223-06 for general contractor services will enable the district to respond to various general contractor needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $925,000
General Fund (0101) - ELOP
Deferred Maintenance Fund (1414)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 223-10, FLOORING INSTALLATION SERVICES

Background

On April 11, 2023, the Board of Education awarded Unit Bid No 223-10 for flooring installation services to I&B Flooring and Signature Flooring, Inc. The initial contract term was for one year after the award of bid, and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the third one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 223-10 for flooring installation services will enable the district to respond to various flooring installation needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101) – Routine Restricted Maintenance $750,000
Deferred Maintenance Fund (1414)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 223-11, FENCING SERVICES

Background

On April 11, 2023, the Board of Education awarded Unit Bid No 223-11 for fencing services on a unit cost basis, and an hourly rate cost for labor and materials when appropriate to JM Justus Fence Company and Econo Fence, Inc. The initial contract term was for one year after the award of bid, and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the third one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 223-11 for fencing services will enable the district to respond to various fencing needs throughout the district and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $650,000
Deferred Maintenance Fund (1414)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 223-12, TREE TRIMMING, REMOVAL AND INVENTORY SERVICES

Background

On April 11, 2023, the Board of Education awarded Unit Bid No 223-12 for tree trimming, removal, and inventory services on a unit cost basis, and an hourly rate cost for labor and material when appropriate to West Coast Arborists. The bid is utilized for various tree trimming, removal and inventory service needs throughout the district. The initial contract term was for one year after the award of bid, and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the third one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 223-12 for tree trimming, removal and inventory services will enable the district to respond to various tree trimming, removal and inventory services needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101) – Routine Restricted Maintenance $350,000

Administrator

Dr. John Pappalardo, Chief Business Officer

BID NO. 225-10, POOL CHEMICAL SUPPLIES

Background

On April 8, 2025, the Board of Education awarded Unit Bid No 225-10 for pool chemical supplies to Fuller Engineering, Inc. The bid is utilized for pool chemicals for the district's four high school swimming pools. The initial contract term was for one year after the award of bid, and could be extended for two additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of three years.

This renewal will exercise the second one-year period allowed for extension from July 1, 2026 through June 30, 2027. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor.

Renewal of Unit Bid No. 225-10 will allow for swimming pool cleaning and equipment repair service needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101) – Routine Restricted Maintenance $180,000

Administrator

Dr. John Pappalardo, Chief Business Officer

UNIT BID NO. 225-17, NFPA 72 FIRE ALARM TESTING AND INSPECTION SERVICES AND UNIT BID LOW VOLTAGE SERVICES

Background

On June 17, 2025, the Board of Education awarded Unit Bid No 225-17 for NFPA 72 fire alarm testing and inspection services, and a unit bid for low voltage services to Time and Alarm Systems. The initial contract term was for one year after the award of bid, and could be extended for four additional one-year periods in accordance with provisions contained in Education Code Section 17596, not to exceed a total of five years. Consideration will be given at each renewal period for increases in prevailing wage rates and the Consumer Price Index, upon written request by the contractor. This renewal will exercise the first one-year period allowed for extension from July 1, 2026 to June 30, 2027. All other terms and conditions remain the same.

Renewal of Unit Bid No. 225-17 for NFPA 72 fire alarm testing and inspection services, and a unit bid for low voltage services will enable the district to respond to various low voltage needs throughout the district in a timely manner and ensure compliance with legal bid mandates.

Financial Impact

General Fund (0101)– Routine Restricted Maintenance $500,000
Deferred Maintenance Fund (1414)
Capital Facilities Fund (2525)
Capital Facilities Agency Fund (2545)
Special Reserve Fund (4040)

Administrator

Dr. John Pappalardo, Chief Business Officer

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

BUSINESS SERVICES – INDEPENDENT CONTRACTOR AGREEMENT

Background

1. Claim Retention Services, Inc.	Approve Independent Contractor Agreement to provide special services to perform administration of self-insured property and liability claims required by the district.

Financial Impact
Property & Liability Fund (6770) NTE $20,000

Administrator
Dr. John Pappalardo, Chief Business Officer

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 16th day of June, 2026, by and between Claim Retention Services, 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)
   Supervise and administer the property and liability claims for the district, and act as the district's representative in connection with the investigation, adjustment, processing, supervision, and resolution of both property and liability claims asserted by third parties against the district.
2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , July 1, 2026, and will diligently perform as required and complete performance by, June 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 $ 20,000 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: Claim Retention Services, 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: _____
Assistant Superintendent, Administrative Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: June 16, 2026
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (NOCROP)

Background

The district has been a longstanding member of the North Orange County Regional Occupational Program (NOCROP). The NOCROP is a Joint Powers Authority (JPA) that was formed in 1973 to provide Career Technical Education (CTE) opportunities to students in member school districts.

NOCROP issues an annual Joint Powers Agency master agreement, which allows member districts to maintain ROP programs that meet participating district requirements. The primary purpose of the program is to determine CTE requirements of participating school districts and develop and maintain programs that serve those needs. For the 2026-27 school year, the district requires a total of 70 regular sections and 7 grant-funded sections for a total of 77 sections. The total cost is estimated at $2,516,360 or $32,680 per section.

By approving this request, the district will continue to maintain ROP programs that meet district requirements.

Financial Impact

General Fund (0101)	$2,287,600
CTEIG Grant	163,400
K12 SWP Round 7 Grant	65,360
Total	$2,516,360

Administrator

Dr. John Pappalardo, Chief Business Officer

Joint Powers Agreement
Appendix A - Operating and Funding Agreement

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Maximum Number of Sections	Projected Total Number of Sections[1]	Cost per Section[2]	Projected Total Annual Cost for District	Projected Monthly Invoice Amount for District
78	**77**	**$32,680**	**$2,516,360**	**$251,636**

[1] Projected Total Number of Sections is based on allocation from the 2025-2026 school year, unless reductions were requested in writing prior to February 15, 2026.
[2] Cost Per Section is based upon the 2025-2026 per section cost increased by the 4.31% COLA planning factor from the School Services Dart Board; however, the actual cost will be determined by the funded COLA to the DISTRICT's base grant. Calculations are current as of May 29, 2026.

THE DISTRICT:

1. Requests for additional sections must be in writing and authorized by the Superintendent or designee of the District and include budget verification by the Chief Business Officer.
2. Requests for additional instructional sections should be provided in writing to the Assistant Superintendent of Educational Services, Dr. Kelly Kennedy (kkennedy@nocrop.us).
3. As noted in Section 9 (b) of the JPA, notification of total class section reductions by the DISTRICT shall be made and provided in writing to the PROGRAM by **February 15th**, proceeding
4. the fiscal year the reductions will be implemented.

THE PROGRAM:

1. The PROGRAM Educational Services Division will provide a Section Count document each semester. The document will reflect the breakdown of PROGRAM sections by pathway and instructor for each campus.
2. The PROGRAM shall be responsible for invoicing the DISTRICT ten (10) equal monthly amounts, September through June.
3. A final version of the Appendix A document will be updated by the PROGRAM and provided to the DISTRICT by **May 30th** of each year.

BOTH THE DISTRICT AND THE PROGRAM:

1. A change in the type of program offered by the PROGRAM to the DISTRICT may be made at any time, with the written approval from the Educational Services Assistant Superintendents, from both the DISTRICT and the PROGRAM.
2. In the case of a new instructional program, or an existing program that requires a significant upgrade financial investment, the DISTRICT and the PROGRAM will determine what additional one-time and/or ongoing funding is required.
3. A periodic review of the per section cost funding model by the Chief Business Officers for the JPA member DISTRICTS and the PROGRAM is recommended every three (3) years.

The multi-year projection reflected in the table below is for planning purposes and includes the Funded COLA increases as projected by the School Services Dart Board for the 2026-2027 Governor's Proposed Budget.

School Year	Projected Total Number of Sections	COLA Planning Factor	Cost Per Section	Total Projected Annual District Cost	Monthly Projected District Invoice Amount
2027-2028	*77*	*3.30%*	*$33,758*	*$2,599,366*	*$259,937*
2028-2029	*77*	*3.09%*	*$34,801*	*$2,679,677*	*$267,967*

Joint Powers Agreement
Appendix B – Student Data Sharing Agreement

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights Privacy Act ("FERPA") permits the release of personally identifiable student data without prior written parental consent if the release is to "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instructions, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representative of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted." 20 USC 1232g(b)(1)(F). each party agrees to comply with FERPA in its performance of this agreement.

DATA SHARING

To accomplish the purposes stated above each participating district and the PROGRAM will share student data relative to the PROGRAM. Both parties will work jointly to determine the provisions of the data request delivery.

DATA REQUIREMENTS AND DELIVERY FOR EACH ACADEMIC YEAR

The participating district and the PROGRAM agree to share data with student and teacher level data elements ("Shared Data") for all students attending the participating district pertaining to Career Technical Education. Student and teacher data will be delivered securely and directly from both parties.

With the participating district's approval, data may be matched to other administrative data. In these instances both parties shall use a secure, mutually agreed upon means and schedule of transferring confidential information.

In addition, this agreement will meet the requirements requested by Aeries, the student information system used by NOCROP and all five District partners, that an agreement to share student information be approved between the parties each year.

CONFIDENTIALITY

Student records contain sensitive information, the disclosure of which is governed by California Education Code section 49060 et seq. and implementing regulations contained in title 5 of the California Code of Regulations, "Directory information," as defined in Education Code section 49061, subdivision (c) may be released pursuant to Governing Board policy.

Pupil record information, as defined in Education Code section 49061, subdivision (b), may be released by the PROGRAM on a limited basis. The sole use of the student data will be for research and educational program evaluation for programs directly related to the improvement of both parties.

In accordance with the Education Code section 49076, subdivision (b)(5), parties shall not use pupil record information in any manner that will permit the personal identification of students by persons other than representatives of either party or others authorized by the participating district and the PROGRAM. Teacher data will have the same protections. All data will be stored in a secure area in a locked office at all sites. All data collected will remain confidential, and any reports generated from the data will be made in aggregate form to ensure that student or teacher identifiers, such as name and identification number are not disclosed to others besides representatives of either party and others authorized by the participating district and the PROGRAM. Student and teacher identifiers will be used for longitudinal data tracking and data linking only.

Both parties shall not release or disclose any student information to any outside research department, institution, school or individual not mentioned in the agreement under any circumstances, without express written approval of either party. Projects requiring the sharing of personal identifiable information will be clearly explained prior to releasing data. Both parties agree to destroy all student and teacher data when no longer needed for program evaluation purposes.

Notwithstanding, both parties grant the right to use the Shared Data for each other's lawful education and research purposes. This grant shall include, but not limited to, the use of de-identified Shared Data as part of the parties' published works in accordance to and compliant with the terms in this section. The de-identification of the Shared Data shall include the removal of the school district, PROGRAM, student, and teacher identification information.

APPROVAL OF APPENDIX A AND APPENDIX B:

Signature	Date	Date of Board Approval

SUPERINTENDENT OR DESIGNEE
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Signature	Date	Date of Board Approval

SUPERINTENDENT OR DESIGNEE
NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

MANAGEMENT SYSTEM FOR STUDENT BODY ORGANIZATIONS

Background

ASBWorks is a comprehensive management system tailored specifically for student body organizations. The program comprises a fully automated set of tools designed to streamline and enhance the daily tasks associated with student bodies. ASBWorks is an online platform with features including a complete general ledger, an online web store, and both online and offline point-of-sale capabilities. Furthermore, ASBWorks hosts and provides support for the training and assistance of the system. This enables the district to have oversight of all Associated Student Body (ASB) accounts.

The district has used ASBWorks with satisfaction for the past year as a complete solution for student body governance with the most advanced technology and security available to operate and oversee district ASB accounts.

Financial Impact

General Fund (0101) $10,988.46

Administrator

Dr. John Pappalardo, Chief Business Officer

Addendum
To
"Software License Agreement"
Between
Gray Step Software Inc., a subsidiary of KEV Group Inc. and Placentia-Yorba Linda Unified School District

An Agreement made on January 18, 2025 (the "Effective Date").

BETWEEN:

Client:
Placentia-Yorba Linda Unified School District,
1301 E. Orangethorpe Ave.,
Placentia, CA 92870

AND

Service Provider:
Gray Step Software
4671 Golden Foothill Pkwy., Suite 101,
El Dorado Hills, CA, 95762

Now, therefore, the parties agree to modify, delete and/or include the following terms and conditions in the above referenced agreement/contract. The following provisions and covenants are in addition to prior agreements, and where there is a conflict between provisions of this addendum and the provisions set forth in the Software License Agreement (hereinafter referred to as "Service Agreement") between **Placentia-Yorba Linda Unified School District** (hereinafter referred to as "**Client**") and **Gray Step Software Inc., a subsidiary of KEV Group Inc.** (hereinafter referred to as "**Provider**") or any other Contract Documents, the provisions set forth herein shall supersede and have full force and effect and become a part of the above referenced contract for all intent and purposes.

APPLICATION SERVICE AGREEMENT
TERMS AND CONDITIONS

1. This addendum to the above-referenced Software License Agreement is made and entered into by and between Client, a body corporate politic under the laws of California, and the Provider.

2. For the purpose of this Addendum, Software License Agreement documents referenced above consist of five (5) pages.

3. The following schedule will be in addition to "License Fees" in the Service Agreement:

SCHEDULE A

Fees

Annual Recurring Software Cost				
Quantity	Item	Description	Price	Total
7	MS	ASBWorks Annual Subscription for Middle School	$814,98	$5,704.86
4	HS	ASBWorks Annual Subscription for High School	$1,320.90	$5,283.60
			Costs	$10.988.46

Payment Terms

The Annual Recurring Software fee of $10,988.46 will be due upon signing of this addendum. After Year 1 standard price increases that will reflect the Consumer Price Index (CPI) + 2%.

Annual Subscription includes all software modules and features, technical support, Gray Step Point of Sale, and updates at no additional cost.

EXECUTED in duplicate this the ___ day of _____, 2026.

CLIENT:
Placentia-Yorba Linda Unified School District

Dr. John Pappalardo
Chief Business Officer

PROVIDER:
Gray Step Software Inc. by KEV Group Inc.

Joshua Shuval
Vice President

PEST CONTROL SERVICES

Background

The Nutrition Services Department utilizes pest control services for the district nutrition program. Pest Options has demonstrated timely and professional performance as the current provider of pest control service.

Nutrition Services will continue to receive quality pest control service for the nutrition program by renewing the agreement with Pest Options.

Financial Impact

Cafeteria Fund (1313) $23,925

Administrator

Dr. John Pappalardo, Chief Business Officer

Client: PYLUSD

Project Site: District Wide **Regarding:** Nutrition general pest inspection	**Date:** 5.22.26

Proposal: 2026-2027 Proposal

Nutritional service proposal	Monthly Occurrence	Yearly Cost
El Dorado High	2	$1,650.00
Esperanza High	2	$1,650.00
Tuffree Middle	2	$1,650.00
Valencia High	2	$1,650.00
Yorba Linda High	2	$1,650.00
Bernardo OCSCs	1	$825.00
Bryant Ranch Elem	1	$825.00
Esperanza High West	1	$825.00
Topaz Elem	1	$825.00
Travis Ranch Middle	1	$825.00
Valadez Middle	1	$825.00
Yorba Linda Middle	1	$825.00
Brookhaven Elem	1 every other	$450.00
El Camino High	1 every other	$450.00
Fairmont Elem	1 every other	$450.00
George Key School	1 every other	$450.00
Glenknoll Elem	1 every other	$450.00
Glenview Elem	1 every other	$450.00
Golden Elementary	1 every other	$450.00
Kraemer Middle	1 every other	$450.00
Lakeview Elem	1 every other	$450.00

Linda Vista Elem	1 every other	$450.00
Mabel Paine Elem	1 every other	$450.00
Melrose Elem	1 every other	$450.00
Morse Elem	1 every other	$450.00
Rio Vista Elementary	1 every other	$450.00
Rose Drive Elem	1 every other	$450.00
Ruby Drive Elem	1 every other	$450.00
Sierra Vista Elem	1 every other	$450.00
Travis Ranch Elem	1 every other	$450.00
Tynes Elem	1 every other	$450.00
Van Buren Elem	1 every other	$450.00
Wagner Elem	1 every other	$450.00
Woodsboro Elem	1 every other	$450.00
	Yearly cost	$23,925.00
	Monthly cost	$1,993.75

Terms

Net 30 Days. We reserve the right to reschedule in the event of adverse weather conditions or any conditions deemed to be unsafe by any company personnel.

Thank you for your consideration

Accepted By: _____

Date: _____

PO: _____

Tiffany Thompson
QAC, QWEL, CWM, Arborist
Pest Options
(714) 224-7378 office

COMPLIANT SCHOOL MEAL VENDING

Background

On December 10, 2024, the district entered into an agreement with the California Republic Leadership Academy (CRLA) Charter School to prepare and vend compliant school meals for their students. CRLA has made another request of the Nutrition Services Department to prepare and vend compliant school meals for their students for the 2026-27 school year. All meals must meet the federal requirements of the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

Approval of the agreement with the CRLA charter school for preparation and vending of compliant school meals will continue to generate a revenue stream for the district for the 2026-27 school year. Nutrition Services staff will only be responsible for preparing and packaging meals for pickup.

Financial Impact

No cost to district Additional revenue will be generated

Administrator

Dr. John Pappalardo, Chief Business Officer

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT
Vended School Meals Agreement
BETWEEN
NUTRITION SERVICES
AND
CALIFORNIA REPUBLIC LEADERSHIP ACADEMY
2026-2027 School Year

This School Meals Agreement ("Agreement"), entered into as of July 23,2025, between California Republic Leadership Academy ("CRLA") located at 5401 Fairmont Blvd in Yorba Linda, CA and the Placentia Yorba Linda Unified School District Nutrition Services ("District") is made for the purpose of preparing breakfasts and lunches (collectively, "Meals") that meet the federal National School Lunch Program ("NSLP") and School Breakfast Program ("SBP") meal requirements. CRLA and District are collectively referred to as the "Parties."

WHEREAS, in accordance with the California Universal Meals Program, CRLA is required to provide two free meals (breakfast and lunch) during each school day to students requesting a meal, regardless of students' free or reduced-price meal eligibility, and regardless of whether or not the school is participating in the NSLP or SBP.

WHEREAS, CRLA has chosen to partner with District to provide Meals for CRLA's students; and

WHEREAS, CRLA has certain obligations it must adhere to as a recipient of services from the District.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements herein contained, the Parties agree as follows:

1. TERM AND TERMINATION

This Agreement is effective as of August 1, 2026 and shall remain in effect through June 30, 2027.

Except as otherwise indicated, this Agreement may only be amended by mutual written consent of the Parties.

2. DISTRICT'S DUTIES

2.1 District will be the sole food services provider for Meals for CRLA during the term of this Agreement. District may begin providing Meals to CRLA pursuant to this Agreement on August 1, 2026, in accordance with their school calendar.

2.2 District shall prepare Meals for CRLA at Esperanza High School located at 1830 Kellogg Drive, Anaheim, CA 92807, ("District Preparation Site"). Meals will meet

NSLP and SBP meal requirements, and comply with United States Department of Agriculture nutritional standards for the K-8 meal pattern with the exception of the fluid milk requirement, which will be provided directly by CRLA. CRLA commits to purchasing and managing fluid milk requirement to maintain compliance with mandated meal service.

2.3 District shall provide personnel and equipment for the preparation of Meals for CRLA. The District shall provide the necessary paper goods for packaging of the individual meal items; however, District will not be responsible for delivery of Meals, utensils for consumption of the meals, service of Meals to students; tracking, or claiming of Meals for CRLA.

2.4 Meals will be prepared at the District Preparation Site for CRLA and will be ready for pickup and service by CRLA at an agreed upon time. The District Preparation Site shall maintain the appropriate state and local health certifications for the facility and staff. District reserves the right to change the location of the District Preparation Site to another appropriate food facility; provided, however, that in such event District shall negotiate agreed upon pick up by CRLA. District will notify CRLA of the new location at or before the time meals are to be received by CRLA in cases of emergency, during renovations or when a change of location is necessary for any other reason.

2.5 No later than one week prior to the end of each month, the District shall provide to CRLA a monthly menu of Meals to be offered in the upcoming month.

2.6 When requested by CRLA for field trips and other special outings, the District shall provide CRLA with sack Meals which meet NSLP and SBP meal requirements, with the exception of milk as stated above. CRLA must provide a request for those services to the District's Nutrition Services Office at least 10 school days in advance of the date they are needed. District will supply any necessary napkins and utensils. District will provide field trip meals that can be kept at ambient temperature. If CRLA provides an appropriate method to keep meals at proper temperate, District will provide cold lunches for field trips.

2.7 District will maintain all necessary records regarding the nutritional components of the Meals it provides and will make those records available for inspection by CRLA or any state or federal authority upon request.

2.8 District will work with CRLA to accommodate any special dietary needs of CRLA's students. CRLA may incur additional costs if accommodation exceed usual and customary food costs. All substitutions and charges will be agreed upon prior to service.

2.9 District will not be responsible for any food clean up or waste removal for CRLA.

2.10 District will offer faculty/administration meals and catering services to CRLA if requested as able and will be charged separately.

2.11 In the event of emergencies, the District will make every effort to continue providing meal service during the normal school periods where it is safe for staff and students, utilizing District supplies.

2.12 CRLA may request extra service or service outside of the norm to students, staff, and site personnel in emergency circumstances. A fee equal to District's reasonable, actual out-of-pocket costs for these services will apply, and District shall notify CRLA verbally or in writing of the fee amount for providing such service(s) as soon as practicable before or after the provision of the same.

2.13 District will provide CRLA with Meals on days when CRLA is in session but District is not; however, the menu for those days may be modified. District will provide CRLA with advance notice of any menu changes.

3. CRLA'S DUTIES

3.1 In accordance with the California Universal Meals Program, CRLA understands that it must provide two free meals (breakfast and lunch) during each school day to students requesting a meal; provided, however, that District, through this Agreement, shall assume responsibility for providing CRLA's students with Meals during the term of this Agreement.

3.2 CRLA will provide the District with an accurate school year calendar, which includes all holidays and pupil free days, no later than the date this Agreement is fully executed.

3.3 District will charge, and CRLA will pay $5.50 for each lunch meal and $3.50 for each breakfast meal it prepares for CRLA, and a monthly administrative fee of $1,200. Charges for individual meal components, snacks, and catering will be discussed if and when CRLA determines that it wishes District to provide those services, and this Agreement will be amended as necessary.

3.4. CRLA will place its order for Meals via shared Google Sheets provided by the District. The shared Google Sheet must be completed by end of day on Monday prior to the week the meals are ordered for. In the event of a Monday holiday, the sheet must be completed by the prior Friday. Any changes or deletions needed after orders are placed must be confirmed by phone call to the Nutrition Services office -not voicemail, between the hours of 6:00 am & 4:00 pm (714) 985-8610 at least two working days in advance.

3.5 CRLA will be responsible for timely pick up of lunch meals and breakfast meals for the following day. District will pack meals in insulated transport bags. CRLA is responsible to return transport equipment next business day and maintain a reasonable level of cleanliness for the equipment.

3.6 CRLA must provide a request for any sack Meals for field trips and other special outings to the District's Food Services Production Manager at least ten school days in advance

of the date they are needed. District and CRLA will negotiate the pick-up time for those sack Meals on a case-by-case basis.

3.7 CRLA will be solely responsible for providing fluid milk and maintain compliance with USDA 89FR-31962 per the USDA memo- SP-01-2025 or any changes that may occur with these regulations during the contract period. CRLA is further responsible for serving, tracking and claiming Meals provided by the District. CRLA will provide all personnel necessary to serve and supervise consumption of the Meals.

3.8 CRLA will be responsible for clean-up and waste removal after the service of Meals.

4. PAYMENT

4.1 District will provide CRLA with an itemized invoice by the 15th day of the month for the administrative fee, meals, and any individual meal components provided by the District as requested during the previous month, with payment to be due within 30 days of the invoice issuance date.

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4.2 District may also provide catering services, adult meals and snacks at CRLA's request. Charges for catering services, adult meals and snacks will be invoiced separately, with payment to be due within 30 days of the invoice issuance date.

4.3 Unless otherwise directed in writing by CRLA, District shall submit the itemized invoices for the administrative fee, Meals, individual meal components, and other services provided to CRLA at the address shown for "notices" to CRLA, below.

4.4 CRLA shall remit to the District payment in full for the administrative fee, all Meals, any individual meal components, and/or any additional services for which payment is appropriate, within 30 days after the date of District's issuance of an invoice, except as otherwise provided in this Agreement.

5. GIFTS OR EXCHANGES OF FOODS/MEALS

Gifts or exchanges of foods/Meals are not permitted. Until it is served to the student, the food prepared remains the property of the state and federal governments and District; CRLA agrees not to sell, donate, or exchange any food or related supplies and equipment provided by District.

6. COMPLIANCE WITH LAWS AND REGULATIONS

Both Parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of NSLP and SBP Meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of Meals, and nondiscrimination. All records maintained by both Parties shall be open and available to inspection by federal, state, and local authorities in accordance with applicable statutes and regulations.

7. INSURANCE

Both Parties will maintain appropriate general liability, property damage, product liability, worker's compensation, and automobile insurance.

8. INDEMNIFICATION

CRLA will indemnify and hold District and its officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of District.

9. AUDIT

District and CRLA each agree that the other shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Agreement to the extent allowed by law. All such records shall be kept and maintained and made available to the other party during the entire term of this Agreement and for a period not less than three years after final payment hereunder by CRLA in accordance with applicable statutes and regulations.

10. NOTICES

All notices provided for by this Agreement shall be provided by electronic mail or United States mail. Questions, concerns, or issues regarding daily operations or menu/compliance may be addressed to the District Nutrition Services Management team. If CRLA's needs are not met after contacting the District Nutrition Services Management team, it may contact the District's Director of Nutrition Services at 714-985-8610.

Notices provided to District shall be transmitted electronically to ********@pylusd.org or sent by United States mail to:	Notices provided to CRLA shall be transmitted electronically to gary.davis@crlaca.org or sent by United States mail to:
Placentia Yorba Linda Unified School District	California Republic Leadership Academy
Attn: Carlos Murta- Director of Nutrition Services	Attn: Gary Davis
4999 Casa Loma Address	31711 San Juan Creek Rd Address
Yorba Linda CA 92886 City State Zip	San Juan Capistrano CA 92675 City State Zip
714-985-8610 Phone	_____ Phone

The Parties have caused this Agreement to be executed by their respective representatives, duly authorized, as of the date first written below.

CALIFORNIA REPUBLIC LEADERSHIP ACADEMY

By: _____ Date: _____
Gary Davis,
Executive Director, CRLA

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

By: _____ Date: _____
John Pappalardo,
Chief Business Officer, Placentia Yorba Linda Unified

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS BID NO. 25.26.0600, FURNITURE: SYSTEMS AND STAND-ALONE FURNITURE

Background

On March 17, 2026, the San Bernardino County Superintendent of Schools awarded Bid No. 25.26.0600 to Southwest School & Office Supplies for the purchase of furniture systems and stand-alone furniture. The award is valid through June 30, 2027. The contract allows other public agencies to purchase the same items at the same unit price(s) and subject to the same terms and conditions pursuant to section 20118 of the Public Contract Code. The district will utilize this bid on an as needed basis district wide.

The San Bernardino County Superintendent of Schools bid has been reviewed by purchasing staff and has been found to be an appropriate piggyback bid to utilize for the purchase of furniture systems and stand-alone furniture for district schools and departments.

Financial Impact

General Fund (0101)	$200,000

Administrator

Dr. John Pappalardo, Chief Business Official

VAL VERDE UNIFIED SCHOOL DISTRICT BID NO. 24/25-001, CLASSROOM AND OFFICE SUPPLIES

Background

Val Verde Unified School District awarded Bid No. 24/25-001 to Southwest School & Office Supplies for the purchase of school and office supplies on April 9, 2023. The award is valid through June 30, 2027. The contract allows other public agencies to purchase the same items at the same unit price(s) and subject to the same terms and conditions pursuant to section 20118 of the Public Contract Code. The district will utilize this bid on an as needed basis district wide.

The Val Verde Unified School District bid has been reviewed by purchasing staff and has been found to be an appropriate piggyback bid to utilize for the purchase of classroom and office supplies for district schools and departments.

Financial Impact

General Fund (0101) $450,000

Administrator

Dr. John Pappalardo, Chief Business Official

PROTECTED INSURANCE PROGRAM FOR SCHOOLS (PIPS) JOINT POWERS AUTHORITY (JPA)

Background

The district joined a Joint Powers Authority (JPA), Protected Insurance Program for Schools (PIPS) on July 1, 2024, to provide workers' compensation coverage. There is a recommended increase of $0.17 per $100 of payroll from July 1, 2026, to June 30, 2027.

Financial Impact

Workers' Compensation Fund (6768)	$1.57 per $100 of payroll

Administrator

Dr. John Pappalardo, Chief Business Officer

ADMINISTRATION OF SELF-INSURED CLAIMS

Background

Keenan & Associates has been the district's third-party administrator for management of workers' compensation claims, litigation, reporting, and injured workers' medical treatment for several years. Staff is recommending approval of a three-year agreement for third-party administration, effective July 1, 2026 through June 30, 2029. The rate for year one (2026-27) is $117,200. The rate will be renegotiated and mutually agreed upon for years two (2027-28) and three (2028-29) at least 90 days prior to the end of the year.

Approval of the three-year agreement will allow Keenan & Associates to remain the district's third-party administrator of workers' compensation claims through June 30, 2029.

Financial Impact

Workers' Compensation Fund (6768) $117,200 (July 1, 2026 – June 30, 2027)

Administrator

Dr. John Pappalardo, Chief Business Officer

RUN-OFF CLAIMS ADMINISTRATION AGREEMENT

This Run-Off Claims Administration Agreement ("Agreement") is made and entered into by and between **Placentia Yorba Linda Unified School District** ("Client") and **Keenan & Associates** ("Keenan") as of **July 1, 2026** ("Effective Date"). Hereinafter, Client and Keenan may also be referred to individually as a "Party" and collectively as the "Parties."

RECITALS

A. Client has established a run-off Workers' Compensation program for the benefit of its employees ("Program").

B. Keenan is a specialty insurance services provider with special expertise in the insurance and services needs of California school districts, municipalities, health care providers and, as such, is qualified to provide the services described in this Agreement.

C. Client has requested that Keenan perform claims administration functions for its Program as described herein.

AGREEMENT

The Parties agree as follows:

1. **TERM:**

   The term of this Agreement is from **July 1, 2026** through **June 30, 2029** ("Term") unless terminated earlier as provided herein.

2. **KEENAN RESPONSIBILITIES AND SCOPE OF SERVICES:**

   A. Keenan shall provide Client with the services described in Exhibits A-1 and Exhibit A-2 ("Services") for Client's Workers' Compensation claims.

   B. The relationship of the Parties shall be that of independent contractors, and each Party shall at all times remain responsible for its own operational and personnel expenses. Under no circumstance shall any employee of one Party look to the other Party for any payment or the provision of any benefit, including without exception, compliance with social security, unemployment, workers' compensation coverage, or withholdings for these or similar programs. Except as may be expressly set forth in or contemplated by this Agreement, neither Party shall have the right to act on behalf of the other Party, or to bind the other Party to any contract or other obligation.

   C. Keenan's Services are limited to the specific obligations described herein. Client shall remain responsible for all other aspects of its Program. Keenan shall not provide any legal, tax, or accounting service, advice, or opinion, and under no circumstances are the Services to be construed or interpreted as representing any such advice or opinion. It is Client's responsibility to seek the counsel of its own attorney on all legal issues and to consult with its

own tax and accounting experts on all tax, accounting, financial matters relating to its operations, including without limitation, the establishment, implementation, and operation of its Program.

D. Keenan shall comply with all applicable state and federal laws and regulations and obtain and maintain all necessary licenses, registrations, and/or permits necessary for the performance of its duties under this Agreement.

E. Keenan reserves the right to engage independent contractors and/or subcontractors to assist in performing the Services. The use of such individuals shall not relieve either Party of any of its duties under this Agreement.

3. **CLIENT'S DUTIES AND RESPONSIBILITIES:**

A. Client, subject to the specific Services set forth herein, shall retain all final authority and responsibility and expenses incidental thereto unless specifically assumed by Keenan hereunder and Keenan is authorized to act on behalf of Client in connection with the Program only as expressly stated in this Agreement. Client shall retain final authority and responsibility and expenses incidental to the management of its Program and is responsible for all aspects of its Program except for the Services to be provided by Keenan under this Agreement.

B. Client shall provide Keenan with all applicable information in a timely manner so that Keenan can fulfill its obligations under this Agreement. Client represents and warrants that all information provided to Keenan shall be complete, accurate and timely and that Keenan may rely upon such information without further investigation or review. Client understands and agrees that such information has not been audited by Keenan and that Client shall remain liable for its completeness and accuracy during the Term of this Agreement, and shall clarify, supplement, or correct such information as necessary.

C. Client shall provide Keenan with timely access to such information and individuals including its outside advisors and consultants as may be reasonably, necessary, appropriate, or recommended for Keenan to perform the Services. Meetings, telephone calls, and other necessary communications shall be scheduled at the mutual convenience of the Parties and their representatives. Keenan shall not be responsible for any delay in its performance that results from the failure of Client or any person acting on behalf of Client to make available any information or individual in a timely manner.

With regards to the immediately foregoing paragraph, if the Client (or anyone on the Client's behalf) is providing a claims history that is new to Keenan, such claims files shall be in the specific format, indexing, and/or be converted to interface with specific software as dictated by Keenan. Client shall bear all costs, charges, and expenses associated with such formatting, indexing, and/or conversion(s).

D. Client shall fund a claims payment account from which all claims' payments and loss adjustment expenses shall be paid. The account shall be established and funded in accordance with this Agreement and written policies and procedures provided by Keenan, where the latter may change from time to time upon written notice to Client. Under no circumstance will

Keenan be required to advance any funds for the payment of claims. Client understands, represents, and warrants that the Client's initial establishment, and proper funding throughout the Term of this Agreement is a condition precedent to this Agreement, and Client's failure to do so shall be a material breach of this Agreement allowing for termination in accordance with Section 14. Termination of this Agreement.

For clarification and in no way limiting the foregoing, from time to time, large or catastrophic claims may require an interim deposit prior to any claims file payment being made. In such cases, Client shall provide such amount as requested in writing by Keenan in advance of any such payment being made by Keenan.

E. To the extent Keenan requires the assistance of Client's staff or any third parties who are assisting, advising, or representing Client to fulfill its obligations hereunder, Client shall have its staff and these third parties assist Keenan.

F. Client understands that Keenan is not providing any legal, tax, or accounting services or advice and agrees to seek the counsel of its own attorney on all legal issues or matters and consult with its own tax and accounting experts on all tax and accounting issues and matters relating to the services.

G. Client will comply with all federal, state, and local reporting and filing requirements for the Program.

4. COMPENSATION:

Client agrees to pay Keenan for the Services outlined in Exhibit A-1 and Exhibit A-2 at the rates stated in Exhibit B and Exhibit C, all of which are attached hereto and incorporated herein by reference. In the event that Client has received other products or services from Keenan pursuant to other contracts, and an overage or balance remains on Client' accounts pursuant to those contracts ("Overage"), Keenan may, but is not under any obligation to offset, use, apply, or credit ("Offset") any such Overage funds against any invoices or amounts due specifically for Keenan's Services fees pursuant to this Agreement or Keenan's services fees for any other Client contracts. However, at no time will Keenan ever Offset any Overages against Client's minimum balance of the Client trust account or claim payments due thereto under this Agreement, or any other claims administration agreement, or for any carrier or vendor fees, costs, charges, or premiums.

5. CONFIDENTIALITY:

A. Keenan shall keep confidential all information concerning Client and its employees possessed by Keenan ("Client Confidential Information"), regardless of the medium thereof, except information that is generally available to the public. Except as authorized or required by law or in this Agreement, Keenan shall not release any Client Confidential Information, any portion thereof to any person outside of Client's organization without the express written consent of Client.

B. Further, to the extent that Client receives or learns any information that a reasonable person would regard as, know, or should understand to be proprietary and confidential about Keenan,

including without limitation non-public, proprietary, technical, or know-how information, or information about Keenan's business practice, methods and strategies, and clients ("Keenan Confidential Information"), Client shall keep such Keenan Confidential Information confidential regardless of the medium thereof, except information that is generally available to the public. Except as authorized or required by law or in this Agreement, Client shall not release any Keenan Confidential Information, any portion thereof, or the derivative of any Keenan Confidential Information to any person outside of Client's organization without the express written consent of Keenan.

C. Client and Keenan's obligations under this Section 5 will survive the termination of this Agreement.

D. Client and Keenan's obligations under this Section 5 will not apply, however, to any Confidential Information or truthful statements which are compelled to be disclosed by law or court order. However, in such requirements, the compelled party shall, if permitted provide written notice to the other Party as soon as practicable so such other Party may protect its interests, and in any instance, provide the minimum Confidential Information necessary to be compliant with such law or order, as applicable. Client shall provide Keenan with written notice of any Public Records Requests involving Keenan Confidential Information as soon as possible so Keenan may protect its interests as Keenan deems appropriate.

E. For and to the extent that any additional agreements may be required (such as those mentioned in Section 5), those agreement(s) shall control to the extent there is a conflict (with an order of control outlined therein). In no event shall any data identified as Keenan Confidential Information at any time have any fewer restrictions or protections than those outlined in this Agreement.

6. **OWNERSHIP**:

Unless otherwise agreed, each Party shall retain an ownership interest in its respective data. Notwithstanding the foregoing, Client and/or any applicable carrier, reinsurer, joint powers authority, or alternative risk program, may own or co-own the claims files and/or applicable claims notes created by Keenan. Keenan shall have a worldwide, perpetual, limited license to use and share such claims and claims notes as allowed by this Agreement.

All other data, analysis, or materials created by Keenan shall remain the property of Keenan unless otherwise agreed in writing; Client shall have a worldwide, perpetual, limited license to use and share such information as necessary with its employees.

7. **IF APPLICABLE, REQUESTS FOR CLIENT DATA**

Unless otherwise required by this Agreement, upon Client's written request of data (claims data, reports or otherwise), system access or other requests related and as a result of Keenan's Services under this Agreement, Keenan may, in its sole discretion, decide whether or not to accommodate such requests, in part, in full, or not at all, on a case-by-case basis. Depending upon the Client's request, if Keenan may accommodate, Keenan may require additional agreements to be

determined prior to honoring such request. While Keenan will endeavor to consider each Client request, Keenan reserves the right to refuse any request (whether for the Client or a third-party).

Any request to access one of Keenan's platforms may require a separate agreement which may include the platform's terms of service, privacy policy, and legal notice (collectively "Platform Agreements") may be required for Keenan to consider Client's request for access. Such platforms may not be owned by Keenan, and Keenan reserves the right to offer, not offer, or substitute such platform during the Term of this Agreement. Access to the platforms described herein shall immediately cease upon the termination of this Agreement unless otherwise agreed in writing, or sooner in the event of a breach of Platform Agreements, or any other reason Keenan deems fit in its sole discretion, or for no reason at all. In addition, Keenan makes no representations and warranties with regard to the use, functionality, or access to such platforms.

8. **AUDIT:**

If Keenan is requested to disclose its books, documents or records relating to the Services provided under this Agreement, Client shall notify Keenan in writing at least thirty (30) days prior to the inspection and/or disclosure date of the nature and scope of the request and Keenan shall make available all such books, documents, or records during Keenan's regular business hours.

9. **FINES & PENALTIES:**

Keenan shall pay any fines and/or penalties levied by regulatory authorities that:

(i) are imposed as a result of the improper denial of claims, and

(ii) resulted directly and solely as a result of Keenan's Services or failure to provide such Services, for a failure to comply with the administrative rules, regulations and state laws governing Workers' Compensation, provided that such actions were not at the direction of or with the approval of the Client, that were not the result of the failure of Client or any individual acting on behalf of Client or claimant to timely provide complete and accurate information needed for the processing of claims, or the failure of the Client to adequately fund the claims payment account.

Client shall pay all other fines and/or penalties relating to the Program or otherwise.

10. **INSURANCE:**

Keenan shall procure and maintain during the term of this Agreement the following insurance coverages and shall provide certificates of insurance to Client upon Client's request.

(1) Workers' Compensation. Workers' Compensation Insurance in conformance with the laws of the State of California and applicable federal laws.

(2) General Liability Insurance. General Liability Insurance with a Two Million Dollar ($2,000,000) limit of liability for each occurrence and a Two Million Dollar ($2,000,000) aggregate limit of liability.

(3) Automobile Liability Insurance. Automobile Liability Insurance with a Two Million Dollar ($2,000,000) limit of liability for each occurrence and a Two Million Dollar ($2,000,000) aggregate limit of liability.

(4) Professional Liability Insurance. Professional Liability Insurance with a Two Million Dollar ($2,000,000) limit of liability for each claim and a Two Million Dollar ($2,000,000) aggregate limit of liability.

(5) Cyber Liability/Privacy Insurance. Cyber Liability Insurance with a Two Million Dollar ($2,000,000) limit of liability for each claim and a Two Million Dollar ($2,000,000) aggregate limit of liability.

11. **INDEMNIFICATION:**

If either Party breaches this Agreement, then the breaching Party shall indemnify and hold harmless the non-breaching Party, its officers, directors, agents, and employees against all claims, losses, demands, actions, liabilities, and costs (including, without limitation, reasonable attorneys' fees, and expenses) arising from such breach. In addition, if Keenan (i) becomes the subject of a subpoena or is otherwise compelled to testify or (ii) becomes the subject of a claim, demand, action or liability brought or asserted by one of Client's employees, Plan beneficiaries, or Plan vendors ("Third-Party Demand") relating to the Services and such Third-Party Demand is not a direct result of Keenan's negligence or willful misconduct, then Client shall indemnify and hold Keenan harmless from all losses, payments, and expenses incurred by Keenan in resolving such Third-Party Demand.

For clarification and in no way limiting the foregoing, Keenan shall not in any way be responsible for any errors or omissions of the Client's prior claims administrator, including but not limited to fines and penalties issued by Centers for Medicare & Medicaid Services ("CMS"). Where CMS looks to Keenan for the errors or omissions of the prior claims administrator, Client shall fully reimburse, indemnify, defend, and hold Keenan harmless for such amounts, or any related costs.

12. **LIMITATION OF LIABILITY:**

Notwithstanding anything to the contrary in this Agreement, in no event shall Keenan be liable for any punitive damages, lost profits or revenues, fines, penalties, or taxes, or any indirect, incidental, special, exemplary, or consequential damages incurred by Client, its officers, directors, employees, agents, contractors or consultants whether or not foreseeable and whether or not based in contract or tort or otherwise, arising out of or in connection with this Agreement even if advised of the possibility of such damage. Client further agrees that Keenan's liability under this Agreement shall be limited to, and shall not exceed, the amount of insurance coverage outlined in this Agreement.

13. **DISPUTE RESOLUTION:**

A. In the event of any dispute arising out of or relating to this Agreement, such dispute shall be resolved by submission to binding arbitration before Judicial Arbitration & Mediation Services

("JAMS") or ADR Services, at the claimant's choice, in Los Angeles County, California, before a retired judge or justice. If the Parties are unable to agree on a retired judge or justice, the selected arbitration service (JAMS or ADR Services) will select the arbitrator.

B. In any such arbitration, the Parties shall be entitled to take discovery in accordance with the provisions of the California Code of Civil Procedure, but either Party may request that the arbitrator limit the amount or scope of such discovery, and in determining whether to do so, the arbitrator shall balance the need for the discovery against the Parties' mutual desire to resolve disputes expeditiously and inexpensively.

C. The prevailing Party in any action, arbitration, or proceeding arising out of or to enforce any provision of this Agreement will be awarded reasonable attorneys' fees and costs incurred in that action, arbitration, or proceeding, or in the enforcement of any judgment or award rendered.

14. **TERMINATION:**

A. Either Party may terminate this Agreement upon the occurrence of any of the following events:

(1) Upon sixty (60) days written notice by either Party;

(2) The breach of this Agreement by either Party if the alleged breach is not cured within thirty (30) days of receiving notice of the breach from the non-breaching Party;

(3) The dissolution or insolvency of either Party;

(4) The filing of a bankruptcy petition by or against either Party (if the petition is not dismissed within sixty (60) days in the case of an involuntary bankruptcy petition); or

(5) If either Party interprets the application of any applicable law, rule, regulation, or court or administrative decision to prohibit the continuation of this Agreement or cause a penalty to either Party if the Agreement is continued.

B. In accordance with Section 3D and the Exhibits of this Agreement, Keenan may immediately terminate this Agreement (including all Exhibits) or any portion thereto, upon the occurrence of or any time after the occurrence of, either the Client's failure to fund the claims payment account or any large or catastrophic claims, where such failure remains uncorrected forty-five (45) or more days following written notice by Keenan that funds are necessary.

C. If Client requests that Keenan continue to provide Services under this Agreement after its expiration, Keenan may, subject to additional consideration, agree to provide Services with any additional extension terms and conditions agreed upon by the Parties in an Amendment.

D. Upon termination of this Agreement,

(1) Keenan shall return open and closed claim files, loss reports, payroll information and other documents and materials relating to the Services provided under this Agreement to Client within a reasonable time after termination.

(2) Keenan will promptly, but in no event later than five (5) business days after the effective date of termination or sooner if required by law, provide Client with a list of all claims under this Agreement that have not been processed and have dates of service prior to the effective date of termination ("Unprocessed claims"). Client shall immediately assume all responsibility for such Unprocessed claims.

(3) Keenan will not be financially responsible for any costs, fees, charges, or amounts to transfer the electronic and/or physical files (collectively "files") either from a storage facility or from the Keenan's office to the new third-party administrator or back to the Client.

(4) In addition, Keenan will not be responsible for providing the Client or any other third-party (including but not limited to providing such files to any consultant, advisor, during this Agreement or to any subsequent claims administrator following termination of this Agreement) with the files in any specific format, with any specific indexing, conversion to interface with any specific software or program (collectively "Conversion Request"). Upon written request from the Client, Keenan may, if Keenan is able and wishes to do so, provide the Client with a written quotation inclusive of additional consideration for the Conversion Request. Otherwise, Keenan's providing the files in the then-current or desired Keenan format, in accordance with the Workers' Compensation code, shall be sufficient.

E. Keenan may retain a copy of such returned information: (a) pursuant to its records retention policy; (b) in accordance with Keenan's maintenance and backup procedure; or (c) as Keenan, in its sole discretion deems appropriate, to document the Services provided and/or to defend itself, its work, or the occurrence of such. Notwithstanding the foregoing, Keenan shall be under no obligation to retain such files, nor provide copies thereto absent statutes, rules, or regulations requiring such actions, and only for such limited purposes.

F. Upon termination of this Agreement, Keenan shall be entitled to payment only for the pro-rata portion of the Term during which Services were provided. Any monies paid to Keenan in excess of this pro-rata amount shall be refunded to the Client.

15. **SOLICITATION OF EMPLOYEES:**

During the Term, and for a period of twelve (12) months following any termination or expiration of the Agreement, neither Party shall solicit the employment or engagement of any employee or agent of the other Party that interacted directly with the soliciting Party; provided, however, the foregoing provision shall not prevent either Party from soliciting for employment or employing an employee who responds to general solicitations or advertisements in periodicals including newspapers and trade publications, so long as such solicitations or advertisements are not specifically directed at the employee(s) of the other Party.

16. **NON-DISPARAGEMENT**

Client shall not make any statements or representations of opinion, whether in writing or orally, that disparage or otherwise impair the reputation, goodwill, or commercial interests of Keenan or its affiliates.

17. **MARKETING:**

Keenan may use Client's name in its representative client list. Keenan shall obtain Client's written consent before using Client's name for any other purpose.

18. **OTHER RELATIONSHIPS:**

A. Client understands that Keenan or its affiliates may provide Client with other services or insurance coverage not provided in this Agreement and receive compensation related to such other services including, without limitation, loss control services, joint powers administration, insurance brokerage services, obtaining other reinsurance coverage for Client, claims administration, investigative services, financial processing, and other related services.

B. Client also understands that Keenan or its affiliates may provide services for other entities that also participate in the Program and that Keenan may be separately compensated for those additional services. Such services may include, without limitation, providing similar services for other members of the Program or providing other services for insurers or reinsurers under the Program.

19. **GENERAL:**

A. This Agreement and its recitals and related exhibits and amendments (incorporated into this Agreement by this reference) contains the entire understanding between the Parties related to the subject matter covered by this Agreement and supersedes all prior and collateral statements, presentations, communications, reports, agreements, or understandings, if any, related to such subject matters.

B. All terms of this Agreement (other than Keenan's obligation to perform Services and Client's obligation to pay for such Services) shall survive the expiration or termination of this Agreement.

C. Notwithstanding any provision herein to the contrary, this Agreement is made for the benefit of the Parties and not for the benefit of any third party. Enforcement of any remedy for breach of this Agreement may only be pursued by the Parties to this Agreement.

D. No modifications or amendments to this Agreement shall be binding unless in writing and signed by authorized representatives from both Parties.

E. Any provision determined by a court of competent jurisdiction to be partially or wholly invalid or unenforceable shall be severed from this Agreement and replaced by a provision that is

valid and enforceable and that comes closest to legally expressing the intention of such invalid or unenforceable provision.

F. Neither Party shall be liable or deemed to be in default for any delay or failure in performance under this Agreement resulting, directly or indirectly, from acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery or supplies, vandalism, strikes, or other work interruptions or any similar or other cause beyond the reasonable control of either Party. However, both Parties shall make good faith efforts to perform under this Agreement in the event of any such circumstances.

G. All notices hereunder shall be in writing and shall be deemed to have been duly given upon (1) delivery, or (2) when mailed by registered or certified mail, postage prepaid and properly addressed to the Party. Notices shall be sent to the Parties at the address indicated in the signature section below unless written notice of a different address is previously given. If a notice given to Keenan relates to a legal matter or dispute, such notice must be sent to Keenan's Legal Department at Keenan's main office located at 2355 Crenshaw Blvd., Ste. 200, Torrance, CA 90501.

H. Clause and paragraph headings shall not affect the interpretation of this Agreement.

This Agreement may be executed in counterparts and by email, DocuSign, fax, or similar program or delivery of signatures. Each person signing this Agreement on behalf of a Party represents and warrants that he or she has the necessary authority to bind such Party, and that this Agreement is binding on and enforceable against such Party.

Placentia Yorba Linda Unified School District			**Keenan & Associates**	
Signature:			**Signature:**	
By:			**By:**	**Tara Schilling**
Title:			**Title:**	**President, Claims Operations**
Address:	**1301 E. Orangethorpe Ave.**		**Address:**	**2355 Crenshaw Blvd. Ste. 200**
	Placentia, CA 92870			**Torrance, CA 90501**
Attention:	**Elaine Marshall**		**Attention:**	**Greg Trapp**
E-mail:	**emarshall@pylusd.org**		**E-mail:**	**GTrapp@keenan.com**

EXHIBIT A-1
SERVICES

1. **Claims Administration**

A. Keenan shall provide Client with the services described in this Exhibit A-1 ("Services") for Workers' Compensation claims with a date of injury prior to July 1, 2024.

B. Client shall fund a claims payment account from which all claims' payments and loss adjustment expenses shall be paid. The account shall be established and funded in accordance with written procedures to be established and funded in accordance with written procedures to be established by the Parties. Under no circumstances will Keenan be required to advance any funds for the payment of claims. To the extent Keenan requires the assistance of Client's staff or any third parties who are assisting, advising or representing Client to fulfill its obligations hereunder, Client shall have its staff and these third parties assist Keenan.

C. Determine liability for claimed injuries and illnesses in accordance with California Workers' Compensation Laws.

D. Review and process all claims in accordance with rules and regulations established by the California Department of Self-Insurance Plans.

E. Establish files containing medical and factual information on each reported claim together with complete accounting records and maintain them in accordance with statutory time requirements.

F. Compute and pay temporary disability benefits to injured or ill employees based on earnings information and authorized disability periods.

G. Determine nature and extent of permanent disability and arrange for informal disability rating whenever possible to avoid Workers' Compensation Appeals Board litigation.

H. Explain to and assist employees in completing necessary forms for permanent disability ratings.

I. Review, compute and pay informal ratings, findings and awards, life pensions, and compromise and release settlements.

J. Maintain and establish reserve estimates for each reported claim.

K. Arrange for and supervise necessary investigation to determine eligibility for compensation benefits and/or liability of negligent third parties.

L. Handle excess reinsurance claims on Client's behalf, complying with conditions of the reinsurance contract. Submit billings and collect paid losses in excess of self-insurance retention.

M. Arrange and supervise rehabilitation services where appropriate.

N. Arrange for and set up system to pay benefits and allocated expenses in accordance with Client's needs.

O. Use reasonable efforts to maintain the designated claims examiner's claim inventory so it does not exceed one hundred fifty (150) active open indemnity files at any given time.

P. Review and update Client on Workers' Compensation benefits, rules and regulations, and legislative issues.

Q. Communicate with injured employees telephonically or in writing to assist them in resolving problems that arise from injury or illness claims.

R. Meet quarterly with Client to review best practice policies and procedures, recommend areas for improvement and assist Client in implementing improvements.

S. Produce ad hoc reports as needed to provide meaningful loss analysis to aid in risk management program development and tracking.

T. If Keenan is requested to disclose its books, documents or records relating to the services provided under this Agreement, Client shall notify Keenan in writing at least thirty (30) days prior to the inspection and/or disclosure date of the nature and scope of the request and Keenan shall make available all such books, documents or records during Keenan's regular business hours.

2. **Medical Administration.**

A. If Client participates in the Medical Provider Network ("MPN"), which the State of California approves, then Keenan will offer to their clients two (2) approved MPN programs: PRIME Advantage Powered by Harbor Health Systems and PRIME Plus Powered by Harbor Health Systems. Each MPN has a panel of general practitioners, specialists, hospitals, ancillary services and emergency treatment facilities. The programs will be reviewed and updated on a quarterly basis or as required by current statue.

B. Authorize, review and monitor medical treatment required for injury or illness claims. Audit and pay medical expenses through PRIME, Keenan's medical management and bill review program. PRIME services will be billed separately. See Exhibit C Prime Fee Schedule which is subject to change upon notice.

C. Maintain close contact with Client and/or treating physicians to ensure employees receive proper medical treatment and are returned to full employment at the earliest date.

D. Arrange for medical-legal opinions in disputed cases and confer with medical examiners, Client and legal counsel when needed.

E. Consult with Client in cases where an injury residual might involve restriction and/or retirement potential.

3. **Legal Administration.**

A. When necessary, refer litigated cases to defense counsel recommended by Keenan for purposes of defending Client's interests before Workers' Compensation Appeals Board and courts. All attorney fees shall be considered part of the loss adjustment expenses and shall be paid from the Client's claim's account.

B. Work closely with counsel in preparing defense of litigated cases.

C. Work closely with applicants and Client's legal counsel to informally dispose of litigated cases.

D. Protect and preserve Client's interests in potential subrogation cases.

E. Attend, when appropriate, Workers' Compensation Appeals Board hearings on behalf of Client.

4. **Statistical.**

A. Report to Client monthly status of claim payments and reserves on an individual basis and in the aggregate.

B. Report to Client quarterly loss analysis of claims filed by frequency and severity.

C. Provide quarterly PRIME (medical management and bill review) reports detailing savings and fees.

D. Assist in the preparation of all reports required by the State of California or other government agencies relating to Workers' Compensation claims.

EXHIBIT A-2
MEDICARE SECTION 111 REPORTING SERVICES

1. It is acknowledged and agreed that Client is the Responsible Reporting Entity ("RRE"), as defined by the Center for Medicare Services ("CMS"), for any liability or workers' compensation claim settlement or payment made by Client to a claimant. This includes payments made within the Client's Member Retained Limit ("MRL") or deductible.

2. Keenan shall act as Client's reporting agent for the preparation and submission of all reports ("Reports") required under Section 111 of the Medicare, Medicaid, and SCHIP Extension Act of 2007 ("Section 111") with respect to those settlements and payments of claims for which Keenan acts as claims administrator, ***and*** for which Client is deemed to be the RRE.

3. Keenan shall prepare and file the Reports in accordance with the requirements of all applicable, laws and regulations, and the directives of CMS and/or any other government agency that has, or may be granted the authority to require, direct, or control the preparation and/or filing of the Reports.

4. Client shall timely provide Keenan with all information necessary for the preparation and filing of the Reports. Keenan shall have no liability to Client for any penalty or fine that is assessed against Client for a failure to file a timely, accurate and/or complete Report if such failure was the result of the failure Client or any of its respective employees, representatives, or agents to provide Keenan with all information necessary to file a timely, accurate, and complete Report.

5. Keenan shall not issue a payment to a claimant until it has received from the claimant, or the claimant's representative, all necessary claimant information that is required for the filing of a Report.

6. Keenan, as Client's manager and claims administrator, shall have no responsibility to file any Report for any settlement or payment for which Client is not the RRE.

7. Members shall at all times be responsible for their own Section 111 compliance in situations where they are the RRE. This includes, without limitation, the determination of whether or not a Report must be submitted, as well as the preparation and filing of all Reports.

8. When the total payment for a claim exceeds Client's MRL/deductible, Keenan will submit a Report only for that portion of the claim that is paid from the Client's MRL/deductible. The insurer or other entity paying the remaining amount is responsible for reporting for the amount in excess of that paid by the Client.

9. Keenan shall ***not*** file a Report for any claim unless it has been engaged by Client to act as the third-party administrator for such claim.

EXHIBIT B
COMPENSATION

1. Client agrees to pay Keenan, for Services rendered under this Agreement, a total fee of one hundred seventeen thousand two hundred dollars ($117,200) to be paid in full on July 1, 2026.

2. For years 2 through 3 (respectfully July 1, 2027 through June 30, 2028 and July 1, 2028 through June 30, 2029), the fee will be renegotiated at least ninety (90) days prior to the end of year 1. If the parties cannot mutually agree on the renegotiated fee within seventy-five (75) days prior to the end of year 1, Keenan shall reserve the right to terminate this Agreement at the end of year 1 .

3. All payments and invoices are due and payable upon presentation by Keenan. In the event Client fails to pay any invoice within thirty (30) days of presentation, Keenan shall be entitled to receive interest on such outstanding invoice from the date of presentation at the rate of (a) one and a half percent (1½%) per month or (b) the maximum interest rate permitted by applicable law, whichever is lower.

EXHIBIT C

PRIME

A Keenan Solution

Fee Schedule– Effective July 1, 2023
(Subject to change upon notice)

MANAGED CARE

Early Intervention Initial Assessment / Triage ..... $50 / Hour

Case Management (TCM/FCM) ..... $115 / Hour

- PPO Channeling
- 4 PT Contact
- Initial Evaluation
- RTW Plan
- Medical Care Evaluation
- Written/Case Management Action Plan

Utilization Review ..... $135 / Referral

- Up to 8 items per referral

Physician Advisor ..... $285 / Referral

- Up to 8 items per referral
- Medical Necessity Determination
- Physician-to-Physician Contact

Specialty Physician Review ..... $395 / Hour

- Specialty match required
- Appeals

STOP (Pharmacy Review)..... $325 / Hour

- Peer-to-Peer Contact by Physician
- Management of Opioid Use
- Written Treatment Plan / Recommendations

BILL REVIEW

Price bills to State Fee Schedules ..... 15% of Savings

PPO Network Access (Anthem) ..... 26% of Savings

- Retrospective Network Capture
- Preferred Vendor Pricing (Ancillary Services)

Minimum Processing Fee ..... $13.00 per bill

MPN Access ..... $8.00 per MPN bill

- Care Concierge™ Medical Access Assistant
- Network Management
- Physician Based Outcome Analytics

Pharmacy Benefit Management ..... 20% of Savings

- Additional $3.00 per prescription administrative fee

Negotiations ..... 24% of Savings

Negotiated Medical Bill Liens ..... $95 / Hour

- Excludes Travel & Expenses

Complex Bill Review by Physician ..... 24% of Savings

eBill Access ..... $1.20 per e-bill

State Reporting Administrative Fee ..... $1.35 per bill

MEDICAL SERVICES PROVIDER

Background

The district requires the services of a mandated medical services provider to administer driver drug tests, driver physicals, Hepatitis B tests, vaccinations, and other required medical services. Brea Urgent Care has been successfully providing the district's workers' compensation medical services for several years to the satisfaction of district staff.

Brea Urgent Care will provide the district's mandated medical services with efficiency and guaranteed fees.

Financial Impact

Health and Welfare Fund (6769)	$20,000

Administrator

Dr. John Pappalardo, Chief Business Officer

SERVICES AGREEMENT

This agreement is hereby entered into between the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District," and Brea Urgent Care, 395 W. Central Avenue, Brea, CA 92821, hereinafter referred to as "Contractor."

WHEREAS, District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, District is in need of such special services and advice; and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special Services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. Services to be provided by Contractor: Brea Urgent Care shall provide Occupational Health Services and additional medical services as requested, on an as needed basis to the Placentia-Yorba Linda Unified School District. The provided services and pricing shall include:

• Physical	$65.00
• Hepatitis B Titer	$30.00
• Varicella Titer	$30.00
• D.O.T. D/S	$40.00
• PFT	$45.00
• Non DOT D/s	$25.00
• Fit for Duty Exams	$65.00 (1) $140.00 $240.00 (3)
• Mumps Titer	$40.00
• MMR Vaccine	$90.00
• B.A.T.	$30.00
• Chest X-ray 1 View	$40.00 (2 View) $60.00
• T-Dap	$75.00
• D.O.T. Physical	$80.00
• Sports Physical	$35.00
• Hepatitis B Vaccine	$90.00
• T.B. Skin	$32.00
• T.B. Assessment	$20.00
• Flu Shots	$30.00

2. Term: The term of this agreement is July 1, 2026, to June 30, 2028. This agreement will renew only upon approval of the District for an additional 12 months. Brea Urgent Care shall commence providing services under this agreement when a countersigned agreement is delivered by the District. Brea Urgent Care will diligently perform services as described in section 1 of this agreement.

3. Compensation: District agrees to pay Brea Urgent Care for services satisfactorily rendered pursuant to this Agreement. Any services requested by the District that are beyond the scope of services in this agreement shall have pricing and services negotiated by both parties.

4. Expenses: District shall not be liable to Brea Urgent Care for any costs or expenses paid or incurred by Brea Urgent Care in performing services for District.

5. Independent Contractor: Brea Urgent Care, in the performance of the services pursuant to this Agreement, shall be and act as an independent contractor. Brea Urgent Care understands and agrees that it and all of its employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Brea Urgent Care assumes the full responsibility for the acts and/or omissions of its employees or agents as they relate to the Services to be provided under this Agreement. Brea Urgent Care shall assume full responsibility for payment for all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Brea Urgent Care employees.

6. Materials: Brea Urgent Care shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this agreement. Brea Urgent Care's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. Termination: District and Brea Urgent Care, may at any time, with 60 days written notice, in their sole discretion, terminate this agreement. District will compensate Brea Urgent Care only for Services satisfactorily rendered to the date of termination. Written notice by District and Brea Urgent Care shall be sufficient to sop further performance of services by Brea Urgent Care. Notice shall be deemed given when received by the District or Brea Urgent Care no later than three (3) days after the day of mailing, whichever is sooner.

8. Indemnification; Hold Harmless: To the fullest extent permitted by law, Brea Urgent Care shall defend, indemnify and hold District and its governing board, officers, employees and agents (collectively referred to herein as "Indemnitees") harmless from and against any and all losses, liabilities, damages, claims, demands, suits, actions, proceedings, costs and expenses including court costs and attorney fees, incurred by Indemnitees (a "Loss(es)") arising out of any claims where an employee or agent of Brea Urgent Care causes personal injury or property loss, theft or damage in performing the inspection or servicing of the fire sprinkler system at the Service locations(s), or where the Loss(es) is caused by negligent acts or omissions of inspectors or maintenance personnel or agents of Contractor performed or omitted at the Service location. For any Loss(es) where Contractor's or its agents' actions while at the Service location are the sole and direct cause of aforesaid Loss(es) (and not equipment or monitoring failure), Brea Urgent Care has the duty to defend as set forth in Section 2778 of the California Civil Code. Each party will timely notify the other party in writing upon receipt of any third-party claim relating to this Agreement.

9. Insurance: Brea Urgent Care shall insure Brea Urgent Care's activities in connection with the Services under this agreement and agrees to carry insurance to ensure Brea Urgent Care's ability to adhere to the indemnification requirements under this agreement.

9.1 Brea Urgent Care shall, at Brea Urgent Care's sole cost and expense, maintain in full force and effect the following insurance coverage from a California licensed insurer with an A, VIII, or better rating from A.M. Best or an approved self-insurance program, sufficient to cover any claims, damages, liabilities, costs and expenses (including attorney fees) arising out of or in connection with Contractor's fulfilment of the obligations under this Agreement:

a. Comprehensive or Commercial Form General Liability Insurance, including bodily injury, property damage and contractual liability with minimum limits as follows:

1) Each Occurrence	$2 million
2) Products/Completed Operations Aggregate	$1 million
3) Personal and Advertising Injury	$1 million

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. This policy shall include or be endorsed to include abuse and molestation coverage of at least $2 million for each occurrence

b. Business Automobile Liability Insurance for owned, scheduled, non-owned, or hired automobiles with a combined single limit not less than $1 million per occurrence. (Required only if the Contractor drives on behalf of the District in the course of performing Services.)

c. Professional Liability Insurance with a limit of $1 million per occurrence, if applicable.

d. Workers' Compensation and Employers Liability Insurance in a form and amount covering Brea Urgent Care's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws. The policy shall be endorsed with the insurer's waiver of rights of subrogation against the District.

Part A – Statutory Limits for Contractor

Part B - $1 million Employers' Liability

It should be expressly understood, however, that the coverage and limits referred to under a., b. and c. above shall not in any way limit the liability of Brea Urgent Care.

9.2 No later than five (5) days from execution of this Agreement by the District and Contractor, and prior to commencing this Services under this Agreement, Contractor shall provide District with certificates of insurance evidencing all coverages and endorsements required hereunder.

Brea Urgent Care shall provide prior written notice to the District thirty (30) days in advance of any non-renewal, cancellation, or modification of the required insurance. The certificates of insurance providing the coverages referred to in clauses a. and b. above shall name District, its Governing Board, officers and employees, as additional insureds with appropriate endorsements. In addition, the certificates of insurance shall include a provision stating "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." Failure to maintain the above mentioned insurance coverages shall be cause for termination of this Agreement.

10. Assignment: The obligations of Brea Urgent Care pursuant to this Agreement shall not be assigned by the company unless approved by the District.

11. Compliance with Applicable Laws: The services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Brea Urgent Care agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Brea Urgent Care, the services, equipment and personnel engaged in services covered by this agreement or accruing out of the performance of such services.

12. Permits/Licenses: Brea Urgent Care and all employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

13. Entire Agreement/Amendment: This agreement and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the agreement. This agreement incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

14. Nondiscrimination: Contractor agrees that it will not engage in unlawful discrimination in employment of person because of race, ethnicity, religion, nationality, disability, gender, sex, marital status, age, or other characteristics protected by federal or state laws of such persons.

15. Non Waiver: The failure of District or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

16. Notice: All notices or demands to be given under this Agreement by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice give in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the parties are as follows:

District:
Placentia-Yorba Linda School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870
714-986-7000

Contractor:
Brea Urgent Care
395 W. Central Avenue
Brea, CA 92821
714-494-2828

17. 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.

18. Authorized Signatures: The individual signing this Agreement warrants that he/she is authorized to do so. The parties understand and agree that a breach of this warranty shall constitute a breach of the Agreement and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

19. 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.

20. Authorization Forms: Pre-authorization of the District will be required for all services rendered pursuant to this agreement. Where required by state or federal law, authorization of the individual receiving the services will be required before services are rendered.

21. Corporate Billing Policy: Authorization must be obtained prior to treating patient. Invoices are printed on the 15th of every month with a billing cycle from the 16th to the 15th. Any discrepancies on invoices will be reported to the Corporate Billing Office no later than 10 days after receipt of statement.

22. Confidentiality: Brea Urgent Care is bound by state and federal laws regarding the confidentiality of medical information. Such laws preclude carte blanche disclosure of employee health information without proper authorization. Brea Urgent Care will adhere to all requirements of HIPAA regulations and will only release information permissible for release as prescribed by such regulations. Failure to adhere to laws and regulations governing the patient privacy will result in immediate termination of this agreement.

This Agreement is entered into this 1st day of July, 2026.

Placentia-Yorba Linda Unified School District	Brea Urgent Care
Signature: _____	Signature: _____
Printed Name: _____	Printed Name: Gina Kobn
Title: _____	Title: COO / manager
1301 E. Orangethorpe Ave., Placentia, CA 92870 714-985-8419	395 W. Central Ave., Brea, CA 92821 714-494-2828

OVERNIGHT FIELD TRIP INSURANCE

Background
The district has chosen to purchase blanket field trip insurance coverage for students attending school-sponsored and supervised overnight field trips.

Blanket field trip insurance protection helps reduce the liability exposure for the district.

Financial Impact
Property Loss Insurance Fund (6770) $24,000

Administrator
Dr. John Pappalardo, Chief Business Officer

EXPANDED LEARNING INSURANCE

Background
Expanded Learning secures insurance for all students within its programs with Myers-Stevens & Toohey & Co., Inc. The insurance provides coverage for sponsored activities including travel to and from home while participating in preschool and daycare activities.

The purchase of this insurance protection helps reduce the liability exposure for the district.

Financial Impact
Expanded Learning ASES (0101)	$22,000
Expanded Learning Before and After School Fund (1212)	
Expanded Learning Fee-Based Preschool Fund (1212)	
Expanded Learning State Preschool (1212)	

Administrator
Dr. John Pappalardo, Chief Business Officer

PROPERTY AND LIABILITY INSURANCE

Background

Southern California ReLiEF (SCR) is the Joint Powers Authority (JPA) provider for district Property and Liability Insurance. The district has been a member of Southern California ReLiEF JPA since July 1, 2017, and has been satisfied with the JPA's services.

Property and liability insurance protects the district against losses from property damage and general liability claims. A third-party administrator is required to purchase insurance and administer claims for the district. Southern California ReLiEF has a long history of providing expert service in the areas of claims administration while maintaining stable premium costs for clients in an unstable market.

Financial Impact

Insurance Property Loss Fund (6770) $3,200,000

Administrator

Dr. John Pappalardo, Chief Business Officer

PROFORMA

JULY 1, 2026 to JULY 1, 2027

ESTIMATED CONTRIBUTION /PREMIUM SUMMARY

ReLIEF COVERAGES		MEMBER RETAINED LIMIT/ DEDUCTIBLE	CONTRIBUTION/ PREMIUM
LIABILITY	$10,000,000 Limit Of Liability	$25,000	$2,057,553
PROPERTY	$1,000,250,000 Total Insured Values (TIV)	$25,000	$478,753
ACTIVE ASSAILANT	$1,000,000 per Event/$3,000,000 Annual Aggregate	$25,000	$5,200
CRIME	$5,000,000 Employee Dishonesty/Faithful Performance	$2,500	$24,433
CYBER LIABILITY	$4,000,000 per Event/$12,000,000 Annual Aggregate MRL is subject to terms and conditions per policy. See policy for member limit.	$35,000	$43,918
DEDICATED EXCESS CYBER	$2,000,000 per Event/$2,000,000 Annual Aggregate Limits are per Member that opted in.		DECLINED
ELECTRONIC DATA PROCESSING EQUIPMENT	$1,000,000 Total Insured Values (TIV)	$250	$2,651
EQUIPMENT BREAKDOWN	$100,000,000 Total Insured Values (TIV)	$1,000	$27,666
	SUBTOTAL PROGRAM COSTS		$2,640,174
EXCESS LIABILITY	$25,000,000 Excess Limit of Liability	$10,000,000	$305,550
EXCESS LIABILITY	$50,000,000 Excess Limit of Liability	$25,000,000	$68,067
EXCESS LIABILITY	$75,000,000 Excess Limit of Liability	$50,000,000	$40,983
	TOTAL PROGRAM COSTS		$3,054,774

LIABILITY		PROPERTY	
2024/2025 LOTTERY ADA:	22,383	TIV:	$1,081,987,372
EX MOD. - RETAINED	54.42 %	EX MOD. - RETAINED	122.99 %
EX MOD. - REINSURANCE	97.65 %	EX MOD. - REINSURANCE	97.73 %

Service Team:

Account Executive: Gregory Trapp

Account Manager: Atzimba Morales-Arriaga

California Association of Joint Powers Authorities Accredited with Excellence

Run Date: 05/18/2026 08:08 AM

Report Date: 05/18/2026 08:08 AM

PROFORMA

JULY 1, 2026 to JULY 1, 2027

ESTIMATED CONTRIBUTION/ PREMIUM SUMMARY

- PROGRAM COSTS	$3,054,774
RELIEF ADMIN EXPENSE (Includes $5K AMP)*	$ 8,463
RELIEF UW/RM RESERVE (Includes Loss Control Services)*	$ 36,975
TOTAL PROGRAM COSTS	$3,100,212

*RELIEF ADMIN EXPENSE (0.1881 x Lottery ADA)
$5K AMP ($0.19 x Lottery ADA)

*RELIEF UW/RM RESERVE ($0.3668 x Lottery ADA)
Loss Control Services ($9.04 per 1,000 Sq. Ft.)

Service Team:

Account Executive: Gregory Trapp

Account Manager: Atzimba Morales-Arriaga

Run Date: 05/18/2026 08:08 AM

Report Date: 05/18/2026 08:08 AM

PROFORMA

JULY 1, 2026 to JULY 1, 2027

ESTIMATED CONTRIBUTION/ PREMIUM SUMMARY

Accepted by: _____ Date: _____

Authorized School District Representative Signature

Print Name: _____

Authorized School District Representative Print Name

Title: _____

Authorized School District Representative Title

Witnessed by: _____ Date: _____

Gregory Trapp

SIGNATURE OF THE AUTHORIZED REPRESENTATIVE WILL BIND COVERAGE.

Keenan is compensated for the various services it provides in connection with the management and administration of Southern California ReLiEF ("SCR"), including general administration, financial processing, claims administration, loss control, reporting, marketing, underwriting, brokerage (reinsurance and other coverages) and reinsurance/insurance services. The compensation paid to Keenan is approved by the governing board of SCR and is included in the cost of member contributions. It is anticipated that the total compensation to be received by Keenan for these services for the 2025/2026 program year will not exceed 14% of total member contributions. This compensation does not include amounts payable to Keenan pursuant to separate contracts for services provided directly to individual members, the cost of allocated loss adjustment services provided in connection with individual claims, or reinsurance premium payable to Meritage Insurance Group, a wholly-owned subsidiary of Keenan, pursuant to a reinsurance contract. For additional information concerning Keenan compensation, see www.keenan.com/disclosure.asp.

California Association of Joint Powers Authorities Accredited with Excellence

Run Date: 05/18/2026 08:08 AM

Report Date: 05/18/2026 08:08 AM



Placentia-Yorba Linda Unified School District
Estimated Contribution/Premium Summary
July 1, 2026 to July 1, 2027
Member Retained Limit
Liability $ 25,000 Property $ 25,000

Proforma Footnote Report

1. 2024/2025 LOTTERY ADA:	Average Daily Attendance from the Department of Education with the exception of certain special agencies which use special ADA Exposure data. ADA has been factor updated by 1.04446 in compliance with the Government Code Section 8880.5(m) to compensate for the rate of excused absences.
2. T.I.V. Property:	Total Insurable Values(T.I.V.) based upon Statement of Values as confirmed by the District (TIV for Charter Schools, EDP and COC included, if applicable.)
3. T.I.V. EDP:	EDP T.I.V. as confirmed by the District.
4. Liability:	Risk Factored ADA x adjusted ReLiEF rate. Does not consider Special Agency flat fees or Super Pool minimum contributions.
5. Excess Liability:	Lottery ADA x Excess Liability Rate + Lottery ADA x Reinsurance Liability Rate + Lottery ADA x Reinsurance Liability Rate
6. Property:	TIV/$100 x Property Rate
7. EDP:	EDP TIV/$100 x EDP Rate
8. Crime:	Lottery ADA x Crime Rate
9. Cyber Liability:	Lottery ADA x Cyber Liability Rate
10. EQB:	Equipment Breakdown (B&M) Property TIV/$100 x Equipment Breakdown Rate
11. Active Assailant:	Lottery ADA x Active Assailant Rate
12. Dedicated Excess Cyber:	Price Band is dependent on Lottery ADA.
13. Program Total:	Sum of Liability, Excess Liability, Property, EDP, Crime, Cyber, EQB, Active Assailant, and Dedicated Excess Cyber.

DESTINY LIBRARY MANAGEMENT SYSTEM

Background

Follett, Inc. has provided the Destiny Library Management System to the district since 2018. The system allows all school librarians to track library, textbook, and Chromebook resources more efficiently. In addition, the Technology Department recommends the addition of a District Education Center module through the Destiny Library Management System. This will allow the tracking of electronic equipment, such as laptops, Chromebooks, iPads, etc., that have been assigned to district office staff, and/or a student who has been placed at a Non-Public School.

Renewal of the Destiny Library Management System will ensure the efficiency and accuracy of tracking library, textbook, and Chromebooks at district sites, and electronic equipment at the District Education Center for the 2026-27 school year.

Financial Impact

General Fund (0101)	$60,000

Administrator

Dr. John Pappalardo, Chief Business Officer

MASTER AGREEMENT, INFORMATION, TECHNOLOGY SERVICES, AND SOFTWARE SUPPORT

Background
In order to simplify contracts for districts, the Orange County Department of Education (OCDE) has transitioned to a single Master IT Services Agreement. The following services are provided through this Master Agreement and are explained below:

Business Information System and Human Resources System
These systems provide an efficient web interface for the general ledger, accounts payable, accounts receivable, purchasing, budget development and monitoring, asset tracking, warehouse inventory, and human resources. Required training and support for the systems is also included, which is hosted and supported by OCDE.

Data Center Site Services
The data center site services are required to increase reliability and capacity of Internet access and phone services.

Electronic Documents Management System
The electronic document management system is a web-based imaging, scanning and workflow system that meets the district's requirements for business services document archival and retrieval. The system is hosted and supported by OCDE, and all archived documents are backed up.

Internet Access
The Orange County Superintendent of Schools (OCSS) provides access to Internet services to the district through the Corporation for Education Network Initiatives in California. This is California's K-12 high-speed telecommunications network. The district will only be billed an Internet access fee if OCSS receives an invoice from California K-12 High Speed Network for Internet access.

Network Support and Cybersecurity Services
OCSS provides network support and cybersecurity services to all school districts in Orange County. The school districts share in the cost of staff, equipment, tools, and resources that provide these services and support.

Approval of the OCDE Master Agreement will enable the district to continue to use OCDE's business information and human resources systems; data center site services for the most cost-effective way to increase the reliability and capacity of Internet access and phone services; continued use of the electronic documents management system; and network support and cybersecurity services that are much more economical than individual school districts could procure.

Financial Impact
General Fund (0101) $268,213

Administrator
Dr. John Pappalardo, Chief Business Officer

AGREEMENT NUMBER: 10009170

MASTER INFORMATION TECHNOLOGY SERVICES
AND SOFTWARE SUPPORT AGREEMENT

This MASTER INFORMATION TECHNOLOGY SERVICES AND SOFTWARE SUPPORT AGREEMENT (AGREEMENT) is hereby made and entered into this 1st day of July, 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 may be referred to herein individually as Party and collectively as Parties.

1.0 BASIS OF AGREEMENT. SUPERINTENDENT shall provide information technology software applications and related technical support services including but not limited to, Enterprise Applications Hosting and Support, Network Connectivity and Cyber Security services, hereinafter referred to as "SERVICES", as further described in Section 3.0 SCOPE OF WORK.

2.0 TERM. The term of this AGREEMENT shall commence on July 1, 2026, and shall continue through June 30, 2027, unless terminated pursuant to the terms of this AGREEMENT.

3.0 SCOPE OF WORK. SUPERINTENDENT agrees to provide DISTRICT access to SUPERINTENDENT's software applications and services via SUPERINTENDENT's network. Applications and services include access to the following services more specifically described in Exhibits A-J, attached hereto and incorporated by reference herein:

1. Network Support (Exhibit A)

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2. Cyber Security Services (Exhibit B)

3. Internet Access (Exhibit C)

4. Financial Application (BusinessPlus) (Exhibit D)

5. Human Resources Application (Exhibit E)

6. Time and Attendance Application (Exhibit F)

7. Electronic Document Management and Workflow System Services (Exhibit G)

8. Data Center Site Services-California (Exhibit H)

9. Data Center Site Services-Arizona (Exhibit I)

10. Fidelity Information Services (FIS) Automated Clearing House (ACH) (Exhibit J)

4.0 PAYMENT.

A. DISTRICT agrees to pay SUPERINTENDENT the sum of Two hundred sixty-seven thousand two hundred twelve dollars and eighty-two cents ($267,212.82) in accordance with the fee, rate and/or price schedule information set forth in Exhibit K - Schedule of Services and Fees, attached hereto and incorporated herein by this reference. DISTRICT shall receive only those services expressly selected in Exhibit "K". All other services described in this AGREEMENT are excluded unless expressly authorized by written amendment executed by both Parties.

B. DISTRICT agrees to pay SUPERINTENDENT within (30) days upon receipt of an invoice from SUPERINTENDENT. SUPERINTENDENT shall invoice DISTRICT separately for additional technical support services and/or network support services requested by DISTRICT. Payment shall be mailed to: Orange County Superintendent of Schools, Attn:

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Accounting Manager, 200 Kalmus Drive, Costa Mesa, California 92626-9050, or at such other place as SUPERINTENDENT may designate in writing.

5.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT's employees and shall not be considered in any manner to be DISTRICT's employees.

6.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for any loss or damage that results from scanning and/or

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security testing of the DISTRICT's network and computer systems, bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT. The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

7.0 NON-DISCRIMINATION. In connection with all SERVICES performed under this AGREEMENT there shall be no unlawful discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age, marital status, physical disability, mental disability, or medical condition.

8.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT's business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

9.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the SERVICES in this AGREEMENT without prior written approval of the other party.

10.0 TOBACCO USE AND DRUG-FREE WORKPLACE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free and drug-free environment. Smoking or the use of any tobacco products or drugs are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to

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SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

11.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party.

12.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given by i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Placentia Yorba linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: Dr. John Pappalardo

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

13.0 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.

14.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek

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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 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

16.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

17.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/she/it may have or claim under California Civil Code section 1654.

18.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

19.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall

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be governed by the laws of the State of California, with venue in Orange County, California.

20.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

21.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____	BY: Patricia McCaughey
Authorized Signature	Authorized Signature
PRINT NAME: _____	PRINT NAME: Patricia McCaughey
TITLE: Chief Business Officer	TITLE: Executive Director
DATE: _____	DATE: 05 / 18 / 2026

PYLUSD-IT systems Master Agree(10009170)2026-27 ZIP 6

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EXHIBIT "A"

NETWORK SUPPORT

1. NETWORK SERVICES. The SUPERINTENDENT will provide network support services for data connectivity and support along with DISTRICT internet circuit(s) handoff and Distributed Denial of Service (DDoS) Protection. SUPERINTENDENT will provide internet access up to 10gbps data connectivity. Additional or higher speeds if requested by DISTRICT will be charged based on cost incurred by SUPERINTENDENT.

   SUPERINTENDENT's network services shall include access to applications and services via the SUPERINTENDENT's network. Payroll services are included as a component of network support. Additional applications and services may include, but are not limited to, access to the following:

   - Payroll Services
   - Network Support
   - Financial Application (BusinessPlus)
   - Human Resources Application
   - Time and Attendance
   - Electronic Document Management and Workflow
   - Data Center Site Services-California
   - Data Center Site Services-Arizona

2. SUPPORT. DISTRICT shall receive ongoing technical support and assistance on SUPERINTENDENT's Network between the DISTRICT and SUPERINTENDENT, provided however, that the availability or performance of this technical support service shall not be construed as altering or affecting SUPERINTENDENT's obligations set forth in this AGREEMENT. SUPERINTENDENT's technical support via telephone/e-mail/online shall be provided to DISTRICT without charge Monday through Friday from 7:00 a.m. – 5:00 p.m., excluding SUPERINTENDENT's holidays. Technical support outside of this timeframe will require prior authorization by both SUPERINTENDENT and DISTRICT. SUPERINTENDENT has the option to charge DISTRICT a rate of One hundred fifty dollars ($150.00) per hour for technical support outside the included days and hours noted above per DISTRICT request.

   SUPERINTENDENT may, upon mutual written agreement of the parties, provide other services which may include, but not limited to, troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

3. DDoS PROTECTION. SUPERINTENDENT agrees to make its best effort to protect DISTRICT against a Distributed Denial of Services (DDoS) attack against the DISTRICT. DISTRICT agrees that network traffic for the DISTRICT may be rerouted during a DDoS attack to a third-party entity for protection. DISTRICT also agrees that SUPERINTENDENT may use alternative methods for DDoS protection. DDoS protection mechanism will only need to inspect META Data. SUPERINTENDENT shall provide DISTRICT at no cost a maximum of

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

twenty (20) hours of staff time to mitigate DDoS attack. SUPERINTENDENT has the option to charge DISTRICT a rate of One hundred fifty dollars ($150.00) per hour for services beyond the twenty (20) hours for this service, upon DISTRICT'S request.

DISTRICT RESPONSIBILITIES. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the cyber security services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing services if such deficiency results from DISTRICT's failure to provide the foregoing.

4. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

5. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "B"

CYBER SECURITY SERVICES

1. CYBER SECURITY SERVICES. The SUPERINTENDENT shall provide assistance to DISTRICT in assessing the DISTRICT's network systems defenses against electronic and social engineering. SUPERINTENDENT's cyber security services shall include the following:

    - Security Awareness Training
    - Security Assessment against Center for Internet Security (CIS) for effective cyber defense controls
    - Security Program Road Mapping
    - Security Program Document Development
    - Vulnerability Assessment
    - Security testing

    SUPERINTENDENT's cyber security services do not include data breach or forensic services.

    SUPERINTENDENT shall perform cyber security services as long as DISTRICT maintains a reasonable request for cyber security guidance and not for data breach or forensic services from the SUPERINTENDENT. SUPERINTENDENT assumes no responsibility for any security or data loss/breach from the guidance provided.

    SUPERINTENDENT may, upon written request from the DISTRICT, provide other cyber security services that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

    DISTRICT RESPONSIBILITIES. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the cyber security services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

    DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing services if such deficiency results from DISTRICT's failure to provide the foregoing.

    SUPERINTENDENT shall provide DISTRICT a report analysis of cyber security services provided. DISTRICT is responsible for correcting items in written analysis. The written analysis provided by the SUPERINTENDEN is solely for the use of the DISTRICT. Accordingly, before taking actions based upon such information, SUPERINTENDENT encourages DISTRICT to consult with the appropriate professionals.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

DISTRICT shall be solely responsible for all of DISTRICT's remediation based on findings, end user training, data, security, maintenance and upkeep of DISTRICT's network hardware, servers, storage, and any other equipment based upon the cyber security services provided by SUPERINTENDENT.

2. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

3. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "C"

INTERNET ACCESS

1. SERVICES. SUPERINTENDENT currently receives Internet access at no charge from the California K-12 High Speed Network. SUPERINTENDENT will provide Internet access of up to 10 Gbps and support to DISTRICT at no cost. In the event SUPERINTENDENT is unable to receive Internet access at no charge, SUPERINTENDENT shall notify DISTRICT in writing that Internet services are no longer provided at no charge. SUPERINTENDENT will provide DISTRICT an itemized pricing schedule. DISTRICT will have the option to elect to continue the internet services for a fee or terminate the internet services, by providing written notice to SUPERINTENDENT.

2. SUPPORT. DISTRICT shall receive ongoing technical support and assistance for Internet access between the DISTRICT and SUPERINTENDENT, provided however, that the availability or performance of this technical support service shall not be construed as altering or affecting SUPERINTENDENT's obligations. SUPERINTENDENT's technical support via telephone/e-mail/online shall be provided to DISTRICT without charge Monday through Friday from 7:00 A.M. - 5:00 P.M., excluding SUPERINTENDENT's holidays. Technical support outside of this timeframe will require prior authorization by both SUPERINTENDENT and DISTRICT. SUPERINTENDENT has the option to charge DISTRICT a rate of One hundred fifty dollars ($150.00) per hour for technical support outside the included days and hours noted above per DISTRICT request.

   SUPERINTENDENT may, upon mutual written agreement of the parties, provide other services which may include, but not limited to, troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

3. DISTRICT RESPONSIBILITIES. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

   DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

4. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

5. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "D"

FINANCIAL APPLICATION – BUSINESSPLUS

1. SERVICES. SUPERINTENDENT will provide DISTRICT access to and use of SUPERINTENDENT's BusinessPlus system services via a leased high-speed data circuit to the SUPERINTENDENT's server infrastructure located at 200 Kalmus Drive, Costa Mesa, California 92626. DISTRICT will be responsible for the recurring cost of the leased high-speed data circuit. DISTRICT shall have the ability to use the following Budget/Finance System services:
    a. Basic Financial/Budget
    b. School Site Finance
    c. Stores Inventory
    d. Fixed Assets

2. SUPPORT. SUPERINTENDENT will provide ongoing software support for present and future employees and ongoing maintenance services, future software enhancements and support services at no cost to DISTRICT. Services will be provided via telephone/e-mail/online during normal business hours, provided however, that the availability or performance of this software maintenance and support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations.

    SUPERINTENDENT will also provide ongoing training services for DISTRICT's present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the BusinessPlus system. Training will be scheduled in advance and DISTRICT will be notified of the schedule. Training will be provided at SUPERINTENDENT's training lab between the hours of 8:30 a.m. and 4:30 p.m. Monday through Friday, excluding SUPERINTENDENT's holidays.

    SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include but not be limited to special reporting and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate mutually agreed between the parties.

3. NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses the BusinessPlus System must have a Local Area Network connected via the DISTRICT office. DISTRICT will, at DISTRICT's expense, connect to SUPERINTENDENT's County-wide computer network via high-speed data circuit and data communication devices for the services. DISTRICT will access BusinessPlus System software from DISTRICT desktop computers through the DISTRICT's LAN and from similar desktop computers located at each of the DISTRICT school sites.

    The BusinessPlus System supports the use of computers running supported versions of Microsoft Windows or Apple macOS. In order to access BusinessPlus, each DISTRICT computer on the network will require an Internet browser. A list of supported versions of Internet browsers may be obtained by contacting SUPERINTENDENT's Information

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

Technology Division. All printing requirements for the BusinessPlus System will take place at the DISTRICT, except vendor checks that will be printed at SUPERINTENDENT's offices.

4. DATA MIGRATION. If DISTRICT desires any data migrations from its present system into SUPERINTENDENT's BusinessPlus system, DISTRICT must submit its data to SUPERINTENDENT in a flat file format according to specifications provided by SUPERINTENDENT's Information Technology Division. Coordination meetings between DISTRICT and SUPERINTENDENT's staff will be necessary to work out the migration details. In the event that it proves impractical to successfully accomplish any of the migrations, it may be necessary for DISTRICT's staff to enter in test and/or production data to complete the conversion to the BusinessPlus System.

5. ADDITIONAL MODULES. SUPERINTENDENT may offer additional BusinessPlus modules and optional services in the future. Each new capacity may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

6. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

7. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "E"

HUMAN RESOURCES APPLICATION

1. SERVICES. SUPERINTENDENT will provide DISTRICT access to SUPERINTENDENT's Human Resources Application via a leased high-speed data circuit to SUPERINTENDENT's servers located at 200 Kalmus Drive, Costa Mesa. DISTRICT will be responsible for the recurring cost of the leased high-speed data circuit. DISTRICT shall have the ability to use the Human Resources Application.

2. SUPPORT. SUPERINTENDENT will provide ongoing software support and assistance for present and future employees and ongoing maintenance services, future software enhancements and support services at no cost to DISTRICT. Services will be provided via telephone/e-mail/online during normal business hours, provided however, that the availability or performance of this software support service shall not be construed as altering or affecting SUPERINTENDENT's obligations.

   SUPERINTENDENT will also provide ongoing training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of SUPERINTENDENT's Human Resources Application. Training will be provided at SUPERINTENDENT's training lab between the hours of 8:30 A.M. and 4:30 P.M. Monday through Friday, excluding SUPERINTENDENT's holidays.

   SUPERINTENDENT may, upon mutual agreement of the parties, provide other services to DISTRICT which may include, but not be limited to, special reporting and other software assistance. DISTRICT shall pay SUPERINTENDENT for such additional services at a rate mutually agreed between the parties.

3. NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses SUPERINTENDENT's Human Resources Application must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT's expense, connect to SUPERINTENDENT's county-wide computer network via high-speed data circuit and data communication devices for the services. Application servers will be housed at SUPERINTENDENT's offices. DISTRICT will access Human Resources Application system software from DISTRICT computers through the DISTRICT's LAN and from similar desktop computers located at each of the DISTRICT school sites.

   The Human Resources Application supports the use of computers running supported version of Microsoft Windows or Apple macOS. In order to access the Human Resources Application, each DISTRICT computer on the network will require an Internet browser. All printing requirements for the Human Resources Application will take place at the DISTRICT.

4. DATA MIGRATION. If DISTRICT desires any data rollovers from its present system into SUPERINTENDENT's Human Resources Application, DISTRICT must submit its data to SUPERINTENDENT in a flat file format according to specifications provided by SUPERINTENDENT's Information Technology Division. Coordination meetings between

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

DISTRICT and SUPERINTENDENT's staff will be necessary to work out the rollover details. In the event that it proves impractical to successfully accomplish any part of the rollovers, it may be necessary for the DISTRICT's staff to enter in test and/or production data to complete the conversion to SUPERINTENDENT'S Human Resources Application.

5. ADDITIONAL FEATURES. SUPERINTENDENT expects to offer additional features and optional services to its customers in the future. Each new capacity may have an additional charge.

6. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

7. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "F"

TIME AND ATTENDANCE APPLICATION

1. SERVICES. SUPERINTENDENT will provide access to and application of SUPERINTENDENT's Time and Attendance System application that is capable of capturing and reporting employees' time and attendance. The Time and Attendance application will include the following capabilities:

    - Access and privacy at district level.
    - Ability to input and maintain school year calendars for multiple units and/or groups.
    - Generation of employee time sheets based on bargaining unit, payroll (monthly, daily, or hourly).
    - Time reporting with on-line approval and release of data directly to the payroll system.
    - Management reporting with user-defined selection criteria.
    - Calculation of employee vacation and sick day accruals.
    - Access to employee vacation and sick day information via the Employee Information System (EIS).
    - Interface for two (2) substitute teacher locator systems for reporting time to the correct unit.
    - Time and Attendance reports.

    DISTRICT will have the right to use the Payroll Time and Attendance application and any optional interfaces as long as the Time and Attendance application is maintained and supported by the SUPERINTENDENT.

2. SUPPORT. SUPERINTENDENT will provide ongoing software support services for present and future employees and ongoing maintenance services, future software enhancements and support services at no cost to DISTRICT. Services will be provided via telephone/e-mail/online during normal business hours, provided however, that the availability or performance of this software maintenance and support service shall not be construed as altering or affecting SUPERINTENDENT's obligations.

    SUPERINTENDENT will also provide ongoing training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the Time and Attendance system. Training will be provided at SUPERINTENDENT's training lab and other school locations upon mutual agreement of the parties between the hours of 8:30 a.m. and 4:30 p.m. Monday through Friday, excluding SUPERINTENDENT's holidays.

    SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include but not be limited to special reporting and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate mutually agreed between the parties.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

3. NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses SUPERINTENDENT's Time and Attendance Application must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT's expense, connect to SUPERINTENDENT's county-wide computer network via high-speed data circuit and data communication devices for the services. Application servers will be housed at SUPERINTENDENT's offices. DISTRICT will access Time and Attendance Application system software from DISTRICT computers through the DISTRICT's LAN and from similar desktop computers located at each of the DISTRICT's school sites.

   The Time and Attendance Application supports the use of computers running supported versions of Microsoft Windows or Apple macOS. In order to access the Time and Attendance Application, each DISTRICT computer on the network will require an Internet browser. All printing requirements for the Time and Attendance Application will take place at the DISTRICT.

4. IMPLEMENTATION (IF APPLICABLE). SUPERINTENDENT will begin meeting with DISTRICT staff to discuss the Payroll Time and Attendance implementation process and also perform a needs assessment, hereinafter referred to as implementation period. However, based on individual DISTRICT requirements as determined during the needs assessment, it may become necessary for SUPERINTENDENT to extend the implementation period.

   SUPERINTENDENT's staff will also meet with key DISTRICT staff to create and design the parallel process for their DISTRICT.

5. DATA MIGRATION. If DISTRICT desires any data rollovers from its present time and attendance system into SUPERINTENDENT's Payroll Time and Attendance system, it will be necessary for the DISTRICT to submit this data in a flat file format according to specifications provided by SUPERINTENDENT's Information Technology Department. Coordination meetings between DISTRICT and SUPERINTENDENT's staff will be necessary to work out the rollover details. In the event that it proves impractical to successfully accomplish any of the rollovers, it may be necessary for DISTRICT's staff to key in test and/or production data to complete the conversion to the Payroll Time and Attendance system.

6. ADDITIONAL MODULES. SUPERINTENDENT may offer additional interfaces and optional services in the future for the Payroll Time and Attendance system which may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

7. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

8. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "G"

ELECTRONIC DOCUMENT MANAGEMENT AND WORKFLOW SYSTEM

1. SERVICES. The SUPERINTENDENT will provide professional services for the operation of a web-based Imaging/scanning/workflow system. SUPERINTENDENT's staff will configure an imaging/scanning/workflow system to meet the DISTRICT's requirements for workflow, document archiving and retrieval. The imaging/scanning/workflow system and all images/data will be maintained on servers and storage at SUPERINTENDENT's office. DISTRICT's staff is responsible for scanning all images on a local scanner.

2. SUPPORT. SUPERINTENDENT shall provide ongoing software support and assistance for present and future employees. Services will be provided via telephone/e-mail/online during normal business hours, provided however, that the availability or performance of this software support service shall not be construed as altering or affecting SUPERINTENDENT's obligations.

   SUPERINTENDENT will provide ongoing training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the imaging/scanning/workflow system. Training will be provided at DISTRICT's office between the hours of 8:30 a.m. and 4:30 p.m. Monday through Friday, excluding SUPERINTENDENT's holidays.

   SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include, but not be limited to, Application Integration, and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

3. LICENSE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to the imaging/scanning/workflow system software solely for use by DISTRICT internally, and only for workflow, capturing, storing, processing, and accessing DISTRICT's own data. DISTRICT will have the right to use the imaging/scanning/workflow system as long as the imaging/scanning/workflow system is maintained and supported by the SUPERINTENDENT.

4. NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses the imaging/scanning/workflow system must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT's sole expense, connect to SUPERINTENDENT's County-wide computer network via high-speed data circuit and data communication devices for the services. DISTRICT will access imaging/scanning/workflow system software from DISTRICT desktop computers through the DISTRICT's LAN and from similar desktop computers located at each of the DISTRICT's school sites.

   Local hardware for the imaging/scanning/workflow system services, such as desktop computers, monitors and scanners are the responsibility of the DISTRICT. Each DISTRICT

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

site that uses SUPERINTENDENT'S imaging/scanning/workflow system must have a scanner connected to a Local Area Network connected via the DISTRICT office.

SUPERINTENDENT agrees to provide DISTRICT access to the imaging/scanning/workflow applications via a leased high-speed data circuit to the SUPERINTENDENT's servers located at 200 Kalmus Drive, Costa Mesa.

5. IMPLEMENTATION (IF APPLICABLE). DISTRICT agrees to pay SUPERINTENDENT for implementation of the imaging/scanning/workflow system the sum of One hundred fifty dollars ($150.00) per hour. Payment shall be made upon execution of this AGREEMENT and receipt of an itemized invoice from SUPERINTENDENT. Any additional implementation services requested by DISTRICT will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour. Changes, updates, and additional customization to imaging/scanning/workflow will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour.

6. ADDITIONAL MODULES. SUPERINTENDENT may offer additional imaging/scanning/workflow system modules and optional services in the future. Each new capacity may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

7. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

   DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

8. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

9. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

EXHIBIT "H"

DATA CENTER SITE SERVICES-CALIFORNIA

1. SERVICES. The SUPERINTENDENT will provide a secure off-site location for DISTRICT to store its servers, storage, and back-up appliances for its data application systems. SUPERINTENDENT's Data Center facilities, located at 200 Kalmus Drive, Costa Mesa, California 92628-9050 will serve as DISTRICT's Data Center.

   DISTRICT will be on a virtual network specific for school districts participating in Data Center site services. DISTRICT will be responsible for server security for hardware located in SUPERINTENDENT's Data Center facility. SUPERINTENDENT assumes no responsibility for any security or data breach on DISTRICT's hardware, software, and data.

   SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which include, but are not limited to, troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

   SUPERINTENDENT will use industry standard efforts to maintain SUPERINTENDENT's facilities and equipment required to deliver data co-location site services to DISTRICT. SUPERINTENDENT's services shall include the following:

   - All utilities necessary to operate an appropriate system environment including air conditioning, power distribution, uninterrupted power supply, redundant generated power supply.
   - An access control system to access the building during off hours for SUPERINTENENT's staff.
   - An access control system to access SUPERINTENDENT's Data Center during off hours for SUPERINTENDENT's IT staff.
   - Dual (redundant) electrical circuits in Data Center.
   - Each electrical circuit has its own 150 kVA UPS currently running at 18% capacity.
   - Each UPS feeds a PDU that has 82 circuits.
   - Each PDU provides electrical circuits to each rack so that there is redundant power going into each rack.
   - A diesel generator rated at 985 horsepower/600kW with a 3,000-gallon fuel tank that should sustain power for 3-5 days. (Note: During previous outages, the UPS have kept the servers running with no disruption of services. Within 8-10 seconds, the generator turns on with power transferring from the UPS to the generator. When power is restored and has run continuously with no additional outages for 30 minutes, the generator turns off and transfers power back to the dedicated power through the UPS.)
   - Redundant air conditioning units so that the system can provide adequate cooling in the event of a unit failure. Staff is notified of heat increase in the Data Center.
   - Inergen gas fire suppression system with a full discharge reducing the oxygen level from 24% to 14% which will not sustain a fire.

Doc ID: 861fa421433563151d54f50cbdf6e2a974d6037d

- Pre-action sprinkler system so that there is no water in the system until it is needed.

SUPERINTENDENT shall provide escorted access of authorized DISTRICT personnel to hosted equipment during normal Monday through Friday from 7:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT's holidays. DISTRICT shall provide SUPERINTENDENT a list of personnel authorized to access SUPERINTENDENT's Data Center.

2. LICENSE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to store its servers, storage, and back-up applications for its data application systems in SUPERINTENDENT's Data Center solely for the purposes of serving as a Data Center site. DISTRICT will have the right to use SUPERINTENDENT's Data Center facilities as long as the Data Center is maintained and supported by the SUPERINTENDENT.

   DISTRICT is solely responsible for all of DISTRICT's data and maintenance and upkeep of DISTRICT servers, storage, and backup appliances for its data application system equipment.

   DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

   DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

3. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

4. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

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EXHIBIT "I"

DATA CENTER SITE SERVICES-ARIZONA

1. SERVICES. The SUPERINTENDENT will provide a secure out-of-state location for DISTRICT to store its servers, storage, and back-up appliances for its data application systems. SUPERINTENDENT's leased Data Center facilities, located at CyrusOne, 2335 South Ellis Street, Chandler, Arizona 85286 will serve as DISTRICT's Data Center.

2. NETWORK CONNECTIVITY. DISTRICT is on the CENIC network from SUPERINTENDENT to the CENIC Point-of-Presence in Los Angeles and then on a dedicated 10 Gbps circuit to SUPERINTENDENT's leased Chandler, Arizona, Data Center, for school districts participating in Data Center site services. Handoff (connection) to DISTRICT equipment will be a single 1 Gbps connectivity. DISTRICT will be responsible for network hardware, servers, storage, and any other equipment district installs in SUPERINTENDENT's leased Chandler, Arizona, Data Center. Additionally, as there will not be any firewall or other security features such as encryption of data between OCDE router/switch and DISTRICT hardware; DISTRICT assumes full responsibility to provide these features for DISTRICT's hardware, software, and data as required by DISTRICT. SUPERINTENDENT assumes no responsibility for any security or data breach on DISTRICT's hardware, software, and data.

   SUPERINTENDENT shall provide escorted access of authorized DISTRICT personnel to hosted equipment during prearranged days. Normal workdays are Monday through Friday from 7:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT's holidays. DISTRICT shall provide SUPERINTENDENT a list of personnel authorized to access SUPERINTENDENT's Data Center.

3. CYRUSONE FACILITIES. CyrusOne uses industry standard efforts to maintain SUPERINTENDENT's facilities and equipment required to deliver data co-location site services to DISTRICT. Services shall include the following:

   - All utilities necessary to operate an appropriate system environment including air conditioning, power distribution, uninterrupted power supply, back-up generator.
   - An access control system to access the building during all hours for SUPERINTENDENT's staff and DISTRICT staff escorted by SUPERINTENDENT's staff.
   - Dual (redundant) electrical circuits in Data Center provide two (2) electrical circuits to each rack so that each rack has dual electrical power strips.
   - A generator to provide power should there be a power outage.
   - Redundant air conditioning units so that the system can provide adequate cooling in the event of a unit failure.
   - Fire suppression system.

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4. LICENSE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to store its' network hardware, servers, storage, and any other equipment and back-up applications for its data application systems in SUPERINTENDENT's leased Chandler, AZ, Data Center solely for the purposes of serving as a Data Center site. DISTRICT will have the right to use SUPERINTENDENT's Data Center facilities as long as the Data Center is maintained and supported by the SUPERINTENDENT.

   DISTRICT shall be solely responsible for all of DISTRICT's data, security, maintenance and upkeep of its network hardware, servers, storage, and any other equipment. SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which include, but are not limited to, troubleshooting network problems that may arise. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

   DISTRICT agrees to pay SUPERINTENDENT the sum of Seven hundred dollars ($700.00) for day one and Three hundred dollars ($300.00) per day for each sequential day per visit for each SUPERINTENDENT's staff to work with the DISTRICT staff at the CyrusOne location. CyrusOne provide helping hands support. This is an optional support service that is available for a fee. Fee structure will be provided at time of service request as the fee will vary based on the type of request. Should DISTRICT elect to use this service to support its hardware, SUPERINTENDENT will coordinate this service on the DISTRICT's behalf and provide DISTRICT an invoice for the service upon receiving the invoice from CyrusOne.

   DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

   DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

5. DISTRICT understands and agrees to notify SUPERINTENDENT, within a reasonable amount of time, of any security incident involving data loss/breach. This would include a DISTRICT-wide impact and/or ransomware attack.

6. SUPERINTENDENT reserves the right, as reasonably necessary to mitigate the risk of threat propagation and protect shared systems and data, to temporarily suspend or disconnect DISTRICT's access to the provided technology services until the security threat has been mitigated or resolved.

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EXHIBIT "J"

FIDELITY INFORMATION SERVICES (FIS) AUTOMATED CLEARING HOUSE (ACH)

1. SERVICES. SUPERINTENDENT will provide DISTRICT access to and participation in the Fidelity Information Services (FIS) Automated Clearing House (ACH) and vCard payment processing services. These services facilitate secure electronic payments of Accounts Payable payments for both DISTRICT and its vendors through SUPERINTENDENT's financial systems and infrastructure. SUPERINTENDENT will process eligible electronic payment transactions through the FIS ACH/vCard platform, and DISTRICT agrees to comply with applicable ACH network rules, banking requirements, and internal controls necessary to support participation in the FIS ACH/vCard program.

2. SUPPORT. SUPERINTENDENT will provide support services to DISTRICT for participation in the FIS ACH payment processing services, including assistance with transaction processing, error resolution, and general operational guidance. Support services will be provided during normal business hours via telephone/e-mail/online, provided however, that the availability or performance of such support services shall not be construed as altering or affecting SUPERINTENDENT's obligations.

   DISTRICT and its payees may contact FIS directly for support related to ACH payment processing. In the event issues are not resolved by FIS or require additional coordination, SUPERINTENDENT will provide assistance and may act as a liaison between DISTRICT, FIS, and financial institutions, as necessary, to facilitate resolution.

   DISTRICT acknowledges that SUPERINTENDENT does not control the FIS platform, ACH network, or banking systems, and SUPERINTENDENT shall not be responsible for delays, errors, or interruptions caused by such third parties.

   SUPERINTENDENT may, upon mutual agreement of the Parties, provide additional services which may include, but are not limited to, reporting assistance, reconciliation support, or other payment-related services. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate mutually agreed between the Parties.

3. FIS (Fidelity Information Services) is a financial technology provider that delivers payment processing and related financial services solutions. Through its ACH (Automated Clearing House) services, FIS facilitates secure electronic funds transfers between participating entities and financial institutions. The FIS ACH platform supports the electronic movement of funds for authorized transactions, including payment processing and settlement activities associated with participating systems and applications.

4. The FIS ACH process enables participating DISTRICT and SUPERINTENDENT to process electronic payments through the ACH network. Transactions are aggregated and processed in accordance with ACH network rules and applicable banking regulations. Funds are transmitted electronically between authorized accounts, and FIS provides reporting and reconciliation documentation to support transparency and financial tracking.

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5. SUPERINTENDENT participates in a rebate program associated with eligible payment transactions processed through FIS. Under this program, FIS remits a monthly rebate to SUPERINTENDENT based on qualifying transaction activity for the prior month.

   The total rebate amount received each month shall be allocated as follows:

   - Eighty percent (80%) of the total rebate will be distributed among participating districts.
   - Twenty percent (20%) of the total rebate will be retained by the SUPERINTENDENT

   Distribution of the district share of rebates shall be determined at the discretion of the SUPERINTENDENT and will be based on participation levels and share of revenues, currently set at eighty percent (80%).

   Rebate amounts are contingent upon eligible transaction volume and program terms established by FIS and may vary from month to month. The rebate program applies to qualifying vCard transactions unless otherwise specified by FIS.

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EXHIBIT "K"

SCHEDULE OF SERVICES AND FEES

DISTRICT shall receive only those services expressly selected below. All other services described in this AGREEMENT, or its Exhibits are excluded unless expressly authorized by written amendment executed by both Parties. DISTRICT has requested the following SERVICES:

SELECTION ✓	SERVICE	COST/FEES
✓	**Exhibit A-Network Support** **Optional:** **$250.00/per additional 10Gbps Connectivity per year** **$9,000.00/per additional 40Gbps connectivity per year**	Base: $4,600 Number of additional 10Gbps: Number of additional 40Gbps: Total: $4,600
✓	**Exhibit B-Cyber Security Services**	Total: $8,800
✓	**Exhibit C-Internet Access**	Total: $ 0.00
✓	**Exhibit D-Financial Application - BusinessPlus**	Total: $132,800
✓	**Exhibit E-Human Resources Application**	Total: $96,800
✓	**Exhibit F-Time and Attendance Application**	Total: $0.00
✓	**Exhibit G-Electronic Document Management and Workflow System**	Total: $7,712.82
✓	**Exhibit H-Data Center Site Services-California** **(incl. 1x hand-off up to 10Gbps)** **$125.00/per 2U space/mo** **Optional:** **$50.00/add'l 1Gbps hand-off/mo** **$250.00/add'l 10Gps hand-off/mo**	Base: $16,500 Number of 2U space: Number of additional 1Gbps: Number of additional 10Gbps: Total: $16,500
	Exhibit I-Data Center Site Services-Arizona **(incl. 1x hand-off up to 1Gbps)** **Optional:** **$250.00/per 2U for first 6U/mo** **$125.00/per 2U after 6U/mo** **$150.00/add'l 1Gbps bandwidth/mo**	Base: $ Number of 2U space for 6 U: Number of 2U after 6U: Number of additional 1Gbps: Total: $
✓	**Exhibit J-Fidelity Information Services (FIS) Automated Clearing House (ACH)**	Total: $0.00

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BID NO. 222-08, TELEPHONE AND VOICEMAIL MAINTENANCE AND SERVICE

Background

On June 21, 2022, the Board authorized the use of Digital Telecommunications Systems Bid No. 222-08 for telephone systems and maintenance service for the district's telephone and voicemail systems.

The initial contract was for one year after award of bid and could be extended for four additional years. This renewal will exercise the last one-year extension allowed under the agreement. All other terms and conditions remain the same.

Approval to renew the Digital Telecommunications System bid will allow continued maintenance and service of the district's telephone and voicemail system.

Financial Impact

General Fund (0101)	$132,000

Administrator

Dr. John Pappalardo, Chief Business Officer

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

GENERAL LIABILITY CLAIM NO. 673090

Background
On May 14, 2026, a claim was received by a former employee alleging emotional distress and financial damages.

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 16, 2026

GENERAL LIABILITY CLAIM NO. 670402

Background
On May 20, 2026, a claim was received alleging injury to a student during a physical education class.

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 16, 2026

Approve the following two Independent Contractor Agreements:

1.	Ausletics Youth	Provider of strength and conditioning services for the Universal Sports Institute, developing and monitoring HS team training at USI, and facilitating recovery; August 1, 2026-May 31, 2027; General Funds: $95,000
2.	Universal Training Center	Provider of CPR/AED, first aid, and water safety training for PYLUSD coaches, July 2026-June 2027; General Funds: $10,000

Administrator
Amy Austin, Administrative Secretary, Educational Services

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 17th day of June, 2026, by and between Ausletics Youth, 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)
   Strength and conditioning services for the Universal Sports Institute which include, but are not limited to: programming for classes, facilitating training, developing and monitoring HS team training at USI, and facilitating recovery.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , August 1, 2026, and will diligently perform as required and complete performance by, May 31, 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 $95,000 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: Ausletics Youth
Is individual retired from Cal STRS: Yes____ No X
from CalPERS: Yes____ No____ If yes, date retired:_____
Signature: [signature]
Phone #: 714-471-2119
Fax #:_____
Date: 5/18/2026
Social Security/Tax ID 41-4151793

DISTRICT:

Placentia-Yorba Linda Unified School District

By:_____
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board:_____
(Date)

. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials**_____.

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

0. 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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 17th day of June, 2026, by and between University Training Center, 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)
   CPR/FIRST AID TRAINING AND POOL SAFETY SESSIONS FOR COACHES

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , July 1, 2026, and will diligently perform as required and complete performance by, June 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 $ NTE $10,000 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: University Training Center, Inc
Is individual retired from Cal STRS: Yes ___ No X
from CalPERS: Yes ___ No X If yes, date retired: ___

Signature: Robin Ann Lipscomb
Phone #: (949) 251 9085
Fax #: -0-
Date: 5-22-2026
Social Security/Tax ID 33-0404655

DISTRICT:

Placentia-Yorba Linda Unified School District

By: ___
Assistant Superintendent, Business Services
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date: ___
Approved by Board: ___
(Date)

#:91400 8/17 White - Accounts Payable Yellow - Vendor Pink - Purchasing

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials KAC.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials KAC.

   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 KAC.

   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** KAC.

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 16, 2026

RENEWAL AGREEMENT WITH GROWTH OPPORTUNITIES THROUGH ATHLETICS, LEARNING & SERVICE (GOALS) FOR AFTERSCHOOL SERVICES AT VALADEZ MIDDLE SCHOOL ACADEMY

Background

This annual renewal agreement establishes Growth Opportunities through Athletics, Learning and Service (GOALS) intent to collaborate with the Placentia-Yorba Linda Unified School District to provide a comprehensive after-school program under the After School Education and Safety (ASES) Grant at Valadez Middle School Academy for the 2026-27 school year.

GOALS will adhere to ASES guidelines and provide daily, on-site activities, weekly access to the Anaheim athletic facilities, including, but not limited to, tennis courts, basketball courts, indoor soccer field, and a roller hockey rink. Necessary participant activity equipment will be provided in addition to 7-10 coaches for supervision, management, and transportation to and from all venues.

Financial Impact

ASES Funds: $173,695

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Rob Casaba, Director, ASES

GOALS Contract With The Placentia Yorba Linda Unified School District For The Provision Of A Quality After School Education & Safety (ASES) Afterschool Program At The Valadez Middle School Academy.

By and between the not for profit Growth Opportunities through Athletics, Learning & Service (GOALS) Program and the Placentia Yorba Linda Unified School District (PYLUSD).

This agreement establishes the intention of GOALS to work together with PYLUSD to provide a funded comprehensive afterschool program at the Valadez Middle School Academy for the period of the **2026-27 school year**. It is understood that funding for this program will largely come about with support from the After School Safety & Education (ASES) funding provided by the State of California Department of Education. The parties agree to collaborate in this afterschool program as follows:

Requirements and Conditions

Independent Contractor. GOALS, in the performance of this AGREEMENT, shall be and act as an independent contractor. GOALS understands and agrees that it and all of its employees shall not be considered officers, employees or agents of PYLUSD, and are not entitled to benefits of any kind or nature normally provided employees of the PYLUSD and/or to which PYLUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. GOALS assumes the full responsibility for the acts and/or omissions of its employees or agents as they relate to the services to be provided under this AGREEMENT. GOALS shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to GOALS's employees.

Hold Harmless. GOALS shall defend, indemnify, and hold harmless PYLUSD and its governing board, officers, employees and agents from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not limited to attorney fees and costs), penalties, assessments, judgments, or obligations, actions, or causes of action, whatsoever for or in connection with any injury, damage, or loss to any person or property, including PYLUSD, arising from or connected in any way directly or indirectly or as a consequence of the acts and omissions of GOALS, its agents, or any person, firm or corporation employed by GOALS, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, including, but not limited to, its failure to comply with its obligations under this AGREEMENT and under the law.

Insurance. GOALS agrees to carry commercial general liability insurance that meets requirements as set forth by the PYLUSD., in forms mutually acceptable to both parties to protect GOALS and PYLUSD against liability or claims of liability which may arise out of this AGREEMENT. In addition, GOALS agrees to provide an endorsement to this policy stating, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by PYLUSD shall be excess and noncontributory." Upon request, GOALS shall provide PYLUSD with certificates of insurance evidencing all coverages and

endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. GOALS agrees to name PYLUSD and its officers, agents, employees and SOUTHERN CALIFORNIA SCHOOLS RISK MANAGEMENT (SCSRM) JPA as additional insureds under said policy. The PYLUSD insurance requirements as effective for the current contract period are attached for reference.

Assignment. The obligations of GOALS pursuant to this AGREEMENT shall not be assigned by GOALS.

Compliance With Applicable Laws. GOALS agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to GOALS, GOALS' business, and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

Permits/Licenses. GOALS and all GOALS' employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

Nondiscrimination. GOALS agrees to not discriminate on the basis of race, color, religion, sex, marital status, national origin, ancestry, familiar status, disability, sexual orientation, pregnancy or pregnancy related condition in its employment practices. This policy of affording equal employment opportunities to all persons is in keeping with provisions of state and federal laws and regulation

Images. If applicable, GOALS is prohibited from capturing on any visual medium images of any property, logo, student, or employee of PYLUSD, or any image that represents PYLUSD without express prior written consent from PYLUSD and, in the case of a student or employee, the express prior written consent from the student's parents or the employee whose image is to be captured.

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.

Education Code 45125. During the entire term of this AGREEMENT, GOALS and its contractors and agents, shall fully comply with the provision of Education Code 45125.1 (Fingerprint Requirements) with respect to individuals who will have contact with PYLUSD pupils in the performance of the work of this AGREEMENT.

Responsibilities

The Valadez School ("School" or "Valadez" as may be used interchangeably) is expected to fulfill the following responsibilities:

- School provides adequate space for all of the program's academic support and enrichment activities including daily use of designated classrooms, indoor and outdoor group areas – including space for recreational and snack activities.
- School provides the GOALS Afterschool Site Director/Coordinator with office space and as needed periodically access to a desk, and modest file space
- School principal meets periodically with afterschool site director to ensure program is meeting identified goals and ensure that afterschool is coordinated with regular day school program, including policies and procedures.
- School shares student outcome data to better refine program as needed and appropriate, and for the purposes of the local or state mandated evaluations, as requested.

- Principal identifies a staff person to serve as the program's primary academic and/or community liaison.
- Principal invites afterschool site coordinator to participate in school day meetings and professional development opportunities to ensure educational continuity, consistency in standards of teaching and learning, and positive school climate.
- Principal provides opportunities for regular communication and collaboration between afterschool and school day staff to ensure alignment and shared resources between after school and school day efforts in support of student achievement and family engagement.
- PYLUSD will collaborate with GOALS to supply the after-school students with a nutritionally appropriate snack each day that the ASES program is operative.

GOALS will fulfill the following responsibilities:

- Serve as lead agency for the after-school program and provide a site coordinator and adequate, qualified staffing to ensure program quality and compliance and meet the grant required 20:1 student to staff ratio.
- Ensure all hiring criteria and procedures such as fingerprint clearances, criminal background checks, and TB testing are completed with approval for all afterschool program staff and volunteers.
- Ensure that sufficient staff meets the PYLUSD leadership standards for course credit requirements and/or pass the proficiency exam offered by the district periodically.
- Provide daily comprehensive afterschool programming consisting of academic, enrichment, physical activity/recreational components, and provision of a healthy snack.
- Operate program for 3 hours following the completion of the school day on every day regular day school is in session, to fulfill ASES attendance requirements.
- On such days where there may be an early discharge from the Valadez school, GOALS will provide after school supervision immediately following that discharge until the standard program closing time (typically at 6:15PM).
- Be responsible for the timely completion of GOALS For Valadez program attendance.
- Conduct outreach and recruitment and enroll and adequate number of student participants to fulfill ASES attendance requirements.
- Work with any independent evaluators as the PYLUSD may from time to time utilize to collect and analyze data on student enrollment, attendance, academic performance, student and parent satisfaction.
- Be fiscally responsible for managing afterschool grant funds per grant requirements and limits. This will include providing quarterly (3 times) program invoices with sufficient backup detail to account for program expenses.
- Supervise and support the afterschool staff and volunteers by providing release time to attend various collaborative meetings with related providers or those agencies associated with PYLUSD.

- Create and adhere to a transparent enrollment policy including maintaining an active waiting list should demand exceed a reasonable enrollment figure.
- Be responsive to Valadez principal and teacher input and inclusion on program planning and operations.
- Provide School Pupil Activity Bus service to accommodate periodic after school field trips for recreational activities such as GOALS Bowls, GOALS Ice Skating/Hockey, Dreamscape/GOALSLand excursions or other such off-campus activities.
- Provide PYLUSD upon request, proof of annual CHP bus terminal certification.
- Provide PYLUSD upon request with a certificate of insurance which names PYLUSD, Valadez Middle School Academy as additional insured.
- Complete any additional administrative forms on a timely basis for facility use as the PYLUSD may from time to time require,

Joint Responsibilities between GOALS and PYLUSD/Valadez include:

- To support implementation of the comprehensive afterschool program PYLUSD will provide **$173,694.35** in financial resources to the program through ASES funding. PYLUSD will provide daily bus shuttle service to transport GOALS youth from the Valadez school to the Rio Vista Elementary School area at the end of each program day. GOALS will provide sufficient matching "in-kind" resources to meet statutory ASES requirements. The Valadez Middle School Academy will be welcomed to leverage other resources including additional in-kind resources, volunteers, and additional grant dollars and school site funds to support program implementation on as-wished basis.
- Both GOALS leadership through its Executive Director and the Valadez school Principal will supervise the site director and provide adequate training and support.
- GOALS and Valadez representatives will participate in periodic afterschool planning meetings to address any new or recurring issues including new or priority procedures as identified by PYLUSD, programming, scheduling, staffing, student recruitment and retention, linking afterschool to school day, data collection, volunteer recruitment and management, and appropriate program refinements.
- GOALS and PYLUSD/Valadez will jointly adhere to all adaptable plan guidelines as established by the PYLUSD as they relate to an identified public health response. This plan may be modified from time to time as needed in response to current public health conditions.
- GOALS and Valadez representatives agree to actively resolve any disputes or conflicts that may affect program quality or service delivery.

GOALS and PYLUSD/Valadez are aware of their responsibilities fiscally and programmatically for all grant requirements if ASES funds are awarded. GOALS recognizes that it is responsible for ensuring that all the terms of the contracted services with GOALS and PYLUSD/Valadez are fulfilled.

GOALS and PYLUSD/Valadez both understand that the ASES responsibilities will be with the lead agency and not the school. The anticipated ASES grant support is for a one-year period spanning August 16, 2024 through June 20, 2025 and may be renewed for additional one-year periods contingent on mutual agreement, past grant performance, and the availability of future funding.



GOALS, Dave Wilk/Executive Director

May 7, 2026

Date

Dr. John Pappalardo, Chief Business Officer

RENEW AGREEMENT BETWEEN PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT, ORANGE COUNTY DEPARTMENT OF EDUCATION (OCDE), AND HUBBE INC. FOR CONTINUED IMPLEMENTATION OF QUALITY START OC AND QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

Background

Orange County Department of Education (OCDE) operates and maintains a Quality Rating and Implementation System (QRIS) Program within Orange County, referred to as the Quality Start of Orange County (QSOC). Under the Child Care and Development Services Act, QRIS is a local system for continuous quality improvement based on a tiered rating structure. The rating ranges from 1 to 5 stars, with 5 being the highest. Our district receives a rating annually and grant funding is contingent on this rating. All four of our state preschool programs earned a five-star rating. As a result, PYLUSD State Preschool qualified for a reimbursable amount of $42,000 through Block Grant #1008724.

Placentia-Yorba Linda Unified School District (PYLUSD) operates and maintains state preschool programs and sites (Melrose, Topaz, Rio Vista, Ruby Drive, Glenview, Morse, and John O. Tynes) that have voluntarily agreed to participate in Quality Start OC. The purpose of this agreement is to facilitate the collaboration, access, and services to implement the OCDE QRIS program and satisfy grant requirements by ensuring our state preschool meets all criteria. Criteria categories include classroom and student safety, parent engagement, teacher qualifications, and preschool room environment and curriculum.

Financial Impact

Income to the District: $42,000

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Sylvia Cuesta, Director, Early Learning Education
Elizabeth Cruz, State Preschool Director

Agreement Number: 10008724

QUALITY START OC
QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)
CALIFORNIA STATE-FUNDED PRESCHOOL PROGRAMS (CSPP)
PARTICIPATION AGREEMENT

This Agreement (Agreement) is made among the Orange County Superintendent of Schools, also referred to as the Orange County Department of Education (OCDE**), Placentia-Yorba Linda Unified School District (DISTRICT)** and Hubbe, Inc. (HUBBE); hereinafter, collectively referred to as "the Parties".

RECITALS

A. OCDE operates and maintains Quality Start OC and the Quality Ratings and Implementation System (QRIS) program within Orange County. Under the Child Care and Development Services Act, QRIS is a state-wide system for continuous quality improvement which is based on a tiered rating structure with progressively higher quality standards for each tier that provides supports for programs, teachers, and administrators to reach higher levels of quality. The rating matrix allows for monitoring and evaluation of state-funded preschool programs to measure the impact on child outcomes and disseminates information to parents and the public about program quality. (Education Code section 8203.1)

B. DISTRICT operates and maintains preschool programs/sites and has voluntarily agreed to participate in Quality Start OC. Participating preschool sites of the DISTRICT (Participating Sites) are listed in Exhibit "A", which is incorporated into, and made part of, this Agreement.

C. OCDE applied for and received Orange County's allocation of the California State Preschool Program (CSPP) Quality Rating and Improvement System Block Grant (CSPP QRIS).

D. HUBBE owns and operates the Early Childhood Integrated Data System (ECIDS) called the QRIS Hubbe. HUBBE provides OCDE and the DISTRICT with access to and use of iPinwheel-Hubbe, a browser-based web application with a centralized database that tracks, measures, stores, and reports the data needed to implement a successful Tiered Quality Rating and Improvement Assessment (TQRIS) to help improve the quality of early childhood education programs pursuant Agreements No. 10008398 Fiscal Year 2025-2026 and No. to be determined Fiscal Year 2026-2027, which are incorporated into, and made part of, this Agreement as Exhibit "B".

E. The purpose of this Agreement is to facilitate the collaboration, access and service between the Parties to implement the Orange County QRIS program and satisfy grant requirements.

TERMS AND CONDITIONS

1. **Effective Date:** This Agreement shall become effective upon proper execution of the Parties. The effective date shall be the date upon which the last signature was affixed (Effective Date).

2. **Term:** The term of this Agreement shall begin on July 1, 2025, and end no later than June 30, 2027 (Term).

3. **Quality Counts California (QCC) CSPP QRIS Block Grant:**

    a. For purposes of this Agreement, the CDE CSPP QRIS Block Grant requires participants to:

        1. Track information responsive to data fields required by the Quality Counts California (QCC) Common Data File, which is incorporated into, and made part of, this Agreement as Exhibit "C".
        2. Submit a completed annual Common Data File for QRIS/CSPP participants to CDE.
        3. Provide professional learning and technical assistance to support all elements of the QRIS Rating Matrix and Continuous Quality Improvement Plan (CQIP) development.

    b. Additionally, for each Participating Site funded by the CSPP Block Grant and identified in Exhibit "A", the CSPP Block Grant requires participants to:

        1. Receive a reliable Classroom Assessment Scoring System (CLASS) assessment which is the single element (4b) on the California QRIS Rating Matrix defined in the QCC Implementation Guide, which is incorporated into, and made part of, this Agreement as Exhibit "D".
        2. Issue and publish site QRIS site rating(s) to the Quality Start OC website.
        3. Abide by California Department of Education's "Subrecipient Guidance for CSPP QRIS Block Grant Site Block Grants and/or Incentives", as described in Exhibit "E", which is attached hereto and incorporated by reference herein.
        4. Abide by California Department of Education's "Procedures for Submission of CA State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant and Site Block Grants Out-of-State Conference Travel for Subrecipients", as described in Exhibit "F", which is attached hereto and incorporated by reference herein.

4. **Quality Start OC:** In order to satisfy grant requirements through the Quality Start OC program, OCDE and HUBBE will need to access and share certain information provided by DISTRICT through iPinwheel-Hubbe and the California Workforce Registry (Workforce Registry).

5. **Data Privacy:**

a. DISTRICT is required to use iPinwheel-Hubbe to input certain data regarding children in DISTRICT's care, which may include Covered Information. "Covered Information" includes personally identifiable information and pupil data protected under FERPA 20 U.S.C. §1232g, 34 Code of Federal Regulations Part 99, and California Education Code sections 49060-49085. Covered Information does not include de-identified information (information that cannot be used to identify an individual pupil) used to: (1) Evaluate services and supports provided through participation in Quality Start OC or (2) for the development and improvement of educational sites, services, or applications.

b. The Parties jointly ensure compliance with the California Education Code, the Children's Online Privacy and Protection Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA).

6. **Duties of OCDE**:

a. Early Learning Services Training and Support:

1. OCDE will provide DISTRICT with information regarding the scope and purpose of QRIS, detailed description of the QRIS Matrix Elements (4b) and Tiers, and criteria for a QRIS site rating.

2. OCDE will provide a copy of the QCC Implementation Guide (Exhibit "D") to DISTRICT and HUBBE. Updated versions of the Implementation Guide will be made available in the resources section of iPinwheel-Hubbe.

3. OCDE will offer DISTRICT no-cost professional development and trainings to meet QRIS Matrix requirements and/or to support advancement of knowledge and skills and competencies to support young children and their families.

4. OCDE will provide technical assistance and/or coaching to support DISTRICT's programs in improving quality or site ratings according to the QRIS Rating Matrix and support advancement of knowledge and skills and competencies to support young children and their families.

5. OCDE will provide DISTRICT with training and telephone support on how to access and operate iPinwheel-Hubbe application.

6. OCDE will provide the DISTRICT with external and reliable Classroom Assessment Scoring System (CLASS) assessments needed for site rating to be conducted in compliance with the assessment protocols defined in the QCC Implementation Guide.

b. For CSPP Sites identified in Exhibit "A", OCDE will:

1. Conduct QRIS site ratings using an e-portfolio system that is in compliance with the CA QRIS QCC Implementation Guide. OCDE will modify rating and assessment practices as needed to remain in compliance with state requirements.

2. Utilize CLASS scores and program-provided data in iPinwheel-Hubbe database to establish a site rating in accordance with the QCC Implementation Guide.

3. Provide program participants with a QRIS site rating report. QRIS site ratings will be published by OCDE on the www.QualityStartoc.org website, and shared with the California Department of Education and Children's Home Society of California, the Resource and Referral DISTRICT for Orange County.

c. Provide DISTRICT with a Quality Start OC emblem to display at their site, certificate of participation, and sample QRIS information for families in order to further advertise their participation.

d. OCDE will prioritize preschool programs serving at-risk children in Orange County for participation in Quality Start OC.

e. OCDE access to Covered Information: Pursuant to Section 99.31(a)(3) and 99.35 of Title 34 of the Code of Federal Regulations, OCDE will access DISTRICT's Covered Information only for authorized purposes as outlined in this Agreement.

7. **Duties of HUBBE:**

a. HUBBE will host, maintain, and fully secure web-based QRIS data collection and program management system known as iPinwheel-Hubbe for use by the Parties.

b. HUBBE will track all information collected or obtained from the DISTRICT that is needed for assigning a QRIS Rating.

c. HUBBE will protect Covered Information pursuant to its "Technology Services Agreement for California Assembly Bill 1584 Compliance," which is incorporated into, and made part of, this Agreement as Exhibit "G".

8. **Duties of DISTRICT**:

a. DISTRICT will upload to the iPinwheel-Hubbe database current and valid site, District, staff, and child information that is necessary for QRIS rating or the Common Data File as described in Exhibit "C".

b. DISTRICT will allow assessors assigned by an OCDE approved vendor access to CSPP Sites in order to conduct Classroom Assessment Scoring System (CLASS) assessments for QRIS rating purposes.

c. DISTRICT will allow assessors assigned by OCDE access to randomly selected student files as determined by OCDE or to a complete centralized tracking system or database for review of child assessments and screenings or other alternatives for QRIS rating purposes.

d. DISTRICT will ensure the completion of an annual Continuous Quality Improvement Plan (CQIP) in iPinwheel-Hubbe for DISTRICT's early learning program and site.

e. DISTRICT will notify OCDE immediately if they receive notice from the California Community Care Licensing that the DISTRICT is no longer in good standing. In accordance with the QCC Implementation Guide, Agencies that are no longer in good standing are ineligible for QRIS participation.

f. DISTRICT understands that at the termination of this Agreement, DISTRICT is not obligated to continue utilizing iPinwheel-Hubbe or HUBBE services. Should DISTRICT continue to utilize iPinwheel-Hubbe, DISTRICT will be responsible for all costs following termination of this Agreement.

g. Should DISTRICT withdraw from the Quality Start OC Program, DISTRICT agrees to cease to advertise or reference the site as a Quality Start OC Program participant. Withdrawal from the Quality Start OC Program will terminate and/or end all coaching, technical assistance and eligibility for scholarships, incentives, or other offerings available through the Quality Start OC Program.

h. CSPP DISTRICT will agree to navigation/coaching visits setting aside approximately one (1) hour per visit. Visits can either be in-person or via zoom.

i. CSPP DISTRICT shall complete the quarterly expenditure CSPP Block Grant Reporting Form 3, as described in Exhibit "H", which is attached hereto and incorporated by reference herein. Reports to be submitted to OCDE Accounting Department.

j. **If the Agreement is not signed and returned to OCDE by May 22, 2026, DISTRICT will not be eligible to receive an assessment, rating or Local Site Block grant for the 2025-2026 year.**

9. CSPP Local Site Block Grant:

a. DISTRICT will be eligible for CSPP Local Site Block grant AFTER coaching/navigation visits are completed, required Common Data File data and your DISTRICT quality improvement plan(s) have been entered into the iPinwheel-Hubbe

database. CSPP Local Site Block grants will be made available in accordance with the Participating Site Funds Allocation Table in Exhibit "A".

b. The CSPP Block Grant provides funding for CSPP Local Site Block grants as follows:

    1. Participating CSPP Sites with a QRIS rating of tiers 4 or 5 will receive $9,500 for tier 4 and $10,500 for tier 5, per site as their Local Site Block grant, as shown in the Participating Site Funds Table in Exhibit "A".
    2. Participating CSPP Sites that have a QRIS rating tier of 1-3 will receive a quality improvement Incentive Stipend of $4,000 per site, as shown in the Participating Site Funds Allocation Table in Exhibit "A".
    3. CSPP Local Site Block grant awards shall be made to DISTRICT upon OCDE's receipt and approval of expenditure reports supported by documentation, which shall include but not limited to: ledgers, journals, time sheets, invoices, bank statements, cancelled checks, receipts, receiving records, and records of services provided.
    4. CSPP Local Site Block grant awards must be spent by June 30, 2027.

c. The Maximum Payment Obligation of OCDE to DISTRICT under this Agreement for CSPP Local Site Block grant is Forty two thousanddollars ($42,000.00) as set by the stipend configuration in Exhibit "A".

10. **Copyright:** OCDE will retain sole copyright ownership of all educational curriculum and professional development materials developed for the Quality Start OC and Quality Start OC projects.

11. **Miscellaneous**:

a. Entire Agreement: The terms and provisions of this Agreement, together with any exhibits or addenda, constitute the entire agreement in relation to the subject matter hereof between the parties. This Agreement shall supersede all previous communications, whether oral or written, between the parties with respect to the subject matter hereof and no agreement modifying, amending or extending any of the terms and provisions of this Agreement shall be binding on either party unless in writing, signed by a duly authorized officer or representative of each of the parties.

b. Authority: Each party represents and warrants to the other party that it has the power and authority to enter into this Agreement, to perform all of its obligations hereunder and to provide all rights and materials granted hereunder and that neither the execution and delivery of this Agreement, nor the performance of its obligations or provision of any rights or materials hereunder, will violate any agreement to which it is a party, any federal, state, or local law or regulation to which it is subject or any right of any third party.

c. Governing Law: This Agreement shall be controlled and construed solely in accordance with the jurisdiction and laws of the courts of the State of California, United States of America, without giving effect to principles regarding conflicts of laws.

d. Indemnity and Hold Harmless: DISTRICT and HUBBE agree to defend, indemnify, and hold OCDE, and their respective officers, employees, and agents harmless from any claims, demands or liabilities of any kind or nature, including but not limited to personal injury and property damage arising from or related to this Agreement, except for OCDE's negligent performance pursuant to this Agreement.

e. Force Majeure: Parties shall not be liable for failure to perform any obligation under this Agreement where such failure is due to fire, flood, earthquake, riot, sabotage, labor dispute, natural calamity, war, epidemic, acts of God, acts of the government or of any civil or military authority, or other causes that are beyond the reasonable control of such party.

f. Discrimination: With respect to all issues or services associated with this Agreement, the Parties and their directors, officers, employees, agents, volunteers and guests shall not discriminate 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, in any program or activity.

g. Notices. Any notice under this Agreement shall be sent by facsimile or by recognized overnight courier and shall be deemed received (a) upon successful transmission, as evidenced by written confirmation of receipt of fax, when notice is sent by fax and a print copy is sent immediately by pre-paid, registered post; or (b) upon date of actual receipt, as evidenced by a signed courier receipt, when notice is sent by overnight courier.

If to HUBBE, to:	Hubbe, Inc. 11956 Bernardo Plaza Drive San Diego, CA 92128 Attn: Clarie Doyle-Crandall
If to OCDE, to:	Orange County Superintendent of Schools 200 Kalmus Drive Costa Mesa, CA 92626 Attn: Patricia McCaughey, Administrator
If to DISTRICT, to:	Placentia-Yorba Linda Unified School District 1301 East Orangethorpe Avenue Placentia, California 92870 Attn: _____

h. Headings: The headings to the sections hereof are for convenience only and have no legal effect.

i. Severability: If a court of competent jurisdiction finds any portion of this Agreement, including the Exhibits hereto, to be invalid or unenforceable, such determination shall not render the entire Agreement, or Exhibits unenforceable or invalid but rather the Agreement, or Exhibits, as the case may be, shall be read and construed as if the invalid or unenforceable provision(s) are not contained therein, and the rights and obligations of the parties shall be construed and enforced accordingly.

j. Counterparts: This Agreement may be executed in one counterpart, each of which shall be deemed an original, both of which shall constitute the same agreement.

k. Review. The Parties acknowledge that each has reviewed this Agreement in its entirety and has had a full opportunity to consult with counsel regarding the Agreement's terms. Therefore, the Parties expressly waive any and all applicable common law and statutory rules of construction that might hold that any provision of this Agreement should be construed against the Agreement's drafter, and agrees and affirms that the Agreement and all provisions thereof shall in all cases be construed as a whole, according to the fair meaning of the language used.

[THIS SECTION INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

By: _____

Print Name: **Patricia McCaughey**

Title: **Executive Director**

Date: _____

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

By: _____

Print Name: _____

Title: _____

Date: _____

HUBBE, INC.

By: _____

Print Name: **Claire Doyle-Crandall**

Title: **Director of Operations**

Date: _____

Placentia-Yorba Linda Unified School District(10008724)QRIS-District CSPP Block Zip 6

EXHIBIT “A”
Participating School Sites

Exhibit A

Placentia Yorba-Linda Unified School District

Site Name	CSPP Center Rated Tier 5	CSPP Center Rated Tier 4	CSPP Center Rated Tier 3	CSPP Center, Unrated	CSPP Block Grant Funds
Glenview				x	$0
Melrose State Preschool	x				$10,500
Rio Vista State Preschool	x				$10,500
Ruby Drive State Preschool	x				$10,500
Topaz State Preschool	x				$10,500
				Total	**$42,000**

Maximum Payment Obligation	**$**	**42,000.00**

EXHIBIT “B”
Early Quality Systems Agreement

HUBBE

Vendor Agreement

OCDE Agreement #10008398

Orange County Department of Education

200 Kalmus Drive, Costa Mesa CA 92507

This Agreement is entered into **July 1, 2025** by and between **Orange County Department of Education,** a participant in the CA QCC Region 9 Hub Contract with Hubbe Inc. hereinafter referred to as the "AGENCY", and **Hubbe Inc.**, hereinafter referred to as the data system "VENDOR";

ORGANIZATIONAL OVERVIEW

Hubbe Inc. owns and operates the Early Childhood Integrated Data System (ECIDS) called ***The ECE Hubbe.*** The Quality Rating and Improvement System component of the Early Childhood Integrated Data System is called ***The QRIS Hubbe.*** The ***QRIS Hubbe*** is a browser-based web application with a centralized database that tracks, measures, stores, and reports the data needed to implement and manage a successful infant, toddler and/or preschool program and to improve the quality of early childhood education. ***QRIS Hubbe*** has been specifically designed to support counties and CA Regional HUB coordinators to successfully administer their Quality Counts California (QCC) and CA Workforce Pathways Programs and report the outcomes to the California Department of Education and to First 5 California.

The ***QRIS Hubbe*** system provides an easy-to-use graphical user interface (GUI) available via browsers on popular computing platforms such as PCs, IPads, and Mobile devices. The system can be securely accessed anytime anywhere via the Internet using the internet browser Google Chrome. Having a browser-based solution that is a Server-Side Application, rather than a Client-Side Application, means that the application is delivered from the server to the browser, and does not reside as an application on each individual computer. In this manner, no special client software or installations are required. When ***QRIS Hubbe*** is updated at the server, it is immediately available to all users.

The VENDOR partners with organizations to reduce the burden of managing complex state-funded early childhood education programs with a proven and secure, FERPA-compliant data system. ***QRIS Hubbe*** was designed to support all program management and reporting needs of CA County, Consortia and Regional HUB QRIS and Workforce Development/Stipend Programs.

AGREEMENTS

1. TERM: The term of this agreement shall be from July 1, 2025 through June 30, 2026.

2. SCOPE OF SERVICES: VENDOR will host and maintain a web-based data system that include the following system features to support of AGENCY in achieving its goals for the implementation of QRIS and Workforce Pathways Program compliant with the California Department of Education (CDE) and/or First 5 California:

- Agency/Site/Session/Staff Data Management
- Site Rating Management
- Classroom Quality Assessment Management (ERS and CLASS)
- Agency Application Portal and Intake
- County/State Grant Funding Management
- Staff Surveys
- QRIS Common Data File Data Collections and Management
- Workforce Education, Professional Development Training and Certificate Tracking
- Workforce Professional Growth Plans (PGP)
- Workforce Stipend Application Portal and Stipend Program Management
- Coaching Program Management
- Coach Logs
- Quality Improvement Plans (QIPs)
- Instructional Coaching Cycles
- Workshops/Training/PLC Tracking
- Import/Export for Updating Large Data Sets
- Robust and Customizable Reporting and Analytics

3. PROJECT DELIVERABLES

Deliverable	Description
Hosting of a Program Management and Student Information Web-Based Data System	VENDOR will host a secure, fully managed iteration(s) of the *QRIS Hubbe* for the following count client(s) within: ***orange.qrishubbe.com***
Technical Assistance and Training	VENDOR will provide on-going, web-based training on the use of the QRIS *Hubbe* System features, differentiated by role throughout the year. The AGENCY may request personalized training as needed for new staff or when features will be used for the first time. Support requests can be sent to Support@hubbeinc.com where the Hubbe Team will monitor and respond back within 24 hours.
Materials and Resources	❁ QRIS *Hubbe* training guides and video instructions for all data system features. ❁ Monthly Release Notes and Web-Based training for new/enhanced system features when applicable. ❁ Regularly scheduled web-based training opportunities for all system features. ❁ Technical assistance and support services when requested via support@*Hubbe*inc.com.

4. COMPENSATION: For and in consideration of the services rendered, the AGENCY agrees to pay the VENDOR as follows:

PRICING

The following table details the pricing for delivery of the services outlined in this proposal. This pricing is valid for three years from the date of this proposal:

Description	Unit Price
Annual Software-As-A-Service Cost Per Active Session	
The Annual Flat-Rate Cost for Hosting and Managing the AGENCY's QRIS Hubbe is covered by the Region 9 Hub contract through First 5 Riverside. All system features, agency and county staff users/accounts and participating agencies/sites/sessions data is included in this flat-rate annual fee that is covered by the Region 9 Contract with Hubbe Inc.	**No Fee** (All Fees are covered by the Region 9 Hub contract with First 5 Riverside)
Group Trainings, Video Tutorials, and Instruction Guides	
• QRIS Hubbe training guides and video instructions for all data system features • Monthly Release Notes and Zoom trainings for new/enhanced features • Regularly scheduled Zoom group training opportunities for all system features These are implemented to accommodate new staff onboarding	**No Fee** Included in License Subscription
Fees Associated with Proprietary Assessment Records	
The fee the Teachstone organization charges for the use of their proprietary assessment score sheets (CLASS PreK/CLASS Toddler/CLASS Infant scores/sequence of scores) housed inside the Hubbe Data System is $7.00 per CLASS Assessment/score sheet that was completed and approved during the term of this contract. EQS will pay these fees on behalf of the AGENCY throughout the year. A CLASS Usage Report and invoice will be provided to the AGENCY before fees are paid to ensure clear communications and to make any necessary adjustments regarding data quality. EQS will invoice the AGENCY at the end of the contract term for the total amount of the Teachstone fees.	**No Fee** (All Fees are covered by the Region 9 Hub contract with First 5 Riverside)
GRAND TOTAL COST	**No-Cost Contract**

Payment Schedule
AGENCY will not be invoiced due to the costs being included in another contract with the Region 9 Lead Agency, First 5 Riverside County.

5. DATA PRIVACY COMPLIANCE: California local educational agencies and technology service providers, such as VENDOR, are required by federal and state laws to protect certain data, including by not limited to financial, health, and educational records. VENDOR'S services must implement procedures and protective measures to assure compliance with current federal and state privacy requirements, including by not limited to California Assembly Bill 1584, California Assembly Bill 1442, the Student Online Personal Information Protection Act

("SOPIPA"), the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA"), and the Children's Internet Protection Act ("CIPA").

Attachment A, *Technology Services Agreement*, is hereby incorporated into, and made a part of the Agreement by this reference outlining of how the AGENCY and the VENDOR will jointly ensure compliance with the federal Family Educational Rights and Privacy Act.

A contract that fails to comply with the requirements of Attachment A shall be rendered void if, upon notice and a reasonable opportunity to cure, the noncompliant party fails to come into compliance and cure any defect. Written notice of noncompliance may be provided by any party to the contract. All parties subject to a contract voided under this subdivision shall return all pupil records in their possession to the AGENCY.

6. INVOICE: This is a no-cost contract. All invoices for services will be paid on behalf of AGENCY though the Region 9 Hub Contract held with First 5 Riverside County.

7. In the event the VENDOR receives payment for services under this contract which is later disallowed for nonconformance with the terms and conditions herein by the AGENCY, the VENDOR shall promptly refund the disallowed amount to the AGENCY on request, or at its option, the AGENCY may offset the amount disallowed from any payment due to the VENDOR under any contract with the AGENCY.

8. VENDOR EXPERTISE: It is understood that the VENDOR has the skills, experience, and knowledge necessary to perform the services agreed to be performed under this Agreement, and that the AGENCY relies upon the VENDOR'S representations about its skills, experience, and knowledge to perform the VENDOR'S services in a competent manner. Acceptance by the AGENCY of the services to be performed under this Agreement does not operate as a release of said VENDOR from responsibility for the work performed. The VENDOR further agrees to assign a proper staff member or members to render the services, and such staff member(s) shall hold the proper credentials authorizing such services.

9. INDEPENDENT CONTRACTOR: It is agreed that the VENDOR or any employee or agent of the VENDOR is acting as an independent CONTRACTOR and not as an agent or employee of the said AGENCY. Personnel performing the Services under this Agreement on behalf of VENDOR shall always be under VENDOR'S exclusive direction and control. VENDOR shall pay all the wages, salaries, and other amounts due such personnel in connection with their performance of Service and as required by law. VENDOR shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance. It is further understood and agreed by the parties hereto that VENDOR in the performance of its obligation hereunder is subject to the control or direction of AGENCY merely as to the result to be accomplished by the services hereunder agreed to be rendered and performed and not as to the means and methods for accomplishing the results. VENDOR is solely and exclusively responsible for payment of any fees, costs, taxes etc. for service under this contact.

10. SUBCONTRACT: No contract shall be made by the VENDOR with any party for furnishing any of the work or services herein contained without the prior written approval of the AGENCY, but this provision shall not require the approval of contracts of employment between the VENDOR and personnel assigned for services there under, or for parties named in the proposal and agreed to under any resulting contract.

11. NON-DISCRIMINATION: VENDOR shall not discriminate in the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the baQRIS of ethnic group identification, race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status or sex in the performance of this Agreement, and, to the extent they shall be found to be applicable hereto, shall comply with

the provisions of the Fair Employment and Housing Act (Gov. Code 12900 et. seq.), the Federal Civil Rights Act of 1964 (P.L. 88-352), and the Americans with Disabilities Act of 1990 (42 U.S.C. **S**1210 et seq.).

12. INSURANCE: VENDOR shall maintain in force at all times during the performance of this Agreement, the following insurance policies evidencing coverage during the entire term of the Agreement. **All insurance policies shall name and be endorsed to name** AGENCY **as additional insured for the purpose of this contract.**

a. Commercial General Liability Insurance, with minimum limits of one million dollars ($1,000,000.00) for each occurrence for bodily injury, death, loss or property damage for services, products and all other activities undertaken by the CONTRACTOR in the performance of this Agreement. The Commercial General Liability Insurance policy shall contain an endorsement naming the AGENCY, Board of Education, its officers, agents, and employees as an additional insured.

b. Automobile Liability Insurance with minimum limits of one million dollars ($1,000,000.00) for each occurrence.

c. Workers' Compensation Insurance for the CONTRACTOR's employees or agents as required by the State of California.

13. TERMINATION: AGENCY may terminate this Agreement without cause upon 30 days written notice served upon the VENDOR stating the extent and effective date of termination:

a. AGENCY may terminate this agreement for VENDOR's default, if VENDOR refuses or fails to comply with the provisions of this Agreement or fails to make progress so as to endanger performance and does not cure such failure within a reasonable period of time. In the event of such termination, the AGENCY may proceed with the work in any manner deemed proper to AGENCY.

b. Whenever for any reason the AGENCY determines that termination is in his best interest, AGENCY shall provide written notice of termination to VENDOR stating whether the termination is in whole or in part. This agreement shall then terminate as stated upon VENDOR's receipt of such notice. After receipt of the Notice of Termination, VENDOR shall stop all work under this Agreement on the date specified in the Notice of Termination. AGENCY shall make payment for all services performed in accordance with this Agreement to the date of termination, according to the rates set forth in section 4 herein.

c. In the event of termination under this agreement, VENDOR shall return all pupil records to the AGENCY in a secure manner. VENDOR shall wipe all data for the AGENCY from all system locations upon notice from the AGENCY that data files are complete.

14. WAIVER OF DEFAULT: Any waiver by AGENCY of any breach of any one or more of the terms of this agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term hereof. Failure on the part of AGENCY to require exact, full and complete compliance with any terms of this agreement shall not be construed as in any manner changing the terms hereof or stopping AGENCY from enforcement hereof.

15. FORCE MAJEURE:

a. In the event VENDOR is unable to comply with any provision of this agreement due to causes beyond its control such as acts of God, acts of war, civil disorders, or other similar acts, VENDOR shall not be

held liable to AGENCY for such failure to comply.

b. In the event AGENCY is unable to comply with any provision of this agreement due to causes beyond its control relating to acts of God, acts of war, civil disorders, or other similar acts, AGENCY shall not be held liable to VENDOR for such failure to comply.

16. INDEMNIFICATION: The VENDOR shall save, defend, hold harmless and indemnify the AGENCY, Board of Education, its officers, agents, and employees against any and all liability, claims, damages, judgments, expenses, including litigation costs, attorneys' fees, and costs of whatsoever kind and nature for injury to or death of any person or persons and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work under the terms of this Agreement, resulting in whole or in part from the negligent, reckless, willful acts or omissions of the VENDOR, its agents or representatives. All duties of VENDOR under this section shall survive termination of this Agreement

17. ASSIGNMENT: Neither this Agreement nor any duties or obligations under this Agreement may be assigned by VENDOR without the prior written consent of the AGENCY. Any assignment or purported assignment of this Agreement by VENDOR without prior written consent of AGENCY will be deemed void and of no force or effect.

18. LICENSES/PERMITS: The VENDOR and all of the VENDOR's employees or agents shall secure and maintain in force such licenses and permits that are required by law, in connection with the furnishing of materials, supplies, or services herein listed.

19. CONFLICTS OF INTERESTS: The VENDOR covenants that it presently has no interest, including but not limited to, other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this contract.

20. AMENDMENT: This agreement may only be amended in writing by the mutual consent of the parties hereto, except that the AGENCY may amend the contract to accomplish the below-listed changes:

a. Increases in dollar amounts.

b. Administrative changes that do not affect the contractual rights of the parties.

c. Changes as required by law.

21. NOTICES: All correspondence and notices required or contemplated by this Agreement shall be delivered to the respective parties at the addresses set forth below and are deemed submitted one (1) day after their deposit in the United States Mail, postage prepaid.

AGENCY:	**VENDOR:**
Orange County Department of Education	**Hubbe Inc.**
200 Kalmus Drive	**11956 Bernardo Plaza Drive, Suite 406**
Costa Mesa CA 92507	**San Diego, CA 92128**

22. DISPUTE: Except as otherwise provided in this Agreement, any dispute concerning a question of fact arising under this Agreement, which is not disposed of by Agreement, shall be disposed by the AGENCY which shall furnish the decision in writing. The decision of the AGENCY shall be final and conclusive until determined by a court of competent jurisdiction to have been fraudulent or capricious, arbitrary, or so grossly erroneous as necessarily to imply bad faith. The VENDOR shall proceed diligently with the performance of the Agreement pending the AGENCY's decision.

23. GOVERNING LAW; JURISDICTION; VENUE; SEVERABILITY: This Agreement shall be governed by the laws of the State of California. Any legal action related to the performance or interpretation of this Agreement shall be filed only in the Superior Court of the State of California and the parties waive any provision of law providing for a change of venue to another location. Prior to the filing of any legal action, the parties shall be obligated to attend a mediation session with a third-party mediator in an attempt to resolve the dispute. In the event any provision in 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 without being impaired or invalidated in any way. Should action be brought to enforce or interpret the provisions of the Agreement, the prevailing party shall be entitled to attorney's fees in addition to whatever other relief is granted.

24. ENTIRE AGREEMENT: This Agreement, including any Exhibits or documents incorporated herein, constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and no prior or contemporaneous agreements of any kind or nature relating to the same shall be deemed to be merged herein.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Orange County Department of Education

Authorized Signature

Patricia McCaughey, Executive Director

Printed Name and Title

Date November 17, 2025

*Legal Name: Orange County Superintendent of Schools

Hubbe Inc.

VENDOR

Claire Marie Doyle-Crandall, Director of Operations

Printed Name and Title

Date: March 6, 2025

Phone Number: 760-644-4922

Email Address: Claire@Hubbeinc.com

ATTACHMENT A

TECHNOLOGY SERVICE AGREEMENT and

DATA SECURITY PROVISIONS

Pupil records[1] obtained by VENDOR from the AGENCY continue to be the property of and under the control of the AGENCY.

All Pupil Records housed in QRIS Hubbe are and shall remain the sole property of the AGENCY or under contract with the VENDOR.

Parents, legal guardians, or eligible pupils may review personally identifiable information in the pupil's records and correct erroneous information by the following protocol: VENDOR hosts a secure/FERPA-Compliant parent portal where parents can access information about their family, themselves and their children. The parent portal serves as the method for parents to review data, correct erroneous information, and communicate with the AGENCY to update data and records as needed as determined by The AGENCY's policies and procedures. The QRIS Hubbe California data system was designed for early childhood education programs and school-age child care program providers serving children ages 0-13. The system does not have components for use directly by children ages 0-13. As such, it is an adult-only system.

VENDOR shall take actions to ensure the security and confidentiality of pupil records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of pupil records. In order to maintain the security and confidentiality of all Pupil Records, the following security and confidentiality policies are enforced by the Chief Information Security Officer (CISO):

- VENDOR will obtain a criminal background check of each applicant prior to the commencement of the applicant's employment. VENDOR utilizes Goodhire to conduct background checks. A report of the background check will be stored in each employee's file.

- All offers of employment shall be subject to satisfactory criminal report investigations.

All new employees and independent contractors who perform services in the production systems and have access to customer information will participate in the consultant security and confidentiality training. Each person shall sign and acknowledge his or her agreement to abide by the consultant's security and confidentiality policies. Training will recur at least once each year, or sooner, as determined by VENDOR management and as required by changes to the policies. Such training program shall include, at a minimum, basic steps to maintain the security, confidentiality, and integrity of customer information, such as:

- Identifying for employees and independent contractors the types of customer information subject to protection under the security and confidentiality policies.

- Using password-activated computer and software systems and applications and automatic log-off function that terminates access after a short period of inactivity.

- Using strong passwords (at least eight characters long and alpha-numeric).
- Changing passwords periodically and maintaining the security of passwords.
- Sending electronic information over secure channels only.
- Appropriately disposing of paper and electronic records.
- All employees and independent contractors will be permitted to access customer information only when "needed to debug software" and/or support client's needs as requested. Access to client data will be determined individually by VENDOR management.
- Personnel shall not be permitted to access, use or reproduce customer information, whether electronic or non-electronic, for their own use or for any use not authorized by VENDOR management.
- All persons who fail to comply with the VENDOR's security and confidentiality policies shall be subject to disciplinary measures, up to and including termination of employment for employees or contract termination for independent contractors that perform services with VENDOR.

In the event of an unauthorized disclosure of a pupil's records, consultant shall report to an affected parent, legal guardian, or eligible pupil pursuant to the following procedure:

- Validate the data breach. Do not assume that every identified incident is actually a breach of Personally Identifiable Information (PII data). Examine the initial information and available logs to confirm that a breach has occurred. If possible, identify the type of information disclosed and estimate the method of disclosure (internal/external disclosure, malicious attack, or accidental).
- Begin breach response documentation and reporting process. Coordinate the flow of information to Client
- Include representatives from VENDOR and Client management, information technology, legal, public affairs media relations, risk management, finance, and audit departments (and possibly HR, for internal incidents) in the incident response team.
- Immediately determine the status of the breach (on-going, active, or post breach).
- If the breach is active or on-going, take action to prevent further data loss by securing and blocking unauthorized access to Systems/data and preserve evidence for investigation.
- Document all mitigation efforts for later analysis.
- Advise staff who are informed of the breach to keep breach details in confidence until notified otherwise.
- If criminal activity is suspected, notify law enforcement and follow any applicable federal, State, or local legal requirements relating to the notification of law enforcement. (The decision to involve outside entities, including law enforcement, should generally be made in consultation with executive leadership and legal counsel.)

- Identify all affected data, machines, and devices.

- Conduct interviews with key personnel and document facts (if criminal activity is suspected, coordinate these interviews with law enforcement).

- When possible, preserve evidence (backups, images, hardware, etc.) for later forensic examination.

- Locate, obtain, and preserve (when possible) all written and electronic logs and records applicable to the breach for examination.

- Reach out to data owners as soon as possible to notify them about the breach.

- Foster a cooperative relationship between the incident response team and data owners.

- Work collaboratively with data owners to secure sensitive data, mitigate the damage that may arise from the breach, and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.

VENDOR shall not use any information in a pupil record for any purpose other than those required or specifically permitted by the Technology Services Agreement.

VENDOR certifies that a pupil's records shall not be retained or available to the consultant upon completion of the terms of the Technology Services Agreement, except for a case where a pupil chooses to establish or maintain an account with consultant for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content, or by transferring pupil- generated content to a personal account. Such certification will be enforced through the following procedure:

- VENDOR provides extensive data export capabilities allowing the export of all QRIS Hubbe data to its customer at any time. This process may be executed at the end of contract period or at any time desired.

- Customers should first ensure that browser downloads of QRIS Hubbe data go to a secure download environment. All QRIS Hubbe downloads are done via SSL browser and should be set to download on a secure/encrypted drive.

- Download all data by following these steps: In QRIS Hubbe, Log on as admin user. From the main menu go to “Data Tools” then the “Export Data.” For each data item select item type (radio button) and then select export each export file will be downloaded as an excel file.

AGENCY agrees to work with VENDOR to ensure compliance with FERPA and the Parties will ensure compliance through the following procedure:

VENDOR FERPA Policy

The Family Educational Rights and Privacy Act, known as FERPA, protects the privacy interests of students in their education records. It controls the disclosure of a student's personally identifiable information from education records without the consent of the parent or eligible student. As part of the consultant Data Systems, agencies staff and parents enter personally identifiable information about their infant, toddler, preschool-age and/or school-age students/children into the QRIS *Hubbe* California Systems, to operate their program and report data to program funders. QRIS *Hubbe* California supplies capabilities for the agencies and parents to use the personally identifiable information in the context of a Student Information and Program Management System. VENDOR has no direct use of the personally identifiable information. VENDOR agrees to only use the personally identifiable student information supplied by the agencies and funder to provide training on the data system and/or to support their data system needs and to return or delete the personally identifiable information when the funder is no longer under contract with VENDOR. In this way, the data owner retains control over its PII data as required under FERPA. VENDOR does not data-mine or commercialize information held for the AGENCY and it does not collect any information directly from students or their parents for its use.

VENDOR hosts a secure, FERPA-Compliant web-based data system using Amazon Web Service (AWS) following the guidelines as set forth in FERPA Compliance on AWS Family Educational Rights and Privacy Act of 1974 (FERPA) whitepaper available at: https://d0.awsstatic.com/whitepapers/compliance/AWS_FERPA_Whitepaper.pdf. Additional information on Amazon AWS policies can be accessed at: https://aws.amazon.com.

Under the direction of the CISO, the VENDOR staff follow the best practices recommended by Amazon AWS by implementing the following FERPA compliant environment:

- Compute - VENDOR uses AWS cloud to store, process and transmit PII, and leverage encryption at layers to safeguard the data at rest and in transit additional details below. Ensure the systems are properly hardened and monitored for compliance.

- Storage - VENDOR configures data storage for least privilege and data is not world accessible, except by managed exceptions

- Database - VENDOR uses Microsoft SQL Server which provides SQL Server Transparent Data Encryption (TDE) and Cell Level Encryption (CLE) server-side facilities that encrypt the entire SQL Server database at rest, or selected columns as needed. This encryption uses Advanced Encryption Standard (AES) 256, a secure symmetric-key encryption standard using 256-bit encryption keys.

- Networking and content delivery – VENDOR provides a logically isolated network for processing, transmitting, or storing PII.

- Security, identity, and compliance – VENDOR uses Amazon GuardDuty to detect misconfigurations, provide threat intelligence such as instances communicating with known bad actors as well as alerting and automating to remediate these issues.

Under the direction of the CISO, the VENDOR staff follow the best practices recommended by Amazon AWS by following FERPA compliant information management:

- Auditing – VENDOR auditing capabilities are in place to allow security analysts to examine detailed activity logs and reports.

- Data destruction – VENDOR uses DoD-compliant drive and file wipe/erasure software to remove PII data.

- Backup and disaster recovery – VENDOR creates periodic (every two hours) database backups and creates point-in- time snapshots of volumes daily.

- Security - All VENDOR data systems utilized by clients use Secure Sockets Layer (SSL) certifications, so that the security of such information is protected in transit. Such secure transmissions shall be automatic. Attempts to access consultant data systems without SSL will automatically be rerouted to a SSL connection.

- Authentication and authorization - In the AWS environment, VENDOR uses IAM to manage access keys, security credentials, permission levels, authentication and authorization of our AWS accounts. The AWS account is protected by both password and Multi-Factor Authentication (https://aws.amazon.com/iam/details/mfa/)

- Threat detection - VENDOR uses Amazon GuardDuty's machine learning capability to uncover malicious user activity within AWS accounts. Amazon GuardDuty is a threat detection service that continuously monitors for malicious activity and unauthorized behavior to protect accounts, workloads, and data stored in AWS.

- Security logs - VENDOR uses Amazon CloudWatch to detect anomalous behavior in our environments, set alarms, analyze logs and metrics, take automated actions, and troubleshoot issues. Cloudwatch allows us to improve operational performance and resource optimization.

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[1] Pupil records include any information directly related to a pupil that is maintained by the AGENCY or acquired directly from The pupil through the use of instructional software or applications assigned to the pupil by a teacher or other AGENCY employees. Pupil records does not include not mean de-identified information (information that cannot be used to identify an individual pupil) used by the third party to (1) improve educational products for adaptive purposes and for customized pupil; De-identified information, including aggregated de-identified information, (2) demonstrate the effectiveness of the operator's products in the marketing of those products; or for the development and Improvement of educational sites, services, or applications.

EXHIBIT “C”
QCC Common Data File

Quality Counts California (QCC) Common Data File

FY 2024-25 and 2025-26

Purpose:

Annually report site-level common data for each county or regional consortia for QCC accountability and performance monitoring. Sites included in this file are defined as those participating[1] in local Quality Rating and Improvement System (QRIS) and Quality Improvement Systems (QIS) activities (including the California Department of Education's California State Preschool Program Block Grant, California Department of Social Services' Quality Counts California Quality Improvement Grant, and First 5 Improve and Maximize Programs so All Children Thrive [IMPACT] Legacy) at any time during the specified Fiscal Year. Each record in the file should represent one unique site, regardless of funding source(s) or age group(s) served. Site data should be collected upon QRIS/QIS enrollment and updated upon rating, re-rating, or other monitoring visit.

In alignment with July 2023 updates to the *Quality Continuum Framework - Measured Quality Elements*:

- All QCC site ratings prior to July 2023 may remain in place until expiration
- CSPP site ratings completed after local implementation of updates reflect only CSPP classroom assessments
- Non-CSPP ratings completed after local implementation of updates reflect random classroom assessment across all classrooms

First 5 California (F5CA), the California Department of Education, Early Education Division (CDE-EED), and the California Department of Social Services, Child Care and Development Division (CDSS-CCDD) will use the QCC Common Data File for the following:

- Verify CSPP Block Grant, QCC Quality Improvement Grant and IMPACT Legacy program compliance
- Verify QRIS participation and rating of sites
- Evaluate CDE, CDSS and First 5 California QIS/QRIS investment
- Report to the Governor's Office, California Department of Finance, Legislative Analyst's Office, California State Legislature, First 5 California Commission, and other stakeholders

Reporting:

- Required fields are identified on pages 2-9 of this document.
- Optional fields are identified on page 9.

Common Data File Reporting Period and Due Date

FY 2024-25	September 15, 2025
FY 2025-26	September 15, 2026

Instructions:

Counties or regional consortia will upload an XML file of site-level data reported in the format described below. Upload information including data validation rules and XSD schema can be accessed at http://www.ccfc.ca.gov/partners/datasystems.html#upload.

Quality Counts California (QCC) Common Data File

[1] 1 Sites to be included are all current rated or participating sites, sites whose rating or participation ended/expired during the FY (and are no longer active at date of submission), and newly enrolled sites without a complete rating (in process).

REQUIRED FIELDS

DATA FIELD NAME	DATA FIELD LABEL	DATA FIELD VALUES	CODES	FIELD TYPE/ FORMAT	PROGRAM TYPES for REQUIRED REPORTING	DATA DICTIONARY
County	County_Code	1-58	1-58	Alphanumeric (2)	All	County of participation (https://drive.google.com/file/d/1B3sjGjGuFCdstSnOCmkK0CssfKdz5d7l/view)
Site UI	Site_ID			Alphanumeric (9 max)	License Exempt, FFN, and Alternative Settings	For Family, Friend, and Neighbor and other Alternative sites, use locally developed unique alphanumeric identifier.
License Number Infant Center	CLic_Inf			Alphanumeric (9 max)	Licensed Centers and FCC	California Department of Social Services Community Care Licensing developed Facility Site License Number for Infant Care. https://secure.dss.ca.gov/CareFacilitySearch/home/index
License Number Preschool Center	CLic_Prek			Alphanumeric (9)	Licensed Centers and FCC	California Department of Social Services Community Care Licensing developed Facility Site License Number for Preschool. https://secure.dss.ca.gov/CareFacilitySearch/home/index
License Number Family Child Care	FCCLic			Alphanumeric (9)	Licensed Centers and FCC	California Department of Social Services Community Care Licensing developed Facility Site License Number for Family Child Care. https://secure.dss.ca.gov/CareFacilitySearch/home/index
License Number Single License Child Care Center	CLIC_Single			Alphanumeric (9)	Licensed Centers	California Department of Social Services Community Care Licensing developed Facility Site License Number for Family Child Care. https://secure.dss.ca.gov/CareFacilitySearch/home/index
Vendor Number	Vendor			Alphanumeric (5)	Title 5 funded programs	California Department of Education Provider Vendor Number
Previous Site Unique Identifier	Prev_UI			Alphanumeric (9 max)	All	Previous Site UI (or facility/site license number) if the number has changed.
Workforce Registry Program ID	Reg_ID			Alphanumeric (9 max)	Centers, FCC	Program ID for the site generated by the Workforce Registry
Federal Employee Identification Number	FEIN			Numeric(9 max)	Title5 or voucher funded Programs OPTIONAL for FCC	Federal Employee Identification Number (or Tax Identification Number) of the program/provider. No hyphens or spaces. https://www.cde.ca.gov/sp/cd/ci/fein.asp

Quality Counts California (QCC) Common Data File

County District School	CDS_Code			Numeric (14)	LEA located sites	The 14-digit County District School (CDS) code is the official, unique identification of a school within California. The first two digits identify the county, the next five digits identify the school district, and the last seven digits identify the school. If the site is LEA funded but outside the school jurisdiction, input county, district number, followed by 7 zeros.
Site Name	Site_Name			Alphanumeric (25 max)	All	The site's business name affiliated with the license number.
Site Phone	Site_Phone			Alphanumeric (12 max)	All	Contact phone number for site.
Street Address	Street_Add			Alphanumeric (100)	Centers, FCC	The street address where the site is located; this address must be the physical street address where children receive services, with building number and street name. For example: "123 Main St."
City	City_Name			Alphanumeric (25 max)	All	City
Zip Code	ZipCode			Numeric (10)	All	9-digit Zip Code for site.
Facility Type	Facility_Type	(see values in the Data Dictionary column)	C, F, N, R, H, B, L, P, A	Character(1)	All	The site's Early Learning Setting type. Center=C Family Child Care Home=F Family, Friend and Neighbor (FFN)=N Family Resource Center (FRC)=R Home Visiting Programs=H Community Based Organization (CBO)=B Library=L Playgroup=P Other Alternative=A If the site falls within two facility types for the purposes of reporting, please report the entity that defines the engagement. (e.g., A playgroup coordinated by a FRC: If the FRC is the entity receiving support, please report it as "R". If the playgroup is the entity receiving support, please report it as "P".)
Funding Source – Head Start	FundingS_HS	Yes No	Yes=1 No=0	Numeric(1)	All	Head Start
Funding Source – Early Head Start	FundingS_EHS	Yes No	Yes=1 No=0	Numeric(1)	All	Early Head Start
Funding Source – Title I	FundingS_T1	Yes No	Yes=1 No=0	Numeric(1)	All	State Title I

Quality Counts California (QCC) Common Data File

Funding Source – California State Preschool Program	FundingS_State	Yes No	Yes=1 No=0	Numeric(1)	All	California State Preschool Program (CSPP)
Funding Source – CSPP QRIS Block Grant	FundingS_CSPPB G	Yes No	Yes=1 No=0	Numeric(1)	All	CSPP QRIS Block Grant identifier (use to identify sites supported by or participating in the CSPP Block Grant, regardless of receipt of local block grant)
Funding Source – General Child Care	FundingS_CCTR	Yes No	Yes=1 No=0	Numeric(1)	All	State General Child Care (CCTR)
Funding Source – Private	FundingS_Priv	Yes No	Yes=1 No=0	Numeric(1)	All	Private / Parent Payment
Funding Source – IDEA Part C (Early Intervention)	FundingS_IDEAPC EI	Yes No	Yes=1 No=0	Numeric(1)	All	Federal IDEA Part C
Funding Source – IDEA Part B (Special Education)	FundingS_IDEAPB SE	Yes No	Yes=1 No=0	Numeric(1)	All	Federal IDEA Part B
Funding Source – First 5 Local Funds	FundingS_F5LNCS P	Yes No	Yes=1 No=0	Numeric(1)	All	Local First 5 funding
Funding Source – Voucher Ready	Funding_VouchR eady	Yes No	Yes=1 No=0	Numeric(1)	All	Site able to receive a voucher payment
QFunding Source – Voucher CalWORKs	FundingS_VCW	Yes No	Yes=1 No=0	Numeric(1)	All	CalWORKs (Stage 1, 2 or 3) voucher payment(s) received
Funding Source – Voucher Alternative Payment (AP)	FundingS_VAP	Yes No	Yes=1 No=0	Numeric(1)	All	Alternative Payment program voucher payment(s) received
Funding Source – Voucher California Migrant Alternative Payment (CMAP)	FundingS_VCMAP	Yes No	Yes=1 No=0	Numeric(1)	All	California Migrant Alternative Payment program voucher payment(s) received
Funding Source – Voucher Other	FundingS_VOther	Yes No	Yes=1 No=0	Numeric(1)	All	Other voucher program payment(s) received
Funding Source - Migrant Head Start	FundingS_MigHS	Yes No	Yes=1 No=0	Numeric(1)	All	Migrant Head Start
Funding Source - Tribal Head Start	FundingS_TribHS	Yes No	Yes=1 No=0	Numeric(1)	All	Tribal Head Start
Funding Source – Military	FundingS_Mil	Yes No	Yes=1 No=0	Numeric(1)	All	US Military
Funding Source – State Migrant	FundingS_StateM ig	Yes No	Yes=1 No=0	Numeric(1)	All	State Migrant Child Care and Development (CMIG)
Funding Source – Local Education Agency	FundingS_LEA	Yes No	Yes=1 No=0	Numeric(1)	All	LEA unrestricted funds, including LEA Local Control Funding Formula
Funding Source – Quality Counts California Quality Improvement Grant	FundingS_ITBG	Yes No	Yes=1 No=0	Numeric(1)	All	QCC Quality Improvement Grant identifier (formerly named QCC QRIS Block Grant)
Funding Source – Other	FundingS_OT	Yes No	Yes=1 No=0	Numeric(1)	All	Other Funding Sources

Quality Counts California (QCC) Common Data File

Program Type – Tribal	Pgm_Tribal	Yes No	Yes=1 No=0	Numeric(1)	All	Programs funded with Tribal dollars, on tribal lands and /or serving tribal families
Program Type – Military	Pgm_Military	Yes No	Yes=1 No=0	Numeric(1)	All	Programs funded with Military dollars, on a military base and/ or serving military families
Program Type – Family Child Care Home Education Network	Pgm_FCCHEN	Yes No	Yes=1 No=0	Numeric(1)	All	Provider is participating in the Family Child Care Home Education Network (CFCC, CSPP, CMIG, or CCTR)
Languages Spoken (in Instruction) – Arabic	LS_Arabic	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Armenian	LS_Armenian	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Cantonese	LS_Cantonese	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – English	LS_English	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Filipino	LS_Filipino	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Hmong	LS_Hmong	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Japanese	LS_Japanese	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Korean	LS_Korean	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Mandarin	LS_Mandarin	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Punjabi	LS_Punjabi	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Russian	LS_Russian	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Spanish	LS_Spanish	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.

Quality Counts California (QCC) Common Data File

Languages Spoken (in Instruction) – Vietnamese	LS_Vietnamese	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – ASL	LS_ASL	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Other	LS_Other	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Languages Spoken (in Instruction) – Unknown	LS_Unknown	Yes No	Yes=1 No=0	Numeric(1)	Centers, FCC	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills.
Number of Classrooms	CR_Count			Numeric (4)	Centers	Count of individual physical classrooms serving children 0 to 5 in center-based sites only (not sessions, if physical classrooms are shared between different groups of children (e.g., AM preschool and PM preschool groups).
Number of CSPP Classrooms	CR_CSPP			Numeric (4)	Centers	Count of individual physical classrooms serving children 0 to 5 in center-based sites only with CSPP funding [not sessions, if physical classrooms are shared between different groups of children (e.g., AM preschool and PM preschool groups)].
Number of Preschoolers Served	Pre_Actual			Numeric(4)	Centers, FCC, FFN	Number of preschoolers (36 months to kindergarten entry) served at the site.
Number of Toddlers Served	Tod_Actual			Numeric(4)	Centers, FCC, FFN	Number of toddlers (18 through 35 months) served at the site.
Number of Infants Served	Inf_Actual			Numeric(4)	Centers, FCC, FFN	Number of infants (birth through 17 months) served at the site.
Number of Children Served, Alternative Sites	Alt_Tot			Numeric(4)	Alternative Settings	Estimated number of children served/reached at the site annually.
Number of Children with an IFSP	IFSP	Number of Yes		Numeric(4)	Centers, FCC	Count of children with an IFSP.
Number of Children with an IEP	IEP	Number of Yes		Numeric(4)	Centers, FCC	Count of children with an IEP.
Number of Voucher Payments	SVP_Count	Number of Yes		Numeric(4)	Centers, FCC, FFNs	Count of children receiving a (alternative payment program and/or CalWORKs) voucher.
Number of Homeless Children	Ch_Homeless	Number of Yes		Numeric(4)	Centers, FCC	Count of children from families experiencing homelessness. [i]
Number of Children in Foster Care	Ch_Foster	Number of Yes		Numeric(4)	Centers, FCC	Count of children in the Foster Care system.
Number of Months of Operation	Open_months	1-12		Numeric(2)	All	Count of months per year in which the site is operating. (Full year = 12, school year only programs = 9, etc.)

Quality Counts California (QCC) Common Data File

QRIS Rating Status	Rating_Stat	Complete, In Process, QI Only	Complete=1, In Process=2, Not Eligible (QI only)=3	Numeric (1)	All	Site's rating status. • "Complete" sites have a full rating complete, as directed by the QCC Implementation Guide. All rating-specific fields are also included in the site's CDF record. "In Process" sites are engaged with an intent to be rated, but a rating hasn't yet been completed. • "QI Only" sites are participating only in quality improvement activities and a full rating is not intended to be completed.
Overall QRIS Tier/Rating	OverallQRIS_TRat ing	1-5		Numeric(1)	Rated Centers and FCC	Site's most up-to-date QRIS Tier/Rating for the reporting period, as identified in the QCC Implementation Guide.
Cumulative QRIS Score Total	Score_total	1-35		Numeric(2)	Rated Centers and FCC	Total cumulative points to determine tier/rating.
Detail QRIS Score: Child Observation	DetailQRIS_Score CO	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for child observation.
Detail QRIS Score: Developmental and Health Screenings	DetailQRIS_Score DHS	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for Developmental and Health Screenings.
Detail QRIS Score: Minimum Qualifications for Lead Teacher/FCCH	DetailQRIS_Score MQLT	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for Minimum Qualifications for Lead Teacher/FCCH.
Detail QRIS Score: CLASS Observation (PreK, Toddler, and Infant)	DetailQRIS_Score CLASS	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for CLASS observation.
Detail QRIS Score: Ratios and Group Size	DetailQRIS_Score R&GS	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for Ratios and Group Size.
Detail QRIS Score: Environment Rating Scale	DetailQRIS_Score ERS	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for Environment Rating Scale. *Applicable only for ratings completed before July 2023*
Detail QRIS Score: Director Qualifications	DetailQRIS_Score DQ	1-5		Numeric(1)	Rated Centers and FCC	Site's QRIS point value for Director Qualifications.
Detail QRIS Score: PreK-CLASS Observation (Emotional Support)	DetailQRIS_Score _Prek_CLASS_ES			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Emotional Support.
Detail QRIS Score: PreK- CLASS Observation (Instructional Support)	DetailQRIS_Score _Prek_CLASS_IS			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Instructional Support.
Detail QRIS Score: PreK -CLASS Observation (Classroom Organization)	DetailQRIS_Score _Prek_CLASS_CO			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Classroom Organization.
Detail QRIS Score: Toddler CLASS Observation (Emotional & Behavioral Support)	DetailQRIS_Score _Toddler_CLASS_ EBS			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Emotional & Behavioral Support.
Detail QRIS Score: Toddler CLASS Observation (Engaged Support for Learning)	DetailQRIS_Score _Toddler_CLASS_ ESL			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Engaged Support for Learning.

Quality Counts California (QCC) Common Data File

Detail QRIS Score: Infant CLASS Observation (Responsive Caregiving)	DetailQRIS_Score _INFANT_RC			Numeric(3)	Rated Centers and FCC	Site's averaged CLASS observation score across all classrooms observed – Responsive Caregiving.
Start Date	QRIS_Start	Date		Date Format MM/DD/YYYY	All	Site enrollment date into the QIS/QRIS
Rating Date	RatingDate	Date		Date Format MM/DD/YYYY	Rated Centers and FCC	Current rating effective date
End Date	QRIS_End	Date		Date Format MM/DD/YYYY	All	Site end date for QRIS participation (if applicable)
Number of Teachers	TS_Count			Numeric (4)	Centers, FCC	Count of teaching staff/caregivers employed at the site.
DLL status	DLL_statusPre			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak a language other than English or speaks another language AND English equally .
Child Languages (in home setting) – Arabic	CLS_Arabic			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Arabic at home.
Child Languages (in home setting) – Armenian	CLS_Armenian			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Armenian at home.
Child Languages (in home setting) – Cantonese	CLS_Cantonese			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Cantonese at home.
Child Languages (in home setting) – English	CLS_English			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak English at home.
Child Languages (in home setting) – Filipino	CLS_Filipino			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Filipino at home.
Child Languages (in home setting) – Hmong	CLS_Hmong			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Hmong at home.
Child Languages (in home setting) – Japanese	CLS_Japanese			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Japanese at home.
Child Languages (in home setting) – Korean	CLS_Korean			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Korean at home.
Child Languages (in home setting) – Mandarin	CLS_Mandarin			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Mandarin at home.
Child Languages (in home setting) – Punjabi	CLS_Punjabi			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Punjabi at home.
Child Languages (in home setting) – Russian	CLS_Russian			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Russian at home.
Child Languages (in home setting) – Spanish	CLS_Spanish			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Spanish at home.
Child Languages (in home setting) – Vietnamese	CLS_Vietnamese			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak Vietnamese at home.
Child Languages (in home setting) – ASL	CLS_ASL			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily speak American Sign Language at home.

Quality Counts California (QCC) Common Data File

Child Languages (in home setting) – Other	CLS_Other			Numeric(4)	Centers, FCC	Number of preschool-age children who primarily an other language at home.
Child Languages (in home setting) – Unknown	CLS_Unknown			Numeric(4)	Centers, FCC	Number of preschool-age children for whom it is unknown what language is spoken at home.
Number of Hispanic or Latino Children	Race_Hispanic	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of Hispanic or Latino origin.
Number of American Indian or Alaskan Native Children	Race_AIAN	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of American Indian or Alaska Native origin.
Number of Asian Children	Race_Asian	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of Asian origin.
Number of Black or African American Children	Race_AfAm	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of Black or African American origin.
Number of Native Hawaiian or other Pacific Islander Children	Race_NHOPI	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of Native Hawaiian or other Pacific Island origin.
Number of White Children	Race_White	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 of White or Caucasian origin.
Number of Children of More Than One Race	Race_M	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 with multiple races of origin.
Number of Children with Unknown Ethnicity	Race_Un	Number of Yes		Numeric(4)	Centers, FCC	Number of children age 0 to 5 with unknown ethnicity or for whom families have declined to state.

OPTIONAL FIELDS

DATA FIELD NAME	DATA FIELD LABEL	DATA FIELD VALUES	CODES	FIELD TYPE/ FORMAT	FIRST 5 IMPACT REQUIRED STEPS REPORTING	DATA DICTIONARY
Number of children screened with a developmental screening tool (conducted by site or screening results provided by another entity)	Screened_by_DST	Number of Yes		Numeric(4)	Centers, FCC	Count of children receiving developmental screening onsite or by another entity during the reporting period.
Number of children receiving subsequent referrals based on screening	Sub_referral	Number of Yes		Numeric(4)	Centers, FCC	Count of children receiving referral based on screening during the reporting period.

[i] As defined by Section 725(2) of the McKinney-Vento Act: https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html

EXHIBIT “D”
QCC Implementation Guide



Quality Counts California Implementation Guide

Updated July 2025

Please note: Updates to this document were made to reflect changes to Quality Counts California (QCC) implementation including rating requirements for California State Preschool Programs (CSPP) effective July 2025.

For questions or clarifications regarding this document please email support@qualityca.net

For questions related to funding requirements, contact the administering state agency.

Contents

1. Purpose and Audience for This Guide **4**
2. The Quality Continuum Framework: Core Areas and Elements **4**
3. Continuous Quality Improvement **5**
Developing Site Quality Improvement Plans 6
Offering Professional Development Opportunities 6
Utilizing the Continuous Quality Improvement Core Tools and Resources 6
4. QCC Funding Structure **7**
● California Department of Social Services (CDSS), QCC Workforce Pathways Grant, QCC Quality Improvement Grant, and Professional Development Resources 7
● First 5 California, IMPACT Legacy 8
● California Department of Education (CDE), CSPP QRIS Block Grant 8
5. Rating Guidelines for CSPP QRIS Block Grant **9**
Frequency of CSPP Rating 10
Communicating the CSPP Rating 11
Reporting Site Data to the State 11
Observing Classrooms 11
Defining Classrooms for Observation 11
Selecting Classrooms for Observation 12
Parameters for Selecting Classrooms 13
Announcing Observations 13
Use of Existing Observations 13
Recommendations for Observations Using the CLASS Tool 14
Guidelines for Use of CLASS in Commingling Classrooms 14
Regional CLASS Trainers and Observers 14
Regional CLASS Affiliate Trainers 14
Certified CLASS Observers 15
Appendix 1: Quality Continuum Framework – July 2025 **16**
Total Point Ranges for Quality Improvement 22
California State Preschool Program Rating (Element 4b only) 23
Appendix 2: Guidance for Quality Improvement Elements by Points **24**
Core I: Child Development and School Readiness 24
Element 1. Child Observation 24
Element 2. Developmental and Health Screenings 26
Core II: Teachers and Teaching 29
Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH) 29
Element 4a. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (For Use by Non-California State Preschool Programs) 32
Element 4b. Effective Teacher-Child Interactions: Classroom Assessment Scoring

System (CLASS) (Required for California State Preschool Programs) 35
Core III: Program and Environment 36
Element 5. Ratios and Group Size (Centers only beyond licensing regulations) 36
Element 6. Director Qualifications (Centers only) 39
Glossary **42**

1. Purpose and Audience for This Guide

The Quality Counts California (QCC) Implementation Guide (Guide) was originally developed for local, regional, and statewide QCC implementers, raters, and monitors working with rated sites within California's Quality Rating and Improvement System (QRIS). As the early education system has evolved, the QCC Guide has been updated to support implementation of the Quality Continuum Framework-Measurable Quality Elements (QCF) which includes continuous quality improvement elements for all early learning and care setting types across California, including rating requirements for California State Preschool Program (CSPP) QRIS Block Grantees. Consortium agreements ensure local and regional QCC models are implemented to fidelity in accordance with statewide agreements, statutory requirements, and state policy guidance. The Guide will continue to be updated as QCC implementation and funding requirements evolve.

Please refer to the glossary for definitions of terms used throughout this Guide.

Additional resources for QCC Consortium members, including historical information about the development of QCC as California's QRIS, can be found at www.qualitycountsca.net.

2. The Quality Continuum Framework: Core Areas and Elements

QCC supports quality in early learning and care settings to promote environments, relationships, interactions, and activities that aid all children's growth and development and to prepare them for success in school and life. The QCF (see Appendix 1) provides a *framework*, or *structure*, for quality improvement and this Guide provides information to support implementation at the local level. The QCF uses the terms "Core" and "Elements," which refer to the three overarching categories (Core) and the indicators or components within these categories (Elements). The Elements are numbered consecutively one through six, with Elements five and six for centers only, as shown below.

Core	Elements
Core I: Child Development and School Readiness	**Element 1.** Child Observation **Element 2.** Developmental and Health Screenings
Core II: Teachers and Teaching	**Element 3.** Minimum Qualifications for Lead Teacher or Family Child Care Home **Element 4a.** Effective Teacher-Child Interactions: Classroom Assessment Scoring System® (CLASS®)

Core	Elements
	Element 4b. Effective Teacher-Child Interactions: CLASS® **(CSPP rated element– requires use of the CLASS Second Edition and CLASS Environment)**
Core III: Program and Environment	**Element 5.** Ratios and Group Size (centers only beyond licensing regulations) **Element 6.** Director Qualifications (centers only)

The tables below outline total point ranges that may be used for quality improvement monitoring in conjunction with quality improvement plans, and the CSPP rating requirements. Calculation Guidance for Quality Improvement (QI) monitoring can be found in Appendix 2. For CSPP QRIS Block Grantees, detailed rating information can be found in Section 5 of this guide.

Total Point Ranges for Quality Improvement

Setting	Tier 1 (blocked, must receive 1 point per element)	Tier 2 (locally determined—point values, blocked, or combination)	Tier 3	Tier 4	Tier 5 (can include additional locally determined requirements)
Centers	6 points	7–16 points	17–22 points	23–26 points	27 points and above
Family Child Care Homes	4 points	5–9 points	10–13 points	14–17 points	18 points and above

CSPP Rating (Element 4b only)

Setting	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
CSPPs (Centers and FCCHENs)	-	-	3 points	4 points	5 points

3. Continuous Quality Improvement

QCC is committed to providing resources and information about the importance of quality early learning and care settings, as well as the lifelong positive impact they can have on children and families. While state-level funding has differentiated requirements, the overarching quality improvement goals of QCC are to support the program quality of

early learning and care settings, to improve access to QCC by providing administrative support to programs, and to create a strong and sustainable QCC system.

Developing Site Quality Improvement Plans

Participating sites and individuals directly receiving support regardless of QCC funding source must have a site quality improvement plan (QIP) completed, either jointly with the site or on behalf of the educator/provider (e.g., Family, Friend, and Neighbor [FFN]). All QIPs must include consistent information describing, at a minimum: quality improvement goals, actions to achieve the goals, resources needed to achieve the goals, and a timeline. The standardized QCC Site and Individual QIP Template may be used or counties may choose to use their own, provided all elements are included with similar breadth and depth and can be reported to the state efficiently.

Offering Professional Development Opportunities

Professional development opportunities delivered through evidence-informed effective delivery methods, and where possible, aligned with and in adherence to the California Early Childhood Educator Competencies and elements within the QCF, include but are not limited to:

- Coaching — a dynamic and collaborative process grounded in a learning and supportive relationship for both coaches and coached individuals that supports adult learning, self-reflection, and self-directed culturally supportive action to benefit the children and families whom the coached serves
- Training — learning opportunities designed and implemented using principles of adult learning to improve the participants' knowledge, skills, and competencies to support young children and their families
- Professional growth — resources, information, and paths to equitable access of opportunities for adult learning for the purpose of gaining skills, dispositions, and knowledge that are incorporated into the work of supporting the development and well-being of children and their families
- Higher education— promoting multiple options to support access to higher education, including, but not limited to, support for navigating enrollment, course advisors, and linguistic, technological or adaptive access to coursework

Utilizing the Continuous Quality Improvement Core Tools and Resources

Organized with the same structure as the QCF, the Continuous Quality Improvement Core Tools and Resources (CQI Tools) document (formally known as the CQI pathways) highlights resources that support advancement of core quality elements of the QCF. While these links are not required activities for QCF implementation, they can support programs and the early learning workforce. The CQI Tools can be found on the QCC website.

4. QCC Funding Structure

As QCC defines quality elements and activities, there are multiple state agency funding streams that support these efforts. The funding requirements of each of these grants vary and are differentiated in the following section.

- **California Department of Social Services (CDSS), QCC Workforce Pathways Grant, QCC Quality Improvement Grant, and Professional Development Resources**

  Under a joint request for applications, the California Department of Social Services' (CDSS) QCC Workforce Pathways Grant and the QCC Quality Improvement Grant focus on supporting increased learning and healthy development of California's children (ages birth to 13).

  The QCC Workforce Pathways Grant aims to increase the number of qualified ELC professionals, and increase the educational credentials, knowledge, and skills of existing ELC professionals across the state. This grant supports providers participating, or interested in participating, in QCC and providers interested in continuous quality improvement (CQI) as well as the ongoing training and education of the workforce in California's mixed-delivery system which includes access to FFN, Family Child Care Home (FCCH), and center providers.

  The QCC Quality Improvement Grant supports site-level improvements, administrative supports, and building an equitable child care system. This grant assists local consortia to provide site-based training, technical assistance, coaching, and other resources to support CQI and promote better outcomes for children and families.

  The CDSS is researching ways to recognize, incentivize, and collaborate with families, the workforce, and other proximity experts to support a statewide system that is anti-bias, anti-hate, linguistically supportive and that is equitable. Given the recent concerns regarding the rating matrix, ratings are not an allowable expense. Programs must focus on utilizing developmentally appropriate resources that have been proven to directly impact CQI and that are linked to positive outcomes for children. Grantees will use the QCF and aligned resources, which we are overarchingly using to define quality.

  Additional guidance for the requirements of the QCC Workforce Pathways Grant and the QCC Quality Improvement Grant can be found on CDSS' Quality Funding Announcements web page.

In addition, to the QCC Workforce and Quality Improvement Grants, the CDSS funds other quality initiatives and projects that support QCC and the workforce including the Resource and Referral Programs (R&Rs), Child Care Initiative Project (CCIP), Local Planning Councils (LPCs), California Infant and Early Childhood Mental Health Consultation (IECMHC), California Early Childhood Mentor Program (CECMP), Program for Infant and Toddler Care (PITC), California Early Childhood Online (CECO), as well as many others. To see current quality initiatives please visit the CDSS Quality Initiatives Webpage.

- **First 5 California, IMPACT Legacy**

  In alignment with Proposition 10, the 2019 F5CA Strategic Plan, and F5CA's North Star and Audacious Goal, the purpose of IMPACT Legacy is to expand access to the Quality Counts California (QCC) system and resources for center and home-based ELC educators serving high-need communities and populations not already receiving quality support. Objectives towards fulfilling the purpose of IMPACT Legacy include understanding and eliminating barriers to participation and prioritizing children's well-being, workforce engagement and well-being, family engagement, and multilingual learners (MLL).

  IMPACT Legacy focuses on addressing the needs of the whole child, including health, child development, and family strengthening. The IMPACT Legacy investment provides funding to support and retain a valued workforce through a commitment to comprehensive training, coaching, technical assistance, and professional development systems. These investments honor the diverse needs of educators and prepare them to implement learning strategies that meet the unique needs of the families in the communities they serve. Using research-based approaches, IMPACT Legacy prioritizes processes and procedures that are inclusive of all priority populations and address barriers to participation and provide specific professional development (PD) opportunities to ELC providers. Due to concerns regarding the rating matrix, formal ratings are not currently supported with IMPACT Legacy funds.

  Additional guidance for the requirements of IMPACT Legacy can be found on First 5 California's QRIS web page.

- **California Department of Education (CDE), CSPP QRIS Block Grant**

  The CDE CSPP QRIS Block Grant funds are allocated to local consortia for support of CSPP quality rating and improvement processes to increase the

number of low-income children in high-quality preschool programs preparing children for success in school and life.

All sites participating in the CSPP QRIS Block Grant are required by *Education Code* 8203.1 to be rated. For the fiscal years (FYs) 2025–26 and 2026–27, CSPP QRIS Block Grantees are to use the QCF unless otherwise notified by the California Department of Education (CDE), to support quality improvement activities and ratings. The full requirements for rating are detailed in section 5 of this Guide. Programs are required to be rated on a three- to five-year cycle, based on their last tier rating (further details provided on page 9).

Participating CSPP sites engage in an ongoing continuous quality improvement process and maintain an updated quality improvement plan between ratings. CSPP QRIS Block Grantees are required to monitor participating sites between ratings.

Additional guidance for the requirements of the CSPP QRIS Block Grant can be found on the CDE's CSPP QRIS Block Grant web page.

5. Rating Guidelines for CSPP QRIS Block Grant

Grantees are to base CSPP ratings only on Element 4b (Effective Teacher-Child Interactions) of the QCF and are required to conduct observations using both the CLASS 2nd Edition and the CLASS Environment tools for rating purposes (unless observing in a Head Start funded agency). The rating requirements for the CSPP QRIS Block Grant require all CLASS observations to be done by an independent certified CLASS observer (defined below). Grantees may still use CSPP QRIS Block Grant funds to support quality improvements across the QCF (as outlined above) but cannot use funds for rating purposes on elements other than CLASS and CLASS Environment, within the two-year transitional grant period of FYs 2025–26 and 2026–27.

All CSPP QRIS Block Grantees agree to implement all tools, measures, and documents in accordance with the Guide. Preserving the components that made the original practice effective can directly impact the success of desired outcomes. To ensure high-quality implementation, consortia need to identify and clearly stipulate distinct QCC functions:

- **Independent certified CLASS® observers** are those who have completed the training to become a CLASS observer, passed the CLASS certification test, have an active CLASS certification from Teachstone, and do not work at or provide coaching or other types of consultation directly to the observation site. Additionally, independent certified CLASS observers must also have completed the CLASS Observer Support Series, including:

    - Settings with Dual Language Learners,
    - Settings with Children with Disabilities, and
    - Reducing Bias.

- **CLASS Environment Observers** are those who are independent certified CLASS observers as defined above and who have completed both the Prek-K-K CLASS Environment Foundations and CLASS Environment within a CLASS Observation.

- **Monitors** ensure sites maintain their rated quality and compliance with QRIS requirements between ratings.

Frequency of CSPP Rating

A CSPP's rating is valid for three (for Tier 3) or five years (for Tiers 4 and 5), from the time the overall site rating is assigned (see below for examples). During the two-year transitional period of FYs 2025–26 and 2026–27, CSPP QRIS Block grantees have flexibility to adjust rating cycles +/- one year to allow the redistribution of CSPPs being rated in a FY.

If The Site was Rated in:	**The Result was Tier 3 (or below on previous QCF), The Site's Rating is Valid Through*:**	**The Result was Tier 4 or 5, The Site's Rating is Valid Through*:**
February 2025	February 2028	February 2030
May 2024	May 2027	May 2029
March 2023	March 2026	March 2028
November 2022	November 2025	November 2027

*Note: CSPP QRIS Block Grantees have flexibility to adjust the annual rating cycle by one year in any direction during this two-year grant cycle.

Re-rating is required when a site license changes due to a change of physical location. The decision to re-rate a site for other reasons during the rating period is a local decision. Some local circumstances that may prompt a reconsideration of the rating before the rating period has passed include:

1. Significant turnover in staff
2. New director
3. Changes that warrant re-assessment of an individual classroom, including a change in the lead teacher of a formerly assessed classroom
4. Significant licensing violation
5. Other evidence of changes related to the criteria upon which the site was rated
6. Other reasons determined by local consortia

Communicating the CSPP Rating

Consortia have discretion on how ratings are publicized. Consortia may share CSPP ratings by:

- Posting at a participating CSPP to indicate QRIS participation and tiered rating
- Posting on a website (e.g., Mychildcareplan.org, R&R, and/or local QRIS website). Public communication should include the effective dates of the rating.

Reporting Site Data to the State

Consortia receiving CSPP QRIS Block Grant are required to report all CLASS data to the State in addition to submitting annually to the Common Data File (CDF) and annual performance report (APR) unless other direction is provided by the CDE. Details about how and when to report annual data are available at https://qualitycountsca.net/quality-partners/consortium-members/.

Observing Classrooms

Defining Classrooms for Observation

Classrooms are defined by the teaching team and the group of children. The table below demonstrates several scenarios to help determine the number of CSPP classrooms.

Scenario	Number of Classrooms	Rationale

Full-day preschool in center or family child care setting; one group of children and one teaching team	1	This is one CSPP classroom, the children and the teaching team are the same for the whole day
Full-day preschool in center or family child care setting; one group of children with the same lead teacher, but different teaching team	1	This is one CSPP classroom, the children and the lead teacher are the same, though the teaching team changes
AM preschool + PM preschool in center or family child care setting; different children and same teaching team	2	This is two CSPP classrooms; even though the teaching team is the same, the children are different
AM preschool + PM preschool in center or family child care setting; different children and same lead teacher but different supporting staff	2	This is two CSPP classrooms; even though the lead teacher is the same, the children and support staff are different
AM preschool + PM preschool in center or family child care setting; using the same physical classroom at different times, different children and different teaching teams in AM and PM	2	This is two CSPP classrooms; different children and different teaching teams

Selecting Classrooms for Observation

CSPP QRIS Block Grantees are responsible for coordinating or conducting CLASS observations at participating CSPP QRIS Block Grant sites for at least one-third of the total number of CSPP classrooms at a site, but are highly encouraged to observe 100 percent of CSPP classrooms, or observe a higher proportion in alignment with Management Bulletin (MB) 23-10 (30 percent FY 2025–26 and 60 percent FY 2026–27). Classrooms with more than one funding source (e.g., a classroom with

blended CSPP and Head Start funding) shall be included in the count for CSPP classrooms.

To determine the required one-third of classrooms please use the following table:

Number of CSPP Classrooms at Site	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Total number of CSPP Classrooms to Observe	**1**	**1**	**2**	**2**	**2**	**3**	**3**	**3**	**4**

Parameters for Selecting Classrooms

If observing only one-third of CSPP classrooms, those classrooms should be chosen randomly by the grantees from among all CSPP classrooms at the site. In this case, all observed classrooms should be included to calculate the CSPP's rating. If more than one-third of classrooms are observed, the grantee may either calculate the CSPP's rating based on a random one-third sampling of observed classrooms, or all classrooms that have been observed, whichever is preferred.

Announcing Observations

CSPP QRIS Block Grantees are required to inform contractors by the end of the first quarter if their CSPP(s) will be rated in that FY or three months prior to their scheduled observation, whichever comes first.

Use of Existing Observations

CSPP QRIS Block Grantees may accept CLASS observations previously conducted in lieu of the county consortium sending an observer only if the observation was:

- Completed within the same fiscal year of the rating
- Performed by an independent certified CLASS observer (If observations are funded by a Head Start funded agency, the CLASS Observer Support Series detailed on pages 9-10 is optional)
- Conducted using the Pre-K-3rd CLASS 2nd Edition observation tool and CLASS Environment (If observations are funded by a Head Start funded agency, CLASS 2008 may be used and CLASS Environment is optional)
- Conducted with the same lead teacher, classroom, and physical location as the randomly selected classroom

Recommendations for Observations Using the CLASS Tool

When coding with CLASS, the observer evaluates the effectiveness of interactions. In any classroom setting, multiple adults may be present during the observation, requiring the observer to consider how each adult interacts with children and how those adults jointly influence the overall classroom experience.

Local consortium policy should guide other observation protocols, such as:

- When a classroom receives a CLASS observation (e.g., if at a lower point level than required in the QCF)
- The number of children in the classroom (or target age level) that need to be present in order to observe and if/when to reschedule an observation to maximize attendance

Guidelines for Use of CLASS in Commingling Classrooms

Each classroom that includes one or more children enrolled in CSPP must conduct CLASS observations with respect to all children in the classroom, regardless of funding source. In other words, CLASS must be applied to all classrooms or settings where children are commingled (by age or funding source), if at least one of which is enrolled in CSPP. For example:

- When conducting a CLASS observation in a mixed-age setting or classroom, including in FCCHs operating as part of a family childcare home education network (FCCHEN), contractors must observe using CLASS Second Edition Pre-K-3rd.
- When contractors commingle CSPP children (certified children) with children being served through different funding sources (non-certified children), contractors must observe using the CLASS Second Edition Pre-K-3rd unless commingled classrooms are within a Head Start funded agency. A Head Start funded agency may use CLASS 2008.

In all commingling situations, the observers must observe teacher-child interactions with all children in the classroom, not just children enrolled in CSPP.

Regional CLASS Trainers and Observers

Regional CLASS Affiliate Trainers

A CLASS Trainer is certified by Teachstone to conduct training on a specific tool and is called an affiliate trainer. QCC recommends, but does not require, each region to identify a regional CLASS affiliate trainer to support the region’s CLASS needs.

Regional CLASS affiliate trainers who work within QCC are authorized to provide training to other partners within their local QRIS.

Geography or other needs may call for each consortium within a regional hub to have its own consortium-dedicated affiliate trainers, or several consortia may elect to share a regional CLASS affiliate trainer.

The regional CLASS affiliate trainers should maintain annual certification through Teachstone. If authorized by the regional hub, the regional CLASS affiliate trainer may:

- Coordinate regional training and observer certification
- Review reports written by CLASS observers

Certified CLASS Observers

Whether regional or consortia specific, Certified CLASS observers carry out observations on applicable tools (CLASS Pre-K-3[1] and CLASS Environment) and complete reports, as applicable within a consortium or for several consortia within a regional hub.

Certified CLASS observers must be recertified annually through Teachstone to maintain a current CLASS observer certification. Certifications expire exactly one year from the date observers were last certified or recertified. Certified CLASS observers must have proof of current certification from Teachstone demonstrating reliability on the applicable tool and must also have completed the CLASS Observer Support Series (one time only), which includes:

- Settings with Dual Language Learners,
- Settings with Children with Disabilities, and
- Reducing Bias.

The purpose of this additional training requirement is to ensure California is centering diversity, equity, inclusion, and belonging in CLASS implementation.

[1] CLASS 2008 may be used in a Head Start funded agency.

Appendix 1: Quality Continuum Framework – July 2025

Quality Counts California

Quality Continuum Framework
July 2025

NOTE: The Quality Continuum Framework (formerly called the Rating Matrix) includes elements that are research-based indicators of quality. It provides a recommended *framework*, or *structure*, for quality improvement. **Only Element 4b is required for California State Preschool Program Ratings**.

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core I: Child Development and School Readiness **1. Child Observation**	-	Program uses evidence-based child assessment or observation tool annually that covers all five domains of development	Program uses valid and reliable child assessment or observation tool aligned with the most recent iteration of the *California Learning Foundations* twice a year	Desired Results Developmental Profile (DRDP) is administered twice a year, at minimum, and results are used to inform curriculum planning	Program uses DRDP twice a year and uploads into DRDP Online or DR Access, and results are used to inform curriculum

Core I: Child Development and School Readiness **2. Developmental and Health Screenings**	Meets Title 22 Regulations	Health Screening Form (Community Care Licensing form LIC701 "Physician's Report – Child Care Centers" or equivalent) used at entry, then: Annually **OR** Ensures vision and hearing screenings are conducted annually	Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter **AND** Meets criteria from point level 2	Program works with families to ensure screening of all children using the Ages and Stages Questionnaire (ASQ) at entry and as indicated by results thereafter **AND** Meets criteria from point level 2	Program works with families to ensure screening of all children using the ASQ and ASQ-Social Emotional, if indicated, at entry, then as indicated by results thereafter **AND** Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** Meets criteria from point level 2

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core II: Teachers and Teaching **3. Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH)**	Meets Title 22 Regulations **Center:** 12 units of Early Childhood Education (ECE) or Child Development (CD)[2] **FCCH:** 16 hours of training on preventative health practices	**Center:** 24 units of ECE or CD **OR** Associate Teacher Permit **FCCH:** 12 units of ECE or CD **OR** Associate Teacher Permit	24 units of ECE or CD, plus 16 units of General Education **OR** Teacher Permit **AND** 21 hours of professional development (PD) annually	Associate's degree (AA/AS) in ECE or CD (or a closely related field) OR AA/AS in any field plus 24 units of ECE or CD **OR** Site Supervisor Permit **AND** 21 hours of PD annually	Bachelor's degree (BA/BS) in ECE or CD (or a closely related field) **OR** BA/BS in any field plus/with 24 units of ECE or CD (or a master's degree in ECE or CD) **OR** Program Director Permit **AND** 21 hours of PD annually

[2] For all ECE or CD units, the core eight are desired, but not required.
Note: Point values are not indicative of Tiers 1 through 5, but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Element 4a: For Use By Non-California State Preschool Programs					
Core II: Teachers and Teaching **4a. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS)[3]**	-	Familiarity with CLASS for appropriate age group as available by one representative from the site	Independent CLASS assessment by a reliable observer to inform the program's PD or improvement plan **OR** Informal assessment and results used to inform Quality Improvement Plan and staff PD plan	Independent CLASS assessment by a reliable observer with minimum CLASS scores: **Pre-K:** ● Emotional Support – 5 ● Instructional Support – 3 ● Classroom Organization – 5 **Toddler:** ● Emotional & Behavioral Support – 5 ● Engaged Support for Learning – 3.5 **Infant:** ● Responsive Caregiving – 5	Independent CLASS assessment by a reliable observer with minimum CLASS scores: **Pre-K:** ● Emotional Support – 5.5 ● Instructional Support – 3.5 ● Classroom Organization – 5.5 **Toddler:** ● Emotional & Behavioral Support – 5.5 ● Engaged Support for Learning – 4 **Infant:** ● Responsive Caregiving – 5.5

[3] CLASS or CLASS 2nd Edition can be used for Non-California State Preschool Programs. Non-California State Preschool Programs can also choose to follow 4b in its entirety, but are not required.

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Element 4b: Required Rating Element For Use By California State Preschool Programs[4]					
Core II: Teachers and Teaching **4b. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS)[5]**	-	-	CLASS 2nd Edition Pre-K-3rd assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND** CLASS Environment observation completed by an independent certified CLASS observer	CLASS 2nd Edition Pre-K-3rd assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND** CLASS Environment observation completed by an independent certified CLASS observer **AND** Meets domain score requirements of: **Pre-K:** ● Emotional Support – 5 ● Instructional Support – 3 ● Classroom Organization – 5	CLASS 2nd Edition Pre-K-3rd assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND** CLASS Environment observation completed by an independent certified CLASS observer **AND** Meets domain score requirements of: **Pre-K:** ● Emotional Support – 5.5 ● Instructional Support – 3.5 ● Classroom Organization – 5.5

[4] Non-California State Preschool Programs can also choose to follow 4b in its entirety, but are not required.
[5] For programs in a Head Start funded agency, CLASS or CLASS 2nd Edition may be used and CLASS Environment is optional.

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core III: Program and Environment[6] **5. Ratios and Group Size** (Centers only beyond licensing regulations)	**Center:** Title 22 Regulations Infant ratio of 1:4 Toddler Option ratio of 1:6 Preschool ratio of 1:12 **FCCH:** Title 22 Regulations (excluded from point values in ratio and group size)	**Center:** Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	**Center:** Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	**Center:** Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	**Center:** Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20

[6]Effective August 2023, ERS was removed as a QCC rating requirement, however, Title 5 programs using CDSS contract funds are required, per statute (5 CCR 18281), to use the Environment Rating Scale (ERS) as part of the self-assessment requirement.

Element	1 Point	2 Points	3 Points	4 Points	5 Points
Core III: Program and Environment **6. Director Qualifications** (Centers only)	12 units ECE or CD, plus/with 3 units management or administration	24 units ECE or CD, plus 16 units general education, plus/with 3 units management or administration **OR** Master Teacher Permit	AA/AS with 24 units ECE or CD, plus/with 6 units management or administration and 2 units in supervision **OR** Site Supervisor Permit **AND** 21 hours of PD annually	BA/BS with 24 units ECE or CD, plus/with 8 units management or administration **OR** Program Director Permit **AND** 21 hours of PD annually	Master's degree with 30 units ECE or CD, including specialized courses, plus/with 8 units management or administration **OR** Administrative Credential **AND** 21 hours of PD annually

Total Point Ranges for Quality Improvement

Program Type	Common Tier 1	Local Tier 2[7]	Common Tier 3	Common Tier 4	Local Tier 5[8]
Centers 6 elements for 30 points	**Blocked** (6 points) – must meet all elements	7 to 16 points	17 to 22 points	23 to 26 points	27 points and above
FCCHs 4 elements for 20 points	**Blocked** (4 points) – must meet all elements	5 to 9 points	10 to 13 points	14 to 17 points	18 points and above

[7] Local Tier 2: Local decision if blocked or points and if there are additional elements.
[8] Local Tier 5: Local decision if there are additional elements included.

California State Preschool Program Rating (Element 4b only)

Program Type			Tier 3	Tier 4	Tier 5
CSPP (Centers and FCCHENs)	-	-	3 points	4 points	5 points

Appendix 2: Guidance for Quality Improvement Elements by Points

This appendix provides guidance on determining the point values of the quality elements for sites using the QCF for QI planning and monitoring. For CSPP QRIS block grant rating requirements, please refer to Section 5 in this document.

Core I: Child Development and School Readiness

Element 1. Child Observation

1 POINT

Indicator: Not required

Detail: The child observation and assessment is not required at Common Tier 1/BLOCK. Sites licensed and in good standing with Community Care Licensing or are legally license exempt and eligible for participation will automatically receive one point for this element.

2 POINTS

Indicator: The program uses evidence-based child assessment or observation tool annually that covers all five domains of development.

Detail: Local consortia may use the list of evidence-based child assessment or observation tools from the list below, create local guidelines, or both. Local criteria must include evidence that the tool is observational, annual, and, at minimum, assesses the following developmental domains: physical (gross and fine motor), social-emotional, cognitive, and communication.

Optional, a partial list of evidence-based tools:

- HighScope Child Observation Record (COR) for Infants and Toddlers
- HighScope Preschool Child Observation Record (COR), Second Edition
- Work Sampling, Developmental Guidelines, Preschool 3
- Work Sampling, Developmental Guidelines, Preschool 4
- Learning Accomplishment Profile-3rd Edition (preschool)
- The Ounce Scale (infant/toddler)

- National Institute of Early Education Research (NIEER) Early Learning Scale

Uses refers to any assessment, instrument, or tool that yields individual and group information. This term requires that the program accesses and analyzes results and those results (whether individual information or aggregated group data) are used to inform practice.

3 POINTS

Indicator: The program uses valid and reliable child assessment or observation tools aligned with the most recent iteration of the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) twice a year.

Detail: Valid and reliable child observation tools must be approved by the QCC State Support Team.

Currently approved tools are:

- Teaching Strategies GOLD® (Creative Curriculum) assessment
- Early Learning Scale by NIEER available from Lakeshore Learning School Supply
- Brigance Inventory of Early Development III

Assessment tool developers must contact support@qualityca.net to submit documentation of alignment with the PTKLF.

4 POINTS

Indicator: The Desired Results Developmental Profile (DRDP) is administered twice a year, at minimum, and results are used to inform curriculum planning.

Detail: All users of the DRDP must use the most current version of the DRDP version. Sites may choose, at their discretion, to use the comprehensive, fundamental, or essential view. Additionally, individual child assessments are considered when planning for learning experiences through which the curriculum goals will be achieved.

This could include:

1. The use of DRDP and program has current National Association for the Education of Young Children (NAEYC) accreditation **OR**
2. The use of DRDP and provide current Head Start School Readiness Goals **OR**
3. Completing a CD 4001B (Desired Results Developmental Profile Summary of Finding for the Classroom and Family Child Care Home Form) **OR**

4. Providing two of the following:

    - Written curriculum statements
    - Lesson plans
    - Planning webs
    - Notes from planning sessions with information on how a purchased curriculum (if used) considers assessment of child progress

5 POINTS

Indicator: Program uses DRDP twice a year and uploads into DRDP Online or DR Access, and results are used to inform curriculum planning.

Detail: DRDP Online is free to Head Start, state-funded programs, and all QCC participating sites.

This should include the use of domain scale reports when planning for individual and group learning experiences within the curriculum. DR Access domain-level reports can be used for children with Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs).

Element 2. Developmental and Health Screenings

1 POINT

Indicator: Meets Title 22 Regulations.

Detail: Title 22 Regulations require current immunization records for every child enrolled in the family child care home (FCCH) or center. Family child care homes use form PM 286, available at https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH Document Library/Immunization/CDPH-286.pdf and centers use form LIC 701, available at https://www.cdss.ca.gov/cdssweb/entres/forms/English/LIC701.pdf. Forms must be printed on blue paper. Sites licensed and in good standing with Community Care Licensing or legally license exempt and eligible for participation will automatically receive one point for this element.

2 POINTS

Indicator: Health Screening Form (Community Care Licensing form LIC 701 “Physician's Report - Child Care Centers" or equivalent*)* used at entry, then:

1. Annually **OR**

2. Ensures vision and hearing screenings annually

Detail:

Used at entry then annually: Requires the program to collect form LIC 701 (or equivalent) at the child's entry into the program and annually or at the beginning of each program year.

Conducts (or collects) screening: If vision and hearing screening are used as the method of meeting this standard, programs may:

- Use information from a doctor's or specialist's screening
- Conduct vision and health screenings at the site
- Use information from a doctor or specialist and conduct vision and health screening at the site

In instances where the site has difficulty meeting the annual requirements for one or more returning children (after collection of Health Screening Form LIC 701 upon entry), consider one or both of the following::

- Parent "opt-out" form or equivalent evidence that parent denied resubmittal of Health Screening Form and/or denied screening
- Detailed documentation of repeated attempts to obtain Health Screening Form and/or parent consent when conducting file review

3 POINTS

Indicator: Program works with families to ensure screening of all children using a valid and reliable child screening tool at entry and as indicated by results thereafter **AND**

Meets criteria from point value 2

Detail: Below is a partial list of valid and reliable child screening tools. Other tools are acceptable at the discretion of the consortium. **Partial List:**

- Mullen Scales of Early Learning
- DIAL 3
- Ages and Stages Questionnaire (ASQ)
- ESP (Early Screening Profiles)
- ESI-R (Early Screening Inventory)
- Denver II
- Parents Evaluation of Developmental Status

- Parents Evaluation of Developmental Status – Developmental Milestones
- Battelle Developmental Inventory Screening Test
- Learning Accomplishment Profile-Diagnostic Screens

“As indicated by results thereafter” refers to the actions taken by the program to refer families to additional resources based on the results of the screening tool.

Beginning at this point value, both centers and family child care homes must use a developmental screening tool or produce one of the items below:

- IFSP/IEP
- Evidence of screening in another venue (must have actual screen or documented results)
- Parent “opt-out” form or equivalent evidence that parent denied screening
- Detailed documentation of repeated attempts to obtain parental consent when conducting file review

In addition to 100 percent of children being screened, the site must have a referral process in place.

4 POINTS

Indicator: Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter **AND**

Meets criteria from point value two

Detail: “Program works with families” means:

- Families are engaged in the screening process
- Results are shared with the family in a confidential and supportive manner
- Program staff use screening results to refer families to the appropriate agencies for further assessment, such as the local Regional Center, school district, and/or other resources

For a definition of the ASQ, see the glossary.

5 POINTS

Indicator: Program works with families to ensure screening of all children using the ASQ and ASQ:SE (Ages and Stages Questionnaire: Social and Emotional), if indicated, at entry, then as indicated by results thereafter **AND**

Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND**

Meets criteria from point value two

Detail: For a definition of the ASQ:SE, see the glossary.

"If indicated" is a local decision acting in the best interest of the child.

Core II: Teachers and Teaching

Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH)

1 POINT

Indicator: Meets Title 22 Regulations

Center: 12 units of ECE or CD

FCCH: 16 hours of training on preventative health practices

Detail: Sites licensed and in good standing with Community Care Licensing or legally license exempt and eligible for participation will automatically receive one point for this element.

2 POINTS

Indicator:

Center: 24 units of ECE or CD **OR** Associate Teacher Permit

FCCH: 12 units of ECE or CD **OR** Associate Teacher Permit

Detail: In point values 2 through 5, qualifications are entered into the Workforce Registry for all lead teachers employed at the site **and** no less than 75 percent of them must meet requirements in point values 2 through 5. All higher education units are calculated by semester units (quarter units are converted to semester units).

Total Number of Lead Teachers	Number Needed to Meet Requirement
2	2
3	3
4	3
5	4
6	5
7	6
8	6
9	7
10	8

For point values 3 through 5, staff in FCCHs and centers are held to the same educational standard.

Point value two is equivalent to the Associate Teacher Permit for FCCHs and centers. Teachers who applied for the permit may substitute verification of application, in lieu of the transcript, for review.

An expired permit can meet the requirements for point values 2 through 5 as long as the qualifications are consistent with current permit requirements.

The California Commission on Teacher Credentialing (CTC) Child Development Permit Matrix can be found at the following link:
https://www.ctc.ca.gov/credentials/leaflets/child-development-permits-(cl-797)

For questions regarding Montessori certifications and their equivalent, see Title 22 licensing section 101216.1.

For obtaining translations and determining the status of foreign educational institutions, contact the International Education Research Foundation, Credentials Evaluation Service, www.ietf.org. Additional organizations approved by CTC for transcript evaluation can be found at
https://www.ctc.ca.gov/docs/default- source/leaflets/cl635.pdf?sfvrsn=bb4f6e6a_8

Core 8 courses are desired but not required.

Each group of children must have at least one designated lead teacher. The lead teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float among groups. The

group size is determined by the point value of the rating. The above is based on the NAEYC accreditation definition of a teacher.

For the purposes of rating a licensed FCCH, the lead teacher is defined as the adult who is the owner and full-time operator of the FCCH. If the owner is not teaching the children, the FCCH lead teacher is defined as the adult with the highest degree who spends the vast majority of time with the children. A group of children in an FCCH is defined as those children who are enrolled in the FCCH. The group size is determined by licensing requirements based on the ages of the children enrolled.

3 POINTS

Indicator: 24 units of ECE or CD, plus 16 units of general education **OR**

Teacher Permit

AND 21 hours of professional development (PD) annually

Detail: Point value 3 is equivalent to the Teacher Permit.

Professional development activities may include classes, documented workshops, coaching sessions, equivalency of coursework, or other activities as determined locally by the consortium. PD activities should stem from the needs of the teacher and program, based on the individual professional growth plan and/or the site's QIP. PD includes, but is not limited to, the QCC QCF.

Annually in regard to PD is a 12-month period and can be calculated from the point of enrollment in QCC or as otherwise defined by the local consortium.

4 POINTS

Indicator: Associate's degree (AA/AS) in ECE or CD (or a closely related field) **OR**

AA/AS in any field plus 24 units of ECE or CD **OR**

Site Supervisor Permit

AND 21 hours of PD annually

Detail: Point value four is equivalent to the Site Supervisor Permit.

The consortium may accept at its discretion option two of the Teacher Permit if the ECE/CD unit requirement is met.

For point values four and five, a Bachelor of Arts (BA) degree in a closely related field, such as Education or Human Development, may be counted as a related field **if** a substantial amount of the coursework was focused on young children ages birth to five.

"Substantial" is calculated by the Workforce Registry and is aligned with CTC's approach.

5 POINTS

Indicator: Bachelor's degree (BA/BS) in ECE or CD (or a closely related field) **OR**

BA/BS in any field plus/with 24 units of ECE or CD **OR**

Master's degree in ECE or CD **OR**

Program Director Permit

AND 21 hours of PD annually

Detail: Point value five is equivalent to the Program Director Permit.

Consortia may accept at their discretion option 2 of the Master Teacher permit if the ECE/CD unit requirement is met.

Element 4a. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (For Use by Non-California State Preschool Programs)

1 POINT

Indicator: Not required

Detail: Sites licensed and in good standing with Community Care Licensing or legally license exempt and eligible for participation will automatically receive one point for this element.

2 POINTS

Indicator: Familiarity with CLASS for appropriate age group as available by one representative from the site

Detail: The decision about what constitutes *familiarity with CLASS* is a local one.

It is recommended that CLASS presentations be conducted by a certified CLASS trainer.

3 POINTS

Indicator: Independent CLASS observation (CLASS 2008 or CLASS 2nd Edition) by a reliable observer to inform the program's professional development/improvement plan

OR

Informal assessment and results used to inform the QIP and staff professional development plan

Detail: While results of the independent CLASS observation will be used to inform the site's QIP, evidence of having a QIP in place is not a requirement for a point value of three.

If choosing to use an informal assessment, the information from those assessment results must be evident in the program QIP and staff PD plan.

An informal assessment may include an external assessment, self-assessment, or other methods determined locally to enable teachers or sites to review adult-child interactions and set goals for improvement.

For an independent assessment, CLASS reliability must be renewed annually and is available for the infant, toddler, and pre-K CLASS tools. A *reliable CLASS* observer should be able to provide a certificate indicating current reliability (issued within the previous 12 months).

In classrooms with multiple age groups, it is a local decision as to whether to use the age-level tool appropriate for the highest number of children or to alternate two tools. If children are equally distributed, consult Teachstone (www.teachstone.org) for advice.

4 POINTS

Indicator: Independent CLASS observation (CLASS 2008 or CLASS 2nd Edition) by a reliable observer with minimum CLASS domain scores:

Pre-K:

- Emotional Support (ES) – 5
- Instructional Support (IS) – 3
- Classroom Organization (CO) – 5

Toddler:

- Emotional and Behavioral Support (EBS) – 5
- Engaged Support for Learning (ESL) – 3.5

Infant:

- Responsive Caregiving (RC) – 5

5 POINTS

Indicator: Independent CLASS observation (CLASS 2008 or CLASS 2nd Edition) by a reliable observer with minimum CLASS domain scores:

Pre-K:

- Emotional Support (ES) – 5.5
- Instructional Support (IS) – 3.5
- Classroom Organization (CO) – 5.5

Toddler:

- Emotional and Behavioral Support (EBS) – 5.5
- Engaged Support for Learning (ESL) – 4

Infant:

- Responsive Caregiving (RC) – 5.5

Detail (Points 4 and 5): Minimum scores are recommended by Teachstone, LLC, and based on research on the CLASS and on the design of QCC.

Each classroom observed will receive an individual point value based on the tool used and the domain cut-off scores. Average all classroom points and drop the decimal to obtain the final site points on this element.

Example*:*

Classroom	Domain Score	Domain Score	Domain Score	Points for Element
Pre-K Alligators	ES 5.42	IS 3.13	CO 5.89	4
Pre-K Bears	ES 5.10	IS 2.95	CO 5.68	3
Toddler Dragonfly	EBS 5.15	ESL 3.32		3
Infant Ladybugs	RC 5.11			4

1. Total the points earned by classroom: 4+ 3 + 3 + 4 = 14
2. Divide by the number of classrooms observed: 4
3. Obtain the average points for observed classrooms: 14 ÷ 4 = 3.5
4. Drop the decimal to determine the final point value for the site for this element. Site points for Element 4 (Teacher-Child Interactions) = 3

Element 4b. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS) (Required for California State Preschool Programs)

Note: A Head Start funded agency may use CLASS 2008 and CLASS Environment is optional.

3 POINTS

Indicator: CLASS 2nd Edition Pre-K-3rd Assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND**

CLASS Environment Observation completed by an independent certified CLASS observer

4 POINTS

Indicator: CLASS 2nd Edition Pre-K-3rd Assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND**

CLASS Environment Observation completed by an independent certified CLASS observer **AND**

Meets domain score requirements of:

Pre-K:

- Emotional Support (ES) – 5
- Instructional Support (IS) – 3
- Classroom Organization (CO) – 5

5 POINTS

Indicator: CLASS 2nd Edition Pre-K-3rd Assessment completed by an independent certified CLASS observer to inform continuous quality improvement **AND**

CLASS Environment Observation completed by an independent certified CLASS observer **AND**

Meets domain score requirements of:

Pre-K:

- Emotional Support (ES) – 5.5
- Instructional Support (IS) – 3.5

- Classroom Organization (CO) – 5.5

Detail (Points 4 and 5): Minimum scores are recommended by Teachstone, LLC, and based on research on the CLASS and on the design of QCC.

Each classroom rated will receive an individual point value based on the tool used and the domain cut-off scores. Average all classroom points and drop the decimal to obtain the final site points on this element.

Example*:*

Classroom	Domain Score	Domain Score	Domain Score	Points for Element
Pre-K Alligators	ES 5.42	IS 3.13	CO 5.89	4
Pre-K Bears	ES 5.10	IS 2.95	CO 5.68	3
Toddler Dragonfly	EBS 5.15	ESL 3.32		3
Infant Ladybugs	RC 5.11			4

5. Total the points earned by classroom: 4+ 3 + 3 + 4 = 14
6. Divide by the number of classrooms observed: 4
7. Obtain the average points for observed classrooms: 14 ÷ 4 = 3.5
8. Drop the decimal to determine the final point value for the site for this element. Site points for Element 4 (Teacher-Child Interactions) = 3

Core III: Program and Environment

Element 5. Ratios and Group Size (Centers only beyond licensing regulations)

1 POINT

Indicator:

Center: Title 22 Regulations

Infant ratio of 1:4

Toddler option ratio of 1:6

Preschool ratio of 1:12

FCCH: Title 22 Regulations

(excluded from point values in ratio and group size)

2 POINTS

Indicator:

Center: Ratio: Group Size

Infant/Toddler – 4:16

Toddler – 3:18

Preschool – 3:36

3 POINTS

Indicator:

Center: Ratio: Group Size

Infant/Toddler – 3:12

Toddler – 2:12

Preschool – 2:24

4 POINTS

Indicator:

Center: Ratio: Group Size

Infant/Toddler – 3:12 or 2:8

Toddler – 2:10

Preschool – 3:24 or 2:20

5 POINTS

Indicator:

Center: Ratio: Group Size

Infant/Toddler Ratio – 3:9 or better

Toddler – 3:12 or better

Preschool – 1:8 ratio and group size of no more than 20

Detail (Points 1, 2, 3, 4, and 5): Sites licensed and in good standing with Community Care Licensing or legally license exempt and eligible for participation will automatically receive one point for this element.

Volunteers may not be used in ratio and group size calculations. Title 22 Regulations require that adult-child ratios include only employed adults.

Ages: Group Size

- Infant – A child aged birth to 18 months
- Toddler – A child who is 18 to 36 months of age

Based on Education Code Section 8265.5

- Preschooler – A child who is three years of age to kindergarten entry; the child's third birthday must be on or before September 1

Based on Management Bulletin 14-02

Ratios

Centers must meet the Community Care Licensing standards at a minimum.

Staff must meet the needs of the children in attendance and provide visual observation and supervision at all times. Centers may need additional staff depending on the age of children and their needs. Additional staff are needed for backup. An aide cannot be left alone with children except during naptime and to escort them to the restroom.

- One teacher can supervise no more than 12 children.
- One teacher and one aide can supervise up to 15 children.
- A fully qualified teacher and an assistant with six ECE units can supervise up to 18 children.
- A ratio of one teacher or aide for 24 napping children is permitted, provided the additional staff to meet the "awake" ratios are immediately available at the center.

Ratio and group size scores will be calculated as follows:

As with the CLASS observation, individual point values for each classroom will be determined for the ratio/group size element based on the QCF. Each classroom's point value is averaged for the overall site point value. The decimal is dropped, and the whole number will be reported as the points for this element.

Example:

Infant Room point value of 4

Toddler Room point value of 3

Preschool Room A point value of 2

Preschool Room B point value of 3

Preschool Room C point value of 2

4 + 3 + 2 + 3 +2 = 14

14 ÷ 5 = 2.8

Overall points for ratio/group size = 2

Element 6. Director Qualifications (Centers only)

1 POINT

Indicator: 12 units ECE or CD, plus/with 3 units management or administration

2 POINTS

Indicator: 24 units ECE or CD, plus 16 units General Education, plus/with 3 units management or administration **OR**

Master Teacher Permit

3 POINTS

Indicator: AA/AS with 24 units ECE or CD, plus/with 6 units management or administration and 2 units in supervision **OR**

Site Supervisor Permit

AND 21 hours of PD annually

4 POINTS

Indicator: BA/BS with 24 units ECE or CD, plus/with 8 units management or administration **OR**

Program Director Permit

AND 21 hours of PD annually

5 POINTS

Indicator: Master's degree with 30 units ECE or CD, including specialized courses, plus/with 8 units management or administration **OR**

Administrative Credential

AND 21 hours of PD annually

Details (Points 1, 2, 3, 4, and 5): Sites licensed and in good standing with Community Care Licensing or legally license exempt and eligible for participation will automatically receive one point for this element.

Center director is responsible for:

- Scheduling staff in accordance with licensing requirements and site needs
- Managing of all aspects of employee relations including performance review and training
- Meeting all licensing regulations, agency policies and procedures, and the Education Code as applicable
- Accurate update of records on site including but not limited to enrollment, attendance, meal counts, daily logs, curriculum, child observations, and parent participation
- The designee for ensuring implementation of requirements of funding, including assessment, screening, curriculum, etc.
- The legal designee to send and/or receive legal documents (restraining orders, suspected child abuse reports, unusual incident reports, etc.)

A director who is responsible for two or more sites may serve as the "program director" of all of the site locations provided that a person meeting qualifications at point value 1 is employed for each individual site/location. In this instance, both the "program director" and a designated lead teacher will meet the educational qualifications of center director.

Based on the California Code of Regulations, Title 22 sections 101215 and 101215.1

For example, state preschools located on the grounds of an elementary school may have a "program director" of all the state preschool locations; however, at least one teaching staff person of a state preschool on each site must meet the educational qualifications of "center director."

Note for clarification: Due to changes in course offerings of administration/management and supervision in colleges in California, if a course includes content in both

administration/management **and** supervision in ECE/CD, the two semester units will be met for three points.

For point values 2 through 5, qualifications are entered into the Workforce Registry for all administrators employed at the site. All higher education units are calculated by semester units (quarter units are converted to semester units)

Glossary

Age groups are defined by QCC as:

- Infants – birth through 17 months, or as defined by the assessment tool
- Toddlers – 18 through 35 months, or as defined by the assessment tool
- Preschool – 36 months through kindergarten entry, or as defined by the assessment tool

Ages and Stages Questionnaire® (ASQ) is a series of 19 parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal social skills, and overall development across time. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors the child should be able to perform at that age.

Ages and Stages Questionnaire®: Social Emotional (ASQ:SE) Modeled after the ASQ, the ASQ:SE is a series of questionnaires about young children's social and emotional development. Identifying behavior through ASQ:SE-2 paves the way for next steps to helping children reach their fullest potential, such as further assessment or specialized intervention or ongoing monitoring.

California State Preschool Programs serve eligible two- three- and four-year-old children in part-day and full-day services that are developmentally, culturally, and linguistically appropriate. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.

The **center director** provides direct on-site supervision and administrative support to teaching staff and children, provides ongoing communication with public and private agencies, and supports families in an early learning setting with at least one classroom. For additional clarification, see the Detail section under Element 6 in this guide.

A **certified CLASS observer** is a person who has attended a CLASS observation training and who has passed a CLASS Reliability Test within the past year. A certified CLASS observer has demonstrated a solid understanding of the CLASS tool and is qualified to code classrooms using the CLASS observation tool.

The **Classroom Assessment Scoring System®** (CLASS®) are observation tools designed by the University of Virginia to measure the quality of classroom processes and teacher- child interactions. Currently, QCC uses both the CLASS Second Edition Pre-K-3rd tool and CLASS 2008 edition tools which include Preschool, Infant, and Toddler.

A **CLASS Affiliate Trainer** receives certification through Teachstone, LLC. Certification is given to trainers who pass reliability on the CLASS tool and participate in Teachstone's Train-the-Trainer program. These trainers should be able to produce a certificate indicating that they successfully completed the Train-the-Trainer program along with a certificate demonstrating their current reliability on the CLASS tool (must be renewed annually). Certification is specific to each CLASS tool and its associated age group.

The **CLASS Environment** is the observation tool developed by Teachstone and used alongside CLASS to describe and measure specific features of learning settings that can support effective interactions and enhance children's development and learning.

A **CLASS observation**, also known as a CLASS assessment, is conducted by a certified CLASS observer.

A **classroom** is defined for the purpose of the QCC as:

- One teaching team using the same physical classroom space and working with the same age group.
- A group of children under a single teaching team. A classroom may be full-day or half-day. The definition of "group=classroom" in half-day morning and afternoon preschool is based on the consistency of the teaching team and consistency of the ages of children served.

Core 8 courses:

1. Child Growth and Development
2. Child, Family, and Community
3. Introduction to Curriculum
4. Principles and Practices of Teaching Young Children
5. Observation and Assessment
6. Health, Safety, and Nutrition
7. Teaching in a Diverse Society
8. Practicum

The **Desired Results Developmental Profile** (DRDP) is a child observational assessment (not inclusive of the Desired Results for Children and Families – Parent Survey [optional]).

Desired Results (DR) Access supports special educators, administrators, and families in implementing the California Department of Education's DRDP (2015) for infants, toddlers, and preschoolers who have an IFSP or IEP.

DRDP Online creates psychometrically valid reports for teachers and also meets the QCC requirements of state-level data.

An **early learning site**, commonly referred to as an **early care and education site or early education site**, is operated by an administration or entity at one physical location. If two administrations or entities are operating on the same site and are operating separately from one another (e.g., co-located), each is counted as a separate site.

An **evidence-based child assessment or observation tool** provides the level of evidence to support the generality of a practice as indicated by research. Evidence may come from empirical evidence, through evaluation reports by an outside source or the developer, or by consensus documents published by a professional organization.

Familiarity with CLASS refers to the participating program's management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of the CLASS assessment tool. This can include having attended overview orientations, webinars, training, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing observations.

Group of children means children who are assigned for most of the day to a specific teacher or a team of teaching staff members and who occupy an individual classroom or well-defined space in a center. For FCCHs, it's the number of children who are enrolled in the FCCH.

Head Start funded agency refers to any Head Start grantee or delegate agency or has a signed collaboration agreement with a Head Start grantee or delegate agency.

In good standing refers to a licensed child care center or FCCH that currently does not have any of the following: (1) a non-compliance conference; (2) an administrative action taken or in the process of being taken (includes denied application, denied exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken); and (3) a probationary license. (See Health and Safety Code Sections 1596.773 and 1596.886.)

Informal assessment may include an external assessment, self-assessment, or other methods determined locally to enable teachers or sites to review adult-child interactions and set goals for improvement.

A **lead teacher** is the adult with primary responsibility for a group of children. For the purposes of rating an early childhood classroom, the lead teacher is the adult who meets the minimum licensing requirements as a teacher and any additional requirements for the point-level of the rating. When there is more than one teacher

working in a group, the lead teacher shall be considered the person with the highest degree.

Participating sites are licensed centers, FCCHs, and license-exempt settings. Priority is given to participating programs that are serving children with high needs.

Professional development refers to 21 hours of professional development or continuing education per year, consistent with the professional growth activities described in the CTC Child Development Permit Professional Growth Manual, pages 8 and 9, at https://www.ctc.ca.gov/docs/default-source/credentials/manuals-handbooks/pg_manual_childdev.pdf

Points in QCC are based on a site's level of implementation of each quality element.

Program works with families means families are engaged in the screening process. The results are shared with the family in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment, such as the local Regional Center, school district, and/or other resources.

A **Quality Rating and Improvement System (QRIS)** is a method to assess, improve, and communicate the level of quality in early learning settings.

Regional Coordination and Training and Technical Assistance Hubs (Hubs) are developed for consortia participating in First 5 IMPACT and QCC. The primary focus of the Hubs is to provide coordination and specialized support to consortia within a region or with similar TA needs to create economies of scale while building a local early learning system. As a regional body, the Hubs are required to:

- Help consortia identify local and regional strengths and assets, and determine local and regional gaps and needs
- Coordinate regional data collection and activities to implement the QCC elements and systems functions
- Reduce regional duplication of efforts
- Build local and regional expertise, and incorporate state and federal evidence-based practices models
- Maintain a strong connection to QCC

Related field refers to Education, Human Development, or a similar unit-based course that may be counted as a "child development related field" when a "substantial" amount of the coursework is focused on young children ages birth to five. QCC defers to the CTC and the Workforce Registry to determine whether coursework qualifies as a related field.

A **reliable CLASS observer** is an individual who has demonstrated their ability to observe and rate classrooms based on the CLASS quality indicators.

A **teaching team** consists of the same group of teachers over time.

Valid and reliable child assessment or observation tool refers to any assessment or tool whereby implementation from one time to the next and from one observer or implementer to the next is likely to yield the same results (reliability), and the instrument or tool measures what it says it measures in the defined audience or group (validity). Often, instrument validity is limited to a specific language, culture, or age group.

EXHIBIT “E”
Subrecipient Guidance for CSPP QRIS Block Grant Site Block Grants and Incentives

Subrecipient Guidance for CSPP QRIS Block Grant

The purpose of this guidance is to relay requirements for the California State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant. This guidance is intended for lead agencies at the county level to share with subrecipients (CSPPs participating in and receiving funds from the CSPP QRIS Block Grant). The following guidance is in effect as of July 1, 2025. This guidance does not affect previous fiscal years (FYs).

Intent of Funds

CSPP QRIS Block Grant funds are disseminated from the county-level CSPP QRIS Block Grantees to CSPPs who are participating in QCC, pursuant to California *Education Code* Section 8203.1.

Allowable Costs

Per the Grant Terms and Conditions for the FY 2025–27 CSPP QRIS Block Grant request for applications (RFA), funds can be used only for costs incurred for the successful implementation and administration of the CSPP QRIS Block Grant and include the following allowable expenditures (either performed by the lead agency or a subrecipient):

1. Data collection and storage
2. Quality improvement activities (stipends, learning materials, curricula, coaching, professional development and so on)
3. Rating and monitoring
4. Communications and outreach
5. Other materials and supplies, including marketing materials to promote awareness of UPK among early learning and care programs and the community at large
6. Meetings and conferences (note: any conference expenses must be approved in advance)
7. Rental of a venue to provide professional learning (note: the expenses must be approved in advance)
8. Publication and printing costs
9. Subscriptions to journals or magazines
10. Payment for memberships in professional organizations

11. Equipment, aligned with needs identified in a program's QIP, not for administrative or personal use (non-furniture/non-capitalized) with a unit cost of $5,000 or less (unit cost includes all costs required to make the item serviceable, such as taxes, freight, installation costs, site preparation costs, and so on)

12. Training specifically related to QCC/CSPP QRIS Block Grant design or implementation, including professional development and technical skill development

13. In-state travel specifically related to QCC/CSPP QRIS Block Grant (this will be reimbursed in accordance with state travel guidelines; all costs exceeding state rates will not be covered through these funds)

14. Out-of-state travel specifically related to QCC/CSPP QRIS Block Grant (travel is limited to three consortium staff members or contractors per FY and prior CDE approval must be sought

15. Agreements with one or more county office of education (COE), LEA, institution of higher education, not-for-profit educational service provider, consortia member, or community-based organization to assist in fulfilling the responsibilities of the grant

16. The CDE will reimburse lead agencies for incurred administrative costs (both direct and indirect as defined below) related to the QCC/CSPP QRIS Block Grant; for budgeting and reimbursement purposes, administrative costs directly related to the QCC/QRIS Block Grant should be reflected in the Personnel or Operating expenditure categories

17. "Direct costs" include the salaries, wages, and benefits of employees while they are working exclusively on the delivery of a specific project or service related to quality improvement (preparing action plans, developing budgets, monitoring activities, and so on), as well as materials, supplies, equipment, utilities, rent, training, travel, and so on; these costs should be easily identifiable with a specific project or directly assigned with a high degree of accuracy

18. "Indirect costs" are shared costs that benefit or support multiple projects or services administered by a lead agency and that cannot be readily identified with a specific project or service (for example, legal, accounting, human resources, procurement, facilities, maintenance, technology, and so on). These costs should be apportioned by a systematic and rational allocation methodology; the methodology should be documented by the lead agency and available upon request. The lead agency must not exceed the indirect cost rates provided annually by the CDE which can be found on the Indirect Cost Rates web page. The lead agency shall identify and justify direct costs and indirect costs, including employee fringe benefits, in accordance with State Contracting Manual Volume I, Section 3.17.2, subsection A.1.

In addition to the **allowable costs** listed above, grant funds provided by QRIS Block Grantees to CSPPs may be spent by CSPPs on:

1. Classroom equipment
2. Classroom furniture
3. Classroom materials and manipulatives
4. Minor facilities improvements (below a capitalized threshold amount of $5000.00) (for example, purchasing materials and play equipment to improve outdoor spaces)
5. Classroom improvements to accommodate students with disabilities
6. Community outreach
7. Professional Development (workshops, trainings, coaching, and so on)
8. Education software (for example, Learning Genie, Ages and Stages Questionnaire Online, and so on)

Non-Allowable Costs

Per the Grant Terms and Conditions for the FY 2025–27 CSPP QRIS Block Grant RFA, the following are non-allowable activities for lead agencies under the CSPP QRIS Block Grant:

1. Materials and supplies for participating sites not tied to site improvement plan
2. Direct service of early learning and care (for example, funding of slots) or other program services
3. Acquisition of equipment for administrative or personal use
4. Acquisition of furniture (for example, bookcases, chairs, desks, file cabinets, tables) unless it is an integral part of an equipment workstation, or it provides reasonable accommodations to individuals with disabilities
5. Consumables (for example, food services, alcoholic beverages, banquets, meals, diapers)
6. Purchase of space
7. Purchase of promotional favors, items, or memorabilia, such as bumper stickers, pencils, pens, t-shirts, gifts, or souvenirs provided to the QCC/CSPP QRIS Block Grant staff and partners

8. Bad debts, including losses (whether actual or estimated) arising from uncollectible accounts and other claims, related collection costs, and related legal costs

9. Costs of advertising and public relations designed solely to promote the Governmental unit, lead agency, or partners; or promotional items or memorabilia, including gifts or souvenirs

10. Entertainment, including amusement, diversion, and social activities, and any expenses directly associated with such costs

11. Goods or services for personal use of the lead agency and partner employees regardless of whether the cost is reported as taxable income to the employees

12. Legal costs incurred in defense of any civil or criminal fraud proceeding or legal expenses for prosecution of claims against the State of California

13. Lobbying costs, whether direct or indirect

14. Political activities

15. Organized fund-raising, including financial campaigns, solicitation of gifts and requests, and similar expenses incurred to raise capital or obtain contributions

16. Materials and supplies for participating sites not tied to site improvement plan

17. Current year agreement funds to pay prior or future year obligations

18. Capital assets such as equipment, land, buildings, vehicles, and so on. Unallowable costs also include all costs required to make the item serviceable (for example, taxes, freight, installation costs, site preparation costs)

19. Facilities renovation, improvements, and repairs

20. Idle facilities or idle capacity except to the extent they are: 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes that could not have been reasonably foreseen

21. Gift cards

In addition to the **non-allowable costs** listed above, grant funds awarded to CSPPs may not be spent by CSPPs on:

1. Major facilities improvements (for example, playgrounds)

2. Savings for future, anticipated expenses

3. Teacher bonuses (this includes any direct payments to teachers for purposes other than participation in quality improvement activities)

    a. Bonuses for teacher retention are not allowable

For activities and expenses that are not listed, please reach out to your lead agency at the county-level.

Example Uses of Funds Provided to CSPPs

The following are examples of how Incentives and Supports may be used by CSPPs:

- Classroom learning materials (manipulatives, utensils, dramatic play props, art supplies)
- Professional conferences and travel
- Professional development (training, coaching, and so forth)
- Stipends for staff participation in professional development and quality related activities
- Appropriate and functional classroom furniture and equipment (rugs, chairs and tables of appropriate height for the children's age, nap mats, dramatic play furniture, classroom organization materials)
- Materials, equipment, and additional supplies that support an inclusive environment for children with disabilities (stools, diaper table with stairs, flexible and adaptive seating, sensory materials, and so forth)
- Age-appropriate equipment and supplies for outdoor learning environments (tricycles, balls, picnic tables, sensory tables, proper storage for outdoor supplies, shade awnings and coverings, outdoor mud kitchen, outdoor easels, gardening materials, and so forth)
- Family outreach and engagement (bulletin board for families, family events, light refreshments for family events and teacher conferences, and so forth)

Spending Timeline

Subrecipients (CSPPs) who receive grant funds from CSPP QRIS Block Grantees are required to spend these funds within 12 months of the grantees spending period for the relevant fiscal year. For example, if a grantee is awarded funding for FY 2025–26, the grantee must administer grant funds before the grant end date on the GAN (June 30, 2026). The subrecipient of the grant funds has an additional 12 months to spend their funding (June 30, 2027). The purpose of the CSPP QRIS Block Grant is to improve quality for CSPPs participating in QCC/CSPP QRIS Block Grant. Funding may not be stored or accumulated for use in future FYs.

EXHIBIT “F”
Out-of-State Conference Travel Policy for Subrecipients

Orange County Department of Education (OCDE)
Educational Services Division
Early Learning Services - Quality Start OC

Procedures for Submission of CA State Preschool Program (CSPP)
Quality Rating Improvement System (QRIS) Block Grant and Site Block Grants
Out-of-State Conference Travel for Subrecipients

California Department of Education (CDE) Subrecipient Guidance for CSPP QRIS Block Grant Site Block Grants and Incentives

The purpose of this guidance is to relay requirements for the California State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant. This guidance is intended for lead agencies at the county level to share with subrecipients (entities receiving Site Block Grants and Incentives from the CSPP QRIS Block Grant Funding). The following guidance is in effect as of July 1, 2023. This guidance does not affect previous fiscal years (FYs).

Intent of Funds

Site Block Grants and Incentives are disseminated from the county-level CSPP QRIS Block Grant grantees to the CSPP programs who are participating in the QCC, pursuant to California Education Code Section 8203.1. Site Block Grants are reserved for Tiers 4 and 5 to improve and maintain high quality. Incentives are given to Tier 3 programs to raise the quality of the program.

Due to a wide array of spending practices for Incentives and Site Block Grants in the past, the CDE is providing the following guidance for the administration and use of Site Block Grants and Incentives.

Allowable Costs

Per the Overview and Instructions for the FY 2023–25 request for applications (RFA), the following are allowable activities for lead agencies under the CSPP QRIS Block Grant:

- Out-of-state travel specifically related to QCC (travel is limited to three consortium staff members or contractors per fiscal year and prior CDE approval must be sought. See the Attorney General's website at https://oag.ca.gov/ab1887 for a current list of states subject to the Assembly Bill 1887 travel prohibition on state-funded travel to states with discriminatory laws)

CDE Subrecipient Guidance for CSPP QRIS Block Grants Site Block Grants and Incentives

EXHIBIT G
Technology Services Agreement for California Assembly Bill 1584 Compliance between Agency/District and Early Quality Services

TECHNOLOGY SERVICES AGREEMENT FOR CALIFORNIA ASSEMBLY BILL 1584 COMPLIANCE

This Agreement is entered into between the **Placentia-Yorba Linda Unified School District** ("School District/Agency") and Hubbe Inc ("Consultant") on July 1, 2025 ("Effective Date".)

WHEREAS, the School District/Agency is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584"), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, AB 1584 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party Consultant must include certain terms; and

WHEREAS, the School District/Agency and the Consultant desire to have the Technology Services Agreement and the services provided comply with AB 1584.

NOW, THEREFORE, the Parties agree as follows:

1. The terms and conditions of the Technology Services Agreement and any addenda are incorporated herein by reference.

2. The term of this Addendum shall expire on the termination date stated in the Technology Services Agreement or in any addenda to such Technology Services Agreement, whichever controls.

3. Pupil records[1] obtained by Consultant from School District/Agency continue to be the property of and under the control of the School District.

4. The procedures by which pupils may retain possession and control of their own pupil- generated content are outlined as follows: Pinwheel is an adult-managed data Systems for infant, toddler and preschool programs. Unlike K-12 Student Information Systems, there are no features or modules that are designed for student/child use due to the age of the children in early childhood education programs.

[1] Pupil records include any information directly related to a pupil that is maintained by the LEA or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other LEA employees. Pupil records does not include not mean de-identified information (information that cannot be used to identify an individual pupil) used by the third party to (1) improve educational products for adaptive learning purposes and for customized pupil learning; De-identified information, including aggregated de-identified information, (2) demonstrate the effectiveness of the operator's products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.

5. The options by which a pupil may transfer pupil-generated content to a personal account include: iPinwheel is an adult-managed data Systems for infant, toddler and preschool programs. Unlike K12 Student Information Systems, there are no features or modules that are designed for student/child use due to the age of the children in early childhood education programs.

6. Parents, legal guardians, or eligible pupils may review personally identifiable information in the pupil's records and correct erroneous information by the following protocol:

Early Quality Systems Personally Identifiable Information Review Policy:

Early Quality Systems provides Pinwheel™ data Systems which may be used by Providers to store Personally Identifiable Information of Parents, legal guardians, or children/pupils. Early Quality Systems does not work directly with Personally Identifiable Information of Parents, legal guardians, or children/pupils. Parents, legal guardians, or eligible pupils may review personally identifiable information and correct erroneous information by contacting their Early Childhood Education Provider.

7. Service Provider shall take actions to ensure the security and confidentiality of pupil records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of pupil records, by the following measures:

EQS Security and Confidentiality Program- Policies and Procedures

Employee Training and Management
In keeping with the objectives of the *EQS Security and Confidentiality Program*, the Early Quality Systems management shall implement, maintain and enforce the following employee management and training safeguards:

* All employees and independent contractors are responsible for complying with the Early Quality System's Program.
* Early Quality Systems will check references of each potential employee prior to the commencement of the applicant's employment.
* Early Quality Systems will obtain a consumer report and criminal background check of each applicant prior to the commencement of the applicant's employment.
* All offers of employment shall be subject to satisfactory references and consumer/criminal report investigations.
* All new employees, and independent contractors who perform services in the Early Quality Systems, that have access to customer information will participate in the Early Quality System's information security training. Each person shall sign and acknowledge his or her agreement to abide by the Early Quality System's Program. Training will recur

at least once each year, or sooner, as determined by Early Quality Systems management and as required by changes to the Program.
* Such training program shall include, at a minimum, basic steps to maintain the security, confidentiality and integrity of customer information, such as:

- Identifying for employees and independent contractors the types of customer information subject to protection under the Information Security Program.
- Locking rooms and file cabinets where paper records are kept.
- Using password-activated computer software, Systems, applications or terminals or an automatic log-off function that terminates access after a short period of inactivity.
- Using strong passwords (at least eight characters long and alpha-numeric).
- Changing passwords periodically, and maintaining the security of passwords.
- Sending electronic information over secure channels only.
- Appropriately disposing of paper and electronic records.
- Other training as determined appropriate by management from time to time.

* Early Quality Systems will take appropriate steps to encourage awareness of, and compliance with the *EQS Security and Confidentiality Program*.
* All employees and independent contractors will be permitted to access customer information on a “need-to-know” basis as determined by Early Quality Systems management.
* Personnel shall not be permitted to access, use or reproduce customer information, whether electronic or non-electronic, for their own use or for any use not authorized by the Early Quality Systems.
* All persons who fail to comply with the *EQS Security and Confidentiality Program* shall be subject to disciplinary measures, up to and including termination of employment for employees or contract termination for independent contractors that perform services with the Early Quality Systems. This remedy shall be expressly provided for in Dealer’s agreements with such independent contractors.

Information Systems

* In keeping with the objectives of the *EQS Security and Confidentiality Program*, the Early Quality Systems shall implement, maintain and enforce the following information System safeguards:

- All records containing customer information shall be stored and maintained in a secure area located in the United States.
- Paper records shall be stored in a room, cabinet, or other container that is locked when unattended. The *EQS Security and Confidentiality Program* Coordinator shall control access to such areas.
- All storage areas shall be protected against destruction or potential damage from physical hazards, like fire or floods.
- Electronic customer information shall be stored on secure servers. Access to such information shall be password controlled, and the *EQS Security and Confidentiality Program* Coordinator shall control access to such servers.

- Customer information consisting of financial or other similar information (e.g., social security numbers, etc.) shall not be stored on any computer Systems with a direct Internet connection.

- All customer information shall be backed up on a daily basis. Such back up data shall be stored in a secure location in the United States as determined by the *EQS Security and Confidentiality Program* Coordinator.

* All electronic transmissions of customer information, whether inbound or outbound, shall be performed on a secure basis.

- Inbound credit card information, credit applications, or other sensitive financial data transmitted to the Early Quality Systems directly from consumers shall use a secure connection, such as a Secure Sockets Layer (SSL) or other currently accepted standard, so that the security of such information is protected in transit. Such secure transmissions shall be automatic.

- Consumers shall be advised against transmitting sensitive data, like account numbers, via electronic mail.

- Early Quality Systems shall require by contract that inbound transmissions, including emails with attachments, of customer information delivered to the Early Quality Systems via other sources be encrypted or otherwise secured.

- All outbound transmissions of customer information shall be secured in a manner acceptable to the *EQS Security and Confidentiality Program* Coordinator.

- To the extent sensitive data must be transmitted to the Early Quality Systems by electronic mail, such transmissions shall be password controlled, encrypted and/or otherwise protected from theft or unauthorized access at the discretion of the Program Coordinator.

- The *EQS Security and Confidentiality Program* Coordinator shall review all vendor applications to ensure an appropriate level of security both within the Early Quality Systems and with the Early Quality System's business partner and vendors.

* Information stored on portable communications equipment, e.g. laptops, PDA's or other portable devices, shall be encrypted.
* All paper transmissions of customer information by the Early Quality Systems shall be performed on a secure basis.

- Sensitive customer information shall be properly secured at all times.
- Customer information delivered by the Early Quality Systems to third parties shall be kept sealed at all times.
- Paper-based customer information shall not be left unattended at any time it is in an unsecured area.
-

* All customer information shall be disposed of in a secure manner. Early Quality Systems will provide a letter of completion to the School District when all customer information is disposed of (e.g., erased, or destroyed) at the end of the contract term.

- The *EQS Security and Confidentiality Program* Coordinator shall supervise the disposal of all records containing customer information.

- Paper based customer information shall be shredded and stored in a secure area until a disposal or recycling service picks it up. All hard drives, diskette, magnetic tapes, or any other electronic media containing customer information shall be erased and/or destroyed prior to disposing of computers or other hardware.
- All hardware shall be effectively destroyed.
- All customer information shall be disposed of in a secure manner after any applicable retention period.

* The *EQS Security and Confidentiality Program* Coordinator shall maintain an inventory of Early Quality Systems computers, including any handheld devices or PDAs, on or through which customer information may be stored, accessed or transmitted.

* The *EQS Security and Confidentiality Program* Coordinator shall develop and maintain appropriate oversight or audit procedures to detect the improper disclosure or theft of customer information. Information Security Policies and Procedures – Detecting, Preventing and Responding to Attacks, Intrusions or Other Systems Failures:

In keeping with the objectives of the Program, the Early Quality Systems shall implement, maintain and enforce the following attack and intrusion safeguards:

* The *EQS Security and Confidentiality Program* Coordinator shall ensure the Early Quality Systems has adequate procedures to address any breaches of the Early Quality System's information safeguards that would materially impact the confidentiality and security of customer information.
* The procedures shall address the appropriate response to specific types of breaches, including hackers, general security compromises, denial of access to databases and computer Systems, etc.
* The *EQS Security and Confidentiality Program* Coordinator shall utilize and maintain a working knowledge of widely available technology for the protection of customer information.
* The *EQS Security and Confidentiality Program* Coordinator shall communicate with Early Quality System's computer vendors from time to time to ensure that the Early Quality Systems has installed the most recent patches that resolve software vulnerabilities.
* Early Quality Systems shall utilize anti-virus software that updates automatically.
* Early Quality Systems shall maintain up-to-date firewalls.
* The Program Coordinator shall manage the Early Quality System's information security tools for employees and pass along updates about any security risks or breaches.
* The *EQS Security and Confidentiality Program* Coordinator shall establish procedures to preserve the security, confidentiality and integrity of customer information in the event of a computer or other technological failure.
* The *EQS Security and Confidentiality Program* Coordinator shall ensure that access to customer information is granted only to legitimate and valid users.
* The *EQS Security and Confidentiality Program* Coordinator shall notify customers promptly if their customer information is subject to loss, damage or unauthorized access or breach.

Risk Systems

The *EQS Security and Confidentiality Program* Coordinator shall conduct a risk Systems to identify reasonably foreseeable internal and external risks to the security, confidentiality and integrity of customer information that could result in its unauthorized disclosure, misuse, alteration, destruction or other compromise, and assess the sufficiency of any safeguards in place to control these risks.

The risk Systems shall cover all relevant areas of the Early Quality Systems operations, as determined by the *EQS Security and Confidentiality Program* Coordinator. At a minimum, the risk Systems shall cover the following:

- Employee training and management;
- Information Systems, including network and software design, as well as
- Information processing, storage, transmission and disposal; and
- Detecting, preventing and responding to attacks, intrusions or other Systems failures.

Once the *EQS Security and Confidentiality Program* Coordinator has identified the reasonably foreseeable risks to the Early Quality System's customer information, the *EQS Security and Confidentiality Program* Coordinator will determine whether the Early Quality System's current policies and procedures in these areas sufficiently mitigate the potential risks identified. If not, the Coordinator shall design new policies and procedures that meet the objectives of the Program. Final policies and procedures that meet the objectives of the Program shall be made part of the Program.

Audit

The *EQS Security and Confidentiality Program* Coordinator shall regularly test or audit the effectiveness of the Early Quality System's safeguards' key controls, Systems, and procedures, to ensure that all safeguards implemented as a result of the risk Systems are effective to control the risks identified in the risk Systems. The Coordinator shall revise current safeguards and/or implement new safeguards as necessary to ensure the continued viability of the Program.

Overseeing Service Providers

The *EQS Security and Confidentiality Program* Coordinator shall be responsible for overseeing the Early Quality System's service providers who handle or have access to customer information. The Program Coordinator shall take reasonable steps to select and retain service providers that are capable of maintaining safeguards to protect the specific customer information handled or accessed by each service provider that are consistent with the level of safeguards employed by the Early Quality Systems for such information.

The *EQS Security and Confidentiality Program* Coordinator shall review and approve each service provider contract prior to its execution by the Early Quality Systems to

ensure that each contract contains appropriate obligations of the service provider to comply with the Early Quality System's safeguarding requirements.

Periodic Reevaluation of the Program

The *EQS Security and Confidentiality Program* Coordinator shall reevaluate and modify the Program from time to time as the Program Coordinator deems appropriate. The Program Coordinator shall base such reevaluation and modification on the following:

- The results of the Program Coordinator's testing and monitoring efforts;
- Any material changes to the Early Quality System's operations, business or information technology arrangements; or
- Any other circumstances that the *EQS Security and Confidentiality Program Coordinator* knows, or has reason to know, may have a material impact of the Program.

In order to assist the *EQS Security and Confidentiality Program Coordinator* in the regard, the Early Quality Systems shall keep the *EQS Security and Confidentiality Program Coordinator* apprised of the nature and extent of all third party relationships and any operational changes or other matters that may impact the security or integrity of the Early Quality System's customer information.

8. In the event of an unauthorized disclosure of a pupil's records, Service Provider shall report to OCDE, School District, and an affected parent, legal guardian, or eligible pupil pursuant to the following procedure:

Early Quality Systems Unauthorized Disclosure of Pupil Record Data Action Plan:

When an unauthorized disclosure of pupil record data has occurred (breach) the following steps shall be taken by the Early Quality Systems (EQS) Program Coordinator**:**

* Validate the data breach. Do not assume that every identified incident is actually a breach of PII. Examine the initial information and available logs to confirm that a breach has occurred. If possible, identify the type of information disclosed and estimate the method of disclosure (internal/external disclosure, malicious attack, or accidental).
* Begin breach response documentation and reporting process. Coordinate the flow of information to Client
* Include representatives from EQS and Client management, information technology, legal, public affairs media relations, risk management, finance, and audit departments (and possibly HR, for internal incidents) in the incident response team.
* Immediately determine the status of the breach (on-going, active, or post breach).
* If the breach is active or on-going, take action to prevent further data loss by securing and blocking unauthorized access to Systems/data and preserve evidence for investigation.
* Document all mitigation efforts for later analysis.

* Advise staff who are informed of the breach to keep breach details in confidence until notified otherwise.
* If criminal activity is suspected, notify law enforcement and follow any applicable federal, State, or local legal requirements relating to the notification of law enforcement. (The decision to involve outside entities, including law enforcement, should generally be made in consultation with executive leadership and legal counsel.)
* Identify all affected data, machines, and devices.
* Conduct interviews with key personnel and document facts (if criminal activity is suspected,
* coordinate these interviews with law enforcement).
* When possible, preserve evidence (backups, images, hardware, etc.) for later forensic examination.
* Locate, obtain, and preserve (when possible) all written and electronic logs and records applicable to the breach for examination.
* Reach out to data owners as soon as possible to notify them about the breach.
* Foster a cooperative relationship between the incident response team and data owners.
* Work collaboratively with data owners to secure sensitive data, mitigate the damage that may arise from the breach, and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.

9. Service Provider shall not use any information in a pupil record for any purpose other than those required or specifically permitted by the Technology Services Agreement.

10. Service Provider certifies that a pupil's records shall not be retained or available to the Service Provider upon completion of the terms of the Technology Services Agreement, except for a case where a pupil chooses to establish or maintain an account with Service Provider for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content, or by transferring pupil- generated content to a personal account. Such certification will be enforced through the following procedure:

Early Quality Systems-End of Contract Data Transfer Process:

Early Quality Systems provides extensive data export capabilities allowing the export of all Pinwheel data to its customer at any time. This process may be executed at the end of contract period or at any time desired. Contract data may downloaded by following these steps:

* Customer should first ensure that browser downloads of Pinwheel data go to a secure download environment all Pinwheel downloads are done via SSL browser should be set to download on a secure/encrypted drive.

* Download all data by following these steps in Pinwheel, Log on as admin user. from main menu go to exports page for each data item select item type (radio button) and then select export each export file will be downloaded as an excel file
* Alternatively log on as statistical analysis user create workspace select all data files in Pinwheel download all Pinwheel files using links on Statistical Analysis Data Files each export file will be downloaded as a CSV file

11. LEA agrees to work with Service Provider to ensure compliance with FERPA and the Parties will ensure compliance through the following procedure:

Early Quality Systems FERPA Policy

The Family Educational Rights and Privacy Act, known as FERPA, protects the privacy interests of students in their education records. It controls the disclosure of a student's personally identifiable information from education records without the consent of the parent or eligible student. As part of Early Quality Systems, LLC. (EQS) Student Information Systems and Program Management Systems, agencies, and funders enter personally identifiable information about their infant, toddler, and preschool students into the Pinwheel website (Pinwheel).

EQS, through Pinwheel, supplies capabilities for the agencies and funders to use the personally identifiable information in the context of a Student Information Systems and Program Management Systems. EQS has no direct use of the personally identifiable information. The agreements between the funder and EQS meet the requirements for the consent requirement for the release of student records.

EQS agrees to only use the personally identifiable student information supplied by the agencies and funder for the specified purposes and to return or delete the personally identifiable information when the funder is no longer under contract with the EQS; in this way, the data owner retains control over its data as required under FERPA.

As required under FERPA, notation is made on the student's record that their data is shared with the agency they are enrolled in and the funder; individual students have a right to request the identity of any organization with which their enrollment information was shared.

The EQS does not data-mine or commercialize information held for agencies or the funder and it does not collect any information directly from students or their parents.

IN WITNESS WHEREOF, parties execute this Agreement on the dates set forth below.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	**HUBBE INC**
_____	_____
Authorized Signature	Authorized Signature
_____	Claire Marie Crandall, Director
Printed Name and Title	Printed Name and Title
Date_____	Date _____

California AB 1584 Compliance Checklist for
School District Technology Services Agreements

Technology services agreements entered into, amended, or renewed by a local education agency on or after January 1, 2015 must include specific requirements. These requirements apply to contracts for services that utilize electronic technology, including cloud-based services, for the digital storage, management and retrieval of pupil records, as well as educational software that authorizes a third-party provider to access, store and use pupil records. All of the following requirements must be included in such contracts:

☐ A statement that pupil records continue to be the property of and under the control of the school district;

☐ A description of the means by which pupils may retain possession and control of their own pupil-generated content, if applicable, including options by which a pupil may transfer pupil-generated content to a personal account;

☐ A prohibition against the third party using any information in the pupil record for any purpose other than those required or specifically permitted by the contract;

☐ A description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information;

☐ A description of the actions the third party will take—including the designation and training of responsible individuals—to ensure the security and confidentiality of pupil records;

☐ A description of the procedures for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records;

☐ A certification that a pupil's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced (NOTE: This requirement does not apply to pupil-generated content if the pupil chooses to establish or maintain an account with the third party for the purpose of storing that content, either by retaining possession and control of their own pupil-generated content, or by transferring pupil-generated content to a personal account.);

☐ A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act; and

☐ A prohibition against the third party using personally identifiable information in pupil records to engage in targeted advertising.

EXHIBIT “H”
CSPP Block Grant
Reporting Form 3

Procedures for OCDE and CDE review of subrecipient out-of-state conference travel requests

- OCDE staff will review the out-of-state conference travel requests prior to forwarding to CDE for their approval. Additional information may be requested by OCDE staff prior to submission to the state.
- Allow a minimum of two weeks for the review process
- Please be advised that requests may be denied if the consortium, Quality Start OC, has reached the maximum number of three approved out-of-state travel staff/contractor members for the fiscal year
- In the justification for the out-of-state conference travel request, please include the following information:
    - Conference Title, Conference Sponsor, Conference Location and Dates
    - Names and Titles of Conference Attendees
    - Conference-related costs:
        - Registration
        - Transportation - Airfare, shuttles, car rental
        - Parking fees
        - Per diem - district/agency rates
    - Indicate the leadership name and title of who has reviewed and approved the conference request at the district/agency level
    - Describe the alignment of the conference with the Quality Counts CA (QCC) and Quality Rating Improvement System (QRIS) objectives
        - Enhancement of high quality adult-child interactions.
        - Alignment with the CA Preschool/TK Learning Foundations and the Desired Results Developmental Profile (DRDP)
        - To promote language-rich classroom environments.
    - Describe the unique features of the conference that are not readily available locally or within in the state of California
    - Describe how the content learned at the conference will be shared with the State Preschool classroom teaching staff to enhance instructional practices

Reporting Requirements

INSTRUCTIONS

OCDE will send payment for the full amount of your allocation upon receiving your signed agreement sent back to our office.

You are still required to submit quarterly reporting of your expenditures by the due dates as specified below. You are still required to submit reports even when expenditures for the QTR are zero. Any unspent funds remaining as of 6/30/2027 will be reverted back to the state. If you have an unspent balance, you will receive an invoice from OCDE requesting payment for the amount remaining.

Please submit all reporting to Kevin Truong via email at ktruong@ocde.us

REPORT DEADLINES:

Quarterly reports of expenditures must be submitted in accordance with the California State Preschool Program (CSPP) grant. Subrecipients shall submit reports according to the timelines listed below:

Reporting must be for ACTUAL Expenditures and not to include encumbered dollars.

Period Ending	Due to OCDE
September 30, 2025	October 7, 2025
December 31, 2025	January 7, 2026
March 31, 2026	April 7, 2026
June 30, 2026	July 7, 2026
September 30, 2026	October 7, 2026
December 31, 2026	January 7, 2027
March 31, 2027	April 7, 2027
June 30, 2027	July 7, 2027

Please submit reporting to Kevin Truong by email at **ktruong@ocde.us**.
If you should have any questions, please call (714) 966-4042.

If you are unable to submit by the due date, please call Kevin Truong at (714) 966-4042 to make arrangements.

SECTION I – REIMBURSABLE EXPENSES:

Funds must be spent by June 30, 2027. Any unspent funds is diverted back to the state.

INDIRECT COSTS AND COST RATE – Indicate indirect cost rate used. Note that an indirect cost rate may only be applied against reimbursable expenses in budget categories 1000-5000. Rates are subject to audit verification.

MANAGEMENT SALARIES – “Management” salaries are those paid to employees in positions as exempt salaried employees. This includes professional salaried staff, e.g., coaches in the QIA section and assessors in the AAP section.

SUPPORT SALARIES – All other salaries that are not salaried.

When reporting expenditures in the series (4000 - 4999) and in (5000 - 5999) please use the Tab "Snapshot of Expenditures" to summaries the expenditures being reported to assist us in the monitoring of allowable uses of funds.

NAME of CSPP Contractor:

PASS-THRU AMOUNT:

E-MAIL/SCAN SIGNED COPY & EXCEL VERSION TO OCDE	Quarterly Reporting Form (From Site to OCDE)								
Categories of Spending	**Total spent in QTR 1 7/1/25 - 9/30/25**	**Total spent in QTR 2 10/1/25 - 12/30/25**	**Total spent in QTR 3 1/1/26 - 3/31/26**	**Total spent in QTR 4 4/1/26 - 6/30/26**	**Total spent in QTR 1 7/1/26 - 9/30/26**	**Total spent in QTR 2 10/1/26 - 12/31/26**	**Total spent in QTR 3 1/1/27 - 3/31/27**	**Total spent in QTR 4 4/1/27 - 6/30/27**	**Total amount spent to date**
1000 Certified Salaries									
Increase in salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Release Time/Substitutes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Paid Pre-Service Day(s)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Professional Development/coursework reimbursement	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional staff to reduce adult: child ratios	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional staff to cover time for PLC	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other: Principal Facilitating PLC Process	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
2000 Classified Salaries									
Paid Pre-Service Day(s)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other: Professional Learning Community, (PLC) Sub Pay for Release Days	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
3000 Benefits									
Other: Mandatory Benefits for Above Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
4000 Supplies									
Other: Books	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
General Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
5000 Travel/Equipment/Contractual									
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Workshop/Conference/Registration Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Incentives/Teacher stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted/Purchased Professional Development Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Other Spending Categories not mentioned (please specify):									
Indirect Costs : _____(Indicate rate %)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

CERTIFICATION- I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.

Signature of CSPP Contractor (Original signature only)	**Date**
Name and Title (Please Print) :	
Fiscal Contact Name and Title:	**Date**

CSPP Block Grant - Pass-thru Recipients
Expenditure Summary

*CDE is requiring that the LEA's monitor and track all Pass-thru recipient expenditures and assure that they are within Allowable use of Funds. To assist us in reviewing the expenditure Invoice/reporting form, please provide a brief description of the expenses made in the major categories 4000's and 5000's. All back-up documentation should be maintained at your site and available upon request in the event of an audit.

****FY 2025-2027 funding must be spent by June 30, 2027.**

Please submit with your Invoice/Reporting.

MAJOR CATEGORY
(4000 - 4999) Objects
(add additional lines if needed)

1
2
3
4
5
6
7

MAJOR CATEGORY
(5000 - 5999) Objects
(add additional lines if needed)

1
2
3
4
5
6
7
8
9
10

CSPP Block Grant - Pass-thru Recipients
Expenditure Summary
EXAMPLES

*CDE is now requiring that the LEA's monitor and track all Sub-recipient expenditures and assure that they are within Allowable use of Funds. To assist us in reviewing the expenditure Invoice/reporting form, please provide a brief description of the expenses made in the major categories 4000's and 5000's. All back-up documentation should be maintained at your site and available upon request in the event of an audit.

****FY 2025- 2027 funding must be spent by June 30, 2027.**

Please submit with your Invoice/Reporting.

MAJOR CATEGORY
(4000 - 4999) Objects

1	New books purchased
2	New Alphabet posters to be hung on the walls
3	
4	
5	
6	
7	

MAJOR CATEGORY
(5000 - 5999) Objects

1	Cost for Consultant services for staff Professional Development (list Topic)
2	
3	
4	
5	
6	
7	
8	
9	
10	

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RENEWAL OF AERIES SOFTWARE, INC. (PARENT SQUARE) SERVICE FOR ELEMENTARY SCHOOLS FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District would like to continue to utilize the unique programs offered by Aeries Software, Inc. (Parent Square). Parent Square is a school-to-home communication tool used to communicate frequently and effectively with families for TK-6 elementary students. This private, two-way message system allows all school, grade-level, and classroom information to be sent from one centralized place to a home computer or mobile phone via email or text. Families can choose how and when they want to be notified in their language of preference. This platform is a safe way for home-to-school communication to thrive. Although families can receive messages, they cannot “reply all” and send messages to all recipients. Communication is monitored and controlled through the school site principal, and parents are provided with the opportunity to opt out of notifications.

Parent Square helps create a welcoming, inclusive environment for families with two-way communication, keeping them engaged with built-in positive messaging. Each student’s contact information is imported from Aeries, the Placentia-Yorba Linda Unified School District student information system. Families will receive classroom and school notifications, RSVP to school events, and sign up for volunteer opportunities. Families currently receive school communications in a variety of ways, depending on the individual teacher. Parent Square will allow families to access information from one single, organized platform instead of searching in multiple places for school communication. The Placentia-Yorba Linda Unified School District recommends the continued use of Parent Square services for elementary schools, for the 2026-27 school year.

Financial Impact

Budgeted gift or site funds, $5,000 per school site

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RENEWAL OF AMIRA K-2 READING DIFFICULTIES SCREENER SOFTWARE AND MATERIALS FOR THE 2026-27 SCHOOL YEAR

Background

California *Education Code* Section 53008 requires the screening of students for risk of reading difficulties, including dyslexia. Students in grades K-2 are screened annually starting in the 2025-26 school year and going forward.

The HMH Education Company, California Amira Reading Difficulties Risk Screener has been selected from the state-adopted list and was implemented in 2025-26. It screens for predictors of reading difficulties, including dyslexia. The screener provides the required parent/guardian communication and provides resources for teachers. The related resources and professional development opportunities allow teachers to be responsive to students' needs. Tutoring tasks are built into Amira in the first year to allow students to receive differentiated instruction in the five pillars of reading during independent practice. After successful implementation, and for continuity of the program, the Placentia-Yorba Linda Unified School District recommends the continued use of Amira for the 2026-27 school year.

Financial Impact

Literacy screenings funds, $36,000

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Proposal #009536616

Prepared For

Placentia-Yorba Linda USD

Attention:
Krista Muller
kmuller@pylusd.org

For the Purchase of:

Amira Assessment; 1 YEAR

Prepared By
Thomas Eddy
thomas.eddy@hmhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:
http://www.hmhco.com/common/terms-conditions

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Krista Muller
kmuller@pylusd.org

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

	ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
		Amira				
		Amira Student Licenses				
1804221	9780358521952	Amira Student Assessment License 1 Year Includes: Amira Dyslexia Screener Digital Student Resources 1 Year Amira Oral Reading Fluency Assessment Digital Student Resources 1 Year Implementation Success	$9.00	4,000	$36,000.00	
		Total for Amira Student Licenses	**$36,000.00**			
		Amira Teacher Licenses				
1808248	9780358556572	Amira Teacher Assessment License 1 Year Includes: Amira Dyslexia Screener Digital Teacher Resources 1 Year Amira Oral Reading Fluency Assessment Digital Teacher Resources 1 Year Teacher's Corner Elementary License 1 Year	$58.00			150
		Total for Amira Teacher Licenses	**$0.00**			
		Total for Amira	**$36,000.00**			
		Professional Services - Amira Assessment				
		Implementation Success Plan				
1780610	9780358338758	Amira Assessment Getting Started Live Online Grades K-6 2-Hour This session walks teachers through how to use Amira in their classroom to provide reading fluency assessments and tutoring to strengthen reading skills and confidence. This initial session is the first step on the way to a successful first 30 days. Additional training and support will be provided via Teacher's Corner on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of live sessions and on-demand interactive media and videos will help teachers plan, teach and assess learning using their new HMH program. Note: To ensure a successful training, please schedule this session after teachers are rostered on Ed, HMH teaching and learning platform.		5		
1872618	9780358966234	Amira Leader Success Live Online Grades K-6 1-Hour During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support.		1		

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Krista Muller
kmuller@pylusd.org

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Professional Services - Amira Assessment		**$ 0.00**			

Total Savings:	**$8,700.00**
Subtotal Purchase Amount:	**$36,000.00**
Shipping & Handling:	**$0.00**
Sales Tax:	**$0.00**
Total Cost of Proposal (PO Amount):	**$36,000.00**

Total Cost of Proposal (PO Amount): $36,000.00

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print materials
  - Point of Contact for Digital materials
  - Point of Contact for Scheduling Professional Development
  - Email address for Accounts Payable contact
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	**Sold to:**
Placentia-Yorba Linda Usd	Placentia-Yorba Linda Usd
1301 E ORANGETHORPE AVE	1301 E ORANGETHORPE AVE
PLACENTIA, CA 92870-5302	PLACENTIA, CA 92870-5302

- Please provide funding start and end dates.
- Please note HMH bills products and services as they are fulfilled. You may receive multiple invoices for your order.
- HMH reserves the right to transmit documents electronically.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.
Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: http://www.hmhco.com/common/terms-conditions

Date of Proposal: 4/23/2026 **Proposal Expiration Date: 7/31/2026**

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Krista Muller
kmuller@pylusd.org

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RENEWAL OF I-READY K-5 DIAGNOSTIC ASSESSMENT ONLINE INSTRUCTION PROGRAM FOR THE 2026-27 SCHOOL YEAR

Background

In accordance with Board Policy 6161, recommendations are made to the Board of Education for the adoption of basic and supplementary curriculum and assessment.

i-Ready is an online adaptive academic support program that provides progress monitoring data as well as engaging optional lessons based on individual diagnostic results, allowing students to work independently on a personalized online instruction plan. i-Ready effectively targets specific skill gaps to help struggling students access grade-level content with lessons tailored to each student. In addition, teachers can reference Standards Mastery and Projected Proficiency reports that offer insight into student performance on specific standards. For every standard that is assessed teachers get helpful information about prerequisite skills and possible misunderstandings, then use these reports to determine opportunities for extending learning and retesting.

After successful implementation of the i-Ready reading and math assessment tools and online instruction lessons, the Placentia-Yorba Linda Unified School District recommends the continued use of the i-Ready online lessons for all students in Grades K-5, Spanish online lessons for the Dual Language Academy at Glenview Elementary K-6, and the math and reading diagnostic assessment for K-5 students, for the 2026-27 school year.

Financial Impact

Lottery Funds: $350,832

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Curriculum Associates

Prepared For:
Krisa Muller
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave,
Placentia, CA 92870

4/30/2026

Dear Krisa Muller,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 441892.2 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready	$389,309.50	$350,831.50
i-Ready Partners Services	$42,000.00	$0.00
	List Total:	$431,309.50
	Savings:	$80,478.00
	Shipping/Tax/Other:	$0.00
	Total:	**$350,831.50**

Thank you again for your interest in Curriculum Associates.

Sincerely

Holly Costello

hcostello@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 441892.2 **Date:** 4/30/2026 **Quote Valid through:** 12/31/2026

Prepared For:
Krisa Muller
Placentia-Yorba Linda USD
1301 E Orangethorpe Ave,
Placentia, CA 92870
kmuller@pylusd.org
7149867000

Your Representative:
Holly Costello

hcostello@cainc.com

Brookhaven ES 1851 Brookhaven Ave, Placentia, CA 92870

Total Building Enrollment: 363, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$18,594.00	$18,594.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$18,594.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$18,594.00

Bryant Ranch ES 24695 Paseo De Toronto, Yorba Linda, CA 92887

Total Building Enrollment: 437, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$18,594.00	$18,594.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$18,594.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$18,594.00

Buena Vista Virtual Academy 4999 Casa Loma Ave, Yorba Linda, CA 92886

Total Building Enrollment: 9, Grade Range: K - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Virtual School Per Student License 1 Year	Multiple	26010.0	9	$42.50	$42.50	$382.50
					Subtotal:	$382.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$382.50

Charles Wagner ES 717 E Yorba Linda Blvd, Placentia, CA 92870

Total Building Enrollment: 325, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Fairmont ES 5241 Fairmont Blvd, Yorba Linda, CA 92886

Total Building Enrollment: 530, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$21,897.00	$21,897.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$21,897.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,897.00

Glenknoll ES 6361 Glenknoll Dr, Yorba Linda, CA 92886

Total Building Enrollment: 309, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Glenview ES 1775 N Glenview Ave, Anaheim, CA 92807

Total Building Enrollment: 593, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$21,897.00	$21,897.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$21,897.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,897.00

Golden ES 740 Golden Ave, Placentia, CA 92870

Total Building Enrollment: 582, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$21,897.00	$21,897.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$21,897.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,897.00

John Tynes ES 735 Stanford Dr, Placentia, CA 92870

Total Building Enrollment: 405, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$18,594.00	$18,594.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$18,594.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$18,594.00

Lakeview ES 17510 Lakeview Ave, Yorba Linda, CA 92886

Total Building Enrollment: 334, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Linda Vista ES 5600 Ohio St, Yorba Linda, CA 92886

Total Building Enrollment: 339, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Mabel Paine ES 4444 Plumosa Dr, Yorba Linda, CA 92886

Total Building Enrollment: 352, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$18,594.00	$18,594.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$18,594.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$18,594.00

Melrose ES 974 S Melrose St, Placentia, CA 92870

Total Building Enrollment: 267, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Morse ES 431 Morse Ave, Placentia, CA 92870

Total Building Enrollment: 319, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Parkview School 2189 N Kraemer Blvd, Placentia, CA 92870

Total Building Enrollment: 58, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	Multiple	13087.0	58	$35.75	$35.75	$2,073.50
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	Multiple	13089.0	58	$35.75	$35.75	$2,073.50
					Subtotal:	$4,147.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$4,147.00

Rio Vista ES 310 N Rio Vista St, Anaheim, CA 92806

Total Building Enrollment: 520, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$21,897.00	$21,897.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$21,897.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,897.00

Rose Drive ES 4700 Rose Dr, Yorba Linda, CA 92886

Total Building Enrollment: 325, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Ruby Drive ES 601 Ruby Dr, Placentia, CA 92870

Total Building Enrollment: 303, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Sierra Vista ES 1811 N Placentia Ave, Placentia, CA 92870

Total Building Enrollment: 334, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Topaz ES 3232 Topaz Ln, Fullerton, CA 92831

Total Building Enrollment: 288, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Travis Ranch School 5200 Via De La Escuela, Yorba Linda, CA 92887

Total Building Enrollment: 507, Grade Range: PK - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$21,897.00	$21,897.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$21,897.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,897.00

Van Buren ES 1245 N Van Buren St, Placentia, CA 92870

Total Building Enrollment: 370, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$18,594.00	$18,594.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$18,594.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$18,594.00

Woodsboro ES 7575 E Woodsboro Ave, Anaheim, CA 92807

Total Building Enrollment: 334, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,530.00	$13,077.00	$13,077.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$13,077.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,077.00

Total	
List Total:	$431,309.50
Savings:	$80,478.00
Merchandise Total:	$350,831.50
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$350,831.50**

Special Notes

10% discount applied to i-Ready based on scope of quote.
All i-Ready purchases require professional learning.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y23

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com
Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 Purchase Order

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 Bill To:
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 Ship To:
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	$15.00	$1,125.0
23456.9 Reading Teacher Book G2	3	$30.00	$90.00
23457.0 Math Student Book G2	75	$15.00	$1,125.00
23457.9 Math Teacher Book G2	3	$30.00	$90.00
12345.0 Digital School License	1	$7,000.00	$7,000.00

5

Subtotal	$9,430.00
Freight	$267.30
Tax	$0.00
Total	$9,697.30

Notes:
6 Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. **7**
8 Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

9 *Sarah Johnson*
Purchasing Manager

6. Quote Number
Quote total and Purchase Order total must match.

7. Delivery Window
Must be at least seven to 10 days

8. Delivery Instructions
For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official
If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:
Available upon request for $500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

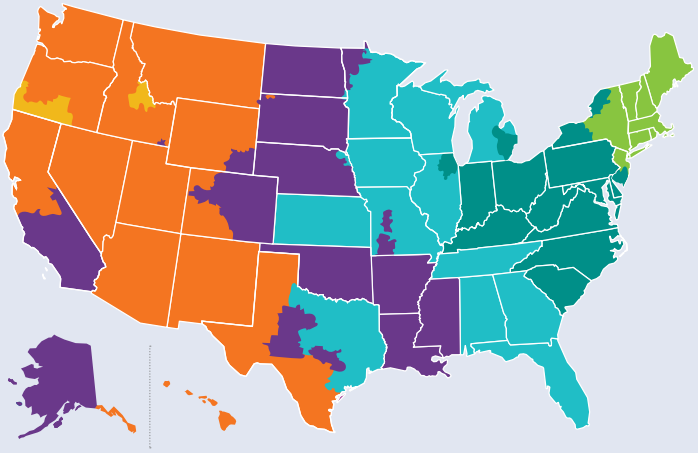
Please Consider Processing and Transit Times as You Are Preparing to Place Your Order
Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

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Estimated Transit Times

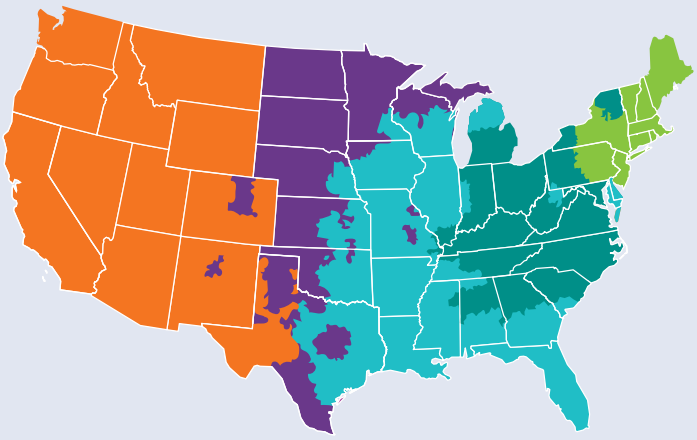
Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



Orders Lighter Than 500 Pounds:
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



Orders Heavier Than 500 Pounds:
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

ELEMENTARY GRADES K-5 AND MIDDLE SCHOOL GRADES 6-8 MATH INSTRUCTIONAL MATERIALS PILOT AND SCHOOL YEAR PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH OCDE FOR 2026-27

Background

The Orange County Department of Education (OCDE) Math Education Services team will collaborate with and support the math instructional materials selection process. Through this professional development series, K-5 teachers will work alongside our OCDE trainer to develop a shared understanding of the grade-level math standards and new mathematical framework. Participants will collaborate in the evaluation, review, and selection of high-quality instructional materials that align with state standards, district priorities, and the needs of diverse student populations. This process will include analyzing curriculum effectiveness, ensuring equitable access to resources, and providing informed recommendations to support rigorous and engaging math instruction. Through this agreement, participants commit to a structured and objective approach to selecting materials that best support student learning and achievement.

Goals include ensuring alignment and quality by evaluating and recommending math instructional materials that align with state standards, district goals, and best practices to support high-quality math instruction for all students; promoting equity and accessibility by selecting resources that provide equitable access to rigorous, engaging, and culturally responsive math instruction that meets the diverse needs of all learners; facilitating an informed, collaborative, and data-driven decision-making process to ensure the adoption of instructional materials that enhance student understanding, support teacher effectiveness, and foster mathematical proficiency; aligning instructional practices and activities with CGI pedagogy; and supporting K–5 grade teachers in understanding and implementing inquiry-based instruction that advances student thinking. The services will be provided during the 2026-27 school year.

Financial Impact

OC Vision Driven Math Adoption Grant, $4,500
Learning Recovery Emergency Block Grant, $3,750
Supplemental, $2,250

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education
Michael Young, Director, Secondary Education

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

ORANGE COUNTY DEPARTMENT OF EDUCATION
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050
(714) 966-4000
FAX (714) 432-1916
www.ocde.us

AL MIJARES, Ph.D.
County Superintendent
of Schools

ORANGE COUNTY BOARD OF EDUCATION
MARI BARKE
TIM SHAW
LISA SPARKS, PH.D.
JORGE VALDEZ Esq.
KEN L. WILLIAMS, D.O.

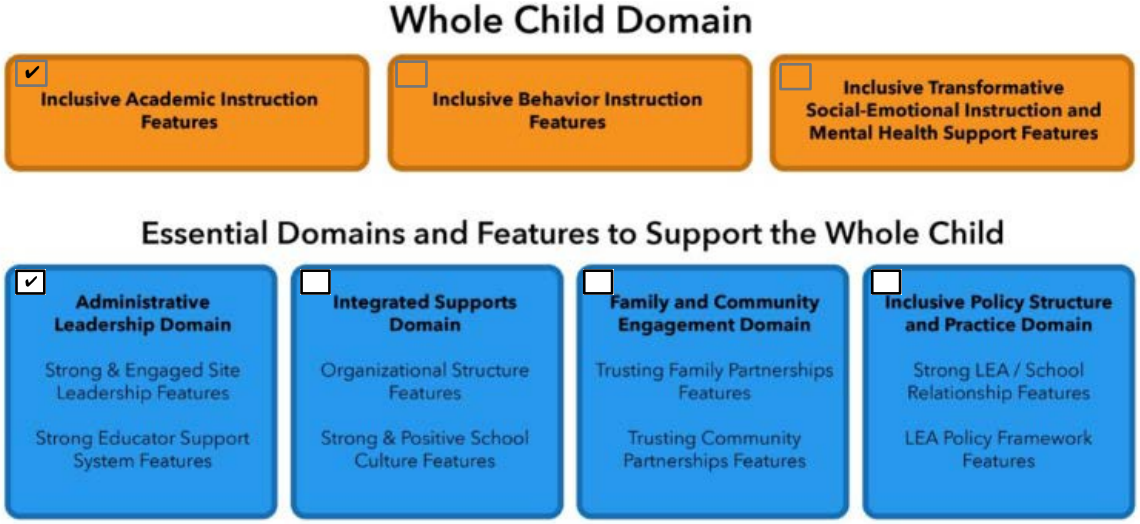
TO: Dr. Liz Leon
Director, Elementary Education
Placentia Yorba Linda Unified School District
1301 E. Orangethorpe Avenue, Placentia, CA 92870
EMAIL: eleon@pylusd.org PHONE NUMBER: **(714) 985-8654**

FROM: Janie Yoo (Janny Kim)
TITLE: Math Coordinator
EMAIL: jannykim@ocde.us PHONE NUMBER: 714-966-4379

DATE OF PROPOSAL: 5/4/2026
PURPOSE: Participants will collaborate in the evaluation, review, and selection of high-quality instructional materials that align with state standards, district priorities, and the needs of diverse student populations. This process will include analyzing curriculum effectiveness, ensuring equitable access to resources, and providing informed recommendations to support rigorous and engaging math instruction. Through this agreement, participants commit to a structured and objective approach to selecting materials that best support student learning and achievement.
AUDIENCE: Grades K-8 Teachers
ESTIMATED NUMBER OF PARTICIPANTS: 30 per session
LCAP PRIORITIES ADDRESSED:

Conditions of Learning	Pupil Outcomes	Engagement
☐ Basic Services	☑ Pupil Achievement	☐ Parental Involvement
☑ Implementation of State Content Standards	☐ Other Pupil Outcomes	☑ Pupil Engagement
☐ Course Access		☐ School Climate

CA MTSS FRAMEWORK ADDRESSED:



ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

NUMBER OF DAYS: 7 Full Days of service

PROPOSED TRAINING DATES:
Dates selected by mutual agreement from district and OCDE

LOCATION: Placentia Yorba Linda Unified School District Office and School Sites TBD

GOAL(S):
(1) **Ensure Alignment and Quality** – Evaluate and recommend math instructional materials that align with state standards, district goals, and best practices to support high-quality math instruction for all students. (2) **Promote Equity and Accessibility** – Select resources that provide equitable access to rigorous, engaging, and culturally responsive math instruction, meeting the diverse needs of all learners. (3) **Facilitate an Informed Decision-Making Process** – Engage in a collaborative and data-driven review process to ensure the adoption of instructional materials that enhance student understanding, support teacher effectiveness, and foster mathematical proficiency. (4) Align instructional practices and activities with CGI pedagogy. (5) Support K-5/6 grade teachers with understanding and implementing inquiry-based instruction that support student thinking

EXPECTED MEASURABLE OUTCOME(S):
By the end of the adoption process, a finalized selection of math instructional materials will be identified and recommended based on alignment to state standards, district priorities, and research-based best practices. Participant feedback and evaluation rubrics will demonstrate that the selected materials support equitable access, student engagement, and instructional effectiveness, ensuring a well-informed and data-driven decision.
Increase teacher knowledge of research-based math instruction that help develop mathematical thinking. Increase number of teachers who implement instructional practices aligned to the New Common Core Math Frameworks.

JUSTIFICATION / RESEARCH CITATION(S):
(1) National Council of Teachers of Mathematics (2014). Principles to Actions: Ensuring Mathematical Success for All. (2) Franke, M., Kazemi, E., Turrou, A. (2018). Choral Counting & Counting Collections. (3) Cobb, P., Jackson, K., Henrick, E., Smith, T., the MIST Team (2018). Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office. (4) Carpenter, T., Franke, M., Levi, L. (2003). Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School. (5) Carpenter, T., Franke, M., Johnson, N., Turrou, A., Wager, A. (2017). Young Children's Mathematics: Cognitively Guided Instruction in Early Childhood Education. (6) Carpenter, T., Fennema, E., Franke, M., Levi, L., Empson, S. (2015). Children's Mathematics: Cognitively Guided Instruction. (7) California Department of Education Sacramento (2015). Mathematics Framework for California Public Schools- Kindergarten Through Grade Twelve. (8) California Department of Education Sacramento (2023). 2023 Mathematics Framework for California Public Schools (Mathematics Framework).

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

DETAILS:
7 full day sessions of Professional Learning
All dates are subject to change if mutually agreed upon

OCDE SERVICE COST STRUCTURE:

FEES	MOUNT	QUANTITY	TOTAL
$1500 - Full-day (Over 5+ Hrs.)	$ 1,500	7	$ 10,500
$750 - Half-day (3-4 hours)	$ 0		$ 0
$250 - Hourly (1-2 hours)	$		$ 0
Additional consultant			$ 0
Administrative fees: (Planning/Prep Time)			$ 0
SUBTOTAL			$ 10,500

ADDITIONAL COST CONSIDERATIONS:
- 30 OR FEWER PARTICIPANTS = 1 CONSULTANT
- MORE THAN 30 PARTICIPANTS = ADDITIONAL CHARGES MAY BE INCURRED
- PREPARATION TIME MAY BE ADDED AT THE SAME RATES
- MILEAGE MAY BE ADDED FOR STAFF TRAVEL TO/FROM THE LOCATION
- COST OF MEALS OR REFRESHMENTS MAY BE ADDED, IF REQUESTED

WORKSHOP NEEDS	PROVIDER	COST
EQUIPMENT: • Projector • Document camera (ELMO) • Audio speakers • Microphone • Laptops, tablets, etc.	☐ District ☐ OCDE ☐ District ☐ OCDE ☐ District ☐ OCDE ☐ District ☐ OCDE ☐ District ☐ OCDE	☒ N/A ☒ N/A ☒ N/A ☒ N/A ☒ N/A
REFRESHMENTS: • Breakfast • Lunch **ESTIMATED TOTAL:**	☑ District ☐ OCDE ☑ District ☐ OCDE	
MISCELLANEOUS: • Table boxes (writing utensils, markers, etc.) • Wireless access • Mileage fees • Materials fees • Venue fees	☐ District ☐ OCDE ☐ District ☐ OCDE ☐ District ☑ OCDE ☑ District ☐ OCDE ☑ District ☐ OCDE	☒ N/A ☒ N/A

ORANGE COUNTY DEPARTMENT OF EDUCATION
EDUCATIONAL SERVICES DIVISION
SERVICE PROPOSAL

ESTIMATED TOTAL COST (SERVICE + MATERIALS): **$10,500.00**

For Client Use:

When this proposal is accepted, OCDE will create a contract for services.

☐ PROPOSAL ACCEPTED

Authorized Signature

Date

ELEMENTARY GRADES K-5 ENGLISH LANGUAGE ARTS (ELA), ENGLISH LANGUAGE DEVELOPMENT (ELD), AND DUAL LANGUAGE ACADEMY (DLA) WONDERS CURRICULUM ADOPTION PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH MCGRAW-HILL

Background

The McGraw-Hill Wonders team will provide professional development to support the multiyear implementation of the district's English Language Arts (ELA), English Language Development (ELD), and Dual Language Academy (DLA) instructional materials. This partnership aligns with the PYLUSD Strategic Plan goal of strengthening foundational literacy through high-quality, standards-aligned instruction and equitable learning opportunities for all students.

Through this collaboration, elementary teachers in grades K–5 will work alongside McGraw-Hill trainers and the PYLUSD ELA Teacher on Special Assignment to develop a shared understanding of the California ELA/ELD Framework, grade-level standards, and effective literacy instructional practices aligned to the Wonders and Maravillas curriculum. Professional learning will focus on essential curriculum components, including assessment practices, small-group instruction, intervention strategies, differentiated supports, and instructional approaches designed to meet the needs of diverse learners. Topics identified through teacher feedback surveys will also be incorporated into the sessions to ensure responsiveness to site and teacher needs.

This partnership will provide ongoing professional development once per trimester beginning the 2026-27 school year through the duration of the curriculum adoption contract in order to support consistent implementation of the Wonders and Maravillas curriculum across all K–5 elementary schools. Aligned with the PYLUSD Strategic Plan goal of strengthening foundational literacy, the partnership will build teacher capacity to deliver high-quality, standards-aligned, differentiated, and language-rich instruction that promotes literacy development, language acquisition, critical thinking, and equitable access to rigorous learning experiences for all students.

Financial Impact

ESEA Title II Teacher Quality, $63,000

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Because learning changes everything.®

QUOTE PREPARED FOR:

Placentia Yorba Linda USD
245 JEFFERSON ST
PLACENTIA, CA 92870-5558
ACCOUNT NUMBER: 235306

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Mia Gordon
mia.gordon@mheducation.com
(310) 739-1827

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Professional Development	$84,000.00	($21,000.00)	$63,000.00
PRODUCT TOTAL*	$84,000.00	($21,000.00)	$63,000.00
ESTIMATED S&H**			$0.00
ESTIMATED TAX**			$0.00
GRAND TOTAL*			$63,000.00

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

The district has selected to include an additional 24 days of Professional Development support as part of this multi-year partnership with McGraw Hill. These days will remain flexible and available for use through July 2030, aligning with the duration of the current Wonders adoption. This extended support reflects McGraw Hill's ongoing commitment to partnering with the district to ensure successful implementation, build educator capacity over time, and provide responsive professional learning aligned to the district's evolving needs and priorities

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/12/2026 ACCOUNT NAME: Placentia Yorba Linda USD EXPIRATION DATE:08/10/2026
QUOTE NUMBER: TGUYTON-05122026025507-001 ACCOUNT #: 235306 PAGE #: 1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Professional Development					
PROFESSIONAL LEARNING ONSITE DAY K-5 ELA	978-1-26-422196-7	18	$3,500.00	$0.00	$63,000.00
PROFESSIONAL LEARNING ONSITE DAY K-5 ELA	978-1-26-422196-7	6	$3,500.00	$21,000.00	*Free Materials
		Professional Development Subtotal:		**$21,000.00**	**$63,000.00**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/12/2026 ACCOUNT NAME: Placentia Yorba Linda USD EXPIRATION DATE:08/10/2026
QUOTE NUMBER: TGUYTON-05122026025507-001 ACCOUNT #: 235306 PAGE #: 2

Because learning changes everything.®

QUOTE PREPARED FOR:

Placentia Yorba Linda USD
245 JEFFERSON ST
PLACENTIA, CA 92870-5558
ACCOUNT NUMBER: 235306

CONTACT:

VALUE OF ALL MATERIALS	$84,000.00
FREE MATERIALS	($21,000.00)
PRODUCT TOTAL*	**$63,000.00**
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$63,000.00**

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

The district has selected to include an additional 24 days of Professional Development support as part of this multi-year partnership with McGraw Hill. These days will remain flexible and available for use through July 2030, aligning with the duration of the current Wonders adoption. This extended support reflects McGraw Hill's ongoing commitment to partnering with the district to ensure successful implementation, build educator capacity over time, and provide responsive professional learning aligned to the district's evolving needs and priorities

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print) _____ Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/12/2026 ACCOUNT NAME: Placentia Yorba Linda USD EXPIRATION DATE:08/10/2026
QUOTE NUMBER: TGUYTON-05122026025507-001 ACCOUNT #: 235306 PAGE #: 3

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RENEWAL OF NEXTGEN MATH FOR RUBY DRIVE ELEMENTARY FOR THE 2026-27 SCHOOL YEAR.

Background

NextGen Math is a supplemental mathematics platform designed to strengthen standards aligned instruction, intervention, and student engagement through interactive and accessible learning experiences. The platform provides teachers with expanded instructional content, targeted intervention resources, real time progress monitoring tools, and immediate student performance data to help guide instruction and respond to student needs more effectively.

NextGen Math offers engaging and differentiated learning opportunities that support conceptual understanding, problem solving, and mathematical discourse. The program includes scaffolded support and intervention tools that allow students to access grade level standards while receiving targeted practice based on their individual learning needs. For teachers and administrators, the platform increases visibility into student progress through real time data and reporting tools, allowing for more informed instructional decisions, targeted support, and ongoing monitoring of student achievement growth.

Financial Impact

Title I and Supplemental, $6,400

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education
Lisa Carmona, Principal, Ruby Drive Elementary

NextGenMath, LLC
11278 Los Alamitos Blvd #733
Los Alamitos, CA 90720
+1 9099641193
rachele@nextgenmath.com
www.nextgenmath.com

Quote

ADDRESS
Ruby Drive Elementary
(Placentia Yorba Linda USD)
601 Ruby Dr.
Placentia, CA 92870

QUOTE # 26-1074
DATE 03/19/2026
EXPIRATION DATE 07/30/2026

SUBSCRIPTION END DATE
6/30/2027

CONTACT
Lisa Carmona, Principal

DATE	PRODUCT	DESCRIPTION	QUANTITY	RATE	AMOUNT
	NextGenMath.com Subscription	NextGenMath.com subscription includes instructional video library, blended learning groups, individualized learning pathways and assignable procedural fluency with progress monitoring and analytics. (Subscription 2026/27 Per Student Rate) (Subscription Quote is from August 1, 2026 to June 30, 2027.) (Grades 3-6)	198	18.25	3,613.50
	NextGenMath.com Subscription	NextGenMath.com Progression Playlist	198	3.00	594.00
	Account activation and maintenance	Account Activation and Maintenance Per School	1	240.00	240.00
	I Have My Data, Now What?	I Have My Data, Now What? (90 Minute Online Training)	1	950.00	950.00
	NextGenMath.com New Features	NextGenMath.com New Features for Teacher Success (90 Minute Online Training)	1	950.00	950.00

Terms:
All students, teachers, staff, administrators and other associated members of this school or school district named in the quote to address above will have complete access to all of Next Gen Math's interactive and printable educational material. This site cannot be shared with other non-subscribing users. All material is copyrighted and can only be used by the users described above and cannot be redistributed for use by other non-subscribing schools or districts.
Thank you!

SUBTOTAL	6,347.50
TAX	0.00
TOTAL	**$6,347.50**

Accepted By

Accepted Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENTS FOR THE USE OF IRVINE RANCH OUTDOOR EDUCATION CENTER FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District has elected to participate in the Irvine Ranch Outdoor Education Center (IROEC), Outdoor Science program for sites with fifth- or sixth-grade students. The outdoor academic program follows Common Core State Standards, California Arts Standards for Public Schools, Next Generation Science Standards, combined with education and fun recreation. During the duration of the trip, each school will select from the following Art classes, attending at least one Art class per day. Art by Nature: Pottery Under the Pines, Canvas of the Wild: Painting Nature in Watercolor, Nature's Narrative: Storytelling through Photography, Hidden in Plain Sight: The Art of Camouflage, Dance and Karaoke. In addition to other camp activities, students will be introduced to numerous scientific disciplines. Students explore the natural world and engage in activities such as mining, archery, and science. The program and classes are offered at various times throughout the year at their location in Irvine, California.

Camp tuition payments of up to $505 per student (depending on the season and/or the number of days) are submitted to the district office, and checks are processed. For payments to the Irvine Ranch Education Center to be processed, a current contract must be in place for the 2026-27 school year.

Financial Impact

PTA, Gift funds, and Prop 28, $505 per student

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENTS FOR USE OF PALI INSTITUTE FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District has elected to participate in the Pali Institute program for sites with fifth- or sixth-grade students. The outdoor academic program follows Common Core State Standards, California Arts Standards for Public Schools, Next Generation Science Standards, combined with education and fun recreation. During the duration of the trip, each school will select from the following Art classes at Pali Institute, attending at least one Art class per day. Art by Nature: Pottery Under the Pines, Canvas of the Wild: Painting Nature in Watercolor, Nature's Narrative: Storytelling through Photography, Hidden in Plain Sight: The Art of Camouflage, Pali Variety Show, Dance and Karaoke. In addition to other camp activities, students will be introduced to numerous scientific disciplines through rocket launches, squid dissection, weather experiments, and crime scene investigation. Students will excavate real fossils, study rock formations, and explore desert ecosystems to understand the forces that have shaped the land over time. Lessons in ancient engineering, sustainable agriculture, and survival skills connect historical innovations to modern-day problem-solving. Students engage in purposeful, hands-on outdoor science education within a unique outdoor learning environment. The program and classes are offered various times throughout the year at their location in Running Springs located in the mountains of San Bernardino, California.

Camp tuition payments of up to $700 per student (depending on the season and/or the number of days) are submitted to the district office, and checks processed. For payments to the Pali Institute to be processed, a current contract must be in place for the 2026-27 school year.

Financial Impact

PTA, Gift funds, and Prop 28, $700 per student

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT NO. 19026 FOR PARTICIPATION INSIDE THE OUTDOORS PUBLIC SCHOOLS FIELD TRIPS AND TRAVELING SCIENTIST PROGRAMS FOR THE 2026-27 SCHOOL YEAR

Background
The Placentia-Yorba Linda Unified School District has elected to participate in the Orange County Department of Education's environmental study program entitled "Inside the Outdoors," field trips, traveling scientist programs, and virtual programs. These science-oriented assemblies and field trips are held at various times throughout the year.

Financial Impact
PTA or Gift Funds, NTE: $39 per student, per event

Administrator
Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education

AGREEMENT NUMBER:19026

AGREEMENT FOR PARTICIPATION
INSIDE THE OUTDOORS
PUBLIC SCHOOLS 2026-2027

This PARTICIPATION AGREEMENT is hereby made and entered into this 1st day of July, 2026, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626-9050, hereinafter referred to as SUPERINTENDENT, and Placentia-Yorba Linda Unified School District, 1301 East Orangethorpe Avenue, Placentia, California 92870, hereinafter referred to as DISTRICT, to establish the terms and conditions for participation in SUPERINTENDENT's Inside the Outdoors Program. SUPERINTENDENT and DISTRICT are referred to collectively as the Parties and individually as Party.

WHEREAS, SUPERINTENDENT through its Division of Education Services, operates an Inside the Outdoors Program "PROGRAM" which is a hands-on environmental education program which focuses on empowering students, teachers, parents, and the community to explore the natural world and expand their knowledge, understanding, and stewardship of the environment; and

WHEREAS, DISTRICT wishes to participate in SUPERINDENT's Inside the Outdoors Program on the dates set forth in this AGREEMENT.

NOW, THEREFORE, in consideration of the mutual promises set forth below, the Parties agree as follows:

1.0 PROGRAM DESCRIPTION. SUPERINTENDENT shall operate two (2) types of PROGRAMS for DISTRICT to participate in as follows:

A. FIELD PROGRAM - A one (1) hour to two (2)day field trip - PROGRAM. Transportation and food are not included and shall

be the sole responsibility of DISTRICT. DISTRICT is responsible for the supervision and care of its students from the time of departure from home or school to the time of arrival back at the home or school. DISTRICT shall also be responsible for the actions of its students and employees while participating in the PROGRAM.

B. DISTRICT SCHOOL PROGRAM - A forty-five (45) minute to seventy-five (75) minute Traveling Scientist PROGRAM. DISTRICT is responsible for the supervision and care of its students. DISTRICT shall also be responsible for the actions of its students and employees while participating in the PROGRAM.

C. DISTRICT schools may be charged an additional transportation fee of $65.00 - $140.00 per day, as set forth in the "Inside the Outdoors Fees for 2026-2027", which is attached hereto and incorporated by referenced herein as Exhibit "A".

2.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2026, and ending June 30, 2027. The AGREEMENT must be fully executed by the Parties and be on file with the SUPERINTENDENT prior to DISTRICT's first school participating in the PROGRAM.

3.0 DISTRICT COMPLIANCE. DISTRICT hereby declares it is in compliance with Education Code Section 35330 and that no student has been denied the opportunity to participate in the PROGRAM because of the inability to pay the required fee. DISTRICT has made every effort to acquire

financial support from fund-raising efforts, parents, and the community to assist those pupils who are unable to pay the required fee.

4.0 DISTRICT PARTICIPATION. DISTRICT has requested participation in one (1) or more of SUPERINTENDENT's PROGRAMS and agrees to send each PROGRAM the number of students indicated in Exhibit "B," attached hereto and incorporated herein by this reference.

5.0 PARTICIPATION REQUIREMENTS.

A. For the FIELD PROGRAM - DISTRICT shall provide one (1) certificated employee and one (1) adult aide or parent to participate in the PROGRAM with each group of up to 25-30 students.

B. Provide a certificated employee to ride with and supervise students on the bus, if applicable. All participating DISTRICT certificated employees and adult aides, in cooperation with SUPERINTENDENT's PROGRAM staff, shall be expected to take an active role in the supervision of students. All guests must be eighteen (18) years of age or older.

C. Understand and agree, should a DISTRICT school exceed two (2) classrooms on a given day (approximately sixty (60) students), SUPERINTENDENT may schedule the additional classroom(s) to participate on another day.

D. It is recommended that at least one (1) adult accompanying each DISTRICT school hold a valid California driver's license and maintain appropriate insurance coverage to drive a vehicle and have the DISTRICT's authority to transport sick or injured students requiring medical attention (a DISTRICT vehicle may be provided).

E. DISTRICT agrees to bear the expense of repairs and/or breakage resulting from unreasonable wear or abuse of property and/or equipment caused by its students and/or teachers.

F. For the DISTRICT SCHOOL PROGRAM - DISTRICT shall provide one (1) certificated employee to participate in the PROGRAM with each participating school of up to 25-40 students. All participating certificated employees and adult aides, in cooperation with SUPERINTENDENT's PROGRAM staff, shall be expected to take an active role in the supervision of students.

G. Understands and agree, should a DISTRICT school exceed four (4) classrooms on a given day (approximately one hundred twenty (120) students), SUPERINTENENT may schedule the additional classroom(s) to participate on another day.

H. DISTRICT agrees to bear the expense of repairs and/or breakage resulting from unreasonable wear or abuse of property and/or equipment caused by its students and/or teachers.

6.0 PAYMENT.

A. DISTRICT agrees to pay SUPERINTENDENT per student or per PROGRAM pursuant to the rates identified in Exhibit "A" based on each school participation more specifically described in the "Addendum," which is attached hereto and incorporated by reference herein as Exhibit "B." Payment shall be made based on the number of students that actually attend, but not less than ninety percent (90%) of the number of students identified in Exhibit "B". If school is designated as sponsored, a minimum enrollment requirement is ninety percent (90%) of the contracted number of students and is paid by sponsorship. If

the number of students who attend is less than ninety percent (90%) of the contracted enrollment number, DISTRICT will be charged per student fee for all students that fall below ninety percent (90%).

B. A day of participation is defined as a student being present during any part of a scheduled PROGRAM day.

C. Should the scheduled attendance from any given school in a DISTRICT change by more than ten percent (10%), the DISTRICT shall inform SUPERINTENDENT in writing at least twenty (20) business days prior to the first (1st) day of attendance.

D. DISRICT agrees to pay SUPERINTENDENT within thirty (30) days upon receipt of an invoice from SUPERINTENDENT. Payment shall be mailed to: Orange County Superintendent of Schools, Attn: Accounting Manager, 200 Kalmus Drive, Costa Mesa, California 92626-9050, or at such other place as SUPERINTENDENT may designate in writing.

7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of the services pursuant to this AGREEMENT, shall be and act as an independent contractor. SUPERINTENDENT understands and agrees that SUPERINTENDENT and all of SUPERINTENDENT's employees shall not be considered officers, employees, or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. SUPERINTENDENT assumes full responsibility for the acts and/or omissions of SUPERINTENDENT's employees or agents as they relate to the services to be provided under this AGREEMENT. SUPERINTENDENT shall assume full responsibility for payment of all

federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to SUPERINTENDENT's employees.

8.0 INDEMNIFICATION.

A. To the furthest extend permitted by law, SUPERINTENDENT shall hereby indemnify, defend and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage, injury of any kind, to property or persons, including personal injury or death, arising from or connected to this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of DISTRICT, it's Governing Board, and its officers, agents, and employees during the period of this AGREEMENT.

B. To the furthest extent permitted by law, DISTRICT shall hereby indemnify, defend and hold harmless SUPERINTENDENT, the Orange County Board of Education, its officers, agents, and employees from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage, injury of any kind, to property or persons, including personal injury or death, arising from or connected to this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of SUPERINTENDENT, the Orange County Board of Education and its officers, agents, and employees during the period of this AGREEMENT.

9.0 INSURANCE. DISTRICT shall, at DISTRICT's sole cost and expense, take out prior to participation of DISTRICT's first day of

participation and maintain in full force and effect until expiration of this AGREEMENT, a policy of policies of insurance covering DISTRICT. DISTRICT must furnish to SUPERINTENDENT a certificate of insurance evidencing all coverage and additional insured endorsements required no less than fourteen (14) business days, excluding holidays, prior to DISTRICT's first day of participation. DISTRICT shall not be allowed to participate in the Inside the Outdoors Program until SUPERINTENDENT has received a valid certificate of insurance evidencing the insurance coverage required. DISTRICT's insurance must be with an insurance company admitted and licensed by the Insurance Commissioner of the State of California or a program of self-insurance approved by the SUPERINTENDENT. Minimum coverage's shall be as follows:

A. Commercial General Liability Insurance in an amount of not less than One million dollars ($1,000,000) per occurrence, Two million dollars $2,000,000) general aggregate.

B. Commercial Automobile Liability Insurance covering all owned, non-owned and hired vehicles in an amount of not less than One million dollars ($1,000,000) per occurrence.

C. Childhood Sexual Assault Liability Insurance in an amount of not less than Three million dollars ($3,000,000) per occurrence, Six million dollars $6,000,000) general aggregate.

D. Statutory Workers' Compensation Insurance/Employer's Liability, Statutory One million dollars ($1,000,000).

E. An endorsement to said policy(ies) naming the Orange County Superintendent of Schools, the Orange County Board of Education, and

its officers, agents, and employees as an additional insured to the policy.

F. An endorsement to said policies stating "Such insurance as is afforded by this policy for the Orange County Superintendent of Schools, the Orange County Board of Education, and its officers, agents, and employees shall be primary, and any insurance carried by the Orange County Superintendent of Schools, or the Orange County Board of Education, for the Orange County Superintendent of Schools and the Orange County Board of Education and its officers, agents, and employees shall be excess and non-contributory."

G. The insurance certificate description should read as "Participation in the Inside the Outdoors Program."

H. Provide a thirty (30) day written notice to SUPERINTENDENT of cancellation or reduction of coverage of such insurance.

I. Insurance certificate holder shall be named proper as "Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, Attn: Contracts Department."

J. If the DISTRICT is either partially or fully self-insured for its liability exposures, DISTRICT must notify the SUPERINTENDENT in writing fourteen (14) business days, excluding holidays, prior to DISTRICT's first day of participation and provide the SUPERINTENDENT with a statement signed by an authorized representative of DISTRICT which states that DISTRICT agrees to hold harmless, defend and indemnify the Orange County Superintendent of Schools, the Orange County Board of Education, and its officers, agents and employees as

if the insurance requirements in the above paragraphs are in full force and effect.

K. All insurance policies shall waive all rights of subrogation against the Orange County Superintendent of Schools, its Board, officers, employees, or agents for any loss from the operations or performance of services under this AGREEMENT. The waiver must be formally endorsed on each applicable policy.

10.0 DISTRICT PROGRAM CANCELLATION.

A. Any notice of cancellation by DISTRICT must be received in writing by SUPERINTENDENT at least twenty (20) business days, excluding holidays, prior to the scheduled PROGRAM date. In the event of cancellation, the DISTRICT is responsible for finding an equivalent replacement school no later than ten (10) business days prior to the cancelled PROGRAM date. SUPERINTENDENT may also attempt to find an equivalent replacement school, if possible. If DISTRICT or SUPERINTENDENT is unable to find an equivalent replacement, DISTRICT will be charged ninety percent (90%) of the full cost of the scheduled PROGRAM. If DISTRICT's school wishes to reschedule a scheduled PROGRAM date, DISTRICT's school may be charged an additional fee of One hundred dollars ($100.00).

11.0 SUPERINTENDENT PROGRAM CANCELLATION. In the event that SUPERINTENDENT has to cancel a school participation date due to inclement weather conditions DISTRICT will not be charged for the cancellation date(s). DISTRICT school(s) will be rescheduled at a later date, upon request of DISTRICT and when space is available. If DISTRICT decides to participate in the PROGRAM in inclement weather

conditions, DISTRICT will be charged the full fee regardless of weather conditions.

12.0 DELEGATION. DISTRICT hereby delegates, by approval of this AGREEMENT, to the DISTRICT Superintendent or the DISTRICT Superintendent's designee, pursuant to Education Code Section 17604, the authority to allow additional schools or students to participate in the Inside the Outdoors Program during the term of this AGREEMENT.

13.0 NON-DISCRIMINAITON. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination in employment of persons because of race, color, ancestry, national origin, religious creed, sex, age, marital status, physical disability, mental disability, or medical condition.

14.0 FORCE MAJEURE. Neither party will be liable for damages for any delay in performance or nonperformance caused by acts of God such as, but not limited to, earthquakes, severe weather conditions such as tornados, floods, hurricanes, or other natural disasters, war, riots, terrorism, civil commotions, acts of public enemy, acts of civil or military authority, fire, explosion, epidemics or pandemics, or any law, proclamation, regulation, ordinance or other act or order of any court, government or governmental agency, or any other similar causes beyond the reasonable control of the party obligated to perform under this AGREEMENT.

15.0 TOBACCO USE AND DRUG-FREE WORKPLACE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free and drug-free environment. Smoking or the use of any tobacco products or drugs are prohibited in buildings and vehicles, and on any property owned,

leased, or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT's policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

16.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state, and local laws, rules and regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT's business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

17.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the SERVICES in this AGREEMENT without prior written approval of the other party.

18.0 NOTICE. All notices or demands to be given pursuant to this AGREEMENT by either party to the other, shall be in writing and (a) delivered in person; (b) on the third (3rd) day after deposited in the United States mail, duly registered or certified, postage prepaid, return receipt requested; or (c) sent by overnight delivery services addressed as follows:

DISTRICT: Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, California 92870
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

Any notice personally given is effective upon receipt. Any notice sent by overnight delivery service is effective the next buisines day following delivery by overnight service. Any notice given by mail

shall be mailed either registered or certified mail, return receipt requested, with postage prepaid and is effecive three (3) business days after deposit in the United States mail.

19.0 GOVERNING LAW AND VENUE. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, and the Parties agree to submit any dispute arising from or related to this AGREEMENT to the jurisdiction of the state and federal courts located in the State of California and in Orange County. 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.

20.0 NON-WAIVER. The failure of a party in any one or more instances to insist upon strict performance of any of the terms of this AGREEMENT or to exercise any option herein conferred shall not be deemed a waiver or relinquishment by that party of the right to assert or reply upon such terms or option on any future occasion. The failure of a party to enforce any of the provisions of this AGREEMENT shall in no way be construed as a waiver of such provisions and shall not affect the right of either party thereafter to enforce each and every provision hereof in accordance with its term

21.0 SEVRABILITY. If any term, covenant, condition, or provision of this AGREEMENT is held by court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions shall remain in full force and effect and shall in no way be affected, impaired or invalidated in any way.

22.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations, and agreements.

23.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrants that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINT NAME: _____	PRINT NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: June 1, 2026

EXHIBIT "A"

Inside the Outdoors Fees for 2026/2027

Programs support the current California state standards

Field Trip Programs

Two Hour Programs	Cost Per Student to School	Full Cost Per Student*
Grades: TK - Fourth Mt. San Antonio College Santiago Oaks Regional Park Shipley Nature Center Upper Newport Bay - Muth Interpretive Center Other Location(s) TBD	**$14.25**	$28.00
Grades: Fourth - Sixth Grade - (Limited - Call for availability) Irvine Regional Park Other Location(s) TBD	**$16.50**	$28.00
Full Day (5 hour) Programs	**$38.50**	$73.00
Grades: Fourth - High School Crystal Cove Irvine Regional Park Other Location(s) TBD		

Traveling Scientist Programs

Traveling Scientist Fee

$575.00 for up to 60 students and **$9.60** for each additional student

(*Full cost: $995 for up to 60 students and $16.60 per student)

Assembly/Science and STEM Nights Fee

$575.00 for the first assembly and **$90.00** for each additional assembly in the same day

Amazing Animals, Rethink Resources, Renewable Resources, Science Night Booth

(*Full cost: $995 for up to 60 students and $16.60 per student)

Expanded Learning Fee

$995.00 for up to 60 students and **$16.60** for each additional student

Amazing Animals, Rethink Resources, Renewable Resources, TBD

(*Full cost: $995 for up to 60 students and $16.60 per student)

Traveling Scientist Programs have an additional daily mileage fee.

* District/School Cost is the portion paid by the participating school or district. The remaining balance is covered by community partners to help keep fees more affordable.

Additional Grant Opportunities available: visit www.insidetheoutdoors.or or call 714.708.3855

Inside the Outdoors

Traveling Scientist Mileage Fees for 2026/2027

$65	$85	$110	$125	$140
Anaheim	Aliso Viejo	ABC	Alvord	Carlsbad
Buena Park	Brea-Olinda	Azuza	Central	Culver City
Fountain Valley	Capistrano	Baldwin Park	Colton	El Segundo
Garden Grove	Centralia	Bonita	El Monte	Encinitas
Huntington Beach	Cypress	Cerritos	Fontana	Hesperia
Irvine	Fullerton	Chino Valley	Glendale	Lake Elsinore
Magnolia	La Habra	Claremont	Jurupa	Lomita
Newport-Mesa	Laguna Beach	Corona-Norco	Lomita	Los Angeles
Ocean View	Laguna Niguel	Diamond Bar	Moreno Valley	Palm Springs
Orange	Los Alamitos	Glendora	Nuview	Rancho Santa Fe
Santa Ana	Lowell-Joint	Lakewood	Oceanside	Redlands
Savanna	Mission Viejo	Long Beach	Palos Verdes	San Bernardino
Tustin	Placentia-Yorba Linda	Mt. View - Ontario	Perris	Temecula
Westminster	Saddleback Valley	Norwalk-La Mirada	Rialto	Victorville
	San Clemente	Ontario-Montclair	San Marino	West LA
		Pico Rivera	San Onofre	Woodland Hills
		Pomona	South Pasadena	Yucaipa-Calimesa
		Riverside	Torrance	
		Rowland	Val Verde	
		San Dimas		
		San Gabriel		
		Upland		
		Walnut Valley		
		Whittier		

*fees based on school district

EXHIBIT "B"

Orange County Department of Education
Contracts Unit – Inside the Outdoors
200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050
Phone: 714-708-3885 Email: itocontracts@ocde.us

ADDENDUM
Agreement for Participation
Inside the Outdoors

Date:

To:

From: Orange County Department of Education
Contracts Unit

Subject: **Agreement for Additional School(s) Participation in *Inside the Outdoors* Field or School Programs**
Agreement Number:
Addendum Number:

The following school has registered to participate with Inside the Outdoors. In order to fulfill our legal requirements, we submit this Addendum to the Agreement referenced above. All contract provisions will apply to the additional school(s) and dates(s).

- ☐ **Please verify Programs, Participation Date(s), and Final Enrollment Numbers to avoid additional charges.**

- ☐ Sign and return this Addendum at least **14 business days** before your school(s) Program(s). To complete our Agreement please send the above address or email.

You are financially responsible for at least 90% of the listed number of students, as per terms of the signed contract. Enrollment changes must be made twenty (20) business days prior to the scheduled event.

If a school has received a grant your per student and/or mileage fees may be covered or partially covered. However, the school will be charged the full cost of the Program for all absences that fall below 90% (see online Fee Schedule for details).

To reschedule, a notice of twenty (20) business days is required and an additional $100 fee may be charged. **Cancellations require a written notice to *Inside the Outdoors* of a minimum of twenty (20) business days prior to participation.** If an equivalent replacement cannot be found for the open date, your school will be billed ninety percent (90%) of your contracted enrollment.

The school is responsible for making transportation arrangements and paying for their buses. Decisions to cancel your Field Trip because of inclement weather must be coordinated with Inside the Outdoors.

District	School	Site/Program	Scheduled Date	Grade	Number of Students	Fee Per Student or Flat Fee	Comments

Note:
*Please refer to Section 1.2 D and Sections 6.0 and 8.0 in your Agreement for further details on enrollment charges.

Call (714) 708-3885 if you have questions. Thank you for partnering with us to nurture healthier, happier, and smarter student through their connection with nature.

I approve the addition of the above school to our Agreement with the Orange County Department of Education for participation with *Inside the Outdoors*. For reschedule and cancellation questions, please refer to the cancellation section of your Agreement.

_____
School District

_____
Authorized Signature

_____
Print Name

_____
Title Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

APPROVE RENEWAL AGREEMENT OF IXL MATH AND ELA

Background
IXL is a personalized learning website that helps students learn and master math and reading skills. IXL helps students master essential skills at their own pace through fun and interactive questions, built-in support, and motivating awards. The platform features videos that show tutors walking through concepts, as well as practice questions with explanations. IXL has a robust data dashboard feature that will allow teachers to have access to real-time diagnostic data, assign whole-class or small-group activities, and track student progress on their math skills.

The contract renewal cost includes 1,200 Math/ELA combination licenses for all 6th grade elementary students and Math/ELA intervention classes in middle school.

Financial Impact
Learning Recovery Emergency Block Grant, $24,095

Administrator
Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Michael Young, Director, Secondary Education
Dr. Elizabeth Leon, Executive Director, Elementary Education

RENEWAL QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1607828-1
DATE: APRIL 24, 2026

TO:
Jayme Nash
Placentia-Yorba Linda Unified School District
1301 E ORANGETHORPE AVE
PLACENTIA, CA 92870

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Heather Schmitt	A24-6181671	August 1, 2026 - August 1, 2027	August 1, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license (Grades K-8) Subjects: Math and ELA	1200	$19.50	$23,400.00
		Total Price	$23,400.00

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL Elevate I	1	$695.00	$695.00
		Total Price	$695.00

TOTALS	
Total Subscriptions List Price	$23,400.00
Total Services List Price	$695.00
Grand Total	$24,095.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1607828-1. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #1607828-1
April 24, 2026

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Jayme Nash
Placentia-Yorba Linda Unified School District
1301 E ORANGETHORPE AVE
PLACENTIA, CA 92870

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Heather Schmitt	**A24-6181671**	**1607828-1**	**August 1, 2026 - August 1, 2027**

PAYMENT PLAN

Amount	Invoice date
$24,095	**August 15, 2026**
TOTAL	**$24,095**

Price valid until August 1, 2026

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RENEW THE ANNUAL K-12 LICENSE FOR STEP UP TO WRITING FOR THE 2026-2027 SCHOOL YEAR

Background
Since 2002, the District has utilized *Step Up to Writing* for K–12 writing instruction. Starting with the 2025-2026 school year, the publisher transitioned to a 5th Edition digital platform which requires annual renewal. For the 2026-2027 school year, license renewal will equip all elementary teachers in grades K-6 and secondary ELA teachers continued access via the updated platform, which features the enhanced manuals, digital handouts, worksheets, graphic organizers, and comprehensive instructional references.

Financial Impact
Lottery, $24,500

Administrator
Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Michael Young, Director, Secondary Education
Dr. Liz Leon, Executive Director, Elementary Education



*Lexia Voyager Sopris Inc.
Attn: Order Entry Department
17855 Dallas Pkwy, Suite 400
Dallas, Texas 75287
Phone: (800) 547-6747
Fax: (888) 819-7767
Email: CustomerService@voyagersopris.com

Quote Number	00184572
Created Date	5/1/2026
Expiration Date	7/31/2026

Quote To	Kimberly Schultz
Phone	714-985-8606
Email	kschultz@pylusd.org

Bill To Name	Placentia-Yorba Linda USD
Bill To	1301 E Orangethorpe Ave Placentia, CA 92870 US
Ship To Name	Placentia-Yorba Linda USD
Ship To	1301 E Orangethorpe Ave Placentia, CA 92870 US

Sales Executive

Christine Aledam

(619) 708-9936

christine.aledam@voyagersopris.com

Description	Product Code	Quantity	Sales Price	Total Price
Step Up to Writing Teacher License K-2	393511	161.00	$49.00	$7,889.00
Step Up to Writing Teacher License 3-5	393529	171.00	$49.00	$8,379.00
Step Up to Writing Teacher License 6-8	393537	80.00	$49.00	$3,920.00
Step Up to Writing Teacher License 9-12	393545	88.00	$49.00	$4,312.00

Total Price	$24,500.00
S&H	$0.00
Estimated Tax	$0.00
Total Due	$24,500.00

Comments

***As of January 13, 2022, Voyager Sopris Learning, Inc. (Tax ID # 84-0770709), changed its name to Lexia Voyager Sopris Inc. As such, all business, all contracts, and documentation associated with this quote shall be executed under the Lexia Voyager Sopris Inc. name. (Same Tax ID # 84-0770709).**

**Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or

local authority, which are the responsibility of customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax-exempt status upon request. Pricing is valid for 60 days unless otherwise specified on this quote. Unless otherwise provided herein, Voyager Sopris will invoice the total fees set forth above upon receipt of customer's PO/acceptance. Payment is due net 30 days of invoice.

All academic school year licenses begin August 1 and end July 31 annually and all Summer subscription licenses begin May 1 and end July 31, regardless of purchase date.

- Additional Support Services purchased separately from subscription licenses/packages (e.g., webinars or additional onsite and/or virtual training hours) must be used within 12 months from the received date of the PO acceptance of the applicable quote.
- A customer-designated account administrator contact name and email address are required for all subscriptions and service orders.

Order Term

This order quote and the associated confirming purchase order or other customer confirmation of this quote serve as an agreement for this order which becomes effective upon its acceptance by both parties. Unless otherwise agreed by Voyager Sopris and customer in writing, the licenses, products, and/or services purchased pursuant to this quote will begin on or about the start date and continue in effect for the period set forth in this quote. Unless otherwise set forth in this quote or agreed to by Voyager Sopris and customer in writing: all subscription licenses under the order shall have the same start and end dates; all subscription products and services are deemed delivered upon provisioning of license availability; and all subscription licenses and associated services must be used within the subscription or service period specified herein - unused subscription licenses or services are not eligible for refund or credit. On-site training may be fulfilled with a virtual training equivalency, as needed, of up to six instructional hours per day.

Order Process

To submit an order, please fax this quote along with the applicable Purchase Order to 888-819-7767, send by email to customerservice@voyagersopris.com, or send to your sales representative's email address listed above. NOTE: Each Purchase Order must include the correct quote order number as provided on this quote, and should attach this quote.

Order Acceptance

All Voyager Sopris subscriptions, products and/or services are offered subject to Voyager Sopris' standard license and terms of use (the "License Terms"), available at: https://www.voyagersopris.com/terms-conditions, as supplemented by this quote, and Voyager Sopris' [K-12 processing]. By placing an order, customer confirms its acceptance of the License Terms and this quote, which together with any previously awarded proposal and/or any other associated agreement entered into by Voyager Sopris and customer regarding the subscriptions, products and services in this quote, constitute the entire agreement between customer and Voyager Sopris regarding such subscriptions, products, and services (the "Agreement"), and its authorization to Voyager Sopris' K-12 processing as described. Customer and Voyager Sopris agree that the terms and conditions of the Agreement supersede any additional or inconsistent terms or provision in any customer drafted purchase order, or any communications, whether written or oral, between customer and Voyager Sopris relating to the subject matter hereof, which shall be of no effect. In the event of any conflict, the terms of the Agreement shall govern. Third Party Subprocessors information available at: https://www.voyagersopris.com/subprocessors.

Return Policy

If, for any reason, you wish to return the products you purchased, you must return them within 30 days of receipt for a full credit or refund. Returned products must be complete, with all components included with the product as originally purchased returned together and must be in salable condition. Note that if a product to be returned included any online access to subscription licenses or online resources or downloadable components, your return of the product means that you will no longer have the rights to use or access the online components, an



and agree that we may suspend and/or fully disable further access. To ensure proper credit or refund, please call Customer Service at 800.547.6747 for an authorization number and procedures before returning an item. Products returned after 30 days will be subject to a 15% restocking fee. Products cannot be returned after 90 days from the date of shipment. Kits, Classroom Sets, etc., must be returned in their entirety. We cannot switch components or issue partial credits. If you find an error on your packing slip, or if your order was filled incorrectly, please notify Customer Service within 10 business days of receipt.

RENEW AGREEMENT WITH PLATFORM ATHLETICS, LLC FOR 2026-27

Background

Platform Athletics (PLT4M), LLC, developed a customizable educational fitness platform to help prepare students and athletes for success. By utilizing PLT4M's management hub and professionally crafted fitness programs, physical education teachers are able to deliver standards-aligned instruction, monitor student progress, and provide students with personalized fitness experiences that support lifelong wellness and healthy habits. The platform also offers flexibility for teachers to tailor instruction to varying student interests, skill levels, and fitness goals while promoting student engagement and accountability.

Based on a continual analysis of usage reports, access to PLT4M will continue utilization at El Dorado, Esperanza, Valencia, Kraemer, Travis Ranch, Tuffree, and Valadez for the 2026-27 school year. The continuation of the platform will support ongoing efforts to modernize physical education instruction and provide staff with tools that align with current instructional practices and student wellness initiatives. Additionally, the program's continued use reflects positive site-level implementation and sustained student participation across participating schools.

Financial Impact

Discretionary: $8,500

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Michael Young, Director, Secondary Education

Platform Athletics, LLC (DBA: PLT4M)
39 John H Finley III Way
Framingham, MA 01701
+18558625502
billing@plt4m.com

Quote

ADDRESS
Placentia-Yorba Linda Unified School District (CA)

QUOTE # 35376847
DATE 05/12/2026

ACTIVITY	ACTIVITY	QTY	RATE	AMOUNT
Site License	Annual district access to PLT4M: 8/19/26-8/18/27	1	0.00	0.00
Secondary Phys Ed Curriculum	Access to PLT4M's full catalog of Secondary PE including Games, Fitness, Weight Training, Lifetime Fitness and more!	1	500.00	500.00
Secondary Health Curriculum	Access to PLT4Ms Standards-Aligned Health Curriculum for grades 6-12th	1	500.00	500.00
Athletic Program Package	Access to PLT4M's Off-Season, In-Season, Speed, Conditioning, On-Ramping, and Performance Anywhere programs	1	500.00	500.00
Additional Staff Licenses	Staff Licenses for access to PLT4M	40	125.00	5,000.00
Student Licenses	Access to PLT4M for students on any device	2,000	1.00	2,000.00
10 Hrs of Professional Development for Staff	Schedule up to 20 professional development sessions with your PLT4M Success Coordinator in a given contract year to discuss successful strategies for technology integration and curriculum development.	1	0.00	0.00

TOTAL **$8,500.00**

Accepted By

Accepted Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RECOMMENDATION FOR APPROVAL OF THE *I SURVIVED* SERIES TO BE ADDED TO THE CORE AND EXTENDED LITERATURE LIST

Background

During the 2024–25 school year, several novels from the *I Survived* series by Lauren Tarshis were submitted to the District Literature Review Committee for consideration. The committee, composed of parents, educators, and district staff, reviewed the novels and recommended that the titles move forward to Curriculum Council for further consideration.

With Curriculum Council approval, several novels from the series were piloted at two school sites during the 2025–2026 school year. The pilot provided students and teachers the opportunity to engage with the texts and evaluate their effectiveness in supporting literacy, student engagement and alignment with curriculum topics.

Following the review of the successful pilot results (Briefing Packet / Parent Survey / Student Survey / Teacher Survey), Curriculum Council has recommended that the *I Survived* series be presented to the Board of Education for approval to be added to the District's Extended Literature List. The series offers high-interest, age-appropriate historical fiction that supports reading comprehension, critical thinking, and student engagement across diverse learners.

Approval of this recommendation will provide schools with additional literature options that support district literacy goals and expand access to engaging instructional resources for students.

Financial Impact

Site funds

Administrator

Dr. Candace Perez, Superintendent, Academic Leadership Team
Michael Young, Director, Secondary Education

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

New Courses: Unified Life Skills, Digital Citizenship, Career Interest Explorer, Academic Success, Intro to Arts, Media, & Entertainment

Background

The proposed addition of the following elective courses to the District course catalog will expand opportunities for students to explore college, career, and personal interests while supporting the District's commitment to inclusive practices and student engagement: Unified Life Skills, Digital Citizenship, Career Interest Explorer, Academic Success, and Intro to Arts, Media, & Entertainment. These courses are designed to provide students with practical and transferable skills in areas such as self-advocacy, organization, digital literacy, career exploration, collaboration, and creative expression.

1. **Unified Life Skills** at Travis Ranch will provide students with opportunities to develop functional academics, independent living, communication, and interpersonal skills in supportive and inclusive learning environments. Course Briefing Packet
2. **Digital Citizenship** at Parkview/BVVA will support responsible and ethical technology use while helping students navigate online communication, media literacy, digital safety, and emerging technologies. Course Briefing Packet
3. **Career Interest Explorer** at Parkview/BVVA will allow students to investigate career pathways, workplace skills, and postsecondary opportunities aligned to their interests and strengths. Course Briefing Packet
4. **Academic Success** at Parkview/BVVA is intended to strengthen study skills, goal setting, time management, and academic habits that support long-term student achievement. Course Briefing Packet
5. **Intro to Arts, Media, & Entertainment** at Valadez Middle School will establish an engaging designated ELD course where students practice Reading, Writing, Speaking, and Listening through an exploration of creative industries: visual arts, media production, design, and entertainment pathways. Course Briefing Packet

These courses were reviewed through the District's established Curriculum Council process and reflect ongoing efforts to expand relevant, engaging, and student-centered elective offerings. The proposed additions align with the District's broader goals of preparing students for success in college, career, and civic life while increasing access to diverse learning experiences that support the needs and interests of all learners.

Financial Impact

Not applicable

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Michael Young, Director, Secondary Education
Dominique Polchow, Principal, Parkview/BVVA
Will Truong, Principal, Valadez Middle School
Kristen Petrovacki, Principal, Travis Ranch Middle School

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

ADA ALLOCATION AND PASS-THROUGH AGREEMENT FOR THE CAREER TECHNICAL EDUCATION INCENTIVE GRANT BETWEEN NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Background

The California Career Technical Education Incentive Grant (CTEIG) Program was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage and maintain the delivery of CTE programs during the implementation of the District's Local Control Funding Formula. The application deadline for Round 12 of the CTEIG program, comprising the 2026-2028 fiscal years, is June 19, 2026.

As a Regional Occupation Program, the North Orange County Regional Occupation Program (NOCROP) receives a greater per pupil rate of CTEIG funds than school districts that directly apply for CTEIG funds. It is the purpose of this agreement to leverage this component of the grant program by having NOCROP apply on behalf of all eligible Placentia-Yorba Linda Unified School District students. NOCROP would then pass-through these funds to the District to use for our CTE programs while charging us for their indirect costs. This MOU establishes a cooperative and mutually beneficial relationship between the parties and sets forth the responsibilities of the parties as related to the application for, and disbursement of, CTEIG Round 12 funds.

Financial Impact

No cost to the district

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Will Gray, Executive Director, College and Career Readiness

Consortium Memorandum of Understanding (MOU) for the Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 2026-27 Round 12 Between North Orange County Regional Occupational Program and Placentia-Yorba Linda Unified School District

THIS MOU made and entered into effective May 18, 2026 by and between the Consortium member **Placentia-Yorba Linda Unified School District** of Orange County, with principal offices located at **1301 E. Orangethorpe Ave., Placentia, California 92870**, hereinafter referred to as the DISTRICT and the Consortium Lead North Orange County Regional Occupational Program with principal offices located at 385 N. Muller St., Anaheim, California 92801, hereinafter referred to as PROGRAM.

WHEREAS, The Career Technical Education Incentive Grant (CTEIG) program is established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education; and

WHEREAS, the purpose of the CTEIG program is to encourage and maintain the delivery of career technical education (CTE) programs per Education Code (EC) sections 53070-53076.4; and

WHEREAS, PROGRAM is a participating member in the CTEIG Program; and

WHEREAS, the DISTRICT intends to support the consortium application led by PROGRAM by contributing Average Daily Attendance (ADA) to the PROGRAM consortium application in accordance with California Department of Education CTEIG guidance;

DEFINITIONS:

- **Average Daily Attendance (ADA):** The total number of days of student attendance divided by the total number of days in the regular school year.
- **DISTRICT Average Daily Attendance (DADA):** The total ADA submitted by DISTRICT
- **PROGRAM Average Daily Attendance (PADA):** The total ADA submitted by PROGRAM.
- **Per Pupil Rate (PPR):** The total P-ADA divided by the total CTEIG Award Amount per current application.
- **Indirect Cost Rate (ICR):** The ICR rate as listed in the 2026/27 Restricted Indirect Cost Rates for K12 Local Education Agencies (LEAs) – Five Year Listing approved by California Department of Education-School Fiscal Services Division for PROGRAM.

RECITALS:

NOW, THEREFORE, in consideration of the shared goals associated with this MOU, and in recognition of the benefit to be derived from the effective implementation of the CTEIG program, the parties agree that their responsibilities under this MOU shall be as follows:

1. **High-Quality CTE Programs**
    a. Both DISTRICT and PROGRAM are required to encourage and maintain high-quality CTE programs meeting all of the following high-quality CTE program criteria:
        i. Offer high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to post-secondary education programs that lead to a career pathway or attain employment upon graduation from high school

ii. Provide pupils with quality career exploration and guidance
iii. Provide pupils support services, including counseling and leadership development
iv. Provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with post-secondary educational institutions, with documented formal written agreements
v. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum
vi. Provide opportunities for pupils to participate in after-school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical student organizations (CTSOs), and other WBL opportunities
vii. Reflect regional or local labor market demands, and focus on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan for the local Strong Workforce Program Consortium
viii. Lead to an industry-recognized credential or certificate, or appropriate post-secondary education or training, employment, or post-secondary degree
ix. Staffed by skilled teacher (CTE credentialed teachers) or faculty, and provide professional development opportunities for those teachers or faculty members
x. Provide opportunities for pupils who are individuals with exceptional needs to participate in all programs
xi. Report data to the State Superintendent of Public Instruction, no later than November 1 of each fiscal year (FY) to allow for an evaluation of the program. Each applicant will be required to complete the High-Quality CTE Program Evaluation for their CTE programs which addresses the first ten (10) of the eleven (11) criteria above. Based on the results of the evaluation, applicants will be asked to submit a year-long plan that is aligned to the areas of need identified within the evaluation.

2. ADA Allocation

a. The DISTRICT shall allocate the sum of **100% of its qualifying average daily attendance (ADA) of pupils** in the amount of **10134.69** for the PROGRAM consortium CTEIG application, based on the second principal reporting period for 2025-26 for grades 7-12. The sum of the ADA for each of the constituent entities will be used for applicants applying as part of a consortium and for Regional Occupational Centers or Programs (ROCPs).

3. Retention of ADA for PROGRAM Services

a. Upon successful award of the CTEIG grant, the DISTRICT agrees that a portion of its total qualifying ADA will remain with PROGRAM in the amount of **1,000 ADA** to support and sustain regional CTE directly benefiting the DISTRICT and its students, including but not limited to:
    i. Work-Based Learning Coordination
    ii. Industry Partnership Development
    iii. Early College Credit and Articulation Support
    iv. Curriculum Development
    v. Data and Accountability Support
    vi. Regional and Pathway-Specific Staffing and Instructional Resources
    vii. Other CTE Related services for PROGRAM classes offered in the North Orange County Region

4. **Application Submission & Matching**
    a. For any funding received from this program, *EC* Section 53071 (a), (1), (D), (i) requires a local match from FY 2026-27of two dollars ($2) for every one dollar ($1). The LEA agrees to pledge matching funds for this application based on match encumbered in FY2026-27. Matching fund expenditures must have the accounting goal codes 3800 or 6000. Matching funds will be verified each year and must support the CTE programs. Lead Member will consolidate all LEA pledges and use them for CTEIG to meet the consortium's goals.

    Per *EC* Section 53071(a)(5), an applicant's matching funds shall be used to support the program or programs for which the applicant was awarded a grant.

    Failure to meet the matching funds requirement of the CTEIG *EC* Section 53071, will result in the applicant being invoiced a portion of or the entire amount of grant funds awarded.

        i. PROGRAM agrees to submit the CTEIG application on behalf of the consortium, including the DISTRICT's ADA allocation and CTE programs in alignment with state and regional priorities.
        ii. The DISTRICT agrees to provide a proportional match for the amount of funds requested by the DISTRICT and **will encumber the matching funds in the 26/27 school year** as indicated in the CTEIG Request for Application.
        iii. PROGRAM shall provide a proportional match for the amount of funds specifically requested in the grant application for PROGRAM itself and **will encumber the matching funds in the 26/27 school year** as indicated in the CTEIG Request for Application.
        iv. Both PROGRAM and the DISTRICT will meet the $2.00 for every $1.00 received matching requirement outlined in the CTEIG request for application.

5. **Pass-Through of Funds**
    a. If the consortium is successful and grant funds are awarded through the 2026-27 CTE Incentive Grant (Round 12), PROGRAM agrees to pass through the DISTRICT a proportional share of the grant funds based on the 2025-26 Reported Grades 7-12 P2 ADA allocation as listed in the Section 2 and 3 of this MOU and as indicated in the CTEIG Program Grant Management System (PGMS) and within the scope of activities proposed for the DISTRICT's CTE programs. *Formulas used for distribution of funds is located in section 6 of this MOU.*
    b. The DISTRICT agrees to use the passed through funds exclusively to support allowable CTEIG expenditures as outlined by the California Department of Education and consistent with the grant workplan.

6. **Determination and Distribution of Pass-Through Funds**
    a. To ensure fair and transparent distribution of CTEIG funds, after receiving the official Grant Award Notification, PROGRAM will calculate the DISTRICT's proportional share of the grant award based on the following: *It is important to note that actual numbers cannot be provided until the official grant award notification has been received*. *At the time of the Grant Award Notification,* PROGRAM *will provide DISTRICT with exact numbers using the following methodology/formulas.*

        i. <u>Indirect Charges</u>
            1. PROGRAM will retain the total allowable Indirect charges based on the PROGRAM'S determined California Department of Education ICR for the total awarded amount.
                a. ICR will be split between PROGRAM and DISTRICT.
                    i. PROGRAM will keep an ICR rate of 3% and the balance of the ICR encumbered within the CTEIG grant will be passed on to DISTRICT

to support direct oversight of the funds within DISTRICT programs and the provisions outlined within the scope of the MOU.

ii. Per Pupil Rate Determination:
   1. The total awarded CTEIG funds will be divided by the total ADA contributed by all participating Districts to determine the per pupil funding rate.
      a. The following formula will be used to calculate the Per Pupil Rate (PPR):
         i. Total CTEIG Award ÷ *Total Application ADA* = *PPR*

iii. DISTRICT Allocation Calculation
   1. PROGRAM will calculate the DISTRICT's pass-through allocation by taking the total ADA allocated by DISTRICT, subtracting the ADA allocation to be retained by PROGRAM and multiplying the balance by the determined per pupil rate.
      a. The following formula will be used to calculate the DISTRICT allocation:
         i. (DADA – **1,000**) X PPR - ICR = DISTRICT allocation.
         ii. *((Total ADA Allocated by* DISTRICT - *ADA retained by* PROGRAM*) x Per Pupil Rate – ICR = DISTRICT allocation).*

iv. Distribution Timeline
   1. The total pass-through allocation for the DISTRICT will be distributed in two phases in accordance with the CTEIG Grant terms and conditions.
      a. *Upfront Payment:* **75%** will be disbursed upon initial invoicing and verification of monies deposited into PROGRAM's account from CDE.
      b. *Final Payment:* the remaining **25%** will be distributed upon receipt and review of all final expenditure reports, data uploads, required documentation, and final deposit of monies into PROGRAM's account from CDE, in accordance with the distribution timeline of the CTEIG Round 12 grant.

v. Invoicing Process
   1. The DISTRICT shall invoice PROGRAM for each payment phase. PROGRAM will distribute funds after the California Department of Education releases grant funds and once the District's invoice is received.

7. Accountability and Reporting

a. Grantees will be required to complete both a narrative progress report and a fiscal progress report which addresses their high-quality CTE plan for which they were awarded funds. The grantee must provide evidence of attainment of the plan or detailed explanations for not meeting any of the planned activities or expenditures. Failure to make progress in meeting the planned activities and expenditures will result in a recommendation to the State Board of Education (SBE) that the Local Education Agency (LEA) not receive funding in the next grant cycle and/or the requiring that the LEA remit all or part of the grant funds awarded.
   i. The DISTRICT shall cooperate with PROGRAM in meeting all compliance, reporting, and fiscal requirements associated with the use of CTEIG funds, including submission of timely documentation of the District's expenditures and program activities.
      1. First reports to CDE will be due **August 2027 where LEAs must demonstrate that all 2026-27 Match has been encumbered to remain eligible for funding** (*Exact date to be determined by CDE*).
      2. An end-of-year narrative report which addresses the success of the high-quality CTE plan for which CTEIG funds were awarded. The grantee must provide evidence of plan completion or detailed explanations for not meeting any of the planned activities or expenditures.

3. An end-of-year fiscal expenditure claims report including matching funds and their sources. This final report must be submitted to the CDE **August 2028** (*Exact date to be determined by CDE*).

b. At the end of each grant term awardees will be expected to generate the following deliverables:
   i. Data aligned with the quality indicators described in the California State Plan for CTE and by the Perkins IV or its successor. The data to be reported includes all of the following:
      1. The high school cohort graduation rate as collected through California Longitudinal Pupil Achievement Data System (CALPADS)
      2. The number of pupils completing CTE coursework as collected through CALPADS (data must be entered into the CALPADS by July 31 for each grant term)
      3. The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard as determined by the College Career Indicator Office
      4. The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment as collected by local survey
      5. The number of formal pupils employed and the types of businesses in which they are employed as collected by local survey
      6. The number of formal pupils enrolled in any of the following: a post-secondary educational institution; a state apprenticeship program; a form of job training other than a state apprenticeship program as collected by local survey.

c. DISTRICT will submit reports associated with the use of CTEIG funds to PROGRAM no later than ten (10) business days before the reports are due to CDE.

d. PROGRAM will provide DISTRICT with a reporting table that includes due dates as well as deliverables once dates are released by CDE.

8. Term and Termination

a. This MOU shall remain in effect for the duration of the 2026-27 **CTEIG grant term of July 1, 2026 through June 30, 2028**, unless terminated earlier by mutual written agreement of both parties.

9. Grant Disclaimer and Hold Harmless

a. This DISTRICT and PROGRAM acknowledge and agree that the CTEIG program is a completive grant administered by the California Department of Education (CDE). As such the following conditions apply:
   i. The approval and amount of funding is not guaranteed.
   ii. Neither the DISTRICT nor PROGRAM has control over the number of applicants, award determinations, or final funding amounts.
   iii. The grant award, if issued, may be delayed, frozen, or made inaccessible due to state-level budget actions or other extenuating circumstances beyond the control of either the DISTRICT or PROGRAM.

b. Accordingly, both parties agree to hold each other harmless in the event that:
   i. The CTEIG application is not approved,
   ii. The awarded amount is less than anticipated, or
   iii. The awarded funds are later frozen, retracted, or otherwise unusable due to decisions or conditions imposed by CDE or other governmental entities.

10. Additional Provisions

a. This MOU is entered into by the duly authorized officials of each respective party.

b. It is understood by both parties that each will fulfill its responsibility under the MOU in accordance with the provisions of law and regulations that govern their activities.

c. Nothing in this MOU is intended to negate or otherwise render ineffective any previous agreements/MOUs.
d. If at any time either party is unable to complete their responsibilities under this MOU, the affected party shall immediately provide written notice to the other party to establish a date for mutual termination of the MOU.
e. This MOU constitutes the entire MOU hereto with respect to the subject matter.
f. No amendment, modification or alteration in the terms of the MOU shall be binding on either party unless submitted in writing.
g. This MOU may be amended by the mutual written consent of the parties.

IN WITNESS WHEREOF, as evidenced by the following authorized signatures, each party agrees to the conditions set forth in this MOU.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT		**NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PRORAMG**	
_____ Name		_____ Name	
_____ Title		_____ Title	
_____ Authorized Signature	_____ Date	_____ Authorized Signature	_____ Date

AGREEMENT WITH NORTH ORANGE COUNTY REGIONAL OCCUPATION PROGRAM FOR ROP CAREER COUNSELING SERVICES

Background

The North Orange County Regional Occupation Program (NOCROP/ROP) provides curriculum, books, supplies, and instructors for Career Technical Education (CTE) courses at each comprehensive high school as well as El Camino Real High School. Additionally, NOCROP reimburses the District for the time and expertise of our counselors to act as Career Guidance Specialists (CGS) to provide career guidance services, recruit students for ROP classes, and represent the interests of ROP at District high schools. NOCROP pays a portion of the salary and benefits of our counselors to provide this service to our students.

Students in Placentia-Yorba Linda Unified School District will benefit from career guidance and access to ROP CTE courses on each comprehensive site and El Camino Real High School.

Financial Impact

Income to the District: $96,250

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Will Gray, Executive Director, Career and College Readiness

2026-2027

AGREEMENT BETWEEN THE

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

FOR

ROP CAREER COUNSELING SERVICES

THIS AGREEMENT, made and entered into effective the 1st day of July 2026, by and between the Placentia-Yorba Linda Unified School District of Orange County, with principal offices located at 1301 E. Orangethorpe Ave., Placentia, California 92870, hereinafter referred to as the DISTRICT and the North Orange County Regional Occupational Program with principal offices located at 385 N. Muller St., Anaheim, California 92801, hereinafter referred to as PROGRAM.

WITNESSETH:

NOW, THEREFORE, the DISTRICT agrees to provide district personnel as requested by PROGRAM to service programs maintained by PROGRAM in the DISTRICT as follows:

I. The ROP CAREER COUNSELOR will be assigned to ROP career guidance and support services functions as determined by the DISTRICT, PROGRAM, and the school site administration to which the employee is regularly assigned. The PROGRAM will provide to the district superintendent and school site principal a statement of performance objectives for each career guidance specialist within their district, which will be part of the evaluation process.

II. TERMS OF THE AGREEMENT. In consideration of the furnishing of the services by district personnel as stated herein, the DISTRICT shall be reimbursed by the PROGRAM for the total cost of providing such services, calculated as follows:

As per the previous agreement dated July 1, 2019, the PROGRAM will pay a per section amount of one thousand two hundred and fifty dollars ($1,250) per section to the DISTRICT.

III. REIMBURSEMENT by the PROGRAM will be made to the DISTRICT within thirty (30) days upon issuance of a monthly invoice commencing the month of September.

IV. THE PROGRAM SHALL INDEMNIFY THE DISTRICT against and hold it harmless from any and all cost, loss, and expense incurred by the DISTRICT as a result of any industrial injury or death sustained by any district employee while assigned to the PROGRAM under this Agreement. The PROGRAM will further hold the DISTRICT harmless from all alleged losses, claims, damages, or injuries sustained by pupils, or third persons from alleged negligent acts or omissions of employee(s) while engaged in the performance of duties for PROGRAM.

V. TERMS OF THIS AGREEMENT will be effective for the period July 1, 2026, through June 30, 2027, unless terminated by either party.

VI. TERMINATION. This Agreement may be terminated by either party by giving thirty (30) days written notice of cancellation.

IN WITNESS THEREOF, the parties have caused this AGREEMENT to be executed effective the day and year first written above.

_____	_____
SUPERINTENDENT OR DESIGNEE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	SUPERINTENDENT OR DESIGNEE NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

2026-2027 ROP CAREER COUNSELING SERVICES

ADDENDUM

District	ROP Career Counseling Services		
Placentia-Yorba Linda	Projected Total Number of Sections	Cost Per Section	Projected Annual Cost for PROGRAM
	77	$ 1,250	$ 96,250

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

CONSOLIDATED APPLICATION FUNDS FOR EDUCATIONAL PROGRAMS 2026-27

Background

The Placentia-Yorba Linda Unified School District participates in specially funded state and federal programs that supplement regular classroom instruction for students at designated schools and/or grade levels. Programs funded under the Consolidated Application directly benefit the students of the Placentia-Yorba Linda Unified School District by helping to provide high quality instructional programs. The application indicates that we will participate in the following federal and state programs:

- Title I, Part A (Low-income Student)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Learner)
- Title III, Part A (Immigrant)
- Title IV, Part A (Student Support)

Financial Impact

Income to the district as follows:

● Title I, Part A (Low-income Student)	$3,085,261
● Title II, Part A (Supporting Effective Instruction)	$506,245
● Title III, Part A (English Learner)	$319,754
● Title III, Part A (Immigrant)	$73,842
● Title IV, Part A (Student Support)	$232,126

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Jose Cabrera, Assistant Director, State and Federal Programs

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

APPROVE THE AGREEMENTS BETWEEN PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND ELEMENTARY OCDE PROJECT GLAD® FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District proposes implementation of the OCDE Project GLAD® Preschool professional development series during the 2026–27 school year to strengthen early language and literacy instruction for TK students.

The Preschool GLAD® model is designed to support oral language development, vocabulary acquisition, early literacy foundations, and student engagement through developmentally appropriate, language-rich instructional strategies aligned with early childhood learning standards.

The proposed TK cohort will include educators participating in:

- 1-Day Research & Theory Workshop
- 4-Day Classroom Demonstration Model
- Collaborative planning and implementation support
- Embedded coaching opportunities

The Research & Theory Workshop will provide participants with foundational knowledge regarding the Project GLAD® preschool instructional framework, including language development strategies, thematic instruction, comprehensible input, and strategies that support multilingual learners in early childhood settings.

The Classroom Demonstration Model will allow educators to observe Project GLAD® trainers implementing preschool instructional strategies in authentic classroom environments while participants engage in guided planning, reflection, and collaborative learning.

This professional learning opportunity supports the district's continued commitment to early literacy, school readiness, and equitable access to high-quality instructional practices for preschool students.

Financial Impact

Title II, LCFF Supplemental, LREBG: $35,756

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Jose Cabrera, Assistant Director, State and Federal Programs

SERVICE PROPOSAL
Placentia Yorba Linda Unified School District
OCDE Project GLAD® NTC Preschool

Stefan Bean, Ed.D.
County Superintendent of Schools

Purpose of this Document
The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district, or agency. To expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes, or questions.

Project GLAD® Contact:
Betsy Young, Executive Assistant
714-966-4124 I byoung@ocde.us

Service Recipient:
Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:
OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
714 966-4159 | jensalas@ocde.us

Professional Learning Dates: August 1, 2026-June 30, 2027
Number of Participants: 12

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $35,756.00

OCDE Project GLAD® Strand-Preschool

Foundations Training

1-Day Research & Theory Workshop

A 6-hour workshop where participants have the opportunity to dialogue and learn about the research that supports the model and its development. An introduction to the Project GLAD® preschool strand and exposure to effective teaching strategies are examined in depth. Training includes the Preschool Handbook.

Training Date(s): TBD
Number of Participants: 12
Minimum 12/Maximum 50 per cohort group

Cost per Participant: $438.00	**$5,256.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced): Includes: transportation, lodging, parking, meals & mileage contracts will be amended to cover any travel costs that exceed this amount	**$3,000.00**
Total	**$8,356.00**

4-Day Classroom Demonstration

A four-day (consecutive) classroom demonstration with two Project GLAD® Agency Trainers who will both demonstrate a Project GLAD® preschool unit of study using the model strategies with students in one of the districts/agencies' classrooms, combined with one trainer operating as a coach to the participants observing and engaging in the learning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and practice and deliver the strategies, with coaching and feedback cycles integrated. At the conclusion of this experience, participants will have grown in their confidence to replicate their practices with greater intentionality in their own setting.

Training Dates: TBD
Number of Participants: 12
Minimum 12/Maximum 25 per cohort group

Cost per Participant: $1,650.00	**$19,800.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced): Includes: transportation, lodging, parking, meals & mileage contracts will be amended to cover any travel costs that exceed this amount	**$7,500.00**
Total	**$27,400.00**

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $35,756.00

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

APPROVE THE AGREEMENTS BETWEEN PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND ELEMENTARY OCDE PROJECT GLAD® FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District proposes continued implementation support through OCDE Project GLAD® Customized Follow-Up Training during the 2026–2027 school year to strengthen and sustain effective classroom implementation of GLAD® instructional practices across elementary and secondary grade levels.

The customized follow-up support model is designed to deepen teacher implementation, strengthen alignment with district curriculum resources, and provide collaborative opportunities for instructional planning, reflection, and refinement of GLAD® strategies.

The proposal includes six cohort groups:

Customized Follow-Up Cohorts

- Kindergarten – 1st Grade Cohort
- 2nd – 3rd Grade Cohort
- 4th Grade Cohort
- 5th Grade Cohort
- 6th Grade Cohort
- Secondary Cohort

Each cohort will participate in:

- Two customized follow-up days during the school year
- One Fall implementation support session
- One Winter implementation support session
- Collaborative lesson planning and reflection
- Coaching aligned to Wonders ELA curriculum integration, where applicable

The customized training and support sessions will focus on strengthening implementation fidelity, lesson design, instructional scaffolds, academic language development, and student engagement strategies aligned to district instructional priorities.

The professional learning series supports districtwide efforts to build sustainable instructional systems that increase access to rigorous grade-level curriculum for English learners and all students while promoting consistency across classrooms and grade spans.

Financial Impact

Title I, Title II, Supplemental, and LREBG: $132,100

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Jose Cabrera, Assistant Director, State and Federal Programs

SERVICE PROPOSAL
Placentia Yorba Linda Unified School District
OCDE Project GLAD® NTC Elementary/Secondary
English

Stefan Bean, Ed.D.
County Superintendent of Schools

Purpose of this Document
The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district, or agency. To expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes, or questions.

Project GLAD® Contact:
Betsy Young, Executive Assistant
714-966-4124 I byoung@ocde.us

Service Recipient:
Placentia Yorba Linda Unified School District
1301 E Orangethorpe Ave. Placentia, CA 92870
Jose Cabrera, Assistant Director, Federal Programs
714-985-8708 | jcabrera@pylusd.org

Service Provider:
OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
(714) 966-4159 | jensalas@ocde.us

Professional Learning Dates: August 1, 2026-June 30, 2027
Number of Participants: 100

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $132,100.00

OCDE Project GLAD® Series- Elementary/Secondary English

Customized Training & Supports

Includes: Will be customized with district leadership and may include planning with Wonders ELA curriculum. Customized follow-up will be provided for 6 cohorts. Each cohort will receive 2 days of customized follow-up with preferred dates to include one in the Fall (late August-September and one in the Winter (December-February) for a total of 6 days in Fall and 6 days in Winter for a total of 12 days of customized follow-up. Each cohort and anticipated number of participants includes grades K-1=22 participants, grades 2-3=16 participants, grade 4=16 participants, grade 5=16 participants, grade 6=16 participants and secondary with 14 participants.

Training Date(s): TBD
Number of Participants: 100
Minimum 12/Maximum 50 per cohort group

Cost per Participant per Day: $600 x 2 days x 100 participants	**$120,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$12,000.00**

*includes: transportation, lodging, parking, meals & mileage
contracts will be amended to cover any travel costs that exceed this amount

Total **$132,100.00**

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $132,100.00

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

APPROVE THE AGREEMENTS BETWEEN PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND ELEMENTARY OCDE PROJECT GLAD® FOR THE 2026-27 SCHOOL YEAR

Background

Placentia-Yorba Linda Unified School District proposes continued implementation and expansion of the OCDE Project GLAD® professional development model during the 2026–2027 school year to support high-quality integrated and designated English Language Development (ELD) instruction aligned with the California English Learner Roadmap.

The proposed Foundations Training series will provide educators with research-based instructional strategies designed to increase academic language development, student engagement, and access to rigorous instruction for English learners and all students.

Elementary GLAD® Foundations Cohorts

- Kindergarten – 2nd Grade Cohort
- 3rd - 4th Grade Cohort
- 5th - 6th Grade Cohort
- ELD/AST Teachers

Each cohort will participate in:

- 2-Day Research & Theory Workshops
- 4-Day Classroom Demonstration Model
- Coaching and collaborative planning opportunities
- Classroom application and implementation support

The Research & Theory Workshops provide educators with a foundational understanding of the GLAD® instructional framework, including research on language acquisition, comprehensible input strategies, academic discourse structures, and integrated literacy development.

The Classroom Demonstration Model provides educators with opportunities to observe certified Project GLAD® trainers implementing instructional strategies with students in live classroom settings while simultaneously receiving coaching, planning support, and guided reflection.

The proposed professional learning supports districtwide efforts to strengthen instructional consistency, increase language-rich classroom environments, and expand access to rigorous grade-level instruction for multilingual learners.

Financial Impact

Title I, Title II, Supplemental and LREBG: $257,300

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Jose Cabrera, Assistant Director, State and Federal Programs

SERVICE PROPOSAL
Placentia Yorba Linda Unified School District
OCDE Project GLAD® NTC Elementary English

Stefan Bean, Ed.D.
County Superintendent of Schools

Purpose of this Document
The purpose of this document is to clearly outline the proposed services and provide a cost estimate. This document is not a contract but will be used to develop a contract between the Orange County Department of Education (OCDE) Project GLAD® National Training Center (NTC) and your school, district, or agency. To expedite the development of a formal contract, please review this proposal and communicate to the Project GLAD® NTC of your approval, desired changes, or questions.

Project GLAD® Contact:
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Service Recipient:
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Service Provider:
OCDE Project GLAD® NTC
200 Kalmus Dr., Costa Mesa, CA 92626
Jennifer Salas, Coordinator
714 966-4159 | jensalas@ocde.us

Professional Learning Dates: August 1, 2026-June 30, 2027
Number of Participants: 81

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $257,300.00

OCDE Project GLAD® Series- Elementary English

Foundations Training

2-Day Research & Theory Workshop

A 12-hour (two, 6-hour days) workshop where participants have the opportunity to dialogue and learn about the research that supports the OCDE Project GLAD® Training Model and its development, planning, and support. An introduction to OCDE Project GLAD® and exposure to effective teaching strategies are examined in depth. Training includes the Project GLAD® Learning Guide.

Cohort 1

Training Date(s): TBD

Number of Participants: 20 (grades K-2)

*Minimum 12/Maximum 50 per cohort group

Cost per Participant: $850.00	**$17,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$4,500.00**

*includes: transportation, lodging, parking, meals & mileage

**contracts will be amended to cover any travel costs that exceed this amount

Cohort 2

Training Date(s): TBD

Number of Participants: 20 (grades 3-4)

*Minimum 12/Maximum 50 per cohort group

Cost per Participant: $850.00	**$17,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$4,500.00**

*includes: transportation, lodging, parking, meals & mileage

**contracts will be amended to cover any travel costs that exceed this amount

Cohort 3

Training Date(s): TBD

Number of Participants: 20 (grades 5-6)

*Minimum 12/Maximum 50 per cohort group

Cost per Participant: $850.00	**$17,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$4,500.00**

*includes: transportation, lodging, parking, meals & mileage

**contracts will be amended to cover any travel costs that exceed this amount

Cohort 4

Training Date(s): TBD (preferred late August-early September)

Number of Participants: 21 (ELD/AST)

*Minimum 12/Maximum 50 per cohort group

Cost per Participant: $850.00	**$17,850.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$4,500.00**

*includes: transportation, lodging, parking, meals & mileage

**contracts will be amended to cover any travel costs that exceed this amount

Total	**$87,250.00**

4-Day Classroom Demonstration
A four-day (three consecutive days and one non-consecutive day) classroom demonstration with two certified Project GLAD® Trainers who will both demonstrate a Project GLAD® unit of study using the model strategies with students in one of the districts/agencies' classrooms, combined with one trainer operating as a coach to the educator participants observing and engaging in the learning. Participants will learn to create resources for delivery (charts, chants, digital tools, etc.) and practice and deliver the strategies, with coaching and feedback cycles integrated. At the conclusion of this experience, educators will have grown in their confidence to replicate their practices with greater intentionality in their own setting.

Cohort 1
Training Dates: TBD
Number of Participants: 20 (grades K-2 with Demo in 1st grade)
*Minimum 12/Maximum 25 per cohort group

Cost per Participant: $1650.00	**$33,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$9,000.00**

*includes: transportation, lodging, parking, meals & mileage
**contracts will be amended to cover any travel costs that exceed this amount

Cohort 2
Training Dates: TBD
Number of Participants: 20 (grades 3-4)
*Minimum 12/Maximum 25 per cohort group

Cost per Participant: $1650.00	**$33,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$9,000.00**

*includes: transportation, lodging, parking, meals & mileage
**contracts will be amended to cover any travel costs that exceed this amount

Cohort 3
Training Dates: TBD
Number of Participants: 20 (grades 5-6)
*Minimum 12/Maximum 25 per cohort group

Cost per Participant: $1650.00	**$33,000.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$9,000.00**

*includes: transportation, lodging, parking, meals & mileage
**contracts will be amended to cover any travel costs that exceed this amount

Cohort 4
Training Dates: TBD
Number of Participants: 21 (ELD/AST)
*Minimum 12/Maximum 25 per cohort group

Cost per Participant: $1650.00	**$34,650.00**
Shipping & Handling (only actuals invoiced):	**$100.00**
Travel Expenses (only actuals invoiced):	**$9,000.00**

*includes: transportation, lodging, parking, meals & mileage
**contracts will be amended to cover any travel costs that exceed this amount

Total **$170,050.00**

TOTAL ESTIMATE FOR ALL PROPOSED SERVICES: $257,300.00

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

CONTRACT WITH CALDWELL PHYSICAL THERAPY FOR ATHLETIC TRAINER SERVICES AT EACH COMPREHENSIVE HIGH SCHOOL

Background

We are seeking Board approval to enter into an agreement with Caldwell Physical Therapy for the 2026–2027 school year to provide athletic trainer services for our high school student-athletes. Under this agreement, Caldwell Physical Therapy will provide board-certified athletic trainers (ATCs) at each high school, ensuring consistent coverage for injury prevention, evaluation, rehabilitation, and return-to-play supervision. Athletic trainers will also support middle school championship events.

This partnership strengthens student-athlete health and safety while ensuring alignment with professional standards. The agreement includes a structured service schedule, with each ATC assigned up to 40 hours per week, not to exceed 1,890 hours annually.

Financial Impact

General Fund, $536,940

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

Caldwell Physical Therapy and Sports Rehabilitation
Athletic Training Contract

2026-2027 School Year

1. Caldwell Physical Therapy will work with PYLUSD to provide a volunteer licensed medical provider for all varsity home football games.

2. Caldwell Physical Therapy shall provide a board-certified Athletic Trainer ("ATC") from the National Athletic Trainers Association for each high school. Each athletic trainer will remain with the school and support district-wide needs throughout the year and shall perform the following duties:

   a) Taping
   b) Evaluation of all athletic injuries, reporting injuries to the team physician, coaches and parents.
   c) Maintain accurate records of injuries and treatment.
   d) Provide supervision for injured athletes upon their return to practice or games following all injuries and treatment.
   e) Educate student trainers to assist with the ATCs duties while under the direct supervision of the ATC.

3. Caldwell Physical Therapy will work with PYLUSD to pre-emptively establish a pool of primary substitute ATCs (approximately three to five). Substitute ATCs will serve as the primary resource for adjunct or absentee athletic training needs.

4. The district will be responsible for determining the exact time schedules for the ATCs. Each ATC will be available for 40 hours per week. In the event that the ATC works more than the scheduled 40 hours in a given week, the district will attempt to make adjustments to future schedules to comply with the total assignment of 40 hours per week. The total hours for the year are not to exceed 1,890 hours.

5. All fees for additional assignments of ATCs shall be at an hourly rate of $72.00, and shall be invoiced to Placentia-Yorba Linda Unified School District paid by the district to Caldwell Physical Therapy. ATCs shall have the right to refuse additional assignments as described above.

6. A professional liability insurance policy with limits of not less than $1,000,000 combined single limits, per occurrence and aggregate will be provided by Caldwell Physical Therapy throughout the term of this agreement.

   a) A sexual misconduct insurance policy with a minimum of $3,000,000 per occurrence will be provided by Caldwell Physical Therapy throughout the term of this agreement.

7. Caldwell Physical Therapy shall comply with all applicable federal, state and local laws, rules, and ordinance, including those related to providing workers' compensation coverage for all employees/trainers of Caldwell Physical Therapy, and fingerprinting laws of the state of California, education code 45125.1 and Government code Section 8355.

8. Should a conflict arise at any time during the term of this agreement, Caldwell Physical

Therapy shall be available to assist in resolution.

9. All ATCs and physicians performing services pursuant to this agreement shall be employees and/or subcontractors of Caldwell Physical Therapy, and shall not be considered employees of the district for any purpose. Such individuals are professionals who shall determine the level, type and need for specific services. Caldwell Physical Therapy shall be responsible for the overall supervision and performance of such individuals, provided, however, that the district may object to any specific service provider, who will be replaced by Caldwell Physical Therapy upon receiving notice of such objection. Caldwell Physical Therapy shall be responsible for all incidents of employment including all applicable withholdings for federal, state and local taxes, and insurance.

10. With the removal of the "association rule" by CIF, any athlete that is out of his/her competition season will be seen by an ATC after care has been provided to all in-season athletes.

11. Caldwell Physical Therapy will create a website link for each high school's athletic program. This educational website will provide student athletes, parents and coaches a source of information on various sports medicine concerns such as concussion symptoms and treatment protocols, prevention of injuries, athletic physicals, etc.

12. The term of this agreement shall be from July 1st, 2026 through June May 31st, 2027.

13. Caldwell Physical Therapy will perform the above described services as an independent contractor, and not as an employee of the district.

14. Caldwell Physical Therapy will work with PYLUSD to provide staff and volunteer medical providers for pre-participation screenings each spring.

15. <u>Public Liability/Property Damage</u>

The Contractor needs to provide the District with a Certificate of Insurance with a page 2 endorsement naming the District and additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate. Property damage for at least $1,000,000.

Certificate Holders and Additionally 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 "contractor" shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

Automotive and Truck Insurance

Automotive and Truck where operated in amounts as above

Worker's Compensation

The Contractor shall maintain adequate insurance to protect the district from claims under Worker's Compensation Acts.

District shall be in receipt of all insurance certificates prior to work beginning.
Insurance policies must carry a 30-day cancellation clause.

16. FORCE MAJEURE CLAUSE. The parties to the Contract 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 other party (ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

HOLD HARMLESS AGREEMENT. The Provider shall save, defend, hold harmless and indemnify the District from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work on the property under the terms of this contract, resulting in whole or in part from the negligent acts or omissions of the Provider, any sub-providers, or any employee, agent, or representative of Provider and/or its sub-providers.

DEFAULT BY PROVIDER. When Provider, or any sub-provider, or vendor shall fail to deliver any article or service or shall deliver any article or service which does not conform to the work specifications, the District may, upon five (5) business days' prior written notice describing the default, at its option, annul and set aside the contract entered into with said Provider, sub-provider or vendor either in whole or in part, and make and enter into a new contract in such manner as seems to the Board of Education to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Provider, sub-provider or vendor, as above stated, shall be a liability against the Provider and his sureties. The Board of Education reserves the right to cancel any articles or services which the Provider may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Provider provided satisfactory proof is furnished to the Board of Education, if requested.

ANTI-DISCRIMINATION. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work performed under construction and purchasing contracts, there be no discrimination against any employee engaged in the work because of race, color, sex, ancestry, national origin, or religious creed, and therefore the Provider agrees to comply with the applicable Federal and California Laws, including, but not limited to the California Fair Employment Practice Act, beginning with Labor Code, Section 1410 and Labor Code, Section 1735. In

addition, the Provider agrees to require such compliance by all sub-providers employed on the work by him.

CONTRACTOR FINGERPRINTING. During the entire term of the Contract, the Contracting Entity, including all sub-contracting entities and their employees, shall fully comply with the provisions of California Education Code Section 45125.1 when the Placentia-Yorba Linda Unified School District determines that the Contracting Entity's employees and/or employees of sub-contracting entities will have contact with Placentia-Yorba Linda Unified School District pupils in performance of the work of this contract. Contractor shall not permit any employee or sub-contractors to perform any services until the Department of Justice has determined that the employee has not be convicted of a felony or has not felony criminal charges pending as defined I Education section 45122.1. Contractor shall certify in writing that all of his/her employees and all sub-contractor employees, present or new hires, have not been convicted of a serious or violent crime or is awaiting adjudication of same. This certification shall be provided by Contractor to the District prior to any of the Contractor's employees, or subcontractor's employees coming into contact with District pupils.

ENTIRE AGREEMENT. This Agreement constitutes the entire and only agreement between the parties as to the work to be performed and supersedes any prior agreement, oral or written, with respect thereto. The parties further agree that there are no understandings, agreements, or representations no specified in this Agreement and that by entering into the agreement, no party is relying upon any understandings, agreements, or representations no expressly set forth herein.

Each party to this agreement by the execution of this agreement acknowledges that this agreement was jointly prepared by the parties hereto. The parties hereto each agree and acknowledge that they have carefully reviewed this agreement, that they understand its terms, that they have had legal advice with respect to this agreement and have had an adequate opportunity to consult with legal counsel prior to executing this agreement, and that they have executed this agreement with full knowledge of its meaning and effect, and agree to be bound by its terms and conditions. The parties hereto further agree that they have relied wholly upon their own judgment and knowledge and have not been influenced to any extent whatsoever in making this agreement by any representations or statements made by other party or anyone acting on behalf of any other party, except as expressly contained in this agreement. The parties expressly agree that no rule of construction or interpretation which would operate to construe any term of the agreement against either party shall apply.

GOVERNING LAW. This contract is made, entered into and executed in Orange County, California and the parties agree that any legal action, claim or proceeding arising out of or connected with this contract shall be filed in the applicable court in Orange County, California. The parties further agree this contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

CONTRACT CHANGES. No changes or alterations to this contract shall be made without specific prior written approval by the District.

SEVERABILITY. If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The laws of the State of California shall govern the Contract and venue shall be in the appropriate Superior Court in Orange County, California.

17. Caldwell Physical Therapy will provide a drug-free workplace by doing all of the following:

a) Publishing a statement, notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace, and specifying actions which will be taken against employees for violations of the prohibition;

b) Establishing a drug-free awareness program to inform employees about all of the following:

1) The dangers of drug abuse in the workplace;
2) The person's or organization's policy of maintaining a drug-free workplace;
3) The availability of drug counseling, rehabilitation and employee- assistance programs; and
4) The penalties that may be imposed upon employees for drug abuse violations;

c) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will (a) publish a statement notifying employees concerning the prohibition of controlled substance at the workplace, (b) establish a drug free awareness program, and (c) require each employee engaged in the performance of the contact be given a copy of the statement required by section 8355(a) and require such employee agree to abide by the terms of that statement.

I also understand that if the Placentia- Yorba Linda Unified School District determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Sections 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code Sections 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

18. The CONTRACTOR agrees that it will abide by and implement the DISTRICT's Alcoholic Beverage and Tobacco Free Campus Policy, which prohibits the use of alcoholic beverages and tobacco products, at any time, on DISTRICT-owned or

leased buildings, on DISTRICT property and in DISTRICT vehicles. The CONTRACTOR shall procure signs stating "ALCOHOLIC BEVERAGE AND TOBACCO USE IS PROHIBITED" and shall ensure that these signs are prominently displayed in all entrances to school property at all times.

19. Pursuant to Education Code Section 45125.1, Contractor has conducted criminal background checks, through the California Department of Justice, of all employees providing services to the Placentia·Yorba Linda Unified School District, pursuant to the contract/purchase order dated _____, and that none have been convicted of serious or violent felonies, as specified in Penal Code Sections 1192.7(c) and 667.5(c), respectively.

    As further required by Education Code Section 45125.1, attached hereto as Attachment "A" is a list of the names of the employees of the undersigned who may come in contact with pupils.

20. The amount of the contract is $536,940.00. The district will pay Caldwell Physical Therapy $178,980.00 on 07/1/2026, 11/01/2026, and 03/01/2027.

21. The Placentia-Yorba Linda USD and/or Caldwell Physical Therapy may terminate this contract at any time. Prorate of payment on 07/1/2026, 11/01/2026 and 03/01/2027 will be determined from the date of termination.

22. The term of the contract will be July 1st, 2026 through May 31st, 2027.

Craig L. Caldwell, R.P.T. Caldwell Physical Therapy & Sports Rehabilitation Inc.	Dr. John Pappalardo Chief Business Officer Placentia-Yorba Linda Unified School District
Date	Date

Date Board Approved:_____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT WITH HOME CAMPUS FOR CLEARANCE SERVICES FOR SECONDARY SCHOOLS AND UNIVERSAL SPORTS INSTITUTE

Background

District staff recommends that the Board of Education approve the continued agreement with Home Campus for athletic and performing arts clearance, including the middle school athletics program. Home Campus is currently utilized by all middle and high schools in PYLUSD, as well as the Universal Sports Institute, to manage student clearance documentation.

The platform provides a secure, centralized system for parents, students, and staff to complete and access required forms, streamlining the clearance process and ensuring compliance. A key advantage of Home Campus is its direct integration with the California Interscholastic Federation (CIF), allowing eligibility information to seamlessly sync between the district and CIF. This integration reduces administrative burden, minimizes errors, and ensures timely and accurate eligibility certification for student-athletes. Additionally, the platform includes an injury tracking system utilized by athletic trainers to document, monitor, and manage student-athlete injuries, supporting informed care and safe return-to-play decisions. The continued use of Home Campus enhances efficiency, improves communication, and supports a consistent, compliant clearance process across all district athletic and performing arts programs.

Financial Impact

General Fund, $10,121

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

Home Campus
PO Box #807
Dana Point, CA 92629
lindsay@homecampus.com

ADDRESS
Placentia-Yorba Linda USD
1301 E. Orangethorpe Ave.
Placentia, CA 92870

Estimate 1469

DATE 04/15/2026

	QTY	RATE	AMOUNT
7/1/26 - 6/30/27			
AC + CC + IT El Dorado	1	1,595.00	1,595.00
AC + CC + IT Esperanza	1	1,595.00	1,595.00
AC + CC + IT Valencia/Placentia	1	1,595.00	1,595.00
AC + CC + IT Yorba Linda	1	1,595.00	1,595.00
Athletic Clearance MS Bernardo Yorba MS	1	695.00	695.00
Athletic Clearance MS Kraemer MS	1	695.00	695.00
Athletic Clearance MS Yorba Linda MS	1	695.00	695.00
Athletic Clearance MS Travis Ranch MS	1	695.00	695.00
Athletic Clearance MS Valadez MS	1	695.00	695.00
Athletic Clearance MS Tuffree MS	1	695.00	695.00
Athletic Clearance MS Universal Sports Institute	1	695.00	695.00

SUBTOTAL	11,245.00
DISCOUNT 10%	-1,124.50
TOTAL	$10,120.50

Accepted By

Accepted Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT WITH PERRY WEATHER, INC FOR ON-SITE WEATHER MONITORING AND NOTIFICATIONS FOR STUDENT SAFETY

Background

The District is seeking approval to enter into a one-year agreement with Perry Weather, Inc. to implement a comprehensive weather monitoring and extreme weather alert system across the district for the 2026-27 school year. This system provides real-time, site-specific data, and automated alerts for environmental conditions, with a particular focus on the most significant weather-related risks in our region: extreme heat and poor air quality. Through continuous monitoring, the system enables staff to make informed, timely decisions about outdoor activities, including physical education and athletics, by issuing alerts, enforcing safety thresholds, and signaling when it is safe to resume activities. By standardizing responses and reducing uncertainty, the system strengthens our ability to protect students and staff during rapidly changing environmental conditions while ensuring consistent, districtwide practices.

The Perry Weather system also supports compliance with California Interscholastic Federation (CIF) Southern Section requirements and directly advances the district's ability to implement Senate Bill 1248, which mandates that local educational agencies develop and adopt extreme weather safety protocols by July 1, 2026. The system aligns with California Department of Education guidelines by providing clear, data-driven criteria for identifying extreme weather conditions (including heat index and air quality thresholds), continuous monitoring of weather conditions, and automated communication tools to notify staff and school communities.

Financial Impact

General Fund, $25,884

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Baldwin Pedraza, Director, Student Services
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

Docusign Envelope ID: 9C13F92E-4987-8F8A-80F2-5218F8712C92

perry weather

ORDER FORM

Perry Weather, Inc.
3102 Oak Lawn Avenue, Suite 202
Dallas, Texas 75219
(referred to herein as ***"Perry Weather"***)

GENERAL INFORMATION	
Customer Name	Placentia-Yorba Linda Unified School District - Placentia, CA
Customer Address	1301 E Orangethorpe Ave, Placentia, CA 92870
Tax Exempt Status	*If your entity is tax exempt, please email an exemption certificate to billing@perryweather.com to remove sales tax from your invoices.*
Perry Weather Sales Contact	Marshall Knowles

PRIMARY CUSTOMER CONTACT	
Full Name	
Title	
Email	
Phone	

EMAIL INVOICES TO	
Accounts Payable Email	
Other Email(s)	

ORDER INFORMATION	
Quote ID	20260324-151859303
Order Start Date	06/17/2026
Order End Date	06/30/2027
Standard Billing Cycle Start Date (if different from Order Start Date)	07/01/2026
Standard Billing Period	Annual
Additional Terms	PW Terms are amended as follows: This Order Form will not automatically renew.

This Order Form is governed by and incorporates by reference the Perry Weather Terms and Conditions ("PW Terms") available at https://perryweather.com/legal-terms, together with any attachments, addenda, and Additional Terms herein. The PW Terms, together with any attachments, addenda, and Additional Terms herein, shall also govern all previously executed Order Forms, notwithstanding any conflicting terms in such prior agreements. Capitalized terms used but not defined in this Order Form will have the meanings ascribed thereto in the PW Terms. **By signing below, you represent and warrant that you have the authority to execute this Order Form and bind Customer to its terms.**

Customer:

By: _____

Name: _____

Title: _____

Perry Weather:

By: Signed by: James Skidmore 5DB54D2B57C8468...

Name: James Skidmore

Title: Chief Operating Officer

Docusign Envelope ID: 9C13F92E-4987-8F8A-80F2-5218F8712C92

Placentia-Yorba Linda Unified School District - Placentia, CA

perry weather

Placentia-Yorba Linda Unified School District - Placentia, CA
1301 E Orangethorpe Ave
Placentia, CA 92870

Reference: 20260324-151859303
Quote expires: August 11, 2026

Quote Highlights:

- **Plus** Platform Subscription with 55% discount for including hardware
- **Up to 250 users** included with Plus Platform Subscription
- **Up to 5 monitored locations** (no additional locations purchased)
- **4 hardware units** with installation and shipping

Item & Description	Quantity	Unit Price	Total
Platform Subscription: Plus Package Includes one monitored location and up to 250 users with mobile and desktop access to the Plus software platform	1	$6,300.00 / year	$2,835.00 / year after 55% discount
On-Site Weather Package - with Air Quality Includes a Weather Station (WXS) with on-site sensors (WBGT, temp, humidity, rain, wind, air quality), HD snapshot camera, and built-in cellular connectivity. Also includes detailed historical data reporting and location monitoring for the designated installation site	4	$4,660.00 / year	$12,116.00 / year after 35% discount
Shipping	4	$500.00	$2,000.00
Professional Hardware Installation White-glove installation for one hardware unit from professional Perry Weather technicians	4	$2,800.00	$8,400.00 after 25% discount

Annual subtotal	$14,951.00 after $9,989.00 discount
One-time subtotal	$10,400.00 after $2,800.00 discount
Prorated Amount (06/17/2026 - 06/30/2026)	$532.50
Total	**$25,883.50**

Applicable taxes, if any, not shown. Email tax exemption certificates to billing@perryweather.com. Subscriptions subject to annual market rate adjustments (5% or CPI inflation, whichever is greater), unless otherwise stated on an Order Form or Agreement.

Questions? Contact me. Marshall Knowles, marshall@perryweather.com , +12108014568

Docusign Envelope ID: 9C13F92E-4987-8F8A-80F2-5218F8712C92

AGREEMENT BETWEEN O.C. PARKS & RECREATION AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT FOR THE VALENCIA HIGH SCHOOL PAT HADLEY MEMORIAL INVITATIONAL

Background

The 10th annual Pat Hadley Memorial Invitational will be held on Saturday, September 5, 2026, at Craig Regional Park. The event honors the legacy of Pat Hadley and her commitment to the Valencia High School community, while helping provide support and opportunities for underprivileged student-athletes pursuing post-secondary education. Valencia High School requests approval of the agreement between Placentia-Yorba Linda Unified School District and Orange County Parks and Recreation for use of the facility for this annual event.

Pat Hadley served the students of Valencia High School and the Placentia-Yorba Linda Unified School District with distinction as a ceramics teacher for 18 years and as head coach for Boys' Cross Country and distance coach for Track and Field. Under Coach Hadley's leadership, Valencia High School achieved more than a decade of success at the League, CIF Southern Section, and state levels. Beyond athletics, Coach Hadley made a lasting impact on the lives of her students and athletes through her generosity, mentorship, and unwavering support. She regularly provided resources for students in need, supported alumni in their transition to college, introduced many students to outdoor experiences for the first time, and instilled values of integrity, perseverance, and compassion in all she encountered.

Financial Impact

No cost to the district.

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Chris Herzfeld, Principal, Valencia High School

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

Approve or ratify the following eight school-sponsored field trips:

1.	El Dorado High School	Girls Volleyball Tournament, August 13-15, 2026, Las Vegas, Nevada
2.	Esperanza High School	Big Bear Running Camp, July 22-25, 2026, Big Bear, California
3.	Esperanza High School	United Spirit Association Summer Camp, August 3-6, 2026, Indian Wells, California
4.	Esperanza High School	Contest of Champions National Dance Competition, February 27-March 2, 2027, Orlando, Florida
5.	Valencia High School	FBLA National Leadership Conference, June 28-July 3, 2026, San Antonio, TX
6.	Valencia High School	USA Spirit Camp, July 9-11, 2026, Placentia, California
7.	Yorba Linda High School	FBLA National Leadership Conference, June 28-July 3, 2026, San Antonio, TX
8.	Yorba Linda High School	Cross Country Annual Team Retreat, August 1-6, 2026, Big Bear Lake, California

Background
Extended field trip opportunities allow students to compete at higher levels, build meaningful connections, and develop leadership and problem-solving skills that extend beyond the classroom. These experiences strengthen school engagement and contribute positively to attendance, academic performance, and overall well-being. Providing access to these opportunities ensures students can grow through competition, collaboration, and representation of their school community.

Administrator
Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. Liz Leon, Executive Director, Elementary Education
Mike Young, Director, Secondary Education
Dr. Taylor Holloway, Assistant Director, Athletics and Activities

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED EXTENDED FIELD TRIP: EL DORADO HIGH SCHOOL GIRLS VOLLEYBALL TOURNAMENT IN LAS VEGAS, NEVADA

Background

The El Dorado High School girls volleyball team is requesting permission to attend the Girls Volleyball Tournament which will be held August 13-15, 2026 at Las Vegas High School in Las Vegas, Nevada. Twenty students, five chaperones, and two coaches will be attending this event. Accommodations for the group will be at the Silverton Hotel in Las Vegas, Nevada. The group will travel by parent-driven vehicles. One school day will be missed.

The tournament will provide the players with the opportunity to compete against players from all over the country.

Financial Impact

No cost to the district

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Michael Zides, Principal, El Dorado High School

EL DORADO HIGH SCHOOL
GIRLS VOLLEYBALL TOURNAMENT
Las Vegas, Nevada
August 13-15, 2026

Itinerary

Thursday, August 13

4:00 p.m.	Arrive at El Dorado High School; meet with advisor, chaperones and students to review policies, behavioral expectations, and the school's code of conduct
4:30 p.m.	Depart to Las Vegas by parent-driven vehicles
6:30 p.m.	Dinner at Cracker Barrel
9:00 p.m.	Arrive at hotel, check in
10:00 p.m.	Lights out

Friday, August 14

9:00 a.m.	Breakfast at hotel
10:00 a.m.	Homework/study time
11:30 a.m.	Team meeting
12:00 p.m.	Lunch at hotel
1:00 p.m.	Depart for tournament by parent-driven vehicles
2:00 p.m.	Tournament begins
7:30 p.m.	Depart to hotel by parent-driven vehicles, dinner at hotel
9:00 p.m.	In rooms
10:00 p.m.	Lights out

Saturday, August 15

6:00 a.m.	Breakfast at hotel
6:45 a.m.	Check out of hotel, depart for tournament by parent-driven vehicles
8:00 a.m.	Tournament begins
12:00 p.m.	Lunch at tournament
1:00 p.m.	Tournament resumes
5:00 p.m.	Tournament ends, award ceremony
6:00 p.m.	Students picked up by parents and driven home, dinner with parents

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL CROSS COUNTRY TEAM SUMMER TRAINING CAMP

Background

The Esperanza High School boys and girls cross country team requests permission to participate in an annual Big Bear Running Camp held on July 22-25, 2026, in Big Bear, CA. The group will consist of up to fourteen student athletes, two teacher/coaches, and two assistant coaches. Transportation will be provided by coach-driven and parent-driven vehicles to and from Big Bear. Accommodations will be at the Snow Summit Town Homes. Students will miss no school days.

This trip will provide student-athletes the opportunity to train and develop at a high-altitude training camp and will allow them an opportunity to bond as a team.

Financial Impact

No cost to the district.

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Kelly Molina, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
RUNNING CAMP FOR BOYS/GIRLS CROSS COUNTRY
Big Bear, California
July 22 - July 25, 2026

Itinerary

Wednesday, July 22

9:00 a.m.	Call time at Esperanza HS. Meet with coaches, students and chaperones to review policies, behavioral expectations and school's code of conduct
9:15 a.m.	Depart Esperanza for Big Bear, California in coach-driven and parent-driven vehicles
12:15 p.m.	Arrive in Big Bear and have lunch in town.
3:00 p.m.	Check in/register at Snow Summit Town Homes, California
4:00 p.m.	Practice run
6:00 p.m.	Dinner at the condos
8:00 p.m.	Supervised team activity, bonding games in the condos.
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Thursday, July 23

7:00 a.m.	Wake up call, practice run
9:00 a.m.	Breakfast at the condos
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch at the condos
1:00 p.m.	Supervised team activity outing
5:00 p.m.	Dinner at the condos
6:00 p.m.	Supervised team activity
9:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Friday, July 24

7:00 a.m.	Practice run
9:00 a.m.	Breakfast at the condos
10:00 a.m.	Return to rooms, supervised team activity
12:00 p.m.	Lunch at the condos
1:00 p.m.	Supervised team activity outing
5:00 p.m.	Dinner at the condos
6:00 p.m.	Supervised team activity
9:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Saturday, July 25

7:00 a.m.	Wake up call, practice run
9:00 a.m.	Breakfast
10:00 a.m.	Leave Big Bear and head back to Esperanza High School driven by coaches where the parents will pick up their athletes.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL UNITED SPIRIT ASSOCIATION SUMMER CAMP

Background

The Esperanza High School cheer team requests permission to participate in the United Spirit Association Cheer Camp on August 3-6, 2026 in Indian Wells, CA. Transportation will be provided by parent-driven vehicles. The group will consist of 35 students, two chaperones, and two coaches. Accommodations for the group will be at the Grand Hyatt in Indian Wells, CA. No school days will be missed.

The USA Summer Camp provides an opportunity for student-athletes to represent their school and further develop their leadership skills, teamwork, and safety training. Students will learn new material, bond as a team, and receive an AACCA safety certification required for participation at regional and national competitions.

Financial Impact

No cost to the district

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Kelly Molina, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
UNITED SPIRIT ASSOCIATION CHEER CAMP
Indian Wells, California
August 3-6, 2026

Itinerary

Monday, August 3

8:30 a.m.	Meet at Esperanza/Meet with students, chaperones, coaches/Review policies/behavioral expectations/school's code of conduct
8:45 am	Depart EHS in parent-driven vehicles
10:00 a.m.	Arrive and check into hotel
12:00 p.m.	Lunch provided by venue
1:00 p.m.	Camp instruction
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction
8:30 p.m.	In rooms
10:00 p.m.	Lights out

Tuesday, August 4

7:00 a.m.	Wake up/Breakfast
8:30 a.m.	Camp instruction
11:30 a.m.	Lunch
1:00 p.m.	Camp instruction
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction
90:00 p.m.	In rooms
10:00 p.m.	Lights out

Wednesday, August 5

7:00 a.m.	Wake up/Breakfast
8:30 a.m.	Camp instruction
11:30 a.m.	Lunch
1:00 p.m.	Camp instruction
5:00 p.m.	Dinner
6:00 p.m.	Camp instruction
9:00 p.m.	In rooms
10:00 p.m.	Lights out

Thursday, August 6

7:00 a.m.	Wake up/Breakfast
8:30 a.m.	Camp Review
10:00 a.m.	Camp Show
12:00 p.m.	Check out
12:30 p.m.	Lunch
1:00 p.m.	Depart for Esperanza High School by parent-driven vehicles

4:00 p.m.	Arrive at Esperanza High School, students picked up by parents

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED EXTENDED FIELD TRIP: ESPERANZA HIGH SCHOOL CONTEST OF CHAMPIONS DANCE NATIONALS

Background

The Contest of Champions National Dance Competition will be held at the Universal Orlando Resort on February 25, 2027– March 2, 2027 in Orlando, Florida. The Esperanza High School dance team requests permission for twenty-one students, fifteen chaperones, and three coaches to attend this event. Accommodations for the group will be at the Universal Hard Rock Hotel in Orlando, Florida. Transportation will be provided by a charter bus (to and from airport), commercial airline, and shuttles. Four school days will be missed.

Financial Impact

No cost to the district

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Kelly Molina, Principal, Esperanza High School

ESPERANZA HIGH SCHOOL
CONTEST OF CHAMPIONS DANCE NATIONALS
Orlando, Florida
February 25–March 2, 2027

Itinerary

Thursday, Feb 25

4:30 a.m.	Meet at Esperanza High School with advisors/chaperones and students to review policies, behavioral expectations, and school's code of conduct
5:00 a.m.	Depart for Los Angeles International Airport via charter bus
7:35 a.m.	Depart Los Angeles International Airport
3:04 p.m.	Arrive Orlando International Airport
4:00 p.m.	Depart for Universal Hard Rock Hotel (Universal Transportation)
5:00 p.m.	Check in and Homework Time
7:00 p.m.	Welcome Dinner
9:00 p.m.	Return to Universal Hard Rock Hotel
10:00 p.m.	Lights out

Friday, Feb 26

6:30 a.m.	Breakfast
7:15 a.m.	Team practice in hotel
9:30 a.m.	Homework time
11:00 a.m.	Lunch
1:00 p.m.	Contest of Champions competition
6:30 p.m.	Dinner
8:00 p.m.	Shuttle to hotel
10:00 p.m.	Lights out

Saturday, Feb 27

6:30 a.m.	Breakfast
8:00 a.m.	Contest of Champions competition
12:00 p.m.	Lunch
1:00 p.m.	Contest of Champions competition
6:00 p.m.	Dinner
7:00 p.m.	Contest of Champions competition
9:45 p.m.	Shuttle to hotel

Sunday, Feb 28

6:30 a.m.	Breakfast
8:00 a.m.	Contest of Champions competition
12:00 p.m.	Lunch
1:00 p.m.	Contest of Champions competition
6:00 p.m.	Dinner
7:00 p.m.	Contest of Champions competition
9:45 p.m.	Shuttle to hotel
10:30 p.m.	Lights out

Monday, March 1

7:30 a.m.	Breakfast
9:00 a.m.	Homework
12:00 p.m.	Lunch
1:00 p.m.	Depart for Universal Rehearsal Hall
2:00 p.m.	Attend Universal Youth Education Series Workshop
6:00 p.m.	Depart for Universal Studios
7:00 p.m.	Dinner at Universal Studios
9:00 p.m.	Return to Hotel
10:00 p.m.	Lights Out

Tuesday, March 2

7:00 a.m.	Breakfast
8:00 a.m.	Homework
9:00 a.m.	Shuttle Islands of Adventure Theme Parks
3:00 p.m.	Depart for hotel
4:00 p.m.	Depart for Orlando International Airport via shuttle bus
6:50 p.m.	Depart Orlando
9:30 p.m.	Arrive Los Angeles
9:45 p.m.	Depart Los Angeles International Airport via charter bus
10:30 p.m.	Arrive Esperanza

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED FIELD TRIP: 2026 FUTURE BUSINESS LEADERS OF AMERICA (FBLA) NATIONAL LEADERSHIP CONFERENCE FOR VALENCIA HIGH SCHOOL

Background

The Future Business Leaders of America (FBLA) at Valencia High School is requesting to attend the 2026 National Leadership Conference on June 28-July 3, 2026 in San Antonio, Texas. The group will consist of eighteen students, two certificated teachers and one chaperone. Accommodations will be at La Quinta Inn & Suites San Antonio Riverwalk in San Antonio, TX. Transportation will be provided by parent-driven vehicles to/from LAX, airline, motor coach to/from San Antonio International Airport and hotel, and shuttle service provided by FBLA to/from hotel and conference site. No school days will be missed.

Future Business Leaders of America (FBLA) is the largest business Career and Technical Student Organization in the world. FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. The FBLA National Leadership Conference will have dozens of competitive events, powerful learning workshops, and an amazing Future Leaders Expo Hall. The FBLA National Leadership Conference is considered the pinnacle of the FBLA member experience and a springboard to a student's future career.

Financial Impact

Perkins Grant $5,000
CTEIG Grant: $10,875

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. William Gray, Executive Director, College and Career Readiness
Chris Herzfeld, Principal, Valencia High School

VALENCIA HIGH SCHOOL
FUTURE BUSINESS LEADERS OF AMERICA (FBLA)
NATIONAL LEADERSHIP CONFERENCE
San Antonio, TX
June 28-July 3, 2026

Itinerary

Sunday, June 28

6:00 a.m.	Student arrive at LAX in parent-driven vehicles, meet with advisor and chaperones and review policies, behavioral expectations and school's code of conduct
9:35 a.m.	Depart LAX, American Airlines Flight AA6307
12:00 p.m.	Lunch on flight
2:39 p.m.	Arrive at San Antonio Airport (SAT)
3:00 p.m.	Depart San Antonio Airport (SAT) airport in motor coach to hotel
3:30 p.m.	Arrive at La Quinta Inn & Suites San Antonio Riverwalk, check-in
5:00 p.m.	Dinner
7:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Monday, June 29

7:00 a.m.	Wake up call, breakfast
8:00 a.m.	Meet shuttle at hotel lobby to transfer students to the conference
8:30 a.m.	Arrive at conference, check-in
9:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
4:30 p.m.	Depart to hotel in FBLA-provided shuttle
5:00 p.m.	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Tuesday, June 30

6:00 a.m.	Wake up call, breakfast
7:00 a.m.	Meet shuttle at hotel lobby to transfer students to the conference
7:30 a.m.	Arrive at conference
8:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
5:00 p.m.	Depart to hotel in FBLA-provided shuttle
5:30 p.m.	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Wednesday, July 1

6:00 a.m.	Wake up call, breakfast

7:00 a.m.	Meet shuttle at hotel lobby to transfer students to conference
7:30 a.m.	Arrive at conference
8:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
5:00 p.m.	Depart to hotel in FBLA-provided shuttle
5:30 p.m	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Thursday, July 2

8:00 a.m.	Wake up call, breakfast
9:00 a.m.	Chaperoned team activities
12:00 p.m.	Lunch at hotel
1:00 p.m.	Chaperoned team activities
4:00 p.m.	Early dinner at hotel
5:30 p.m.	Meet shuttle at hotel lobby to transfer students to conference
6:30 p.m.	Awards of Excellence Ceremony
9:30 pm.	Depart to hotel in FBLA -provided shuttle
10:00 p.m.	Return to hotel, room check, lights out

Friday July 3

8:00 a.m.	Wake up call, breakfast, check out of hotel
11:00 a.m.	Depart hotel in motor coach to San Antonio (SAT) airport
11:30 a.m.	Arrive at San Antonio (SAT) airport
12:00 p.m.	Lunch
3:09 p.m.	Depart San Antonio (SAT) airport on American Airlines Flight #6307
4:27 p.m.	Arrive at (LAX), parents pick up their students

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED EXTENDED FIELD TRIP: VALENCIA HIGH SCHOOL CHEER CAMP

Background

The Valencia High School cheer team is requesting permission to participate in the USA Spirit Camp to be held in the Kraemer Middle School MPR and the Valencia High School old gym on July 9-11, 2026. Student athletes will spend one night, Friday, July 10, 2026, on campus. The group will consist of twenty-five cheerleaders**,** one certificated teacher/advisor and two district-approved walk-on coaches. Transportation is provided to and from the location by parent-driven vehicles. No school days will be missed.

The opportunity to spend the night on campus provides a team bonding experience that can usually only take place during “sleep away” camps which come at a much greater cost to families than “stay-at-home” camps.

Financial Impact

No cost to the district

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Chris Herzfeld, Principal, Valencia High School

VALENCIA HIGH SCHOOL
USA SPIRIT CAMP AT VALENCIA HIGH SCHOOL
Placentia, California
July 9-11, 2026

Itinerary

Thursday, July 9

12:30 p.m.	Check in at Kraemer Middle School, review policies, behavioral expectations and the district's code of conduct
1:00 p.m.	Instruction
4:00 p.m.	Snack break
4:30 p.m.	Instruction
6:30 p.m.	Cheerleaders dismissed to return home with parents/guardians

Friday, July 10

9:00 a.m.	Check in
9:15 a.m.	Instruction
12:00 p.m.	Lunch break on campus provided by parent volunteers
1:00 p.m.	Instruction
4:30 p.m.	Team bonding activities/relocate to VHS by foot
6:00 p.m.	Dinner on campus provided by parent volunteers
7:00 p.m.	Movie and popcorn
9:00 p.m.	Team bonding activities, dessert
10:00 p.m.	Prepare for bedtime in gym
10:30 p.m.	Roll call, lights out

Saturday, July 11

7:00 a.m.	Wake up
7:15 a.m.	Hair and makeup
8:00 a.m.	Breakfast on campus provided by parent volunteers
9:00 a.m.	Check in
9:15 a.m.	Instruction
12:00 p.m.	Lunch break on campus provided by parent volunteers
1:00 p.m.	Instruction
4:30 p.m.	Conclusion and final dismissal parents/guardians pick up and return home

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED FIELD TRIP: 2026 FUTURE BUSINESS LEADERS OF AMERICA (FBLA) NATIONAL LEADERSHIP CONFERENCE FOR YORBA LINDA HIGH SCHOOL

Background

The Future Business Leaders of America (FBLA) at Yorba Linda High School is requesting to attend the 2026 National Leadership Conference on June 28-July 3, 2026 in San Antonio, Texas. The group will consist of 7 students and one certificated teacher. Accommodations will be at La Quinta Inn & Suites San Antonio Riverwalk in San Antonio, TX. Transportation will be provided by parent-driven vehicles to/from LAX, airline, motor coach to/from San Antonio International Airport and hotel, and shuttle service provided by FBLA to/from hotel and conference site. No school days will be missed.

Future Business Leaders of America (FBLA) is the largest business Career and Technical Student Organization in the world. FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. The FBLA National Leadership Conference will have dozens of competitive events, powerful learning workshops, and an amazing Future Leaders Expo Hall. The FBLA National Leadership Conference is considered the pinnacle of the FBLA member experience and a springboard to a student's future career.

Financial Impact

Perkins Grant: $5,000

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Dr. William Gray, Executive Director, College and Career Readiness
Dr. Bird Potter, Principal, Yorba Linda High School

YORBA LINDA HIGH SCHOOL
FUTURE BUSINESS LEADERS OF AMERICA (FBLA)
NATIONAL LEADERSHIP CONFERENCE
San Antonio, TX
June 28-July 3, 2026

Itinerary

Sunday, June 28

6:00 a.m.	Student arrive at LAX in parent-driven vehicles, meet with advisor and chaperones and review policies, behavioral expectations and school's code of conduct
9:35 a.m.	Depart LAX, American Airlines Flight AA6307
12:00 p.m.	Lunch on flight
2:39 p.m.	Arrive at San Antonio Airport (SAT)
3:00 p.m.	Depart San Antonio Airport (SAT) airport in motor coach to hotel
3:30 p.m.	Arrive at La Quinta Inn & Suites San Antonio Riverwalk, check-in
5:00 p.m.	Dinner
7:00 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Monday, June 29

7:00 a.m.	Wake up call, breakfast
8:00 a.m.	Meet shuttle at hotel lobby to transfer students to the conference
8:30 a.m.	Arrive at conference, check-in
9:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
4:30 p.m.	Depart to hotel in FBLA-provided shuttle
5:00 p.m.	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Tuesday, June 30

6:00 a.m.	Wake up call, breakfast
7:00 a.m.	Meet shuttle at hotel lobby to transfer students to the conference
7:30 a.m.	Arrive at conference
8:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
5:00 p.m.	Depart to hotel in FBLA-provided shuttle
5:30 p.m.	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Wednesday, July 1

6:00 a.m.	Wake up call, breakfast
7:00 a.m.	Meet shuttle at hotel lobby to transfer students to conference
7:30 a.m.	Arrive at conference
8:00 a.m.	Competitive events
12:00 p.m.	Lunch
1:00 p.m.	Competitive events
5:00 p.m.	Depart to hotel in FBLA-provided shuttle
5:30 p.m	Arrive at hotel
6:00 p.m.	Dinner
7:00 p.m.	Chaperoned team activities
9:30 p.m.	Return to rooms
10:00 p.m.	Room check, lights out

Thursday, July 2

8:00 a.m.	Wake up call, breakfast
9:00 a.m.	Chaperoned team activities
12:00 p.m.	Lunch at hotel
1:00 p.m.	Chaperoned team activities
4:00 p.m.	Early dinner at hotel
5:30 p.m.	Meet shuttle at hotel lobby to transfer students to conference
6:30 p.m.	Awards of Excellence Ceremony
9:30 pm.	Depart to hotel in FBLA-provided shuttle
10:00 p.m.	Return to hotel, room check, lights out

Friday July 3

8:00 a.m.	Wake up call, breakfast, check out of hotel
11:00 a.m.	Depart hotel in motor coach to San Antonio (SAT) airport
11:30 a.m.	Arrive at San Antonio (SAT) airport
12:00 p.m.	Lunch
3:09 p.m.	Depart San Antonio (SAT) airport on American Airlines Flight #6307
4:27 p.m.	Arrive at (LAX), parents pick up their students

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

SCHOOL-SPONSORED EXTENDED FIELD TRIP: YORBA LINDA HIGH SCHOOL CROSS COUNTRY TEAM ANNUAL TRAINING RETREAT IN BIG BEAR LAKE, CALIFORNIA

Background

The Yorba Linda High School cross country annual team retreat will be held on August 1-6, 2026 in Big Bear Lake, California. The Yorba Linda High School girls and boys cross country team requests permission for twenty students, six chaperones, and one certificated teacher/coach to attend this event. Accommodations for the group will be in two residences in Big Bear Lake, CA, rented through VRBO. The girls' and boys' teams will be in separate cabins. The group will travel by parent-driven vehicles. Zero school days will be missed.

This retreat is an opportunity to build relationships and bond as a team to prepare for the upcoming season.

Financial Impact

No cost to the district

Administrator

Dr. Taylor Holloway, Assistant Director, Athletics and Activities
Dr. Bird Potter, Principal, Yorba Linda High School

YORBA LINDA HIGH SCHOOL CROSS COUNTRY TEAM
ANNUAL TEAM TRAINING RETREAT
Big Bear Lake, California
August 1-6, 2026

Itinerary

Saturday, August 1

9:30 a.m.	Meet at Yorba Linda High School Meet with advisors, chaperones, students to review policies, behavioral expectations, and school's code of conduct.
10:00 a.m.	Leave Yorba Linda High School/Parents driving students to camp at Big Bear Lake, California
12:00 p.m.	Arrive at cabins in Big Bear Lake/Check in teams to separate cabins at 42438 and 42314 Golden Oak Rd., Big Bear Lake 92315
1:00 p.m.	Lunch
2:00 p.m.	Separate team meetings with coaches
3:00-5:00 p.m.	Four-mile run
5:00–7:00 p.m.	Dinner at cabins

Sunday, August 2

6:30 a.m.	Wake-up call
7:00-9:00 a.m.	Teams assemble for six/eight-mile run
9:00-10:00 a.m.	Breakfast
10:00 a.m.-12:00 p.m.	Team meeting/team bonding/goal setting activities
12:00–1:00 p.m.	Lunch
1:00–3:00 p.m.	Supervised group activities/rest period in room
3:00-5:00 p.m.	Teams assemble for three/six-mile run
5:00-6:30 p.m.	Dinner at cabins
6:30-9:30 p.m.	Supervised movie night at cabins
9:30 p.m.	Return to rooms
10:00 p.m.	Lights out

Monday, August 3

6:30 a.m.	Wakeup call
7:00-9:00 a.m.	Teams assemble for six/eight-mile run
9:00-10:00 a.m.	Breakfast
10:00 a.m.-12:00 p.m.	Team meeting/Team bonding/goal setting activities
12:00-1:00 p.m.	Lunch
1:00-3:00 p.m.	Supervised group activities/rest period in room
3:00-5:00 p.m.	Teams assemble for three/six-mile run
5:00-6:30 p.m.	Dinner at cabins
6:30-9:30 p.m.	Supervised games/activities at cabins
9:30 p.m.	Return to rooms
10:00 p.m.	Lights out

Tuesday, August 4

6:30 a.m.	Wakeup call
7:00-9:00 a.m.	Teams assemble for six/eight-mile run
9:00–10:00 a.m.	Breakfast
10:00 a.m.-12:00 p.m.	Team meeting/Team bonding/goal setting activities
12:00–1:00 p.m.	Lunch
1:00–3:00 p.m.	Supervised group activity: pontoon boat ride on lake
3:00–5:00 p.m.	Teams assemble for three/six-mile run
5:00-6:30 p.m.	Dinner at cabins
6:30-9:30 p.m.	Supervised games/activities/movies at cabins
9:30 p.m.	Return to rooms
10:00 p.m.	Lights out

Wednesday, August 5

6:30 a.m.	Wakeup call
7:00–9:00 a.m.	Teams assemble for six/eight-mile run
9:00-10:00 a.m.	Breakfast
10:00 a.m.-12:00 p.m.	Team meeting/Team bonding/goal setting activities
12:00-1:00 p.m.	Lunch
1:00–3:00 p.m.	Supervised group activities/rest period in room
3:00-5:00 p.m.	Teams assemble for three/six-mile run
5:00-6:30 p.m.	Dinner at cabins
6:30-9:30 p.m.	Outing at Bowling Alley
9:30 p.m.	Return to rooms
10:00 p.m.	Lights out

Thursday, August 6

6:30 a.m.	Wakeup call
7:00 a.m.	Athletes assemble for six/eight-mile run
8:30 a.m.	Breakfast, followed by cabin clean-up
10:00 a.m.	Depart Big Bear for YLHS in parent driven vehicles
12:00 p.m.	Arrive at YLHS

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 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 $11,254.47 for field trip transportation and assemblies.
- El Dorado High School:
    - EDHS PTSA donated one (1) check totaling $2,000 for art materials.
    - Travis Oba donated two (2) checks totaling $2,000 for classroom supplies.
- Golden Elementary: Golden PTA donated two (2) checks totaling $67,541.49 for 6th grade camp, field trip, and transportation.
- Sierra Vista Elementary: Sierra Vista PTA donated one (1) check totaling $5,213.49 for field trips.
- Topaz Elementary: Topaz PTA donated one (1) check totaling $4,000 for field trips, transportation, and assemblies.
- Travis Ranch Elementary: Travis Ranch PTA donated two (2) checks totaling $27,124.72 for the 5th grade camp and teacher stipend.
- Tynes Elementary: Tynes PTA donated five (5) checks totaling $4,618.52 for field trips and transportation.
- Woodsboro Elementary: Woodsboro PTA donated two (2) checks totaling $4,220.97 for student assemblies and field trips.

The district's community members and groups have donated the following books, which have been reviewed and approved by the principals, to the following sites:

- Bryant Ranch Elementary: Yorba Linda Woman's Club donated ten (10) books. The complete list is attached for review.

Financial Impact

Total gift income to be placed in the appropriate school site/division accounts: $127,973.66
Total gift income to date for the 2025-26 school year: $736,994.36

Administrator

Maria Luna Madrigal, Administrative Secretary, Educational Services

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

RATIFY MASTER CONTRACT RESIDENTIAL TREATMENT CENTER (RTC) AGREEMENT WITH HANNA EDUCATION CORPORATION DBA HANNA ACADEMY

Background

Residential treatment centers provide 24-hour therapeutic and educational services for students whose needs cannot be met in a less restrictive setting, as determined by the IEP team. These placements are required when a student needs profound behavioral, emotional, and safety support beyond what our district programs or non-public schools can provide.

Hanna Education Corporation dba Hanna Academy is a residential treatment center (RTC) that serves students with Individual Education Plans (IEPs), that offers a supportive, structured environment for students who live too far to commute daily. As part of Hanna Academy's trauma-informed system of care, the program provides consistent academic, emotional, and social support in and out of the classroom.

Ratify this agreement will be effective from May 29, 2026 to June 30, 2026.

Financial Impact

Budgeted special education funds NTE: $35,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026
Hanna Education Corporation
Dba Hanna Academy
17000 Arnold Drive
Sonoma, CA 94576

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 9
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 11
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 13
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 15
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 17
32. IEP TEAM MEETINGS 18
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 19
35. COMPLAINT PROCEDURES 19
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 19
37. TRANSCRIPTS 20
38. LEA STUDENT CHANGE OF RESIDENCE 20
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 21

40. PARENT ACCESS 21
41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 21
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 21
43. STATE MEAL MANDATE 22
44. MONITORING 23

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 24
46. STAFF QUALIFICATIONS 24
47. CALSTRS OR PERS RETIREMENT REPORTING 25
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 25
49. STAFF ABSENCE 26
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 26

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 27
52. FACILITIES AND FACILITIES MODIFICATION 27
53. ADMINISTRATION OF MEDICATION 27
54. INCIDENT/ACCIDENT REPORTING 28
55. CHILD ABUSE REPORTING 28
56. SEXUAL HARASSMENT/DISCRIMINATION 28
57. REPORTING OF MISSING CHILDREN 28

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 28
59. RIGHT TO WITHHOLD PAYMENT 30
60. PAYMENT FROM OUTSIDE AGENCIES 31
61. PAYMENT FOR ABSENCES 31
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 32
63. INSPECTION AND AUDIT 33
64. RATE SCHEDULE 34
65. DEBARMENT CERTIFICATION 34

EXHIBIT A: RATES 36
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 38
EXHIBIT C: NOTICES 40
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 41

2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 28th day of May, 2026, between the **Placenta-Yorba Linda Unified School District** (hereinafter referred to as "District" or local educational agency "LEA") and **Hanna Education Corporation dba Hanna Academy** (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this Agreement, does not commit the District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the

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

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

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral interventions.

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from May 28, 2026 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2026 (Title

5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement which is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

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

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

6. INDIVIDUAL SERVICES AGREEMENT

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

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

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA (California

Education Code sections 56366(a)(5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities of services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.

e. The term "license" means a valid nonexpired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, including but not limited to mental health and board and care services at a residential placement, or refer to

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

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare; a surrogate parent;, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); notification of injury; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

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

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

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

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

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC

$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability)** coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of

private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees or (b) procure a bond guaranteeing payment of losses and related investigation.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full

performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents, employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

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

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

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

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report

is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

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

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and

voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

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

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

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

When CONTRACTOR serves LEA students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall

develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution (LCI) CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to the LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

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

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

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

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

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

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

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

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

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

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

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA, all data related to students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access, store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff; CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention, emergency procedures, and evidenced-based practices and interventions

specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student's face; (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) an intervention that is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities; (6) prone restraint; (7) locked seclusion unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (8) an intervention that precludes adequate supervision of the LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of

restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. Written notification shall be provided to the LEA as designated in Exhibit C.

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

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR

and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

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

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

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

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

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

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

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

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

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

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 44 below.

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

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

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between the LEA and parent, the LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

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

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

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

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

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

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

When CONTRACTOR is a nonpublic school, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and CONTRACTOR, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

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

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

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

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

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

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

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 44237, 35021.1, 35021.2 and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In

addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r),3051, 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

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

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

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

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

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

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

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

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

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. **ADMINISTRATION OF MEDICATION**

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. **INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. CHILD ABUSE REPORTING

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

56. **SEXUAL HARASSMENT/DISCRIMINATION**

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

57. REPORTING OF MISSING CHILDREN

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

FINANCIAL

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

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

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

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

CONTRACTOR shall submit invoices and related documents to the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISA or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the name or initials of each student for when the service was provided.

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

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

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

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

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

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

The amount which may be withheld by the LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation

has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

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

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

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

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

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

61. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

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

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention

Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

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

62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

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

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. INSPECTION AND AUDIT

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 28th day of May 2026 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR,
Hanna Education Corporation dba Hanna Academy
Nonpublic School/Agency

By:

Signature Date

Name and Title of Authorized Representative

LEA,
Placentia-Yorba Linda Unified School District

By:

Signature Date
Dr. 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: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
(**Hanna Education Corporation dba Hanna Academy**) (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:

HANNA ACADEMY

SPECIAL EDUCATION

2025/26 RATE SCHEDULE-SCOE

Basic Education/Special Education Day School	
Basic Ed/Special Ed/Vocational	$332.99/DAY
Integrated Residential Treatment Program	
Residential – Board & Care	$767.25/DAY
Related Services	
Language & Speech	$148.34/hr
Counseling & Guidance – Individual	$148.34/hr
Counseling & Guidance – Group	$ 61.38/hr
Psychological Services	$163.68/hr
Behavior Intervention Services – Design	$153.45/hr
Behavior Intervention Services – Implement	$ 51.15/hr
Temporary Support Assistance 1:1	$ 51.15/hr
Transportation Services	
Napa & Santa Rosa Pick-ups ONLY	$ 51.15/day

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   Renee Gray
   Assistant Superintendent, Student Support Services
   1301 E. Orangethorpe Av., Placentia, CA 92870
   714-985-8710
   rgray@pylusd.org

   Jayme Nash
   Director, Special Education Department
   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 II, Special Education Department
   1301 E. Orangethorpe Ave., Placentia, CA 92870
   714-985-8660
   dmavritsakis@pylusd.org

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:

   Erin McGowan
   Psychologist on Special Assignment
   1301 E. Orangethorpe Ave., Placentia CA 92870
   714-985-8669
   emcgowan@pylusd.org

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH VERBAL BEHAVIOR ASSOCIATES

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.

Verbal Behavior Associates provides services including assessment, intervention, staff and parent training, as well as ongoing monitoring of students with the most intensive behavioral needs. They also provide support with the district's training of registered behavior technicians (RBTs).

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

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
Verbal Behavior Associates
P.O. Box 103741
Pasadena, CA 91189-3741

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Verbal Behavior Associates** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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,
Verbal Behavior Associates

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**
(**Verbal Behavior Associates**) (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:

Orange County
School District Rate Sheet 2026-2027:

Behavior Intervention Services (BII)	$60.32 per hour
Behavior Intervention Supervision	$100 per hour
Behavior Intervention Design	$100 per hour
Behavior / Functional Behavior IEE	$2,400 per assessment

IEEs will be conducted by a credentialed or licensed provider. All Verbal Behavior Associates employees have a background check* completed when they are hired. They also possess a current negative test for tuberculosis (TB).

* Please note that all background checks are done at the state and federal level with continual notification of any new offenses reported to VBA after date of hire.

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC AGENCY (NPA) AGREEMENT WITH BRAILLE ABILITIES, LLC

Background
Non-public Agencies (NPAs) are certified by the state of California to provide specific special education services to students based on their Individualized Education Plan (IEP). These NPAs provide either a level of service or a specialized assessment that the district is either unable or required to provide.

Braille Abilities, LLC provides early intervention education and enrichment services for visually impaired students.

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
Braille Abilities, LLC
1100 Bells Drive
Oceanside, CA 92057

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Braille Abilities** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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, **Braille Abilities, LLC**	LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By: _____ Signature Date	By: _____ Signature Date **John Pappalardo, Chief Business Officer**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2026-2027 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2026-2027**
(**Braille Abilities, LLC**) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

info@brailleabilities.com

Providing high-quality specialized services for students with blindness and visual impairment.

Contracted Rate Sheet – Effective July 1, 2026

Service	Rate
Teacher of the Visually Impaired	$185 per hour
Orientation and Mobility	$185 per hour
Literary Braille Transcription	$55 per hour
Nemeth Code Braille Transcription	$55 per hour
Assessments	**Rate**
Functional Vision and Learning Media Assessment	$225 per hour
Orientation & Mobility Assessment	$225 per hour
Assistive Technology Assessment	$225 per hour

Drive Time and Mileage: We charge above hourly rates for port-to-port drive time plus mileage at the current IRS rate.

The above rates are to be billed at regular rates for direct, virtual services, assessments, lesson prep, consultation, and documentation.

Cancellations & Student Absences: cancellations & student absences are billed at our regular rate for service and drive time.

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC SCHOOL (NPS) AGREEMENT WITH THE CRAIG SCHOOL

Background

Non-public schools are certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). These schools provide an environment and a level of services for students who require more intensive support than the school district is able to provide.

The Craig School is an NPS designed to meet the needs of children with ADHD as well as challenges with executive functioning. The Craig School focuses on integrating academic, social, and behavioral learning to meet the needs of students whose behavioral, social, and academic challenges require a more intensive setting.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted special education funds NTE: $60,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
The Craig School
2424 SE Bristol St., #300
Newport Beach, CA 92660

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **The Craig School** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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, **The Craig School**	LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By: _____ Signature Date	By: _____ Signature Date **John Pappalardo, Chief Business Officer**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2026-2027 RATES

CONTRACTOR (**The Craig School**) _____ **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:

	2025-2026	2026-2027
Daily rate	$ 220.50 /day	$ 222.71 /day
Speech and Language Svc. (Individual)	$ 150.00/hour	$ 150.00/hour
Speech and Language Svc. (Consult)	$ 100.00/hour	$ 100.00/hour
Occupational Therapy (Individual)	$ 150.00/hour	$ 150.00/hour
Occupational Therapy (Consult)	$ 100.00/hour	$ 100.00/hour
Behavior Intervention BID	$ 150.00/hour	$ 150.00/hour
Behavior Intervention BII	$ 50.00/hour	$ 50.00/hour
Counseling and Guidance	$150.00/30 min.	$150.00/30 min.
Counseling and Guidance (Consult)	$ 50.00/hour	$ 50.00/hour
Parent Counseling & Training	$ 150.00/hour	$ 150.00/hour
Psychological Services	$ 250.00/hour	$ 250.00/hour
Psychological Services (Consult)	$ 100.00/hour	$ 100.00/hour
Social Worker Services (Consult)	$ 100.00/hour	$ 100.00/hour

New Services:

	2026-2027
Specialized Academic Instruction-Individual	$ 75.00/hour
Specialized Academic Instruction-Consultation	$ 75.00/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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC SCHOOL (NPS) AGREEMENT WITH HAYNES FAMILY OF PROGRAMS DBA JOAN MACY SCHOOL DBA RENAISSANCE COMMUNITY PREP

Background
Non-public schools are certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). These schools provide an environment and a level of services for students who require more intensive support than the school district is able to provide.

Haynes Family of Programs dba Joan Macy School dba Renaissance Community Prep is a specialized non-public school for special education students with intensive behavioral needs in grades 1-12. It serves students with mild/moderate (diploma-bound) and moderate/severe needs. Joan Macy School provides a therapeutic environment that utilizes incentives and systems to influence behavior change. It offers individual and crisis counseling, behavior management, social skills, transitional and vocational skills, and speech and language therapy. Students follow school district graduation requirements, with special guidance for those behind schedule.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact
Budgeted special education funds NTE: $35,000

Administrator
Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
Haynes Family of Programs
dba Joan Macy School
dba Renaissance Community Prep
1350 Third St.
La Verne, CA 91750

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Haynes Family of Programs, Inc dba Joan Macy School, dba Renaissance Community Prep** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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,
Haynes Family of Programs, Inc. dba Joan Macy School dba Renaissance Community Prep
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 (**Haynes Family of Programs, Inc dba Joan Macy School dba Renaissance Community Prep**) **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:

			Services	Rate	Period
A.	Basic Education Program (SED/OHI) (up to 1 hr. counseling per week included)			$230.66	Per Diem
	Basic Education Program (Autism/Development Disabilities)			$237.02	Per Diem
B.	Related Services				
	1	a.	Transportation - Round Trip	$62.89	Per Diem
		b.	Transportation - Round Trip (Autism)	$64.95	Per Diem
		c.	Transportation one-way Autism	$32.48	Per Diem
		d.	Transportation one-way - Other	$31.45	Per Diem
	2	a.	Educational Related Mental Health Services - Individual	$139.02	Per Hour
		b.	Educational Related Mental Health Services - Group (Min 2 students)	$139.02	Per Hour
			ERS: Prep/Documentation **(New Service)**	$139.02	Per Hour
			ERS: Consult/Collaboration **(New Service)**	$139.02	Per Hour
			ERS: IEP Meeting **(New Service)**	$139.02	Per Hour
	3	a.	Adapted Physical Education - Individual	$152.23	Per Hour
		b.	Adapted Physical Education - Group	$118.88	Per Hour
		c.	Consult/Collaboration	$118.88	Per Hour
		d.	Evaluation	$174.14	Per Hour
		e.	Prep/Documentation	$120.11	Per Hour
		e.	IEP Meeting	$120.11	Per Hour
	4	a.1.	Occupational Therapy Assessment - NPA	$2,166.76	Flat Rate
		b.	Occupational Therapy Treatment	$159.88	Per Hour
		c.	Occupational Therapy Prep./Documentation	$159.88	Per Hour
		d.	Occupational Therapy Consultation	$159.88	Per Hour
		e.	Occupational Therapy IEP Meeting	$160.14	Per Hour
	5	a.	Physical Therapy-Individual Therapy/Consultation	$159.88	Per Hour
		b.	Physical Therapy - Evaluation	$185.46	Per Hour
		c.	Physical Therapy - IEP Meeting	$159.88	Per Hour
			Physical Therapy - Prep/Documentation **(New Service)**	$159.88	Per Hour

			Services	Rate	Period
	6	a.	Speech and Language Individual Therapy**	$69.51	Per 1/2 Hour
		b.	Speech and Language Group Therapy		N/A
			(Per Child)	$34.76	Per 1/2 Hour
		c.	Speech Evaluation	$196.78	Per Hour
		d.	Language Evaluation	$196.78	Per Hour
		e.	Speech and Language IEP Meeting**	$135.72	Per Hour
		f.	Speech and Language Prep./Documentation	$135.72	Per Hour
		g.	Speech and Language Consultation	$135.72	Per Hour
		h.1.	Speech and Language Assessment - NPA	$2,229.99	Flat Rate
		i.	Hearing Screening (To be determined if requested)	TBD	TBD
		j.	Mileage	N/A	N/A
			AAC Training **(New Service)**	$135.72	Per Hour
	7	a.	1:1 Behavior Aide	$41.38	Per Hour
		b.	1:1 Behavior Aide requiring additional driving support	$331.00	Per Diem
	8		Intensive Special Education Support*	$105.31	Per Hour
	9		Behavior Intervention including Development and Modifications	$135.34	Per Hour
	10		Behavior Intervention - Implementation of Behavior	TBD	TBD
			Intervention and Mod Plans	$76.16	Per Hour
	11		Functional Behavioral Assessment - One location - NPA	$2,229.99	Flat Rate
	12		Functional Behavioral Assessment - Two locations (Sch & Home) - NPA	$2,447.55	Flat Rate
	13		Functional Analysis Assessment - NPA	$2,447.55	Flat Rate
	14		Social Worker Services	$102.19	Per Hour
	15		In Home & Hospital (IHH)	$127.44	Per Hour
	16		Academic Assessment test	$924.63	Flat Rate
	17		Transition Assessment	$1,849.26	Flat Rate
	18		Nurse Services	$36.84	Per Hour
	19		Residential Treatment Center	$850.58	Per Day

* By credentialed Special Education teacher.

**Funding S&L time at IEP meeting must be included to get this rate.

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC SCHOOL (NPS) AGREEMENT WITH THE MARDAN FOUNDATION OF EDUCATIONAL THERAPY, INC. DBA MARDAN SCHOOL

Background
Non-public schools are certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). These schools provide an environment and a level of services for students who require more intensive support than the school district is able to provide.

The Mardan Foundation of Educational Therapy, Inc., dba Mardan School, is a private institution serving children who experience significant academic, social, or behavioral challenges. The school provides support, therapeutic services, and interventions to foster future success. It offers an alternative, therapeutic environment for children who need educational settings that differ from traditional schools.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact
Budgeted special education funds NTE: $35,000

Administrator
Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
The Mardan Foundation of Educational Therapy, Inc.
dba Mardan School
1 Osborn St.
Irvine, CA 92604

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **The Mardan Foundation of Educational Therapy, Inc. dba Mardan School** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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,
The Mardan Foundation of Educational Therapy, Inc. dba Mardan School
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**
(The Mardan Foundation of Educational Therapy, Inc. dba Mardan School) (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:

Mardan SCHOOL
SUCCESS STARTS HERE!

2026 – 27 RATE SHEET

SERVICE	RATES
Daily Rate	$236.83
Adaptive PE	included
Counseling – Group Push-In	$176.45/hour
Counseling - Individual, Consults, Assessments, Triennial Assessments	$175.13/hour
Counseling - Parent or Family	$171.70
Counseling - Group Pull-Out	$101.00/ hour
Speech – Individual, Consults, Assessments, Triennial Assessments, and Group Push-In	$131.86/hour
Speech – Group Pull-Out	$74.65/hour
OT – Individual, Consults, Assessments, Triennial Assessments (all services)	$131.64/hour
Intensive Reading Intervention	$77.27/hour
Meals	$13.13 per day per student regardless of attendance

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC SCHOOL (NPS) AGREEMENT WITH SPECTRUM-CENTER-ROSSIER PARK HIGH SCHOOL

Background
Non-public schools are certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). These schools provide an environment and a level of services for students who require more intensive support than the school district is able to provide.

Spectrum-Center-Rossier Park High School is an NPS that can customize the student's learning environment into the right educational setting to maximize the academic, behavioral and social success of the student. The learning environment is designed to provide balance and structure regardless of grade level or disability.

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
Spectrum-Center-Rossier Park High School
5201 Virginia Way, #100
Brentwood, TN 37027

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Spectrum-Center-Rossier Park High School** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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,
Spectrum-Center-Rossier Park High School
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**
(Spectrum-Center-Rossier Park High School) (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:

Spectrum Center
SCHOOLS AND PROGRAMS

PAYMENT PROVISION / RATE SCHEDULE 2026-2027

7/1/2026 - 6/30/2027
Contract Period

ORANGE COUNTY DOE

Anaheim Elementary, Anaheim Union, Brea Olinda, Buena Park, Capistrano, Centralia, Cypress, Fountain Valley, Fullerton, Fullerton Joint, Garden Grove, Huntington Beach City, Huntington Beach Union, Irvine, Laguna, Los Alamitos, Lowell Joint, Magnolia, Newport-Mesa, Ocean View, Orange, Placentia-Yorba Linda, Saddleback, Santa Ana, Savanna, Tustin, Westminster, WOCCSE

Rate Schedule – Positive Attendance
follows:

BILLABLE SERVICES

Daily Tuition	26-27 Rate	Unit
BASIC EDUCATION PROGRAM - Rossier Park Elementary	236.07	Per Day
BASIC EDUCATION PROGRAM - Rossier Park Jr Sr High	243.01	Per Day

Related Services	26-27 Rate	Unit
1:1 Aide Classroom	151.56	Per Day (6 Hours)
APE	91.18	Per Hour
Assistive Technology (AT) Services	N/A	Per Hour
Behavior Assistant	17.05	Per Hour
Counseling-Individual & Parent	123.34	Per Hour
Counseling-Group	123.34	Per Hour
Meals	13.13	Per Hour
Occupational Therapy-Individual & Consult	N/A	Per Hour
Occupational Therapy-Group (max 2 students)	N/A	Per Hour
Occupational Therapy Evaluation	N/A	Per Eval
OT (1) One Hour IEP meeting limit inclusive in fees		
Any OT IEP time beyond (1) hour billed at $35.00/15 minutes		
Speech Therapy-Individual & Consult	129.24	Per Hour
Speech Therapy-Group	129.24	Per Hour
Workability/Transition Service	105.00	Per Day

**Career Awareness, College Awareness, Vocational assessment, counseling, guidance, and career assessment, Job Coaching, Travel Training, Other Transition Service

Transportation	26-27 Rate	Unit
1:1 Aide Transportation	50.52	Per Day (2 Hours)
Zone 1 (0-19 miles round trip)	54.32	Per Day
Zone 2 (20-29 miles round trip)	62.54	Per Day
Zone 3 (30-39 miles round trip)	69.99	Per Day
Zone 4 (31+ miles round trip)	82.32	Per Day

Approved by:

Kyle Farris, SVP Operations
Spectrum Schools and Programs

Contracts Management:
Amanda Taylor
Director, Revenue Cycle
amanda.taylor@chancelight.com
Contracts Department: contracts@spectrumschools.com

THANK YOU FOR CONTINUED DISTRICT PARTNERSHIP.

5201 Virginia Way Suite 100 | Brentwood, TN 37027 | (615) 361-4000 | contracts@spectrumschools.com

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT NON-PUBLIC SCHOOL (NPS) AGREEMENT WITH OLIVE CREST

Background

Non-public schools are certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). These schools provide an environment and a level of services for students who require more intensive support than the school district is able to provide.

Olive Crest is an NPS that is dedicated to meeting the academic and emotional needs of the exceptional student through individualized and innovative education programs. They strive to teach, support and reinforce pro-social behaviors with the goal that students will internally adopt the positive behaviors.

This agreement will be effective from July 1, 2026 to June 30, 2027.

Financial Impact

Budgeted special education funds NTE: $35,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
Olive Crest
2130 E. 4th Street, # 200
Santa Ana, CA 92705

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Olive Crest** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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, **Olive Crest**	LEA, **Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By: _____ Signature Date	By: _____ Signature Date **John Pappalardo, Chief Business Officer**
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2026-2027 RATES

CONTRACTOR (**Olive Crest**) _____ **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:

OLIVE CREST ACADEMY
Success for Every Student

OCDE 2026-2027 Rates

Service:	Rate:
Daily Rate (For On-Campus Program or Re-Connect Program) Includes: DIS Counseling - *30 min of Group and 30 min Individual Counseling per week* Case management – *Average of 1 hr per week* Collaboration with Multi-Disciplinary team regarding implementation of IEP – *30-45 min per week* Emergency/Crisis Counseling - *Average of 30-60 min per week* Behavior Intervention Development Behavior Intervention Implementation services College and Career Awareness and Vocational Assessment Possible in-person contact (Re-Connect)	$238.51/day
Transportation	$71.48/per day
State Meal Mandate (Breakfast and Lunch regardless of absence, billed daily)	$12.75/per day
1:1 Behavior Assistant in the classroom:	$187.00/per day
1:1 Behavioral Assistant during transit	$75.87/per day
Speech and Language Services	$135.35/hour
Speech and Language Assessment	$140.69/hour
Optional Services:	
1. **Additional DIS Counseling**	$142.90/hour
2. **Parent Training/Counseling**	$122.86/hour
3. **Behavioral Support Services (outside of school hours)**	$118.97/hour

4. **Translation Services**	$88.23/hour
5. **Private Transportation**	$202.08/per day
6. **FBA -Functional Behavioral Assessment**	$135.65/hour
7. **Reconnect Program:**	*$238.51/per day

No additional cost, regular daily attendance rate applies once approved by IEP team.

Re-Connect is a method of providing an education to students that offers customized support and evidence-based interventions through daily educational and counseling services for students that struggle with consistent attendance, excessive absences, and/or those who are not able to attend on-campus learning due to safety and/or mental health concerns or issues. Re-Connect aims at engaging the student in a positive and mindful manner for the purpose of allowing them daily access to their education, while working toward a plan for regular on campus learning. For students that inconsistently attend school (absent 1 or more days a week on average); Re-Connect team will make phone calls and home visits as needed to establish a connection, offer academic, counseling, and behavioral services, and problem-solve with students and families to increase regular attendance. Goals are set and progress is tracked to assist student with transitioning to daily on campus learning. If student has a 1:1 aide, 1:1 rate will apply.

*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
   714-985-8651
   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 16, 2026

MASTER CONTRACT RESIDENTIAL TREATMENT CENTER (RTC) AGREEMENT WITH HANNA EDUCATION CORPORATION DBA HANNA ACADEMY

Background

Residential treatment centers provide 24-hour therapeutic and educational services for students whose needs cannot be met in a less restrictive setting, as determined by the IEP team. These placements are required when a student needs profound behavioral, emotional, and safety support beyond what our district programs or non-public schools can provide.

Hanna Education Corporation dba Hanna Academy is a residential treatment center (RTC) that serves students with Individual Education Plans (IEPs), that offers a supportive, structured environment for students who live too far to commute daily. As part of Hanna Academy's trauma-informed system of care, the program provides consistent academic, emotional, and social support in and out of the classroom.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

Budgeted special education funds NTE: $75,000

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2026-2027
Hanna Education Corporation
Dba Hanna Academy
17000 Arnold Drive
Sonoma, CA 95476

TABLE OF CONTENTS

I. GENERAL PROVISIONS

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

II. ADMINISTRATION OF CONTRACT

8. NOTICES 5
9. MAINTENANCE OF RECORDS 5
10. SEVERABILITY CLAUSE 6
11. SUCCESSORS IN INTEREST 6
12. VENUE AND GOVERNING LAW 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 7
14. TERMINATION 7
15. INSURANCE 7
16. INDEMNIFICATION AND HOLD HARMLESS 10
17. INDEPENDENT CONTRACTOR 10
18. SUBCONTRACTING 10
19. CONFLICTS OF INTEREST 11
20. NON-DISCRIMINATION 11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 12
22. GENERAL PROGRAM OF INSTRUCTION 12
23. INSTRUCTIONAL MINUTES 14
24. CLASS SIZE 14
25. CALENDARS 14
26. DATA REPORTING 15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 15
28. STATEWIDE ACHIEVEMENT TESTING 16
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS 16
30. POSITIVE BEHAVIOR INTERVENTIONS 16
31. STUDENT DISCIPLINE 18
32. IEP TEAM MEETINGS 19
33. SURROGATE PARENTS 19
34. DUE PROCESS PROCEEDINGS 20
35. COMPLAINT PROCEDURES 20
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 20
37. TRANSCRIPTS 21
38. LEA STUDENT CHANGE OF RESIDENCE 21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM 22
40. PARENT ACCESS 22

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT 22
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS 23
43. STATE MEAL MANDATE 24
44. MONITORING 24

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS 26
46. STAFF QUALIFICATIONS 26
47. CALSTRS OR PERS RETIREMENT REPORTING 27
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 27
49. STAFF ABSENCE 28
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME 28

V. HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY 28
52. FACILITIES AND FACILITIES MODIFICATION 29
53. ADMINISTRATION OF MEDICATION 29
54. INCIDENT/ACCIDENT REPORTING 29
55. CHILD ABUSE REPORTING 30
56. SEXUAL HARASSMENT/DISCRIMINATION 30
57. REPORTING OF MISSING CHILDREN 30

VI. FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 30
59. RIGHT TO WITHHOLD PAYMENT 31
60. PAYMENT FROM OUTSIDE AGENCIES 33
61. PAYMENT FOR ABSENCES 33
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 34
63. INSPECTION AND AUDIT 35
64. RATE SCHEDULE 35
65. PAYMENT FOR ROOM AND BOARD FOR NPS/RTC 36
66. DEBARMENT CERTIFICATION 36

EXHIBIT A: RATES 38
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 40
EXHIBIT C: NOTICES 42
EXHIBIT D: SUPPLEMENT TO SECTION 62 - LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF COVID-19 AND COMPLIANCE WITH COVID-19 REQUIREMENTS 43

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 **Hanna Education Corporation dba Hanna Academy** (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 (10^{th}) 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 (10^{th}) 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 CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. **INSPECTION AND AUDIT**

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

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and

canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

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

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

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

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

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

65. 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,	LEA,
Hanna Education Corporation dba Hanna Academy	**Placentia-Yorba Linda Unified School District**
Nonpublic School/Agency	
By: _____	By: _____
Signature Date	Signature Date
	John Pappalardo, Chief Business Officer
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2026-2027 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2026-2027**
(Hanna Education Corporation dba Hanna Academy) (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:

HANNA ACADEMY

SPECIAL EDUCATION

2026/27 RATE SCHEDULE-SCOE

Basic Education/Special Education Day School

Basic Ed/Special Ed/Vocational	$332.99/DAY

Integrated Residential Treatment Program

Residential – Board & Care	$767.25/DAY

Related Services

Language & Speech	$148.34/hr
Counseling & Guidance – Individual	$148.34/hr
Counseling & Guidance – Group	$ 61.38/hr
Psychological Services	$163.68/hr
Behavior Intervention Services – Design	$153.45/hr
Behavior Intervention Services – Implement	$ 51.15/hr
Temporary Support Assistance 1:1	$ 51.15/hr

Transportation Services

Napa & Santa Rosa Pick-ups ONLY	$ 51.15/day

*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
   714-985-8651
   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 16, 2026

MEMORANDUM OF UNDERSTANDING BETWEEN THE ORANGE COUNTY SUPERINTENDENT OF SCHOOLS AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

Background
The Orange County Department of Education (OCDE), Division of Special Education Services, operates special education programs to provide services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

The memorandum of understanding (MOU) between the OCDE and the school district is revised each year by OCDE staff and a fiscal advisory committee consisting of Special Education Local Plan Area (SELPA) directors and district business officers. The MOU delineates the responsibilities of OCDE and the district for the evaluation, placement, education services and transportation students receive in special school programs. The MOU also specifies the calculation of costs to be billed to districts for each pupil placed in the OCDE program.

OCDE provides various specialized programs for districts in Orange County to access based on the needs of various students. The county provides programs for students with intensive behaviors, social-emotional, and academic needs. They also provide programs for preschool-aged students who are deaf and hard of hearing and require specialized services such as auditory-verbal therapy to support students with cochlear implants, as well as sign language instruction.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact
Budgeted Special Education funds, NTE: $250,000.00

Administrator
Renee Gray, Assistant Superintendent, Student Support Services
Jayme Nash, Director, Special Education

Memorandum of Understanding Between

The Orange County Superintendent of Schools

And

"Placentia Yorba Linda Unified School District"

2026-2027

The Orange County Superintendent of Schools, which operates the Division of Special Education Services within the Orange County Department of Education, hereinafter referred to as "OCDE," and the Placentia Yorba Linda Unified School District, herein referred to as "District," and collectively referred to herein as the "Parties," mutually agree as follows ("Agreement"):

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, OCDE may provide for the education of individual pupils in special education programs who reside in other districts or counties. The OCDE Division of Special Education Services operates the Connections Empowering Every Learner® Program (formerly known as OCDE Special Schools) to provide special education programs and services to individuals with exceptional needs ages 3 through 22 requiring intensive educational services, including a regional deaf and hard of hearing program, in accordance with the Individuals with Disabilities Education Act ("IDEA") and California state law. The OCDE Connections Program operates on multiple public school sites throughout Orange County designated as preschool, elementary, secondary and adult transition programs.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2026 and ending June 30, 2027.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a Special Education Local Plan Area ("SELPA"). It is further acknowledged that the SELPA base year calculations for special education funding under Assembly Bill 602 ("AB 602") include a dollar amount that is transferred back to the SELPA of residence for pupils served in special education programs prior to implementation of AB 602. The Parties acknowledge that both the distribution of these special education funds and the District's fiscal responsibility for students served outside the SELPA of residence are determined by the Local Plan of the SELPA of residence.

4. Scope of Program and Referral Process to OCDE

OCDE shall conduct special education programs and services for those eligible pupils of the District referred by their Individualized Education Program ("IEP") teams when it is jointly determined by the District and OCDE that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by OCDE. Prior to offering placement in any OCDE Connections Program, the District shall contact the appropriate OCDE Connections Principal or OCDE Connections Program Administrator to discuss a possible referral and the appropriateness of the OCDE Connections Program placement. If the referral seems

appropriate, the District shall obtain from the parent authorization to release information to OCDE and submit an electronic referral to OCDE via the OCDE Connections secure portal as well as schedule a visitation at the OCDE Connections Program site with the parent and District representative. District referrals to the OCDE Connections Program shall be uploaded electronically through OCDE's secure portal https://transfer.ocde.us/form/SESReferralSubmission.

Upon review of the referral and site visit by parent/District, the OCDE Connections Program Principal and District representative will coordinate an IEP team meeting for purposes of discussing possible placement in an OCDE Connections Program. The OCDE Connections Program Principal or designee must participate in the District's IEP team meeting in which placement in an OCDE Connections Program is being recommended.

OCDE recognizes there may be situations in which the District desires to refer a student to an OCDE Connections Program outside of the IEP process, such as a mediation or other alternative dispute resolution process. Prior to offering the OCDE Connections Program outside of the IEP process, District shall contact the appropriate OCDE Connections Program Principal or OCDE Connections Program Administrator to discuss the referral, complete the OCDE referral process, and obtain prior written approval from OCDE before offering placement in an OCDE Connections Program.

OCDE shall maintain and provide special education programs for District pupils during the 2026-2027 school year within the administrative parameters established by the Special Education Fiscal Advisory Committee. Class size ranges and student-adult ratios shall be maintained in a manner which allows OCDE to meet the programmatic, health and safety needs of the pupils. Pupils enrolled in an OCDE Connections Program shall matriculate within the OCDE Connections

Program based on their grade (preschool, elementary, secondary and adult transition programs) as determined by the IEP team. Pupils enrolled in the OCDE Connections Program who earn a diploma of graduation from high school, including pupils eligible for the alternative diploma pathway pursuant to Education Code section 51225.31 et. seq., shall receive a diploma through OCDE's Division of Alternative, Community and Correctional Education Schools and Services ("ACCESS") unless District requests the pupil receive a District issued diploma.

5. Responsibility of School District of Residence

The District and OCDE acknowledge that the District, as the pupil's district of residence, maintains primary responsibility as the local education agency ("LEA") to ensure the pupil receives a free appropriate public education. If there are concerns about the appropriateness of the pupil's placement in an OCDE Connections Program, the Parties shall collaborate and participate in an IEP team meeting(s) as appropriate to address such concerns, including but not limited to securing additional supports or alternative placement options.

In the event a pupil referred by the District to an OCDE Connections Program moves out of the District, the District shall immediately provide OCDE written notice of the pupil's change in residence, including the new school district of residence. Similarly, OCDE shall immediately notify District in the event a parent reports a change in residence, including the new school district of residence, if known. Pupils enrolled by the District in an OCDE Connections Program who are foster youth are entitled to remain in the school of origin in accordance with Education Code sections 48853.5 and 48204(a)(2). In the event of a dispute regarding the district of residence for a pupil, the District will remain responsible for funding the pupil's placement in the OCDE Connections Program until a new local educational agency responsible for ensuring the pupil

receives a free appropriate public education has been identified. District and OCDE shall collaborate to identify the new local educational agency responsible for the pupil.

In the event of a disciplinary matter involving a pupil enrolled by the District in an OCDE Connections Program, OCDE will follow its student discipline policies/procedures and collaborate with the District. OCDE shall comply with all federal and state laws and regulations regarding student discipline, including but not limited to prohibitions on restraint and seclusion.

6. Annual and Triennial Reviews

The District shall be notified of annual reviews scheduled for its pupils participating in an OCDE Connections Program and shall provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, matriculation, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a District representative who is authorized to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For pupils enrolled in an OCDE Connections Program who are participating in a general education program on the school site in the school district where the OCDE Connections Program is located (referred to as the "Host District") OCDE will work with the Host District to provide a general education teacher at IEP team meetings. In the event the Host District is unable to provide a general education teacher for the IEP team meeting, the District agrees to provide a general education teacher unless otherwise waived in writing by the pupil's parent in accordance with the IDEA and state law. For all other pupils enrolled in an OCDE Connections Program, the District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and state law. Subject to approval by the

pupil's parents, the general education teacher and/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by OCDE to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the District upon request. When requested by District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in OCDE is terminated.

7. Integration/Inclusion Opportunities

The Host District where OCDE Connections Programs operate often provide opportunities for pupils enrolled in an OCDE Connections Program to integrate with typical peers during the school day. These opportunities are typically in non-core curriculum areas such as physical education, art, music, assemblies, recess and lunch. Some pupils enrolled in an OCDE Connections Program may have opportunities to participate in core curriculum activities for a portion of the school day in a program operated by the Host District, however, such pupils are supervised by OCDE staff at all times during such activities. In the event a pupil enrolled in an OCDE Connections Program is participating in core curriculum activities in a program operated by the Host District for more than fifty percent (50%) of the school day, the Host District will be reimbursed for any costs incurred resulting from such pupil's participation, upon OCDE's receipt of appropriate documentation of such costs.

8. Assessments/Independent Educational Evaluations

OCDE and District shall coordinate and collaborate in conducting assessments for pupils participating in an OCDE Connections Program. In the event OCDE staff is not available to conduct a requested assessment, OCDE shall notify the District and/or District's SELPA to assist in conducting such assessment(s). In the event a referral is made by a pupil's IEP team or a pupil's parent/guardian for an educationally related mental health services ("ERMHS") assessment, OCDE shall immediately notify the District, and the District shall determine how to proceed with the requested ERMHS assessment.

In the event a request is made for an independent educational evaluation ("IEE"), OCDE shall immediately forward such request to the District and the District, in collaboration with OCDE, shall determine how to respond to the request for an IEE. If the District receives a request for assessment or IEE for a student referred to or enrolled in an OCDE Connections Program, the District shall immediately notify OCDE of the request and collaborate with OCDE as to how to respond. OCDE and/or the District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

9. Pupil Count

A count shall be taken of the number of pupils enrolled in OCDE's Connections Program as of the first day of each calendar month, July 1, 2026 through June 1, 2027. A pupil shall be counted as "enrolled" in an OCDE Connections Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in an OCDE Connections Program, whichever occurs sooner. Pupils continuing in an OCDE Connections Program from the previous school year shall be

counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or district of residence. In the event a pupil withdraws from an OCDE Connections Program after the first day of the month, the District will be billed for the entire month consistent with the funding provisions in Section 11. If a continuing pupil has not attended school by the eleventh (11^{th}) day of the first school month, OCDE shall notify the district of residence and a determination shall be made regarding continuing enrollment. In the event either OCDE or District are informed that a pupil has been withdrawn by the parent from an OCDE Connections Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from an OCDE Connections Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year. When a student exits the OCDE Connections Program, OCDE shall return the hard copy of the student's cumulative student records file to the District and transfer the SEIS file back to the district, if applicable.

10. Definitions

a. "Special Education Fiscal Advisory Committee" shall be a committee comprised of the Orange County Special Education Local Plan Area Directors, Chief Business Officials representing each SELPA and OCDE representatives including the Associate Superintendent of Connections, Executive Director of Special Education of the Connections Program, Business Administrator, and the Associate Superintendent of Business Services, or designee.

b. "Regional Special Education Programs" are the special education classes and support services operated by OCDE for pupils with the most significant disabilities, including

pupils who are medically fragile, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances, and other eligible pupils.

c. "Regional Deaf/Hard of Hearing (D/HH) Program" shall include classes and services operated by OCDE for pupils who are Deaf and Hard of Hearing and learn through total communication, utilizing sign language, note-takers, oral speech and residual hearing.

d. "Regional Oral Deaf Program" shall include classes and services operated by OCDE for pupils who are Deaf and Hard of Hearing and who learn through oral and written communication using oral speech, speech reading, residual hearing, auditory devices and cochlear implants.

e. "Special Education Program Income" shall be defined as the sum of all state and federal funds generated by or on behalf of pupils transferred to regional programs operated by OCDE Connections Programs under this Agreement. For the purposes of this Agreement:

f. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of OCDE Connections Programs.

g. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

h. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

i. "Host District" shall refer to the school district of the school site where OCDE leases classroom/facilities for operation of the OCDE Connections Program.

11. Funding

In consideration of the enrollment of pupils in special education programs conducted by OCDE, the SELPA and/or the school district transferring pupils to the regional programs operated by OCDE agree to pay the average cost per pupil based on expenditure categories and ratios reviewed by the Special Education Fiscal Advisory Committee and shall provide for program funding as follows:

a. The District shall be responsible for the Average Cost per Pupil in an OCDE Connections Program, including the Regional Deaf/Hard of Hearing Program, multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils, including, but not limited to Revenue Limit, AB 602 funds, and federal IDEA Local Assistance Grant funds. The District shall be responsible for the Average Cost Per Pupil in the Regional Oral Deaf Program multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils, including, but not limited to Revenue Limit, AB 602 funds, and federal IDEA Local Assistance Grant funds.

b. Special Circumstance Assistant ("SCA"). The District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the District.

c. The following documents shall be used as a basis for all figures reported:

(1) Various Program Cost Reports;

(2) State Form 01; and,

(3) In-House Accounting Reports.

d. OCDE Connections Program income and expenditures shall be listed in accordance with The California School Accounting Manual Standardized Account Code Structure for Special Education as of April 19, 1999, with a summary page as shown in Appendix A, incorporated herein.

e. Indirect cost for Special Education Programs operated by OCDE shall be at the state approved rate not to exceed seven and one-half percent (7.5%) of total Program expenditures.

f. OCDE shall bill the District on a monthly basis and forward invoices to the District's accounting department.

12. Related Services/Designated Instructional Services (DIS)/Supplementary Aids

OCDE provides the following related services as part of its Connections Programs: Speech-Language Pathology Services, Adapted Physical Education, Physical Therapy, Occupational Therapy, Health and Nursing, Specialized Physical Health Care, Vocational Counseling, Adult Transition, Assistive Technology/Alternative Augmentative Communication, Vision Services, Orientation and Mobility, Behavior Management/Intervention Psychological Counseling and Itinerant D/HH services. In addition to the above, as part of its Regional D/HH Program and Regional Oral Deaf Program, OCDE provides Audiological services and Sign Language Interpreters. Any other related services or supplementary aids necessary for the pupil to benefit from the special education program, including but not limited to ERMHS and low incident services and equipment, shall be provided by the District or as otherwise agreed to by OCDE and the District. Interpreter services at IEP team meetings and/or translation of documents shall be provided by the District or as otherwise agreed to by OCDE and the District. In addition, OCDE

shall separately bill the District for the services provided by an SCA as required by the pupil's IEP.

13. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health-related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A District representative who is authorized by the District's Director of Special Education to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the District or as otherwise agreed to by OCDE and the District pursuant to a separate agreement. In the event the pupil is hospitalized in a facility located outside of the District, it is the District's responsibility to inform the parent that instruction will be provided in accordance with Education Code sections 56167, 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from OCDE in order for the District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event OCDE and the District agree that OCDE will provide in-home or hospital instruction to the pupil, OCDE shall separately bill the District for such services in accordance with the separate agreement.

14. Transportation

a. Transportation by the Orange County Department of Education

The District shall provide transportation for its pupils participating in an OCDE Connections Program unless otherwise agreed between the District and OCDE. In the event OCDE agrees to transport a pupil, the District shall be responsible for the difference between the Direct and Direct Support Cost of home-to-school transportation as shown on the annual State Transportation Report plus one percent (1%) indirect support costs and the state transportation allocation received by the OCDE on a per pupil basis pursuant to Appendix B, incorporated herein. The District shall pay for the full cost of one-on-one transportation assistants as specified in the pupil's IEP. In the event OCDE is transporting five (5) or more District pupils from one (1) OCDE Connections Program site, the District shall provide OCDE written notice on or before December 1 of each year of any proposed changes in the number of students requiring OCDE transportation for the following school year. Absent appropriate notice from the District of any proposed change in transportation for the following school year, the District may be solely responsible for funding the costs related to such change in transportation. Similarly, OCDE shall provide the District written notice on or before December 1 of each year of any proposed changes in OCDE's transportation services, not including cost projections, for the following school year.

b. Transportation by District

Districts transporting pupils to an OCDE Connections Program shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and

subsequently made up may result in charges to the District for additional costs incurred by OCDE related to such delays.

15. Due Process and Complaints

OCDE and District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in an OCDE Connections Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event OCDE is named as the sole LEA in a due process complaint, OCDE and District agree that District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

OCDE and District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency.

16. Estimated Billing

The estimated billing for 2026-2027 will be based on actual information for 2025-2026 plus COLA as set forth in the most current State Budget plus any budgeting projections for step and column, and salary and benefit increases.

17. Final Accounting

An accounting accompanied by completed Appendices A and B with appropriate supporting documentation shall be sent to each District by September 15 of the following year. In addition,

OCDE shall provide a quarterly expenditure report to the District's Director of Special Education. Corrections to prior year OCDE Connections Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the District affected by the correction or adjustments.

18. Projected Enrollment/Facilities and Staffing Needs

In order to assist OCDE in planning for both facilities and staffing needs for its programs, each District shall submit to OCDE, in writing, on or before December 1 of each year, the projected number of pupils expected to be transferred to OCDE programs for special education and support services in the following school year. Absent a projection, the number of District pupils reported in the current year December 1 Federal Pupil Count shall be used for facilities, staffing and budget planning by OCDE for the following school year. In the event the District intends to withdraw five (5) or more pupils from a specific OCDE Connections Program site to return its' students to the District or enroll five (5) or more pupils in a specific OCDE Connections Program site for the following school year, the District shall notify OCDE in writing of such intention on or before December 1 of each year. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration. Absent appropriate notice from the District of any proposed change in enrollment in an OCDE Connections Program site for the following school year, the District may be solely responsible for funding the costs related to such change in enrollment.

If the District is a Host District for any OCDE Connections Program, the District shall submit to OCDE, in writing, on or before December 1 of each year, notice of any proposed facilities projects, including but not limited to modernization or new construction projects at the school site where the OCDE Connections Program is located, as well as any potential impact such

projects may have on the operation of an OCDE Connections Program, including opportunities for integration with typical peers at the Host District school site. In the event any such project would require relocation of an OCDE Connections Program, the District shall provide OCDE with at least one (1) year prior written notice to allow OCDE sufficient time to plan accordingly. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration.

In the event OCDE intends to close an OCDE Connections Program in which District pupils are enrolled, OCDE shall notify the District in writing of such intention on or before December 1 of each year.

19. Program Cost for 2026-2027

On or before fifteen (15) days after the release of the May revise each year, the Orange County Superintendent of Schools shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in OCDE Connections Programs based on the Projected Enrollment data, and provide it to District Student Services and Business Directors.

20. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have be duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the United States Mail; or

(c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

OCDE:	Orange County Department of Education Connections Division 200 Kalmus Drive Costa Mesa, CA 92626 Attn: **Analee Kredel, Associate Superintendent** Fax: (714) 545-6312 Phone: (714) 966-4129 Email: AKredel@ocde.us
District:	Placentia Yorba Linda Unified School District 1301 East Orangethorpe Avenue Placentia, CA 92870 Attn: **Jayme Nash, Director of Special Education** Fax: (714) 985-8714 Phone: (714) 985-8689 Email: jnash@pylusd.org

21. No Waiver

The failure of OCDE in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

22. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the District, OCDE agrees to hold harmless, indemnify and defend the District and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with OCDE's

performance of services during the term of this Agreement. To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of OCDE, the District agrees to hold harmless, indemnify and defend OCDE and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the District's performance of services during the term of this Agreement.

23. Complete Agreement

This Agreement is the complete agreement of the Parties. Any amendments hereto shall be in writing and shall be dated and executed by both Parties.

24. Applicable Law

This Agreement is governed by California state and federal law with venue in Orange County, California, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

[Continued on Next Page]

25. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile and electronic signatures shall be deemed as binding as original signatures.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed.

APPROVED BY:

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
OCDE – [NAME]

BY: _____
(Authorized Agent)

DATE: _____

_____
DISTRICT – [NAME]

BY: _____
(Authorized Agent)

DATE: _____

DATE APPROVED BY DISTRICT BOARD:

_____

cc: SELPA

APPROVED AS TO FORM:
DATE 5/22/26
LYSA M. SALTZMAN, COUNSEL
ORANGE COUNTY DEPARTMENT OF EDUCATION
BY _____ ATTORNEY

Orange County Department of Education
Special Education Connections

2026-2027 Adopted Budget 2024-25 Actual Enrollment 338.75 2025-26 Average Enrollment 330.45 2026-27 Projected Enrollment 331	Object Code	2024-25 Actuals	2025-26 Adopted Budget	2025-26 Actuals as of 5/18/26	2025-26 Estimated Actuals Budget	2026-27 Adopted Budget
Restricted Fund Balance Low Incidence	9791	145,713.12	145,713	145,713.12	145,713	145,713
Reserve for Economic Uncertainty	9791	1,075,613.22	1,204,269	1,170,102.96	1,170,103	1,280,573
Total Beginning Balance	**9791**	**1,221,326.34**	**1,349,982**	**1,315,816.08**	**1,315,816**	**1,426,286**
Revenue						
Prin Apport State Aid-Prior Year	8019					
AB602 Allocation	8097	1,710,172.15	1,713,695	1,111,482.52	1,713,675	370,078
AB602 Allocation		**1,710,172.15**	**1,713,695**	**1,111,482.52**	**1,713,675**	**370,078**
Prior Year Apportionment	8319	(110.52)	-	(24.93)	-	-
STATE LOTTERY REVENUE CC4564	8560				66,120	68,400
Other State Revenue	8590		-	(24.93)	-	-
Other State Revenue		***(110.52)***		***(49.86)***	***66,120***	***68,400***
Interagency Fees Bill Back to Districts	8677	27,950,460.27	30,650,025	21,876,466.21	29,788,924	35,162,463
Interagency Fees Special Circumstance Aids	8677	6,101,607.12	5,963,892	4,970,389.39	5,963,892	5,963,892
Interagency Fees - Contracts	8677	103,374.15	103,374	107,613.95	107,614	107,614
Other revenue	8631					
Registration & Misc. Fee	8689					
Other Local Revenue/EE contract	8699	46,619.60	70,000	(7,045.44)	51,000	1,000
Other Revenue/Tuition	8710	4,428,392.00	4,540,361	3,473,152.00	4,428,389	4,800,993
Tuition - Prior Year	8711	(86,897.55)	-	485,461.00	485,461	-
Other Local Revenue		**38,543,555.59**	**41,327,652**	**30,906,037.11**	**40,825,280**	**46,035,962**
Contribution from Unrestricted	8980	-	-		73,673	71,987.00
Contribution for Indirect	8981	655,415.94	709,251	539,744.00	701,878	772,482
Contribution frm Special Ed/absence factor	8986	441,951.00	441,951	0.00	441,951	321,947
Contribution from Restricted	8990	-	-	14,819.81	14,820.00	-
Contribution to Restricted Routine Maint.	8991	(711,048.00)	(764,369)	-	(764,639)	(764,369)
Contribution to Food Services	8992	(196,944.52)	(324,705)	-	(276,527)	(294,752)
Contribution to Special Ed	8993	**0.00**	**0**	-	-	-
Total Contributions		**189,374.42**	**62,128**	**554,563.81**	**191,156**	**107,295**
Total Revenue		***41,664,317.98***	***44,453,457***	***33,887,824.73***	***44,112,047***	***48,008,021***

Orange County Department of Education
Special Education Connections

2026-2027 Adopted Budget 2024-25 Actual Enrollment 338.75 2025-26 Average Enrollment 330.45 2026-27 Projected Enrollment 331	Object Code	2024-25 Actuals	2025-26 Adopted Budget	2025-26 Actuals as of 5/18/26	2025-26 Estimated Actuals Budget	2026-27 Adopted Budget
Expenditures						
Teachers Salaries	1100	6,641,979.55	6,789,624	5,267,029.79	6,829,368	7,239,906
Pupil Support Salaries	1200	1,315,167.74	1,304,993	1,063,238.89	1,296,822	1,353,217
Supervisor/Administrators	1300	1,326,742.17	1,335,720	1,125,052.20	1,228,802	1,518,646
Other Certificated	1900	1,435,689.85	1,487,704	1,013,888.63	1,409,314	1,457,451
Total Certificated		**10,719,579.31**	**10,918,041**	**8,469,209.51**	**10,764,306**	**11,569,220**
Instructional Assistants	2100	8,312,843.77	9,470,802	7,055,459.89	8,702,266	9,804,211
Classified Support Salaries	2200	1,045,138.60	1,087,332	885,164.88	1,067,890	1,084,822
Supervisors/Managers	2300	624,468.05	655,001	595,108.04	645,282	684,474
Clerical/Technical	2400	758,548.58	852,808	635,113.05	798,198	864,536
Short term Sub	2900	605.00	775	512.50	775	775
Total Classified		**10,741,604.00**	**12,066,718**	**9,171,358.36**	**11,214,411**	**12,438,818**
STRS/PERS	3100-3200	4,952,987.68	5,620,348	4,094,305.00	5,571,930	5,734,006
Medicare and PARS	3300	318,618.25	357,920	256,909.24	353,581	367,291
Health and Welfare	3400	5,920,562.67	6,880,757	5,134,964.36	6,124,891	7,287,386
Unemployment	3500	11,002.28	11,912	8,666.01	11,765	12,240
Worker's Comp	3600	166,587.14	468,335	331,463.09	431,150	448,577
Life Insurance/Other	3900	147,335.60	149,178	24,822.15	149,984	31,442
Total Benefits		**11,517,093.62**	**13,488,450**	**9,851,129.85**	**12,643,301**	**13,880,942**
Textbooks	4100			-	-	
Other Books	4200			-	-	
Materials and Supplies	4300	366,662.25	1,376,603	177,007.30	576,011	2,000,439
NonCapitalized Equipment	4400	23,478.58	41,400	5,893.63	17,400	13,400
Total Books and Supplies		**390,140.83**	**1,418,003**	**182,900.93**	**593,411**	**2,013,839**
Travel and Conference	5200	139,983.24	122,553	101,676.49	123,050	125,150
Dues and Membership	5300	12,200.00	17,540	299.00	3,490	17,540
Utilities	5500	223,609.83	212,600	136,791.95	223,100	223,100
Rents/Leases/Repairs	5640	347,102.50	403,000	114,913.63	563,297	563,297
Repairs/Maintenance	5600	6,458.19	71,979	17,235.67	71,479	74,479
Transfer of Direct Costs	5700	44,415.43	48,928	4,059.86	49,413	49,468
Professional/Consulting Services	5800	1,385,081.07	512,050	1,871,462.90	2,730,121	1,470,001
Communications	5900	93,164.36	72,906	64,763.79	80,010	86,620
Total		**2,252,014.62**	**1,461,556**	**2,311,203.29**	**3,843,960**	**2,609,655**
Improvement on Sites	6100					
Buildings	6200					
Capitalized Equipment	6400/6500	56,055.23				
Total		**56,055.23**	**-**	**0.00**	**-**	**-**
Support Costs	7340	*2,671,532.42*	*2,955,208*	*2,248,935.00*	*2,924,494*	*3,183,304*
Support Contributions	7341	*655,415.94*	*709,251*	*539,744.00*	*701,878*	*772,482*
Total Support		**3,326,948.36**	**3,664,459**	**2,788,679.00**	**3,626,372**	**3,955,786**
Total Expenditures		***39,003,435.97***	***43,017,227***	***32,774,480.94***	***42,685,761***	***46,468,260***
Ending Fund Balance		**2,660,882.01**	**1,436,230**	**1,113,344**	**1,426,286**	
Restricted Fund Balance Low Incidence (CC 4347)	9780/9740	*145,713.00*	*145,713*		*145,713*	*145,713*
Reserve for Economic Uncertainty	9780/9740	*1,170,103.08*	*1,290,517*		*1,280,573*	*1,394,048*
Excess (Rebate)		**1,345,065.93**				**1,539,761**
Total Bill Back		26,518,496.79	30,650,025	20,763,097	29,788,924	35,162,463
Average Enrollment		338.75	340	330.45	330.45	331.00
Estimated Bill Back per Pupil		**78,283.39**	**90,147**	**62,832.80**	**90,147**	**106,231**

	2026-27	
1. Average number of pupils transported		178
2. Maximum number of billable days		202
3. Classified Salaries	$	173,798
4. Employee Benefits	$	82,766
5. Supplies		
6. Travel/Conferences/Dues/Memberships	$	-
7. Other Expenses		
8. Contracts with Private Contractors (5100)	$	7,935,984
9. Payments to Private Carriers (5830)	$	25,000
10. Other Services/Operating Expenses	$	-
11. Equipment/Replacement	$	-
12. Therapy Transportation	$	-
Subtotal Direct Costs	$	7,935,984
13. Direct Support costs	$	281,564
14. Indirect Support Costs @ 1%	$	2,551
15. Total Transportation Cost Allocation	$	8,220,099
16. State Transportation Entitlement	$	1,898,061
17.** State Transportation Reimbursement	$	2,865,522
Total	$	4,763,583
17. Excess Transportation Cost	$	3,456,517
17a. *Per Pupil Excess Cost Line17/Line1	$	**19,419**
17b. *Per Day Excess Cost Line17a/Line2		**96.13**

*Per Pupil cost is an estimate, actual cost is determined by average daily rate X # of days

**Includes a 2.87% COLA

Note: If we receive additional funding for transportation, the cost will be reduced.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

MEMORANDUM OF UNDERSTANDING BETWEEN THE NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (NOCROP) AND PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (PYLUSD)

Background

The purpose of this MOU is to enhance the Work Ability Program between NOCROP and PYLUSD. NOCROP agrees to provide pre-employment skills, vocational training, and work-based learning opportunities for high school and adult transition students with Individual Educational Plans (IEPs). The goal is to increase the number of students receiving services through NOCROP and participating in subsidized employment.

To achieve this, NOCROP will develop work-based learning experiences and collaborate with PYLUSD to identify and establish student job placements within various district departments as well as at community-based sites. These opportunities are designed to bridge the gap between classroom instruction and real-world employment, helping students gain meaningful, hands-on experience in the workforce.

This agreement will be effective 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

MEMORANDUM OF UNDERSTANDING

between the North Orange County Regional Occupational Program and the Placentia-Yorba Linda School Unified District

This Memorandum of Understanding (MOU) is made and entered into on **June 17, 2026**, between the **North Orange County Regional Occupational Program** (hereinafter "NOCROP") and the **Placentia-Yorba Linda Unified School District** (hereinafter "PYLUSD"), collectively referred to as "the Parties."

PURPOSE:

The purpose of this MOU is to outline a relationship between NOCROP and PYLUSD for a term commencing on **July 1, 2026** and continuing through **June 30, 2027**, aimed at enhancing the Workability Program between the two parties.

SCOPE OF WORK:

- PYLUSD agrees to pay, up to $20,000 to NOCROP for additional student earnings for students participating and/or eligible for Workability services.

NOCROP RESPONSIBILITIES:

1. Student Training and Support: NOCROP agrees to provide preemployment skills training, vocational training, and work-based learning opportunities for students eligible for Workability services, ultimately increasing the number of adult transition students participating in subsidized employment and expand subsidized employment opportunities to high school students.

2. **Work-Based Learning Opportunities:** NOCROP will create invaluable work-based learning opportunities for students, partnering with local businesses to provide internships, pre-apprenticeships, and real-world, service-learning projects. NOCROP has worked with hundreds of employers to place students into work-based learning experiences and employment over the last fifty years through structured Community Classroom and Cooperative Vocational Learning models. These experiences will bridge the gap between classroom learning and industry practice, giving students a competitive edge in the job market. NOCROP will assume workers compensation liability coverage for all students participating in unpaid work-based learning experiences while the employer covers such in paid ones.

3. **Funding Support:** NOCROP will actively collaborate with PYLUSD to ensure that Workability funds remain equitably split between the two districts currently served under the Workability grant, while using the additional $20,000 allocation to supplement and serve additional students eligible under Workability. The parties agree to a 5% indirect cost charge to support administrative expenses allocated to this agreement. Funding is to cover the cost of student wages at the minimum wage hourly rate for the State of California and accompanying student benefits (Medicare, OASDI, and Workers Compensation). Furthermore, PYLUSD will only be invoiced for

actual hours worked, in addition to statutory benefits and the agreed upon indirect cost rate, not to exceed $20,000.

4. **Workability Requirements:** This MOU is an extension of the Workability Grant between both parties. All requirements under the Workability grant are assumed for this MOU. All terms and conditions are assumed under the Workability grant already in place.

WITHDRAWAL OF PARTICIPATION:

Upon written notice (of not less than one month) either party may withdraw and terminate from its status under this MOU and will incur no liability for any obligation incurred by PYLUSD and/or NOCROP after the date of submission of its notice of withdrawal, provided that such withdrawal is completed by the end of such fiscal year.

In the event of an early withdrawal, the parties agree to ensure all students who have completed anticipated compensated work-based learning hours are compensated per this agreement prior to withdrawal.

GOVERNING LAW:

This MOU shall be governed by and construed in accordance with the laws of the State of California.

SIGNATURES OF AUTHORIZED REPRESENTATIVES:

North Orange County Regional Occupational Program	Placentia-Yorba Linda Unified School District
By: _____	By: _____
Name: Michelle D. Owen, Ed.D.	Name: _____
Title: Assistant Superintendent	Title: _____
Date: _____	Date: _____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT WITH RAPTOR TECHNOLOGIES FOR THE VISITOR MANAGEMENT ANNUAL ACCESS FEE, RAPTOR EMERGENCY MANAGEMENT FULL SITE, COMPLIANCE & SUCCESS PROGRAM LEVEL III, SUBSCRIPTION RAPTOR CONNECT FOR THE 2026-27 SCHOOL YEAR

Background

The Raptor Technologies Platform is a key component of PYLUSD's comprehensive school safety and emergency preparedness efforts. Through the Raptor Visitor Management System, all campus visitors are screened by instantly checking identification against national sex offender registries, including the federal Megan's Law database. If a match is identified, designated school staff are immediately alerted, enhancing the safety and security of our campuses.

In addition to visitor management, PYLUSD utilizes Raptor's Emergency Management and Drill Manager modules to strengthen emergency preparedness and compliance efforts districtwide. The Drill Manager module streamlines the planning, documentation, and reporting of required safety drills, including fire, earthquake, lockdown, and evacuation drills, while supporting compliance with state requirements and district safety practices.

This agreement will be effective from July 1, 2026, through June 30, 2027.

Financial Impact
General Funds, NTE: $150,000.00

Administrator
Renee Gray, Assistant Superintendent of Student Support Services
Dr. Baldwin Pedraza, Director of Student Services

RAPTOR TECHNOLOGIES

Notice

Date 5/1/2026
139503
Start Date 7/1/2026
End Date 6/30/2027

"Protect Every Child, Every School, Every Day"

NOT AN INVOICE

Bill To:
Placentia Yorba Linda Unified School Dist
Accounts Payable
1301 E. Orangethorpe Ave.
Placentia CA 92870

Ordered By:

Terms
RN N60

Description	Qty	Price	Amount
Annual Compliance and Success Program Level III	1	$47,264.81	$47,264.81
Annual Raptor Emergency Management Full Suite (4 Modules)	34	$2,260.65	$76,862.10
Annual Subscription Raptor Connect - No Charge	34	$0.00	$0.00
Raptor Visitor Management Annual Access Fee	33	$729.75	$24,081.75

Subtotal	$148,208.66
Tax Total	$0.00
Total	$148,208.66

Click Here for Inquiries or to Send Purchase Orders

Remit Checks to:

Raptor Technologies, LLC
Dept 141
PO Box 4458
Houston, TX 77210-4458

Please reference invoice number(s) on all check payments.

Pay Now

By accepting this renewal order by payment, submitting a purchase order or otherwise accessing our services, you agree that the services are governed by our standard terms and conditions, which can be found at: https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf. In the event of a conflict between these terms and any previously negotiated agreement, the negotiated terms shall prevail.

SO139503

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

CONTRACT WITH OUTREACH CONCERN FOR COUNSELING AND SUPPORT SERVICES

Background

Interventions for all students are needed to support students' academic, behavioral, and socio-emotional well-being and to address barriers to student success. Outreach Concern, Inc. is a professional organization that provides trained counseling interns to supplement the existing counseling services in PYLUSD schools. These interns are supervised by licensed professionals and are equipped to provide school-based, solution-focused support to students in need.

The renewal of this contract will allow PYLUSD to continue offering a total of 26 days of counseling services per week across PYLUSD schools. These additional supports have played a vital role in ensuring students receive timely and appropriate interventions to promote emotional well-being, support positive school behavior, and reinforce students' academic engagement. By renewing our partnership with Outreach Concern, we are sustaining a critical layer of support for students and schools, and reinforcing the district's commitment to early intervention and multi-tiered systems of support for all learners.

This contract will be effective from August 1, 2026, through June 30, 2027.

Financial Impact

Supplemental Funds, NTE: $130,000

Administrator

Renee Gray, Assistant Superintendent of Student Support Services
Dr. Baldwin Pedraza, Director, Student Services

outreachconcern
Eliminating Barriers to Education

400 N. Tustin Avenue, Suite 360
Santa Ana, CA 92705
Tel: 714-547-1163
www.outreachconcern.org
info@outreachconcern.org

Contract for Professional Services

Outreach Concern is a nonprofit, pupil personnel organization founded in 1993. We've provided counseling and support services to over 1,000 schools throughout Southern California, serving over 2,000,000 children, adolescents, and families. Our purpose is to develop, implement, manage, and evaluate comprehensive, school counseling programs that support students and contribute to the mission of the schools we serve.

Outreach Concern, Inc. ("Outreach"), a California nonprofit corporation, hereby proposes to provide pupil personnel services to **schools within the Placentia- Yorba Linda Unified School District** as itemized in this proposal for a continuous period of time after placement **beginning August, 2026 and ending June, 2027.**

I. Services

Outreach will provide the following pupil personnel services:

1. **In-school Counseling Program:** Outreach Concern will provide **26 days of counseling service per week for schools within the Placentia-Yorba Linda Unified School District.** Each school is assigned a staff of highly trained and qualified counselors who provide for the ongoing counseling and pupil personnel needs of the school and student population. The scope of the on-site counseling program will be mutually determined by the school and Outreach Concern. Days and times of counselor placement will be mutually agreed upon prior to the commencement of the school year, subject to limitations imposed by emergency declarations and as may be specifically agreed upon by the School and Outreach and in accordance with the School's needs and Outreach's ability to provide services.

2. **Regional Field Supervisors:** Each school is assigned a RFS whose responsibility is to train, manage, and supervise the counseling staff in the assigned school, as well as support the pupil personnel needs of the school, working closely with the principal and faculty.

3. **Outreach Concern School Safety Crisis Hotline:** The crisis hotline is available to all students attending our contracted schools, providing them and their families access to a trained counselor where or whenever they need additional support, 24 hours a day, 365 days a year.

4. **Outreach Concern Emergency Response Team:** In the event of a catastrophic situation or accident on a school campus, Outreach Concern will respond by incorporating our Crisis Response Team, consisting of a specialized clinical staff that can assist students and faculty in transitioning through whatever crisis has impacted the school, faculty, and student population.

Initials: _____

5. **Community Clinic:** Many times, a troubled child is only a symptom of a deeper problem within the family. In some situations, a family needs additional guidance and support in dealing with a disturbed child or adolescent, or other issues that are impacting their lives. Our community clinic provides counseling services to assist families through difficult times, as well as providing them managing and parenting skills for their immediate and long-term needs. Services are provided on a sliding scale basis.

6. **Multi-County Referral Network:** In the event that a student's needs cannot be met by the Outreach Concern counseling staff in the school, we have contracted with a group of licensed professionals throughout Orange and Los Angeles Counties who are willing to either support or continue the quality of care to students and their families on a sliding fee scale basis.

7. **Workshops and Prevention Programs for Students:** In-classroom workshops for students on a variety of topics, such as study skills, bullying, and substance abuse, can be provided to assist them in dealing with today's life problems that affect them both inside and outside the classroom.

8. **In-service Training for Teachers:** Teachers and principals fill a vitally important role in children's lives. Our workshops are designed to give them additional management and coping skills for the classroom and help create a positive teaching environment.

II. Terms

1. All counseling and support services provided by Outreach will be provided by qualified professionals, licensed and unlicensed, who will perform counseling services in accordance with the professional dictates of Outreach Concern.

2. All intern-counselors will be provided by Outreach with weekly clinical supervision by the Outreach Concern staff. Clinical Supervisors will be psychiatrists, psychologists, MFCCs, LCSWs, or Outreach Concern staff who are Service Associate Therapists to Outreach. Additional guidance will be available to intern-counselors by Regional Field Supervisors and by telephone at any time the counselor is working on the School campus. Counselors assigned to a school site will maintain close communications with the principal. A caseload list and schedule will be provided to the principal and kept updated.

3. Liability insurance for counselors is the responsibility of Outreach. Outreach shall maintain general/professional liability insurance at $2,000,000/occurrence and includes required coverage for sexual abuse and molestation.

4. The Outreach Concern Regional Field Supervisor and intern-counselors will comply with fingerprint requirements as required by the **Placentia Yorba Linda Unified School District**. All costs associated with this requirement will be the responsibility of the individual Regional Field Supervisor or intern-counselor.

5. Counselors are recognized by the School to be employees of Outreach. They are bound by contracts with Outreach, by the ethical and legal obligations of the counseling profession, the laws regarding counseling of minors in the State of California, and the regulations of Outreach, including the provisions of Education Code 49602, and Penal Code 11164 et. Seq. (CA Child Abuse and Neglect Reporting Act).

Initials: _____

6. Counselors may not take on additional responsibility for the School administration as Outreach is a legally separate entity from the School and its counselors are not members of the School's staff. Counselors are employees of Outreach and are answerable only to the Executive Director and their Regional Field Supervisor.

7. Business matters between the School and Outreach are the responsibility of the Principal and the Executive Director of Outreach and may not be handled by the counselor or by any other members of the School administration or staff.

8. Counseling matters are the responsibility of the Regional Field Supervisor and the Principal and may not be handled by any other member of the School administration or staff.

9. Outreach will be the sole responsible party for all pupil personnel services at the School and the School shall not engage the services of any other group, agency, or individual for the purpose of providing these services during the term of this contract, excluding Spec. Ed. needs.

10. The relationship of Outreach to the School shall be that of an independent contractor. Nothing in this agreement shall be construed to create an employer-employee or principal agent agreement. Outreach agrees to indemnify the School and hold it harmless from all claims, demands, and liabilities of any kind relative to any act or omission of Outreach, its counselors, agents, employees, or subcontractors.

11. Certain counseling interns with Outreach Concern have a requirement from the universities they attend to provide audio or video recordings of their counseling sessions. Those intern counselors who are required to incorporate this process will first contact the students' parents to gain permission and explain the process. They will provide the parent an Audio/Video Recording Release Form that when signed, will allow the intern counselor to audio/video record counseling sessions. The tape will be reviewed by the intern counselor's university instructor and then destroyed. Taping frequency may depend on the university requirements which will be communicated to the student's parent.

III. Provisions by the School District

The School/School District shall provide the following:

1. Suitable office space for counseling services in which the counselor can conduct therapy sessions with confidentiality and without disturbance.

2. A telephone available to the counselor for professional calls requiring privacy.

3. Parental consent forms must be distributed, collected, and recorded by the school, and made available to the Regional Field Supervisor before a child can be seen by a counselor unless in the case of an emergency.

4. New schools will provide an opportunity early in the school year at which a member of the Outreach administrative staff will speak to the parents to explain the counseling services available to them. Returning schools may request a parent meeting, if so desired.

5. A presentation to the faculty early in the school year to explain the counseling services.

Initials: _____

6. In the event that the Board and Cabinet of the Placentia-Yorba Linda Unified School District determines counseling needs at schools require fewer days than are currently being contracted for, services may be shifted to another site, depending upon need. Outreach Concern would require a 30 day notice of any changes in service location to make an appropriate transition.

7. District will provide Outreach Concern access to the Aeries System to be used to identify current academic standings throughout the year as well as to identify pertinent data needed to support counseling activity.

IV. Terms of Payment

Pupil personnel services to the **Placentia-Yorba Linda Unified School District.** For such services, **Placentia-Yorba Linda Unified School District** shall pay a stipend of **$130,000** to Outreach Concern for counseling services for the District Schools for the **2026-2027** school year.

Payment shall be paid under the following terms:

Payment Shall be paid in 10 monthly installments of $13,000 totaling $130,000 throughout the 2026-2027 school year. Invoices will be submitted directly to the Placentia-Yorba Linda Unified School District for 10 monthly payments of $13,000 expected by the 15th of the month.

Initials: _____

V. Termination of Contract

Outreach may at its discretion terminate this contract at any point during the school year for the following causes:

1. Lack of cooperation on the part of the School, such that the counseling work is compromised.

2. Failure to provide an appropriate and secure work environment, such that the counseling work is compromised.

3. Non-payment of the stipend in accordance with the terms set forth in Section IV. Termination shall be in the form of 30 days written notice to the School.

4. Any other practical breach of this contract or any rules, regulations, requirements of Outreach's pupil personnel services.

5. The District may, at any time, in its sole discretion, terminate this Agreement at any time for any reason. Written notice by District shall be sufficient to stop further performance of services by Outreach Concern. Notice shall be deemed given when received by Outreach Concern or no later than three days after the day of mailing the notice, whichever is sooner.

V. Acceptance of Terms

Signature of the contract by an authorized representative of the School shall constitute acceptance of this contract and its terms.

_____	_____
District Representative	Executive Director Outreach Concern, Inc., *a CA nonprofit public benefit corporation*
Placentia-Yorba Linda Unified School District District	
_____	6/10/25
Date	Date

Initials: _____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

INDEPENDENT CONTRACT AGREEMENT WITH SEVEN MINDSETS (FORMERLY KNOWN AS BASE ED LLC) FOR SECONDARY AND ALTERNATIVE EDUCATION SCHOOLS

Background

Seven Mindsets, formerly known as Base Education, LLC, provides online modules to address behaviors and provide restorative opportunities for students. First approved and piloted in 2018, Base Education has been successfully used in our intervention classrooms at secondary schools. By providing resources for alternatives to suspension, our Intervention classroom teachers and school administrators can work together to determine the Base Education Lessons that are directly related to the student's code of conduct violations to facilitate restorative behavior and learning. Parent companion courses accompany all Base Education courses, helping parents understand what their children are learning and providing them with tools to engage in healthy dialogue.

This contract will be effective from August 1, 2026, through July 31, 2027.

Financial Impact

General Funds, NTE $49,500.00

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director, Student Services

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT/CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 1st day of June, 2026, by and between 7 Mindsets, 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)
   Online character education curriculum that offers personalized lessons to address student needs for our intervention classrooms.

2. The Consultant/Contractor will commence providing services under this **AGREEMENT** on , August 1, 2026, and will diligently perform as required and complete performance by, July 31, 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 $49,500.00 for services rendered pursuant to this **AGREEMENT**. Payment shall be made after approval of the Board, completion of service, and submission of an invoice in duplicate to the District 30 days in advance of each payment due date. Receipts for expense reimbursement are required.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Consultant/Contractor only for services rendered to the date of the termination. Written notice by the District shall be sufficient to stop further performance of services by Consultant/Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

6. The Consultant/Contractor agrees to and shall defend and indemnify the Placentia-Yorba Linda Unified School District, its Board, officers, agents and employees, and volunteers from every claim or demand and every liability, or loss, damage, or expense of any nature whatsoever which may be incurred by reason of the Consultant's/Contractor's performance or lack of performance pursuant to this Agreement. It is expressly understood that this obligation includes any and all costs and expenses related to defense as well as indemnification for any and all judgments or settlements. For death or bodily injury to person, injury to property, or any other loss, damage, or expense sustained, arising from, in connection with, or in any way related to the Services called for in this AGREEMENT, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers. The Consultant/Contractor, at Consultant's/Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its Board, Officers, agents, employees, and volunteers on any such claim, demand, loss, damage, expense (including attorney fees), cost, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees, and volunteers in any action, suit, or other proceedings as a result thereof.

7. This **AGREEMENT** is not assignable without written consent of the parties hereto.

8. Consultant/Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

9. Consultant/Contractor, if an employee of another public agency, certifies that consultant/contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency, for the actual time in which services are actually being performed pursuant to this **AGREEMENT**.

10. Insurance requirements are on the reverse side of this Agreement. All insurance and other documentation must be delivered to the District prior to the consultant/contractor performing services. The Consultant/Contractor shall comply with all District insurance requirements.

11. Consultant/Contractor must meet the fingerprint requirements specified in Education Code Section 45125.1, and as described on the reverse side of this form.

12. Consultant signature below is incontrovertible evidence that the terms and conditions of this Agreement have been read and agreed to.

IN WITNESS WHEREOF, the parties hereto have caused this **AGREEMENT** to be executed.

CONSULTANT:

Name of Vendor: 7 Mindsets
Is individual retired from Cal STRS: Yes____ No X
from CalPERS: Yes____ No X If yes, date retired:_____

Signature:_____
Phone #: 678-878-3144
Fax #:_____
Date: _____
Social Security/Tax ID 81-1699982

DISTRICT:

Placentia-Yorba Linda Unified School District

By: Don Rosales
Director, Purchasing
Address: 1301 E. Orangethorpe, Placentia, CA 92870
Date:_____
Approved by Board: _____
(Date)

TERMS AND CONDITIONS OF AGREEMENT

1. INSURANCE REQUIREMENTS: During the term of this Agreement, consultant/contractor shall maintain insurance documentation per the limits and requirements outlined:

   General Liability Insurance: The contractor/consultant/service provider shall provide the District with a Certificate of Insurance, with a page 2 endorsement, naming the District as an additionally insured for at least $1,000,000 per occurrence, $2,000,000 aggregate.

   Certificate Holder and Additional Insured is Placentia-Yorba Linda Unified School District

   The following verbiage is required in the endorsement: The Placentia-Yorba Linda Unified School District, it's Board and its officers, agents and employees shall be named an Additional Insured, by separate endorsement. Any insurance maintained by contractor/consultant/ service provider shall be primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing.

   Automobile Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, $2,000,000 aggregate. COI must show "All Autos".

   Worker's Compensation Insurance: The contractor/consultant/service provider shall maintain a minimum of $1,000,000 per occurrence, unless the business is a sole proprietorship. Initials_____.

   Professional Consultants, which include, but are not limited to, attorneys, medical providers, dental providers, psychologists, psychiatrists, and physical therapists must provide all insurance shown above AND a minimum of $ 3,000,000 per occurance of sexual molestation coverage AND Professional Liability insurance with minimum coverage of $1,000,000 per occurrence and $2,000,000 aggregate. Initials_____.

   The District must be in receipt of all insurance certificates prior to the commencement of any work. Insurance and Bond providers must be "A+ or A++" rated or better as reflected in "Best's Key Rating Guide" Insurance policies must carry a 30-day cancellation clause.

   It is required that every contractor/consultant/service provider/professional consultant working for the Placentia-Yorba Linda Unified School District meet the insurance requirements listed. Prior to commencing work, and continuing during the life of the project, contractor shall acquire, and require all subcontractors, if any, to acquire and maintain such insurance. Failure to furnish the requested insurance will be considered default of contractor/consultant/vendor. Initials_____.

   The District has the right to re-evaluate the above mentioned limits to determine whether or not they are suitable based on the nature of the contract.

2. Any amendment or modification of this Agreement shall be effective only if it is in writing and signed by the parties and approved by the Board as necessary.

3. District shall not be liable to consultant/contractor for any costs or expenses paid or incurred by consultant/contractor unless agreed to and approved by the District.

4. Consultant/contractor shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

5. Consultant/contractor acknowledges and agrees that it is the sole responsibility of the consultant/contractor to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of consultant/ contractors compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or other similar state or federal tax obligations.

6. All consultants/contractors who work directly with students shall complete a background check per the requirements in Education Code Section 45125.1 and certify that it will provide a drug-free workplace by performing certain specified acts mandated by Government Code Sections 8350 et seq., the Drug-Free Workplace Act of 1990. **Initials_____.**

7. The failure of District or consultant/contractor to see redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

9. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Orange County, California.

10. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

11. Consultant/contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

12. Consultant/contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions,recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with the Agreement, shall be wholly original to Consultant/contractor and shall not be copied in whole or in part from any other sources, except that submitted to consultant/contractor by District as a basis for such services.

13. If consultant/contract is involved in any public works contract, as defined in California Labor Code Section 1720, where labor and material exceeds $1,000.00, the contract shall be subject to the prevailing wage law currently in effect by order of the Director of Industrial Relations,State of California. Copies of the prevailing wage scales are available for inspection on line at the State of California, Department of Industrial Relations at www.dir.ca.gov.

14. The parties to the Agreement shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials,products, plants or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the party not performing.

15. It is the policy of the Placentia-Yorba Linda Unified School District Board of Education that in connection with all work or services performed under this Agreement there will be no discrimination against any employee engaged in the work because of race, color, ancestry, sex, national origin, handicapping condition, or religious creed, and therefore the consultant/contractor agrees to comply with applicable Federal and California laws including, but not limited to, Government Code Section 12940, et seq.

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AFFILIATION AGREEMENT WITH THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, IRVINE (UCI), DEPARTMENT OF OPHTHALMOLOGY

Background

The Placentia-Yorba Linda Unified School District (PYLUSD) is entering into an agreement with the University of California, Irvine (UCI) to participate in the Pediatric Vision Project, an initiative that brings critical eye care services directly to our underserved student population. Through this partnership, UCI will transport its Pediatric Eye Mobile to preschool sites and provide vision screenings and comprehensive eye exams and glasses, when necessary, free of charge.

This partnership strengthens our commitment to supporting the whole child by ensuring students have equitable access to essential health services. Vision issues can significantly impact learning, and early detection and treatment are critical for student success. By removing barriers such as cost and transportation, our partnership with the Pediatric Vision Project ensures our PYLUSD students, particularly those who may otherwise go without care, receive timely, high-quality vision services. We believe this collaboration will have a direct, positive impact on student achievement and well-being.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

No cost to the district.

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services
Michelle DeHaven, Administrator, Health Services

AFFILIATION AGREEMENT
BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

This Affiliation Agreement is made and entered into this 1st day in August 2026,in the State of California by and between Placentia-Yorba Linda Unified School District, (hereinafter referred to as "AFFILIATE") and The Regents of the University of California, as described in Article IX, Section 9 of the California Constitution, on behalf of the University of California, Irvine, School of Medicine Department of Ophthalmology (hereafter referred to as "UNIVERSITY").

WITNESSETH

WHEREAS, UNIVERSITY provides in its curriculum a project for the pediatric vision care (hereinafter collectively referred to as "Eye Mobile for Children Program"); and AFFILIATE is a school district that includes students under the age of eighteen.

WHEREAS, the UNIVERSITY desires to provide vision screenings to students and follow up care to the students that fail the annual vision screening. The UNIVERSITY employs physicians and other personnel with training in ophthalmology and optometry and its support staff to perform such services;

IN FURTHERANCE of the foregoing purpose and the Pediatric Vision Project for the children of Orange County it is agreed:

1. The UNIVERSITY shall transport the UCI Eye Mobile for Children Program to the school locations within the Placentia-Yorba Linda Unified School District in Orange County.
2. UNIVERSITY shall provide its services described herein during normal school hours and /or on a mutually agreed upon schedule.
3. AFFILIATE is willing to allow UNIVERSITY to utilize the AFFILIATE'S facilities for examination of the children that fail the school district's annual vision screen by the staff of the Eye Mobile for Children Program of UNIVERSITY as pursuant to the terms of this Agreement:

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants set forth below, the parties agree as follows:

I. TERM

This Agreement shall become effective upon final execution and shall continue in effect until June 2029, subject to termination by either party with or without cause at any time by either party upon ninety (90) days' prior written notice to the other party. Program year shall end in June, with the exact day varying from year to year as determined by the UNIVERSITY.

II. ASSIGNMENT

A. UNIVERSITY'S Eye Mobile for Children Program STAFF and UCI VOLUNTEERS visiting the AFFILIATE shall be under the supervision of a physician who is a member of University who holds a faculty appointment with UNIVERSITY.

B. UNIVERSITY may assign STAFF to visit the AFFILIATE under the direction of an Optometrist to provide vision care as determined by UNIVERSITY and agreed upon by AFFILIATE.

C. STAFF and UCI VOLUNTEERS shall be subject to the rules and regulations of AFFILIATE and UNIVERSITY.

D. UNIVERSITY STAFF visiting the AFFILIATE to meet the terms of the Eye Mobile for Children Program supported by the grants and private donations shall be in good standing with UNIVERSITY. STAFF AND UCI VOLUNTEERS shall not be deemed to be employees of the AFFILIATE during the hours in which they are assigned to the UNIVERSITY'S vision project.

III. COMPENSATION

Neither party to this Agreement shall be obligated to pay any monetary compensation to the other, nor shall AFFILIATE have obligation to pay monetary compensation or benefits to STAFF and UCI VOLUNTEERS.

IV. NON-DISCRIMINATION

Neither party to this Agreement shall employ discriminatory practices in its performance hereunder on the basis of ethnicity, religion, sex, national origin, ancestry, age or physical or mental disability,

medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, pregnancy, citizenship, or service in the uniformed services..

V. OBLIGATIONS OF UNIVERSITY

A. UNIVERSITY shall be responsible for the selection, education, placement of STAFF AND VOLUNTEERS visiting AFFILIATE to provide vision screenings and exams.

B. UNIVERSITY shall provide STAFF and UCI VOLUNTEERS, along with AFFILIATE with all training and instruction required by UNIVERSITY'S Pediatric Vision Project. UNIVERSITY STAFF will provide vision exams, prescription for glasses and corrective lenses as needed and glasses at no charge for the children referred to the UCI Eye Mobile for Children Program , assistance with program evaluation and advice to the AFFILIATE personnel on the need for referral of children for ongoing ophthalmologic care.

C. UNIVERSITY shall determine the required number of hours of clinical experience required for STAFF providing the vision exams at the AFFILIATE. All plans for providing vision care at AFFILIATE shall be subject to the approval of AFFILIATE, which approval shall not be unreasonably withheld.

D. UNIVERSITY'S STAFF visiting the AFFILIATE shall be provided professional medical liability coverage by the UNIVERSITY.

E. AFFILIATE may, at any time, discontinue their participation in the Pediatric Vision Project upon notification to UNIVERSITY. Such dismissal shall not be arbitrary or unreasonable.

F. The Pediatric Vision Project Principal Investigator/ faculty (PI) and assigned STAFF to visit the AFFILIATE's facility will meet with AFFILIATE's designated liaison prior to providing vision care to the AFFILIATE's students. During this meeting the PI and Project Director will establish a time for visitation to the facility to provide eye exams for the student cohort that fails the vision screenings conducted by the staff of the Pediatric Vision Project. The vision screenings will be conducted according to the protocols specified within the Pediatric Vision Project and agreed to by the AFFILIATE. The Pediatric Vision Project PI and Project Director will be responsible for communicating any AFFILIATE requirements to the Vision Project STAFF and ensure compliance with AFFILIATE's requirements.

G. The Vision Project PI and Project Director will provide AFFILIATE with a copy or multiple copies of the protocols and pediatric vision design and methodology. The faculty member or Project Director will arrange for meetings with the AFFILIATE's STAFF and SRN's so that the UNIVERSITY STAFF are knowledgeable of AFFILIATE's policies and procedures that might apply to the implementation of the Pediatric Vision Project.

H. The faculty member and Vision Project STAFF will act as the liaison to the AFFILIATE. UNIVERSITY will coordinate and oversee UNIVERSITY staff. They will update AFFILIATE when and if changes occur related to the Vision Project that might impact the AFFILIATE. They will communicate and work to resolve any project issue in a timely manner that may occur during the VISITATION of UNIVERSITY STAFF to the AFFILIATE'S facility. If they are not able to work through the issue they will seek counsel from the Project Director or PI.

VI. OBLIGATIONS OF AFFILIATE

A. AFFILIATE shall retain ultimate control and responsibility for their facility.

B. AFFILIATE shall designate a person to help coordinate with the UNIVERSITY project staff for the scheduling of the UCI Pediatric Eye Mobile.

C. AFFILIATE will adopt the protocols designed by the Eye Mobile for Children Program staff to conduct screenings using the plus optix or other available screening devices and methods to identify the student cohort that will require additional screening and/ or eye exams that could determine and identify the vision care needs of the children. This could be identification of those within the cohort that will need glasses prescribed and dispensed by the UNIVERSITY Vision Project Staff and/or the need for the student to be seen for tertiary care.

D. AFFILIATE STAFF will provide data from the screening and will conduct follow-up inquiries on the students who fail the vision screens to ensure they are seen by a medical doctor or the visiting optometrist as required.

E. AFFILIATE shall provide Eye Mobile for Children ProgramSTAFF with a place to park the Pediatric Eye Mobile and access to the student cohort that has failed the vision screening conducted by the Pediatric Eye Mobile STAFF.

F. AFFILIATE shall make its best efforts to provide adequate space, support, and AFFILIATE STAFF assistance to ensure that the identified cohort is available for eye exams as prearranged.

G. AFFILIATE shall permit the use of its parking facilities and electrical source (if applicable).

H. AFFILIATE shall provide orientation program for faculty member and Vision Project STAFF if deemed necessary by the AFFILIATE.

I. AFFILIATE shall assure the availability and appropriateness of the student cohort to be provided with eye exams by the UNIVERSITY STAFF. The cohort shall be limited to those children who are enrolled in the school or other programs conducted on school grounds and who have received written consent from their parents or guardian for participation research projects included in the Eye Mobile for Children Program, vision examination and a prescription of corrective lenses as appropriate.

J. AFFILIATE shall detail the specific responsibilities and authority of the facility's staff as related to the Pediatric Vision Project.

K. AFFILIATE shall assure that staff is adequate in number and quality to ensure that the Pediatric Vision Projects visit to the AFFILIATES facilities are efficient and effective meeting the Visit objectives as outlined in the agreement.

L. With respect to any professional services performed by UNIVERSITY under this agreement, AFFILIATE agrees as follows:

a. To inform University immediately upon initiation of an investigation of UNIVERSITY STAFF or upon the occurrence of a substantive untoward event involving UNIVERSITY STAFF.

b. To advise UNIVERSITY, within 3 calendar days, of receipt of services of a complaint, Summons, or notice of a claim naming or involving UNIVERSITY STAFF. The UNIVERSITY will initiate actions as appropriate to address, investigate and/or defend the complaint/claim.

M. Cooperate with and assist UNIVERSITY in investigating facts which may serve as a basis for taking any disciplinary or academic action against UNIVERSITY staff. UNIVERSITY may but need not consult with AFFILIATE concerning any proposed disciplinary action.

AFFILIATE agrees to abide by UNIVERSITY'S recommended disciplinary action against UNIVERSITY STAFF. AFFILIATE shall have the right for good cause and after consultation with the UNIVERSITY to prohibit further attendance at AFFILIATE facilities of any UNIVERSITY STAFF provided that the AFFILIATE will not take any action against UNIVERSITY STAFF in an arbitrary and capricious manner. Upon such termination the UNIVERSITY will use its best efforts to replace terminated staff members with regard to these types of events.

VII. INDEMNIFICATION

A. AFFILIATE shall defend, indemnify and hold UNIVERSITY, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are actually or allegedly caused by or result from the negligent or intentional acts or omissions of AFFILIATE, its officers, agents or employees.

B. UNIVERSITY shall defend, indemnify and hold AFFILIATE, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UNIVERSITY, its officers, employees, agents or students.

C. Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release any party from its obligation to indemnify as to any claims or cause of action asserted so long as the event(s) upon which such claim or cause of action is predicated shall have occurred prior to the effective date of termination or completion.

VIII. INSURANCE

A. AFFILIATE, at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

1. Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

   a) Each Occurrence $2,000,000

   b) General Aggregate (not applicable to the Comprehensive form) $4,000,000

2. Professional Medical Liability Insurance with limits as follows:

   a) Each Occurrence $2,000,000

   b) General Aggregate $4,000,000

   If such insurance is written on claims-made form, following termination of this Agreement, coverage shall survive for the maximum reporting period available from insurance sources. Coverage shall also provide for a retroactive date of placement prior to or coinciding with the effective date of the agreement.

3. Business Automobile Liability Insurance for owned, scheduled, non-owned or hired automobiles with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

4. Worker's Compensation and Employers Liability Insurance in a form and amount covering AFFILIATE'S full liability under the Worker's Compensation Insurance and Safety Act of the State of California as amended from time to time.

5. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of UNIVERSITY and AFFILIATE against other insurable risks relating to performance.

It should be expressly understood, however that the coverage required under this Section A. (1), (2), (3) shall not in any way limit the liability of AFFILIATE. AFFILIATE upon the execution

of this Agreement shall furnish UNIVERSITY with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) day advance written notice to UNIVERSITY of any modification, change or cancellation of any of the above insurance coverage.

B. UNIVERSITY at its sole cost and expense, shall self-insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

1. General Liability Self-Insurance Program with limits as follows:

a) Each Occurrence	$2,000,000
b) General Aggregate	$5,000,000

2. Professional Medical Liability Self-insurance with limits as follows:

a) Each Occurrence	$2,000,000
b) General Aggregate	$5,000,000

If such insurance is written on a claims-made form, following termination of the agreement, coverage shall survive for the maximum reporting period available from insurance sources. Coverage shall also provide for a retroactive date of placement prior to or coinciding with the effective date of the agreement.

3. Business Automobile Self-insurance Program for owned, scheduled, non-owned, or hired automobiles with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

4. Worker's Compensation and Employers Liability equivalent Self-Insurance Program covering UNIVERSITY'S full liability under the Worker's Compensation Insurance and Safety Act of the State of California as amended from time to time.

5. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the AFFILIATE and UNIVERSITY against other insurable risks relating to performance.

It should be expressly understood, however, that the coverage required under this Section B (1), (2) and (3) shall not in any way limit the liability of UNIVERSITY. UNIVERSITY upon the execution of this Agreement shall furnish AFFILIATE with Certificates of Self-Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) day advance written notice to AFFILIATE of any modification, change or cancellation of any of the above insurance coverage.

a. The foregoing insurance limits and/or requirements as referred to under Section (A) and (B) above shall be subject to changes in or modifications, or coverage, forms and /or limits as mandated from time to time by insurance programs of the parties. When such changes or modifications are mandates, the parties shall agree to renegotiate requirements for insurance coverage, forms and/or limits within thirty (30) days from receipt of notification by either party or such change. The period for renegotiation shall be thirty (30) days. New contract terms regarding coverage, forms and/or limits shall be mutually agreed upon by the parties and shall be evidenced by a written addendum to this Agreement within the period of renegotiation. If the parties are unable to renegotiate said coverage, forms, and/or limits, this Agreement shall automatically terminate at the end of thirty (30) day period following renegotiation unless the parties mutually agree to extend the period for renegotiation and additional thirty (30) days.

IX. REQUIRED NOTICES

Any notice required or permitted to be given pursuant to this Agreement shall be in writing and shall be served by personal service or registered mail. When served by registered mail, service shall be conclusively deemed effective three (3) days after deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice is to be given as herein provided:

A. Notice to AFFILIATE shall be addressed and mailed as follows:

Baldwin Pedraza, Ed. D
Director, Students Services
Placentia-Yorba Linda Unified School District
1301 E Orangethorpe
Placentia, CA 92860

B. Notice to UNIVERSITY shall be addressed and mailed as follows:

Donny Suh, MD
Pediatric Vision Director,
Department of Ophthalmology
Gavin Herbert Eye Institute
University of California, Irvine
850 Health Sciences Road
Irvine, CA 92697-3959

With a copy to the following:

Carl Smith
Sr. Assistant Dean of Administration
School of Medicine
University of California, Irvine
1001 Health Sciences Rd.
Irvine, CA 92617

Julie Ann Hernandez
Director, Risk & Regulatory Affairs
UC Irvine Health
101 The City Dr., Rte 153
Orange, CA 92868

Donny Suh
Gavin Herbert Eye Institute
University of California, Irvine
850 Health Sciences Road
Irvine, CA 92697-3959

X. ENTIRE AGREEMENT

This Agreement states the entire contract between the parties in respect to subject matter of this Agreement and supersedes any previous or contemporaneous oral or written proposals, statements, discussions, negotiations, or other agreements. The parties acknowledge that they have not been induced to enter into this Agreement by any oral or written representations or statements not expressly contained in this Agreement. This Agreement may be modified, or any provision waived, only by a writing signed by the parties.

XI. AMENDMENTS

Any amendments to this Agreement must be made, in writing, and approved by the authorized representatives of the AFFILIATE and the UNIVERSITY.

XII. USE OF PARTIES' NAME

A. UNIVERSITY shall not publish or use, without AFFILIATE'S prior written consent, language, pictures or symbols, from which AFFILIATE'S name may be reasonably inferred or implied in any advertising, promotion or other publicity matter relating directly or indirectly to this agreement. UNIVERSITY shall have the right to acknowledge AFFILIATE'S support of the research performed under this Agreement in scientific publication and other scientific communications.

B. AFFILIATE shall not publish or use, without UNIVERSITY'S prior written consent, UNIVERSITY'S name or language, pictures or symbols, from which UNIVERSITY'S name may be reasonably or indirectly inferred or implied in any advertising, promotion or other publicity matter relating to this Agreement. The provisions of the State of California, Education Code, Title 3, 92000 apply.

XIII. INDEPENDENT CONTRACTOR STATUS

None of the provisions of this Agreement are intended to create nor shall be deemed or construed to create any relationship between AFFILIATE and UNIVERSITY other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement. Neither of the parties hereto nor any of their respective officers, directors or employees shall be construed to be the agent, employer or representative of the other except as provided herein. Neither party is authorized to speak on behalf of the other for any purpose whatsoever without the prior consent in writing of the other.

XIV. RESPONSIBILITY FOR OWN ACTS

Each party will be responsible for its own acts or omissions and any and all claims, liabilities, injuries, suits and demands and expenses of all kinds which may result or arise out of any alleged malfeasance or neglect caused or alleged to haven caused by such party, its employees or representatives, in the performance or omission of any act or responsibility of such party under this Agreement. In the event that a claim is made against both parties, it is the intent of both parties to cooperate in the defense of said claim and to cause their insurers to do likewise. However, both parties shall have the right to take any and all actions they believe necessary to protect their interest.

XV. AUTHORIZATION WARRANTY

A. UNIVERSITY hereby represents and warrants that the person executing this Agreement for UNIVERSITY is an authorized agent who has actual authority to bind UNIVERSITY to each and every term, condition and obligation set forth in this Agreement and that all requirements of UNIVERSITY have been fulfilled to provide such actual authority.

B. AFFILIATE hereby represents and warrants that the person executing this Agreement for AFFILIATE is an authorized agent who has actual authority to bind AFFILIATE to each and every term, condition and obligation set forth in this Agreement and that all requirements of AFFILIATE have been fulfilled to provide such actual authority.

XVI. COOPERATION IN DISPOSITION OF CLAIMS

A. AFFILIATE and UNIVERSITY agree to cooperate with each other in the investigation and disposition of audits, peer review matters, disciplinary actions and third party liability claims arising out of any services provided under this Agreement. It is the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims, Such cooperation may include, but is not limited to, joint investigation, defense, disposition of claims for third parties arising from services performed under this Agreement, and making witnesses available.

B. To the extent allowed by law, AFFILIATE and UNIVERSITY shall have reasonable access to the medical records and charts of the other relating to any claim or investigation related to services provided pursuant to this Agreement; provided however, that nothing shall require either AFFILIATE or UNIVERSITY to disclose any peer review documents, records or communications which are privileged under Section 1157 of the California Evidence Code, under the Attorney-Client Privilege or under Attorney Work-Product Privilege.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of that date first appearing herein and above, and this Agreement shall become effective as of that commencement date specified in Paragraph 1.

AFFILIATE	THE REGENTS OF THE UNIVERSITY CALIFORNIA
_____	_____
Name	Donny Won Suh, MD Professor of Ophthalmology Director of the Pediatric Vision Project
_____	_____
Date	Date
_____	_____
Tax ID # (Required Field)	Michael J. Stamos, MD Dean of the School of Medicine
	_____
	Date

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

AGREEMENT WITH NORTH ORANGE COUNTY REGIONAL HEALTH FOUNDATION, OTHERWISE KNOWN AS FAMILY HEALTH MATTERS COMMUNITY HEALTH CENTER

Background

North Orange County Regional Health Foundation, also known as Family Health Matters Community Health Center, is a Federally Qualified Health Center that sponsors mobile clinic prevention services. These services are designed to deliver on-site care through a dedicated community care team, including licensed medical professionals operating under the supervision of a physician. PYLUSD has partnered with Family Health Matters since 2020 to support the health and well-being of students and families across our district. Family Health Matters uses designated areas at PYLUSD schools, including street parking in front of school sites, to park and operate their mobile health clinic. These services are primarily offered to students and their families within our school communities.

The scope of care includes, but is not limited to, vision screenings, dental services, and preventive health care to the uninsured and low-income populations regardless of age, gender, race, or ability to pay. Services will be delivered in close collaboration with the PYLUSD Family Resource Centers and Health Services staff to ensure coordination and support. Importantly, no services will be provided without the written consent of the student's parent or guardian. This partnership helps remove barriers to accessing essential health care, improves health equity, and supports student readiness to learn by ensuring families have convenient access to high-quality, preventive medical services in their own school communities.

This agreement will be effective from July 1, 2026, to June 30, 2027.

Financial Impact

No cost to the district.

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services
Michelle DeHaven, Administrator, Health Services

SERVICE AGREEMENT BETWEEN

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND NORTH ORANGE COUNTY REGIONAL HEALTH FOUNDATION BDA FAMILY HEALTH MATTERS FOR MOBILE MEDICAL CARE

THIS SERVICES AGREEMENT ("Agreement") is approved and entered into as of this 1st day of July 2026 ("Effective Date"), by and between the PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT, a California public school district duly organized and existing under Chapter I of Division 3 of Title 2 of the Education Code of the State of California (the "District") and the NORTH ORANGE COUNTY REGIONAL HEALTH FOUNDATION DBA FAMILY HEALTH MATTERS COMMUNITY HEALTH CENTER. ("Family Health Matters"), a State licensed community health center.

RECITALS

WHEREAS, District is the owner and operator of multiple schools serving students in pre-school through grade twelve; and

WHEREAS, the District is the owner of certain real property located 1301 E. Orangethorpe Ave., Placentia, California, commonly known as the District's Administrative Office and

WHEREAS, Family Health Matters Community Health Center's Mobile Clinics Prevention HealthCare Services is a system of care designed to provide onsite care to patients through a relationship with a community care team who will provide services including, but not limited to vision, dental, and preventative medical healthcare services and is supervised by a California State licensed medical provider(s) . Some of the work of this system will take place at the District; and

WHEREAS, Family Health Matters is a Federally Qualified Health Center ("FQHC") under Section 1905 of the Social Security Act, Section 330, exempt from federal tax on under Section 501 {c) (3) of the Internal Revenue Code, whose scope of services include, but are not limited to, providing vision, dental and preventive health care services to the uninsured and low - income populations regardless of age, gender, race or ability to pay;

WHEREAS, Family Health Matters provides healthcare services in its federally-approved service area through its employees and contractors at its fixed community clinic location and mobile clinics, which are licensed by the California Department of Public Health;

WHEREAS, Family Health Matters operates its mobile vision, dental and medical care program in Orange County, California, to provide preventive health services which may include, but are not limited to: well-child health examination, nutrition education, dental and vision screening and exams providing a warm referral process, (the "Health Care Services ") using a special purpose commercial coach designed and outfitted to provide health care services (the "Mobile Clinic" or" Mobile Clinics");

WHEREAS, Family Health Matters wishes to utilize areas designated by the Schools including street parking areas in front of PLACENTIA YORBA-LINDA UNIFIED SCHOOL DISTRICT ("Schools") to park a Mobile Clinic in order to offer health care services for children , staff and the community; and

WHEREAS, District desires to allow Family Health Matters to utilize areas designated by the Schools including street parking areas in front of the Schools for Family Health Matters to park a Mobile Clinic in the community for a limited time.

WHEREAS, the parties desire by this Agreement to provide for the terms and conditions for the use of the Facilities.

AGREEMENT

NOW, THEREFORE, the parties here to for the consideration herein after expressed, covenant and agree as Follows:

Section I. Use of Property. District grants a non-exclusive use to Family Health Matters to use the Property for the limited purposes of parking its mobile health vehicle(s) used to conduct the Family Health Matters Mobile Health Care Program ("Program"). Any reference to Family Health Matter's use of the Property shall include use by Family Health Matters' employees, volunteers or invitees. Use of the Property by Family Health Matters at is at the sole discretion of the District. District activities have priority at al I times.

Section 2. Term. The term of this Agreement shall be for one (I) year from the Effective Date ("Term"), unless mutually extended in writing by both parties. This Agreement may be terminated immediately by District if (I) Family Health Matters is in material breach of the Agreement, (2) if District determines there are unsafe and/or dangerous conditions, threats to life or property, or (3) in the event that a natural disaster or emergency makes it necessary for the District to use the Property for alternative purposes. The Agreement shall immediately terminate upon the occurrence of any of the following:

(a) in the event funding for Family Health Matters is no longer available;

(b) Upon the modification of State or federal regulations related to federally qualified health center's providing health care services; or (c) the receipt by either Party of any notice, decree, opinion, ruling, law or regulation that indicates that any aspect of this Agreement is unlawful. Either Party may terminate the Agreement without cause upon ninety (90) Day's written notice.

Section 3. Mobile Clinic Care Services.

(a) Family Health Matters shall provide the Mobile Clinic Care Services as set forth in the Family Health Matters. Scope of Work described in Exhibit B. The services shall be provided in a Mobile Clinic provided by Family Health Matters. It shall be parked in an area designated by the Schools, which may include on-the-street parking areas. Family Health Matters shall commence rendering services on the date as agreed upon in writing by the parties, pursuant to the schedule referenced in this Agreement. All Health Care Services shall be at the sole cost and expense of Family Health Matters.

(b) The services that are to be provided by Family Health Matters are described in the Scope of Work attached to this Agreement. Services will be provided to Students who are enrolled in District schools or program s "Student s", who have been given permission by their parent and/or legal guardian to receive the Services, on dates and times to be mutually agreed upon by Family Health Matters and District. Services may be provided in school facilities as well as parking areas designated by the Schools, which may include on-the-street parking areas. The District will not pay provider for its Services. Provider is responsible for billing and collecting payment for its Services from Students' third party payer(s), parent(s) or guardian(s), as applicable.

(c) Family Health Matters Medical Care Services provided under this Agreement will be provided in a special purpose commercial coach designed and outfitted to provide health care 9:IVU'S

(d) The Health Care Services being provided by Family Health Matters under this agreement shall be limited to services necessary in direct support of health care rendered at the Mobile Clinic and Shall not replace the functions of regular health care visits.

(e) The Health Care Services being provided will be for the children, their parents, nearby community members and staff in the District. All Health Care Services shall be provided by prior appointment with Family Health Matters. Prior to providing Health Care Services, Family Health Matters shall require written consent from the patient or a parent or legal guardian on Family Health Matters' Consent Form. Family Health Matters shall maintain such consent in its records.

(f) The District makes no representations to Family Health Matters that the schools selected by Family Health Matters are appropriate for the provision of the Health Care Services of the Mobile Clinic. Restrooms will be available on the school site for children only.

(g) Family Health Matters shall I provide documentation to the California Department of Health Services, the fire department, or other government or city/county agency , if and as required, in order to provide the Medical Care Services in the Mobile Clinic .

(h) Family Health Matters shall have sole and absolute discretions, authority, control and responsibility for the Health Care Services provided in the Mobile Clinic. District is merely providing the location for the operation of the Mobile Clinic.

Section 4. **Family Health Matters Staffing. Family Health Matters will provide qualified professional staff that shall hold appropriate licenses and certificates, as applicable, for the provision of services hereunder.**

a. Family Health Matters will designate one individual to serve as the Mobile Clinic Medical Care Services Supervisor. The Supervisor shall be responsible for administrative matters relating to the provision of Health Care Services in the Mobile Clinics.

b. Only licensed providers, registered nurses. Medical, Vision and dental assistants shall provide Health Care Services in the Mobile Clinic and shall be under the overall supervision of Family Health Matters' Medical Director. The Care Coordinator will assist with scheduling appointments and health education for parents and children.

c. Family Health Matters further represents that all employees or contractors providing Services under the agreement have signed statements indicating their understanding of and compliance with child abuse and neglect reporting requirements and patient confidentiality under applicable law.

d. Independent Contractors.

(i) For purposes of this Agreement , all persons employed by Family Health Matters in the performance of services and functions with respect to this Agreement shall be deemed employees of Family Health Matters and no Family Health Matters employee shall be considered as an employee of the District under the jurisdiction of District t, nor shall Family Health Matters employees have any District pens ion, civil service , or other status while an employee of Family Health Matters.

(ii) Family Health Matters shall have no authority to contract on behalf of District. It is expressly understood and agreed by both parties hereto that Family Health Matters,

while engaged in carrying out and complying with any terms of this Agreement, is not acting as an agent, officer, or employee of District.

(iii) Family Health Matters is at all times acting and performing Medical Care Services as an independent contractor. Family Health Matters understands and agrees that it and all of its employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which Districts' employees are normally entitle d, including but not limited to State Unemployment Compensation or workers' compensation.

(iv) Family Health Matters assumes full responsibility for the acts and/or omissions of its employees or agents as they relate to the Services provided under this Agreement. The District shall neither have nor exercise any control or direction over Family Health Matters or its employees in the performance of the Services under this Agreement.

Section 5. **Conditions to Use.**

(a) Non-Interference with District Activities. This Agreement shall not grant Family Health Matters, its employees, volunteers or invitees the right to interfere with any activities of District, as determined by the District in its sole discretion.

(b)) Conduct of Family Health Matters. Employees. Volunteers and Invitees. Family Health Matters shall insure that all employees, volunteers, invitees, and all others in attendance will adhere to proper standards of public conduct and comply with the District's Conditions of Use of Facilities Policy. There is to be no consumption of intoxicating liquors or other controlled substances, smoking, gambling, quarreling, fighting, use of profane language, or indecent exposure on or near the Facilities. In the event the District determine s, in its sole and absolute discretion, that an employee, volunteer or invitee of Family Health Matters is failing to adhere to proper standards of public conduct, is in violation of any District policy and/or is in any way disrupting the activities of the District's employees, student and/or invitees, the District reserves the right to remove said individual, and/or require Family Health Matters to remove said individual from the District's Property and prohibit future access to the Property.

(c) Insurance.

(i) Public Liability and Property Damage. Family Health Matters agrees to maintain in full force and effect throughout the duration of the Agreement a suitable policy or policies of public liability and property damage insurance, insuring against all bodily injury, property damage, personal injury, and other loss or liability caused by or connected with Family Health Matter's use of the Facilities under this Agreement. Such insurance shall be in amounts not less Than $1,000,000 per occurrence; $3,000,000 for general aggregate and $1,000,000 for property damage.

(ii) Professional Liability. Family Health Matters agrees to maintain in full force and effect throughout the duration of the Agreement a suitable policy or policies of professional liability (malpractice) insurance with limits of one million dollars ($1,000 ,000.00) per occurrence and an aggregate of three million dollars ($3,000,000.00.)

(iii) Automobile Liability. Family Health Matters also agrees to maintain in full force and effect with regard to any Family Health Matters owned vehicles which Family Health Matters brings onto the Facilities a suitable policy or

Policies of automobile liability insurance with a combined single limit of $1,000,000 per accident throughout the duration of the Agreement.

(iv) Workers' Compensation. Family Health Matters shall also maintain, in full force and effect throughout the term of this Agreement, Workers' Compensation insurance in accordance with the laws of California, and employers' liability insurance with a limit of not less than $ 1,000, 000 per employee and $1,000,000 per occurrence.

(v) Notice: Additional Named Insureds. All insurance required under this Agreement shall be issued as a primary policy and contain an endorsement requiring thirty (30) days written notice from the insurance company to both parties hereto before cancellation or change in coverage, scope or amount of any policy. District, its directors, officers, agents, employees and consultants, shall be designated as additional named insureds.

(vi) Insurance Endorsements. Concurrent with the execution of the Agreement and prior to any use by Family Health Matters of the Facilities, Family Health Matters will provide District with an endorsement(s) verifying such insurance and the terms described here in.

(d) Indemnification. Family Health Matters shall be responsible for, and District, its board members , officers , agents, employees, students and invitee s ("District Parties") shall not be answerable or accountable in any manner for any loss or expense by reason of any damage or injury to person or property, or both , arising out of the acts, omissions , and /or negligence of Family Health Matters, its agents, officers, Employees, volunteers, guests or invitees ("Family Health Matters Parties"), or resulting from Family Health Matters Parties' activities at the Property including the Facilities or from any cause whatsoever arising out of or in connection with this Agreement or any other use or operations at the Property including the Facilities. Family Health Matters shall indemnify and defend District Parties against and will hold and save them and each of them harmless from any and all actions, claims, liens , damages to persons or property, penalties, obligations or liabilities , including attorney ' s fees, that may be asserted or claimed by any person , firm, association, entity, corporation, political subdivision, or other organization arising out of or in connection with Family Health Matters Parties' activities at the Property including the Facilities, this Agreement, and any other use of and operations at the Property including the Facilities pursuant to this Agreement , whether or not there is Concurrent passive negligence on the part of District Parties , but excluding such actions , claim s, damages to persons or property , penalties , obligations or liabilities arising from the sole active negligence or willful misconduct of District Parties. Family Health Matters further agrees to indemnify, defend and hold harmless District Parties and each of them from any claim or cause of action arising out of or related to liability resulting from violation of any applicable Federal, State or local statute , ordinance , order, requirement , law or regulation that may adversely affect the Property including the Facilities . Family Health Matters further agrees to indemnify, defend and hold harmless District Parties and each of them from any claim or cause of action arising out of or re la ted to any personal property of Family Health Matters Parties stored at the Property including the Facilities. In connection therewith:

(e) **Actions** Filed. Family Health Matters shall defend any action or actions filed in connection with any of said claims liens , damages , penalties, obligations or Liabilities, and will pay all costs and expenses, including attorneys' fees incurred in com1ection there with.

(f) Judgments Rendered. Family Health Matters shall promptly pay any judgment rendered against Family Health Matters Parties or District Parties covering such claims, lie ns , damages , penalties, obligations and liabilities arising out of or in connection with such use of and operations at the Property including the Facilities referred to herein and agrees to save and hold District Parties harmless therefrom.

(g) Costs and Expenses: Attorneys' Fees. In the event any District Parties are made a party to any action or proceeding filed or prosecuted against Family Health Matters Parties for such damages or other claims arising out of the use of and operations at the Property including the Facilities referred to herein, Family Health Matters agrees to pay District Parties any and all costs and expenses incurred by them in such action or proceeding together with reasonable attorneys' and expert witness fees.

The provisions of this Section shall survive the termination or expiration of this Agreement.

(h) Program Materials, Furnishings and Equipment. Upon termination of this Agreement, the Mobile Clinics and any furnishing, equipment , or supplies shall remain under the exclusive ownership and control of Family Health Matters or, if applicable, its subcontractor or cooperative partner .

(i) Program Supervision and Security. Family Health Matters shall provide all necessary supervision of its employees, volunteers and invitees while using the Facilities Family Health Matters is solely responsible for the safety and security of its employees, volunteers and invitees at all times.

(J) Parking. In the parking lot shall not be reserved and shall be limited to standard-sized automobile s, except in specifically designated areas. No vehicles shall be parked in driveways, loading areas, or other areas not specifically designated for parking.

(k) Utilities. District shall be responsible for payment of all utilities associated with operation and use of the Facilities during the term of this Agreement.

Section 6. **District Obligations**

(a) Making announcements as appropriate, to Students and their parent(s) and guardian(s) sufficiently in advance of the service delivery date to allow for reasonable arrangements so the maximum number of students can receive the Services.

(b) Allotting usable space in the District or facility on the service delivery date(s) that is sufficient for Family Health Matters providers to furnish services in an appropriately private and secure setting.

(c) Assisting as needed in the transportation of students seeking Mobile Medical Services to and from their classroom and the delivery location.

(d) Applications and Permission Slips for Mobile Health Care Services. Health Care Services will be provided to students, staff, and the community in the District who have been given written consent by patient, or by student's parents/guardians to receive such services. Services will be provided on dates and times to be mutually agreed upon by Family Health Matters and District. It shall be required that all students examined at a Mobile Health Clinic tum in a consent form signed by parent or guardian prior to having any health care services. As applicable, Family Health Matters will furnish the District with sufficient copies of its Health Insurance Portability and Accountability Act (HIPAA) Notice of Privacy Practices for distribution to students and their parents or guardians.

Section 7. Billing. The Health Care Services are to be delivered to children, staff, and the community y at no charge to the District. The District shall not provide any billing or collection services. Any payment for Health Care Services, if applicable, shall be solely between Family Health Matters and the patient or the child's parent and/or guardian.

Section 8. Compliance with Law.

(a) Family Health Matters shall comply with all laws, ordinances, zoning, rules, and regulations applicable to the Facilities, enacted or promulgated by any public or governmental authority or agency, including without limitation District, having jurisdiction over the Facilities. Family Health Matters shall be responsible for obtaining and maintaining throughout the Term of the Agreement all permits, licenses, approvals, including a Conditional Use Permit if necessary, from any local, state or federal agency necessary for the Program and/or use of the Facilities. Family Health Matters shall comply with requirements of state law regarding fingerprinting and background checks, as applicable.

(b)) District has made no representation or warranty as to the suitability of the Property and/or the Facilities for Family Health Matters' Program, and Family Health Matters waives any implied warranty that the Property and/or the Facilities are suitable for Family Health Matters' intended purposes. Prior to the commencement date of the Program , Family Health Matters shall have taken the appropriate steps and made the appropriate inquiries to confirm that Family Health Matters is or will be as of the commencement date of the Program in compliance with all laws, ordinances, zoning, rules, and regulations applicable to the Program and Family Health Matters' operation of the Program, enacted or promulgated by any public or government authority or agency and will maintain compliance throughout the duration of the Term.

FAMILY HEALTH MATIERS' INITIALS:

Section 9. Legal Interpretation of Instrument. The parties expressly understand and agree that this Agreement constitutes a non-exclusive license for use of the Facilities. The parties do not intend this Agreement, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. Family Health Matters acknowledges that a license is a valid fonll of agreement and shall not contest the validity of the form of this Agreement in any action or proceeding brought by Family Health Matters against the District, or by the District against St. Jude. Should either party be compelled to institute arb it ration, legal, or other proceedings against the other for or on account of the other party's failure or refusal to perform or fulfill any of the covenants or conditions
Of this Agreement on its part to be performed or fulfilled, the parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings. This Agreement shall be governed by the laws of the State of California with venue in Orange County.

Section IO. Attorneys' Fees. If any legal action is necessary to enforce any of the terms or conditions of this Agreement, each party shall bear their own attorneys ' fees.

Section 11. Entire Agreement: Amendment. This Agreement constitutes the entire understanding between the parties with respect to the subject matter here of, superseding all negotiations, prior discussions and preliminary agreements made prior to the date hereof. This Agreement may not be changed except in writing executed by both parties.

Section 12. Notices. Any notice , request , information or other document to be given hereunder to any of the parties by any other parties shall be done in writing and shall be deemed given and served upon de li very , if delivered personally, or three (3) days after mailing by United States mail as follows:

If to FAMILY HEALTH MATTERS:

Family Health Matters Community Health Center
Attn: Chief Executive Officer
1182 North Euclid Street
Anaheim CA 92801

If to DISTRICT:

Placentia-Yorba Linda Unified School District
Attn: Assistant Superintendent of Administrative Services
130 l E. Orangethorpe Ave. Placentia, CA 92807

Any party may change the address or persons to which notices are to be sent to it by given written notice that such change of address or persons to the other parties in the manner provided for giving notice.

Section 13. Official Representatives. The official representative for District shall be the Assistant Superintendent of Student Support Services, or his/her designee. The official representative for Family Health Matters shall be Rocio Magdaleno, Chief Executive Officer , or his/her designee.

Section 14. Assignment. Family Health Matters shall not assign this Agreement. Family Health Matters shall not allow third party organizations to use Facilities during Family Health Matters' scheduled times of use.

Section 15. Nondiscrimination. In utilizing the Agreement, Family Health Matters shall comply with applicable non-discrimination laws and shall not discriminate against any person on account of race, color, religion, age, sex, marital status, mental or physical dis ability , gender, gender identity, gender express ion, sexual orientation, genetic in format ion , ethnic ty, ethnic group identification, national origin or nationality, ancestry, or a perception that a person has any of these characteristics or that the person is associated with a person who has , or is perceived to have, any of these characteristics .

Section 16. As-ls Condition. The Facilities are licensed in as-is condition and District makes no representation or warranty of any kind regarding the character of the Facilities.

Section 17. Exhibits. The following Appendix, which is attached here to, is incorporated herein and made a part of this Agreement:

Exhibit A: Scope of Work

Section 18. Recitals. The Recitals are incorporated into this Agreement as though fully set forth herein.

Section 19. Joint Venture. It is not intended by this Agreement to, and nothing contained in this Agreement shall create any partnership, joint venture or other agreement between the District and Family Health Matters. No term or provision of this Agreement is intended to be, or shall be, for the benefit of any person, firm, organization or corporation not a party here to, and no such other person, firm, organization or corporation shall have any right or cause of action hereunder.

Section 20. Ambiguities not to be construed against Drafting Party. Each of the parties hereto with respect to this Agreement expressly waives the doctrine that any ambiguity contained in a contract shall be construed against the party whose counsel has drafted the contract.

Section 21. Days/Holidays. All references to days herein shall refer to calendar days unless otherwise noted. When performance of an obligation or satisfaction of a condition set forth in this Agreement is required on or by a date that is a Saturday, Sunday or legal holiday, such performance or satisfaction shall instead by required on or by the next business day following that Saturday , Sun day, or holiday, notwithstanding any other provisions of this Agreement.

Section 22. Non-liability of Officials. No officer, member, employee, agent, or representative of the parties shall be personally liable for any amounts due hereunder, and no judgment or execution thereon entered in any action hereon, shall be personally enforced against any such officer, official, member, employee, agent, or representative.

Section 23. Third Party Beneficiaries. Nothing in this Agreement shall be construed to confer any rights upon any party not signatory to this Agreement.

Section 24. **Signs.** Family Health Matters shall not have the right to place, construct or maintain any sig n, advertisement, awning, banner, or other external decorations on the improvements that are a part of the Facilities without District's prior written consent, which consent is at the District's sole discretion.

Section 25. Time of the Essence. Time is of the essence with respect to each of the tern 1s, covenants, and conditions of this Agreement.

Section 26. Severability. If any provision in this Agreement is held by a court of competent jurisdiction to be in valid d, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

Section 27. No District Affiliation /Endorsement t. Family Health Matters shall not imply, indicate or otherwise suggest that Family Health Matters' use and/or any related activities are connected or affiliated with, or are endorsed , favored or supported by, or are opposed by the District. No signage, flyers or other material may reference the District, any school name, logo or mascot without the District' s written consent , except that Family Health Matters may indicate the location of Family Health Matters' Program.

Section 28. Board Approval. This Agreement is not valid or an enforceable obligation against the District until approved or ratified by motion of the District's Board of Trustees duly passed and adopted.

Family Health Matters Community Health Center

By: _____
Name/ Title

Signature: _____

Date: _____

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

By: _____
Name/ Title

Signature: _____

Date: _____

EXHIBIT
A

Scope ofWork: Partner Responsibilities	
Responsible Partner:	Description of Services & Tasks
Family Health Matters Community Health Center	• Shall organize mobile health clinics, intermittent clinic site (portable clinic) by providing qualified providers and staff to provide, vision, dental, hearing and other preventative care services.
Responsible Partner:	Description of Services & Tasks
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	• District will provide liaison between targeted school sites and Family Health Matters to facilitate communication and implementation • Shall collaborate with Family Health Matters to schedule dates, locations and determine targeted school sites for medical health clinics • Shall provide appropriate designated spaces needed to provide services for medical health clinics • Shall provide parking spaces for mobile vans and other components of medical health clinics • Shall coordinate distribution of permission slips in appropriate languages to parents at targeted sites • Shall ensure the maximum number of Students requested by Family Health Matters have the opportunity to receive services in each clinic • Shall cover the costs of volunteer Clearance • Shall provide overnight parking for the Medical mobile unit in a secure location on the school district site or at designated district office building/parking site

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

MEMORANDUM OF UNDERSTANDING (MOU) WITH ALTAMED FOR MOBILE DENTAL CARE SERVICES WITH ALTAMED

Background

AltaMed Dental Services is a valuable resource that provides pediatric dental care to underserved families throughout Orange County. As a leader in telehealth innovation, AltaMed operates one of the largest school-based dentistry programs in the nation. Through this program, children receive dental screenings conveniently within their own classrooms. A licensed dentist then reviews the screening data off-site and develops a treatment plan for students who require care. No services are provided without written consent from a parent or guardian.

PYLUSD is committed to fostering a culture of health by offering comprehensive programs in collaboration with trusted community partners. The mobile dental clinic services provided by AltaMed will support students and families who may otherwise face financial or logistical barriers to receiving dental care. This partnership not only improves access to essential health services but also promotes student well-being, helping to reduce absenteeism and support academic success by addressing an important component of overall health.

This MOU would be effective July 1, 2026, through June 30, 2027.

Financial Impact

No cost to the district.

Administrator

Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services
Michelle DeHaven, Administrator, Health Services

AltaMed
QUALITY CARE WITHOUT EXCEPTION™

AMENDMENT TO MEMORANDUM OF UNDERSTANDING

This Amendment to Memorandum of Understanding Agreement and Business Associate Addendum ("**Amendment**") is made and will take effect upon the date of last signature execution below ("**Effective Date**") by and between AltaMed Health Services Corporation, a California non-profit corporation ("**AltaMed**") and Placentia-Yorba Linda Unified School District ("**Collaborator**") may be referred to in the singular as a "Party" or together as the "Parties."

A. Collaborator and AltaMed entered into that certain Memorandum of Understanding Agreement effective as of July 1, 2026 ("**Agreement**").

B. The Parties have negotiated certain new terms of this relationship and are executing this Amendment to obligate themselves to the new terms as set forth herein.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

l. Defined Terms. Unless otherwise defined herein, all terms used in this Amendment will have the same meaning as in the Agreement.

2. Amendment to the Agreement. As of the Effective Date of this Amendment, the Agreement will be amended as follows:

(a) Section 1 of the Agreement is deleted in its entirety and replaced with the following text:

This MOU shall begin on the Effective Date and terminate on July 30, 2027; provided, that either Party may terminate this MOU at any time for any reason upon at least ten days' prior written notice.

3. Miscellaneous.

(a) Except as expressly modified by this Amendment, the Agreement will continue to be and remain in full force and effect in accordance with its respective terms. Any future reference to the Agreement will be deemed to be a reference to the Agreement as amended by this Amendment. Notwithstanding anything to contrary, in the event of any conflict or inconsistency between the terms of the Agreement and the terms of this Amendment, the terms of this Amendment will govern and control.

(b) This Amendment may be executed in any number of counterparts, each of which will constitute an original, but all of which when taken together will constitute but one instrument.

(c) This Amendment will be governed and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the Parties hereto have executed this Amendment as of the date first written above.

ALTAMED HEALTH SERVICES CORPORATION	**PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT**
Signature:_____	Signature:_____
Printed Name: José U. Esparza	Printed Name:_____
Title: EVP, Finance & CFO	Title:_____
Date:_____	Date:_____

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

DESTRUCTION OF DISTRICT RECORDS

Background
Pursuant to Article 2, Sections 16020–16030 of Title 5 of the California Code of Regulations, original Class 1–Permanent records that have been electronically reproduced and maintained for the required retention period may have their original paper copies reclassified as Class 3–Disposable records.

The records recommended for destruction include original student records and other documents that meet Title 5 requirements, have been retained for at least four years, and have been scanned and maintained electronically as permanent records. Upon Board approval, these original paper records are processed annually for destruction. The responsible administrators have signed the Destruction Eligibility Reports.

The reclassification and disposal of these records require approval by the Board of Education.

Financial Impact
No cost to the district

Administrator
Renee Gray, Assistant Superintendent, Student Support Services
Dr. Baldwin Pedraza, Director of Student Services

2026 Destruction of Records Inventory				
Department	**School Site**	**Record Category**	**Date Range**	**Number of Boxes/Files**
ACR& ACCT PAYABLE	District Office	Department Files	2025-2026	36
EDUCATIONAL SERVICES	BUENA VISTA	Cumulative Records	Class of 2021	1
EDUCATIONAL SERVICES	BUENA VISTA	Attendanace	2021-2022	1
EDUCATIONAL SERVICES	EL CAMINO	Student Cumulative Records	Class of 2021	2
EDUCATIONAL SERVICES	EL DORADO	Student Cumulative Records	Class of 2021	14
EDUCATIONAL SERVICES	ESPERANZA	Student Cumulative Records	Class of 2021	14
EXP LEARNING	BROOKHAVEN CHILD CARE	Student Files and Office Records	2014-2019	2
EXP LEARNING	District Office	Office Records	2012-2018	3
EXP LEARNING	EXP LEARNING PDA	Office Records	2018-2019	2
EXP LEARNING	EXP LEARNING AT VARIOUS SCHOOL SITES	Attendance, Office Records, & Student Files	2018-2019	18
EXP LEARNING	LINDA VISTA PRE SCHOOL	Attendance and Health Records	2020-2021	1
EDUCATIONAL SERVICES	FAIRMONT	Attendance	2021-2022	2
FISCAL SERVICES	District Office	Fiscal Records	2020-2022	3
EDUCATIONAL SERVICES	GEORGE KEY	Student Cumulative Records	Eligible for Destruction per Retention Schedule	1
HEALTH SERVICES	HEALTH CLINIC TOPAZ	St. Jude Health Records	no date	1
HEALTH SERVICES	Topaz	Health Clinic Records	1991-2001	1
HUMAN RESOURCES	District Office	Recruitment Files	2020-2022	15
EDUCATIONAL SERVICES	Mabel Paine	Attendance	2022-2023	2
EDUCATIONAL SERVICES	Morse	Attendance	2021-2022	2
EDUCATIONAL SERVICES	PARKVIEW	Attendance	2021-2022	1
EDUCATIONAL SERVICES	PARKVIEW	Student Cumulative Records	Class of 2021	1
PAYROLL	District Office	Payroll Office Files	2020-2021	11
EDUCATIONAL SERVICES	SIERRA VISTA	Attendance	2022-2023	1
SPECIAL ED	District Office	Student Cumulative Records	Eligible for Destruction per Retention Schedule	14
SUPERINTENDENT OFFICE	District Office	Office Files and Records	2009-2017	11
EDUCATIONAL SERVICES	TUFFREE	Attendance	2021-2022	2
EDUCATIONAL SERVICES	TYNES	Attendance and Office Records	2022-2023	6
EDUCATIONAL SERVICES	VALADEZ	Attendance and Office Records	2018-2022	7
EDUCATIONAL SERVICES	VALENCIA	Student Cumulative Records	Class of 2021	14
EDUCATIONAL SERVICES	YLHS	Student Cumulative Records	Class of 2021	10
EDUCATIONAL SERVICES	YLHS	Attendance	2022-2023	10
EDUCATIONAL SERVICES	YLMS	Attendance	2022-2024	8
			Total	**217**

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CLASSIFIED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 16, 2026

Resignation	Position	Site	Effective
02889	Sped Asst	YLHS	06/11/26
18325	Sped Inter Asst	Mabel Paine	05/28/26
18314	Sped Inter Asst	El Dorado	06/11/26
16870	Inst Asst – TK	Travis Ranch	06/11/26
06128	Elem Lib/Media Tech	Glenknoll	06/18/26
10654	Sped Interv Asst	Mabel Paine	06/10/26
16262	Sped Assistant	Woodsboro	06/11/26
18156	Noon Duty Supv	Rose Drive	05/21/26
01757	Sped Interv Asst	YLMS	06/11/26
14564	Clerk I	Lakeview	06/12/26
15560	Instructional Asst	Brookhaven/Ruby	06/11/26
13063	Instructional Asst	Sierra Vista	06/11/26
15618	Athletic Director	Esperanza	06/30/26
17151	Instructional Asst	Van Buren	06/11/26
16545	Sped Interv Asst Spec	Health Services	06/11/26
07066	Sped Asst	Travis Ranch	06/11/26
16538	Inst Asst/Music	Esperanza	06/11/26
17896	Academy Tutor	Rio Vista	06/11/26

Retirement	Position	Site	Effective
01728	Sped Asst	Kraemer	06/11/26
01575	Night Custodian	Kraemer	06/30/26

Termination – Did not pass probation

Employee ID#	Position	Site	Effective
17459	Inst Asst	Glenknoll/Wagner	05/26/26

Change of Status

Employee	From	To	Effective
Inaaz Abdul Jabbarmohamedhi	Sped Asst	Sped Interv Asst	05/04/26
Shannon Bruckner	Secretary I	Sr School Secretary	05/26/26
Maria Mendoza De Gonzalez	Sped Interv Asst .875	Sped Interv Asst .468	05/19/26
Joseph Rojas	Noon Duty Supv	Academy Tutor	05/12/26
Gisselle Rubalcava	Academy Tutor	Tech Support Spec	05/18/26
Patricia Solorio-Cisneros	Sped Interv Ass	Sped Interv Asst Spec	05/18/26
Angelica Sotelo	Sped Interv Asst .468	Sped Interv Asst .875	05/20/26
Misty Torres	Exp Lrng Prog Ins	Exp Lrng Site Coord	05/01/26

Working Out of Class

Employee	From	To	Effective
Joshua Beckman	Tech Support Spec	Programmer Analyst I	04/01/26-06/30/26
Ali Clevenger	Tele Coord	Programmer Analyst I	04/01/26-06/30/26
Nicole Smith	Sped Asst	Sped Interv Asst	08/25/26-06/11/26

Leave of Absence

Employee ID#	Position	Site	Reason	Effective
03152	Nutr Svs Wrkr	Tynes	Medical	05/29/26-07/12/26
12461	NS Sat Kitchen Ld	Topaz	Medical	05/21/26-06/15/26
02999	Sped Interv Asst	Venture	Medical	05/26/26-06/11/26
16770	Night Custodian	YLHS	Child Bonding	05/26/26-06/05/26
11839	Plant Coordinator I	Van Buren	Medical	04/16/26-06/29/26
17519	Exp Lrn Prog Inst	Rose Drive	General/Discretionary	05/26/26-05/27/26

Employ

Employee	Position	Site	Salary	Effective
Marcelo Adame	Bus Driver	Transportation	$26.00	05/06/26
Ivonne Araujo	Exp Learning Prog Inst	Exp Learning	$20.00	05/28/26
Christine Conrad	Nutr Svs Wrkr	Nutr Svsc	$20.00	04/29/26
Kristi Daw	Exp Learning Prog Inst	Exp Learning	$20.00	05/18/26
Amanda Ellerbrook	Sped Asst	Esperanza	$22.00	05/26/26
Fabian Gomez	Bus Driver	Transportation	$26.00	05/18/26
Elsa Hernandez-Martinez	Preschool Paraeducator	Exp Learning	$19.00	05/11/26
Samarah Hernandez	Noon Duty Supervisor	Fairmont	$17.00	06/01/26
Jessica Medina	Sped Interv Asst	Wagner	$23.00	05/26/26
Cynthia Solis	Sped Interv Asst	Esperanza	$23.00	05/05/26
Tenisha Well	Sped Asst	Tuffree	$22.00	05/20/26
Kiana Williams	RBT	Student Svs	$22.00	04/28/26

Short Term

Employee	NTE Hrs	Reason	Site	Effective
Belen Alegria	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Laila Alfaro	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Humberto Alvarez	248	Custodian	Custodial	06/26/26-08/12/26
Hector Ampudia	4	CAASPP Testing	Travis Ranch	05/11/26-05/15/26
Ivonne Araujo	25	Exp Lrng Prog Inst	Exp Learning	05/28/26-06/30/26
Jonas Belsey	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Katharine Bless	248	Custodian	Custodial	06/22/26-08/12/26
Kaylee Bolin	8	ASES Office	Exp Learning	06/12/26-06/15/26
Saphira Bresiac	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Myrna Carrasco	100	Clerical Support	Student Svs	04/23/26-06/30/26
Karen Castellan	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Ruben Castellanos	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Shannon Castillo	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Solangel Chairez	3	Child Care	Student Svs	05/08/26-05/08/26
Alexadria Chavez	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Wendy Churnock	70	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Brian Cusick	1	Transportation Suppt	Valadez	05/12/26-05/13/26
Ann Dahl	80	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Kristi Daw	25	Exp Lrng Prog Inst	Exp Learning	05/18/26-06/30/26
Johanna De Leon	8	ASES Office	Exp Learning	06/12/26-06/15/26
Cory Edmondson	240	Delivery Driver	Nutr Svs	07/01/26-08/11/26
Edgar Figueroa	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Leslie Flores	70	Smr Sch Inst Aide	El Camino	06/23/26-07/23/26
Elizabeth Fuentes	15	Early Release	Exp Learning	05/18/26-06/12/26
Elham Golgouei	4	CAASPP Testing	Travis Ranch	05/11/26-05/15/26
Debbie Gomez	90	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Juan Gomez	8	ASES Office	Exp Learning	06/12/26-06/15/26
Laura Gonzalez	115	Smr Sch Secretary	El Camino	06/18/26-07/23/26

Elaine Hebert	12	CIS	Brookhaven	05/14/26-06/05/26
Abraham Hernandez	100	Smr Sch Camp Sup	El Camino	06/23/26-07/23/26
Esther Hernandez	3	Child Care	Student Svs	05/08/26-05/08/26
Brielle Igrelsias	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Shellie Lee	4	CAASPP Testing	Travis Ranch	05/11/26-05/15/26
Traci Leuck	100	Smr Sch Camp Sup	Valadez	06/23/26-07/23/26
Erlinda Lopez	3	Child Care	Student Svs	05/08/26-05/08/26
Ana Maria Garcia	10	Bil Health Clerk	Health Svs	04/01/26-06/12/26
Christian Mendez	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Cassidy Miller	50	Exp Lrng Prog Inst	Exp Learning	05/08/26-06/30/26
Raquel Moreno	248	Custodian	Custodial	06/22/26-08/12/26
Zuri Navarrate	8	ASES Office	Exp Learning	06/12/26-06/15/26
Leiah Pak	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Angelina Paz	70	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Cecilia Pina	100	Smr Sch Camp Sup	El Camino	06/23/26-07/23/26
Isabel Ramos Pina	70	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Joann Ramirez	248	Custodian	Custodial	06/22/26-08/12/26
Joseph Rojas	25	Academy Tutor	Exp Learning	05/12/26-06/12/26
Anika Rubalcava	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Michelle Salgado	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Yvette Skow	8	ASES Office	Exp Learning	06/12/26-06/15/26
Stacie Torrez	4	CAASPP Testing	Travis Ranch	05/11/26-05/15/26
Dione Urdiano	144	Nutr Svs Sat Kit Ld	Nutr Svs	06/23/26-07/23/26
Ruby Valdez Parra	3	Interpreter	Student Svs	05/08/26-05/08/26
Maylyn Vasquez	65	Student Supv Asst	Exp Learning	05/18/26-06/11/26
Maria Vega	3	Child Care	Student Svs	05/08/26-05/08/26
Ramiro Vitela	240	Delivery Driver	Nutr Svs	07/01/26-08/11/26
Cynthia Whisler	5	PRO Act Trng	Valencia	04/14/26-04/15/26
Laurel White	50	Preschool Paraed	Exp Learning	05/08/26-06/30/26
Brooke Ybarra	1	Office Coverage	Glenknoll	04/29/26-04/29/26

Use of Facilities, Theater Support, NTE 100 hours effective 06/12/26-6/30/26
Robert Clark
Leticia Hernandez
Thomas Judd
Blasé Maffia III
Mathew Palmer
Kevin Whalen

Executive Services, Summer School Health Clerk NTE 103 hours effective 06/15/26-07/23/26
Maria Escalante Aguilar
Neisha Levecke
Belinda Piana
Mabelle Roncancio

Sped, Summer School SLPA NTE 100 hours effective 06/23/26-07/23/26
Jessica Gomez
Mirella Hildebrandt
Golnaz Lotfalipour
Terry Yanez

Exp Learning, Early Learning Preschool Educator, Short Term/Sub Hours NTE 250 effective 07/01/26-06/30/27
Diana Aktas
Alida Arritt
Lineth Biollo

Nicole McKee
Josefina Medina
Rose Moreno
Natassia Pham
Sophia Sernaque
Tresha Vito
Laurel White

Custodial, Summer School Custodian NTE 280 hours effective 06/15/26-08/12/26
Joel Alonso
Abiezer Delgado
Lenny Dominguez
Eliana Dopudja
Ashley Falls
Esperanza Fierro
Ghada Haroun
Mia Juarez
Laura Kelly
Ana Kupenov
Lupe Lord
Alvin Mahaffey
Robert Moreno
Enrique Ramires
Sandra Salinas Molina
Poovamma Somaiah
Jessica Speaks
Tosha Spencer
Terumi Strickler
Leslie Thompson

Substitutes

Employee	Position	Site	Effective
Chandrika Bakshi	TK Inst Asst	Ed Services	05/15/26-06/11/26
Tonjia Bier	Clerk/Secretary	YLMS	05/11/26-06/11/26
Alix Castaneda	Nutr Svs Wrkr	Nutr Svs	05/12/26-06/11/26
Nhi Chiu	Clerk I	Van Buren	05/18/26-06/11/26
Jennifer Dodgion	Nutr Svs Wrkr	Nutr Svs	05/12/26-06/11/26
Estela Jauregui	Nutr Svs Wrkr	Nutr Svs	04/29/26-06/11/26
Beatriz Marroquin	Receptionist	Human Resources	05/03/26-06/12/26
Ana Medel Zuniga	Bil Clerk I	Topaz	04/01/26-06/12/26
Yudy Rojas Cardenas	Custodian	Custodial	05/14/26-06/30/26
Richa Sharma	Noon Duty Supv	Van Buren	09/12/26-06/30/26
Jeremy Taraba	Tech Support Specialist	Technology	05/01/26-06/30/26
Michael Zelm	Sped Interv Asst	Sped	05/05/26-06/11/26

District Funded Co-Curricular Assignments

Employee	Assignment	Site	NTE Amount	Effective
Jacob Adams	Boys Cross Country	El Dorado	$6500	08/11/26-11/06/26
Weston Amaro	Band/Colorguard Prop 28	El Dorado	$1833	07/01/26-07/31/26
Devon Ames	Swimming	Valencia	$427	04/29/26-05/06/26
Joseph Barragan	Flag Football	El Dorado	$5500	08/03/26-10/14/26
Patricia Cardenas	Distinguished Scholar	El Dorado	$1015	08/10/26-05/28/27
Thomas Deep	Flag Football	El Dorado	$6500	08/03/26-10/14/26

Galen Diaz	Swimming	Esperanza	$534	05/06/26-05/09/26
Jessica Diaz	Boys Waterpolo	YLHS	$5338	08/10/26-10/21/26
Marty Dunn	Weight Trainer	El Dorado	$6000	08/03/26-10/30/26
Michael Frieson	Football	Esperanza	$2188	07/27/26-10/30/26
William Garcia	Cross Country	Esperanza	$4271	08/11/26-11/06/26
Carson Gonzalez	Girls Volleyball	YLHS	$4271	08/08/26-10/14/26
John Grasso	Waterpolo	El Dorado	$5500	08/04/26-10/21/26
Michael Gualtieri	Girls Cross Country	El Dorado	$6500	08/11/26-11/06/26
Jenifer Guldner	Band/Colorguard Prop 28	El Dorado	$917	07/01/26-07/31/26
Lynn Guy	Admin Support Prop 28	Bryant Ranch	$538	04/22/26-06/11/26
Kyle Hallerbach	Strings Bass Prop 28	Kraemer	$2000	02/02/26-06/11/26
Greg Hammersmith	Football	El Dorado	$6000	08/03/26-10/30/26
Jason Jassman	Football	YLHS	$4271	08/21/26-10/30/26
Daryll Jenkins	Football	El Dorado	$6000	08/03/26-10/30/26
Teresa Klausmeier	Girls Cross Country	El Dorado	$5000	08/11/26-11/06/26
Kim Lam	Band	El Dorado	$700	07/01/26-07/31/26
Amber Larroque	Band	El Dorado	$350	07/01/26-07/31/26
Enrique Zuniga Lomeli	Soccer	Valadez	$1200	05/18/26-06/05/26
McKenna Lumley	Volleyball	El Dorado	$5000	08/08/26/10/14/26
McKenna Lumley	Boys Volleyball	El Dorado	$1898	04/22/26-05/09/26
Jay Mericle	Swimming	Esperanza	$427	05/06/26-05/09/26
Raul Morga	Football	Esperanza	$711	07/27/26-10/30/26
Aidan Murphy	Boys Waterpolo	El Dorado	$5500	08/04/26-10/21/26
Stephanie Offner	Swim	Valencia	$427	04/29/26-05/08/26
Ubaldo Ortiz	Band	El Dorado	$650	07/01/26-07/31/26
Christine Ostazewski	Colorguard/Band Prop 28	El Dorado	$917	07/01/26-07/31/26
Jacob Patterson	Boys Lacrosse	El Dorado	$1281	04/18/26-05/09/26
Colette Penalosa	Dance	Kraemer	$2800	05/01/26-06/11/26
Herm Perez	Softball	El Dorado	$2000	08/13/26-10/13/26
Anthony Piscitelli	Football	El Dorado	$6000	08/03/26-10/30/26
Bradley Poma	Waterpolo	El Dorado	$6500	08/04/26-10/21/26
Bradley Poma	Boys Swimming	El Dorado	$534	05/02/26-05/06/26
Ashley Pruitt	Girls Volleyball	El Dorado	$5500	08/08/26-10/14/26
Ashley Pruitt	Beach Volleyball	El Dorado	$2372	04/11/26-05/06/26
Luis Ramirez	Football	Esperanza	$3211	07/27/26-10/30/26
Nathan Ramirez	Football	El Dorado	$6000	08/03/26-10/30/26
Bill Ray	Football	YLHS	$4271	08/21/26-10/30/26
Carly Redfearn	Band	El Dorado	$650	07/01/26-07/31/26
Steven Rodriguez	Orchestra Prop 28	Valencia	$2000	04/20/26-06/11/26
Shannon Steen	Dance	El Dorado	$5338	08/13/26-05/28/27
Shannon Steen	Song	El Dorado	$5338	08/13/26-05/28/27
Amy Swearingen	Girls Tennis	El Dorado	$5500	08/11/26-10/28/26
John Talomi	Track	Valencia	$427	05/01/26-05/09/26
Angela Tousley	Band/Colorguard Prop 28	El Dorado	$1833	07/01/26-07/31/26
Angela Tousley	Colorguard	El Dorado	$4271	08/13/26-05/28/27
Connie Truong	Band	El Dorado	$700	07/01/26-07/31/26

Bryce Wada	Boys Lacrosse	El Dorado	$1602	04/18/26-05/09/26
Brittany Watrous	Girls Tennis	El Dorado	$5500	08/11/26-10/28/26
Alex Weber	Boys Volleyball	El Dorado	$3000	08/13/26-10/13/26
Alex Weber	Boys Volleyball	El Dorado	$1200	04/22/26-05/09/26
Luke Zapanta	Girls Volleyball	Esperanza	$4000	08/08/26-10/14/26
Mike Zmich	Band	El Dorado	$350	07/01/26-07/31/26

Booster Funded Co-Curricular Assignments

Employee	Assignment	Site	NTE Amount	Effective
Travis Avila	Football	El Dorado	$6000	08/03/26-10/30/26
Eric Ayala	Football	El Dorado	$6000	08/02/26-10/30/26
Steve Bowers	Football	YLHS	$4271	08/21/26-10/30/26
Rich Burrell	Football	YLHS	$4271	08/21/26-10/30/26
Isabelle Cedano	Cheer/Song	Esperanza	$1900	08/13/26-05/10/27
Zander Chaffin	Football	YLHS	$4271	08/21/26-10/30/26
Ana Cedano	Cheer/Song	Esperanza	$900	08/13/26-05/10/27
Joe Cicero	Football	Ed Services	$4271	08/21/26-10/30/26
Steve Di Tolla	Football	YLHS	$4271	08/21/26-10/30/26
Hayden Dunn	Football	El Dorado	$6000	08/03/26-10/30/26
Tammy Dustin	Softball	El Dorado	$2000	08/13/26-10/13/26
Darius Fazli	Football	YLHS	$4271	08/21/26-10/30/26
Don Ford	Football	El Dorado	$6000	08/03/26-10/30/26
Greg Gibson	Football	YLHS	$4271	08/21/26-10/30/26
David Holper	Girls Lacrosse	Esperanza	$753	12/19/25-02/13/26
Luke Lussier	Football	YLHS	$4271	08/21/26-10/30/26
Dale Mullins	Football	El Dorado	$6000	08/03/26-10/30/26
Eric Naslund	Boys Lacrosse	Esperanza	$1475	10/22/25-02/13/26
Austin Nesbihal	Boys Lacrosse	Esperanza	$3325	08/26/25-02/13/26
Luke Roncivich	Football	YLHS	$4271	08/21/26-10/30/26
Rogelio Sepulveda	Cheer/Song	Esperanza	$900	08/13/26-05/10/27
Jon Shaddow	Football	El Dorado	$6000	08/03/26-10/30/26
Luke Wilson	Football	YLHS	$4271	08/21/26-10/30/26
Josh Zaha	Football	YLHS	$4271	08/21/26-10/30/26

Summer Sports Camps, NTE $5,400, 07/01/26-08/12/26

Employee	Sport Assignment	Site
Jose Aldama	Soccer	YLHS
Andres Alvarez	Flag Football	Ed Services
Easton Babb	Lacrosse	YLHS
Joseph Barragan	Flag Football	Ed Services
Erin Bigani	Softball	YLHS
Joseph Blackman	Track	YLHS
Ana Cedano	Cheer	Ed Services
Nicole Crabb	Softball	YLHS
Kadie Daniel	Beach Volleyball	YLHS
Thomas Deep	Football	YLHS
Raymon Delacruz	Golf	YLHS
Galen Diaz	Boys Waterpolo	YLHS
Galen Diaz	Girls Waterpolo	YLHS
Jessica Diaz	Boys Waterpolo	YLHS
Jessica Diaz	Girls Waterpolo	YLHS
Thanh Doan	Boys Tennis	YLHS
Thanh Doan	Girls Tennis	YLHS

Tryo Duncan	Soccer	YLHS
Armon Fayyazi	Wrestling	YLHS
Griffin Fuller	Girls Soccer	YLHS
Leah Fuller	Girls Soccer	YLHS
Jazmine Garcia	Lacrosse	YLHS
Taylor Gayor	Girls Soccer	YLHS
James Gillespie	Golf	YLHS
Carson Gonzalez	Girls Volleyball	YLHS
Hayden Greco	Lacrosse	YLHS
Noah Greenberg	Girls Soccer	YLHS
Rikku Guiling	Wrestling	YLHS
Troy Haines	Track	YLHS
Daniel Hart	Boys Volleyball	YLHS
Christopher Janney	Soccer	YLHS
Jason Jassman	Football	YLHS
Maya Jedrzejczak	Girls Waterpolo	YLHS
Maya Jedrzejczak	Boys Waterpolo	YLHS
Stirley Jones	Track	YLHS
Daniel Hayashi	Boys Volleyball	YLHS
Tyler Kent	Football	YLHS
Katlynn Kossick	Lacrosse	YLHS
James Lee	Boys Tennis	YLHS
James Lee	Girls Tennis	YLHS
Sunny Luna	Wrestling	YLHS
Evan Lunsford	Boys Waterpolo	Ed Services
Evan Lunsford	Girls Waterpolo	Ed Services
Luke Lussier	Wrestling	YLHS
Jay Mericle	Boys Waterpolo	YLHS
Jay Mericle	Girls Waterpolo	YLHS
Abbigail Muther	Girls Volleyball	YLHS
Carl Myerscough	Track	YLHS
Daniel Parahnevich	Boys Waterpolo	YLHS
Daniel Parahnevich	Girls Waterpolo	YLHS
Spencer Parry	Wrestling	YLHS
Robert Paul	Softball	YLHS
Caden Perkins	Girls Volleyball	YLHS
Bradley Poma	Aquatics	EDHS
Damion Porter	Flag Football	Ed Services
Misael Quevedo	Soccer	YLHS
Shane Roach	Lacrosse	YLHS
Luke Roncevich	Football	YLHS
Emily Salazar	Softball	YLHS
Taylor Schlener	Girls Volleyball	YLHS
Erica Schmaltz	Girls Soccer	YLHS
Rogelio Sepulveda	Cheer	Ed Services
Andrew Shin	Wrestling	YLHS
Nicole Siess	Softball	YLHS
Stephanie Sprenger	Girls Volleyball	YLHS
Gabriella Solis	Boys Volleyball	YLHS
Erynn Stewart	Lacrosse	YLHS
Ethan Stinnett	Track	YLHS
Linda Struiksma	Track	YLHS
Richard Toro	Golf	YLHS

Hailey Whittaker	Boys Waterpolo	YLHS
Hailey Whittaker	Girls Waterpolo	YLHS

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CERTIFICATED HUMAN RESOURCES REPORT
Board of Education Regular Meeting
June 16, 2026

Retirement

Employee ID#	Site	Position	Effective
05231	Tynes	Teacher	06/12/26

Resignation

Employee ID#	Site	Position	Effective
04136	Special Education	Administrator	06/30/26
17015	Rose/Brookhaven	SLP	06/12/26
07806	Tynes	Teacher	06/12/26
15618	Esperanza	Athletic Director	06/30/26

Leaves of Absence

Employee ID#	Position	Site	Reason	Effective
15801	Teacher	Valencia	Child Bonding	04/13/26-05/01/26
10380	Teacher	Parkview	Medical	06/03/26-06/13/26
12445	Teacher	Valencia	Maternity	07/24/26-09/06/26
16564	Psychologist	EDHS/EHS	Medical	06/02/26-07/02/26
16363	Counselor	Glenview	Child Bonding	04/09/26-06/12/26

Change of Status

Employee ID#	From	To	Effective
07526	MS Principal	Director I	07/01/26
16414	Exec Director, Coll & Career Readiness	Exec Director, HR	07/01/26

Employ, Management

Employee	Site	Position	Effective
Rachel Rule	Special Ed	Psychologist	07/27/26

Employ

Teacher	Subject	Site	Status	Salary	Effective
Chloe Chavez	Elementary	Golden	Prob	$68,698	08/10/26
Taylor Elias	Elementary	Morse	Prob	$68,698	08/10/26
Erin Githens	Elementary	Fairmont	Prob	$89,123	08/10/26
Taylor Miller	Elementary	Bryant Ranch	Prob	$92,836	08/10/26
Raquel Reyes	Elementary	Golden	Prob	$61,890	08/10/26
Jenna Varner	Elementary	Woodsboro	Prob	$68,698	08/10/26
Alex Young	PE	Elem PE	Prob	$72,411	08/10/26

Extra Duty Assignments

Employee	Site	Extra Duty	Hrly Rate	Hours	Effective
Noe Anaya	OCSCS	Period Coverage	$55	1	05/01/26-05/29/26
Rebecca Bonet	Ed Svcs	HS Science Mtg	$55	2	05/15/26-06/12/26
Rebecca Bonet	Ed Svcs	Microlearning Rev	$55	1	05/13/26-06/12/26
Brittney Brown	Ed Svs	Science DC Mtg	$55	2	05/18/26-05/18/26
Britney Brown	Ed Svcs	Live CSA PD	$55	2	06/01/26-06/10/26
Elizabeth Caglia	Valencia	Attendance Recovery	$55	5	02/14/26-02/14/26
Yesenia Castillo	Valencia	SST Support	$55	9	04/24/26-05/12/26
Amanda Cerda	Golden	504 Support	$55	10	08/26/25-06/11/26

Michelle Chavez	Special Ed	IEP Mtg	$55	2	04/06/26-06/12/26
Ernesto Collazo-Rivera	Esperanza	AP Testing Sub	$28	16	05/13/26-05/22/26
Ashley Duncan	Ed Svcs	Microlearning Review	$55	3	05/19/26-06/12/26
Ashley Duncan	Ed Svs	Math Combo Prep	$55	6	05/25/26-06/11/26
Hillary Finnegan	El Dorado	Assess Stu/IEP Mtg	$55	10	01/05/26-06/12/26
Jennifer Fouladi	Ed Svcs	CCS Training/Prep	$55	10	05/01/26-06/30/26
Sara Grant	Special Ed	Assessments/IEPs	$55	18	04/13/26-06/12/26
Tara Gutierrez	Tynes	IEP Meetings	$55	15	05/11/26-06/11/26
Mark Honig	YLHS	Sr. Awards Coord.	$55	20	04/28/26-05/29/26
Cynthia Humphrey	Tuffree	CAA Training	$55	4	05/04/26-60/12/26
Lorena Jacobo	Special Ed	Assessments/IEPs	$28	60	03/09/26-06/12/26
Patricia Johnson	Special Ed	IEP Meeting	$55	3	04/13/26-06/12/26
Madeline Kiblinger	Wagner	IEP Meeting	$55	2	04/20/26-06/12/26
Vanessa Lara	Ed Svcs	Interpretation	$55	3	05/12/26-06/12/26
Elizabeth Larriva	Valencia	Cambridge Assess.	$55	3	04/30/26-04/30/26
Juliet Lawrence	Ed Svcs	TK Placement	$55	3	05/19/26-06/30/26
Brandon Luke	OCSCS	Period Coverage	$55	5	04/01/26-06/11/26
Beth Mazurier	Ed Svcs	MS ELA Rubrics	$55	3	05/11/26-06/11/26
Daniel Park	Parkview	504 Support	$55	20	05/20/26-06/11/26
Molly Pinkham	Bryant Ranch	504 Support	$55	15	04/01/26-06/11/26
Jamie Randall	Venture	Student Council Mtg.	$55	4	04/13/26-06/12/26
Alma Ramos	Stu Svs	PAWprint prog	$55	3	04/13/26-06/11/26
Stephanie Shirey	Ed Svs	Science DC Mtg	$55	2	05/18/26-05/18/26
Donna Simmester	El Camino	PASS IEP Meetings	$55	25	04/13/26-06/12/26
Makenna Smith	Ed Svcs	ELPAC Training	$55	3	05/21/26-05/29/26
Paige Smith	Morse	IEP Meetings	$55	4	04/13/26-06/12/26
Yesenia Solis	Van Buren	Grading	$28	10	05/13/26-06/11/26
Lauren Sveinson	Valencia	IB Assessment	$55	3	05/01/26-06/11/26
Krystal Sypherd	Special Ed	Witness Prep	$55	3	04/17/26-04/17/26
Tristin Tully	Special Ed	DRDP Training	$55	3	04/20/26-06/12/26
James Tweet	OCSCS	Supervision Support	$55	4	05/04/26-06/11/26
Marisol Vargas	Stu Svcs	PAWprint Program	$55	10	04/13/26-06/11/26
Virginia Welch	Special Ed	IEP Mtg	$55	2	05/11/26-06/12/26
Brian Wolf	El Dorado	CAASPP Testing	$55	3	05/19/26-05/22/26
Patricia Wong	Ed Svcs	TK Placement	$55	3	05/19/26-06/30/26
Daisy Zambrano	Valadez	Detention Supv	$55	19	05/21/26-06/05/26

Alternative Education, Night School, $55/Hr., NTE 160 Hrs., 08/26/25-06/30/26
Darius Cervantes
Stephen Settle

Educational Services, Career Connected Schools PD, $55/Hr., NTE 2 Hrs., 05/01/26-05/31/26
Katherine Becker
Janelle Bedard
Patricia Johnson
Kimberly Nerio
Jessica Nguyen
Erika Pallares
Mary Vicky Sanchez
Makiko Shibata-Ellis

Educational Services, AP Lit and Language Curriculum PD, $55/Hr., NTE 2 Hrs., 05/21/26-06/12/26
Evan Narasky

James Thorne

Educational Services, Credit Recovery, $55/Hr., NTE $100 Hours, 06/23/26-07/23/26
Kathryn Black
Mark Chavez
Melissa Chavez
Wesley Choate
Corinna Harnett
Kiley Kendall
Jason Marganian
John Montrella
Judy Rehburg
Michael Sayre
Nicole Soukup

Educational Services, Geometry Adoption Planning, $55/Hr., NTE 4 Hrs., 05/26/26-06/12/26
Donna Bartelli
Brian Goebel
Megan Scott

Educational Services, Kindergarten Assessments, $55/Hr., NTE 7 Hrs., 07/01/26-8/9/26
Brittany Aase
Kandice Ames
Joan Angeles
Kerry Archuleta
Courtney Baize
Jennifer Barber
Carla Battle
Anna Behrendt
Michelle Beresford
Stella Campos
Gina Chi
Lisa Chouchan
Maria Corral
Heather Day
Laura Does
Kristin Dominguez
Stacy Farkas
Amy Gonzalez
Amy Gonzalez
Kimberly Goodwin
Molly Gorman
Jamie Grijalva
Susan Gruber
Mandy Gutierrez
Colleen Jelensky
Cara Johnson
Jana Jones
Julie Lama
Mercedes Leal-Carrillo
Noelle Lopez
Saede Lussier
Sarah McElwee
Danielle Miller

Rachel Moss
Deanna Nelson
Yeni Pasillas
Scott Quarto
Cassandra Raichel
Stephanie Scott
Stacy Shimoda-Harms
Rocio Sobschak
Harlyn Soer
Stacy Stevens
Grace Stutz
Chelcy Suarez
Juliana Tabata
Marissa Tan
Marta Thomas
Teresa Vitelli
Eva (Ceci) Ybarra

Educational Services, Maturity Screening Tool, $55/Hr., NTE 10 Hrs., 03/01/26-06/11/26
Kandice Ames
Kimberly Goodwin

Educational Services, ELA Lead Teacher Mtg, $55/Hr., NTE 1 Hr., 04/30/26-05/31/26
Sharon Bethencourt
Stacy Owens
Beth Mazurier

El Camino, Credit Recovery Summer School Substitute, $28/Hr., 6/23/26-7/22/26
Gary Bowers
Eric De Francesco
Wilbert Johnson
Steve Settle

El Dorado High School, AP Test Proctor, $25/Hr., 05/04/26-05/15/26

Employee	NTE Hours
Arlene Acosta	5
Jacob Adams	5
Nathan Alam	15
Brendan Newberry	60

Esperanza High School, Work Language Planning, $55/Hr., NTE 4 Hrs., 5/5/26-6/30/26
Teiko Ikemoto
Catrina Lim
Joy Okada

Fairmont, IEP Meetings, $55/Hr., NTE 2 Hrs., 04/20/26-06/12/26
Nicole Campbell
Marsha Pinson
Grace Stutz

Glenknoll, Teacher Interview Panel, $55/Hr., NTE 2 Hrs., 05/21/26
Amy Huhn
Jessica Leonard

Mabel Paine, IEP Meetings, $55/Hr., NTE 10 Hrs., 08/13/26-05/27/26
Thomas Roth
Lauren Thurston
Zteven Zietlow

Special Education, ESY Nurses, $55/Hr., NTE 120 Hrs., 06/23/26-07/23/26
Francisca Plaza Von Dem Bussche
Archelle Tovar

Special Education, ESY Teachers, $55/Hr., NTE 120 Hrs., 06/23/26-07/23/26
Irma Alcala
Josephine Chau
Victoria Farer
Mandy Gutierrez
Lorena Jacobo
Frankie Little
Melissa Patterson
Liliana Reyes
Theresa Saenz

Student Services, Attendance Recovery, $55/Hr., NTE 5 Hrs., 04/25/26
Arlene Acosta
Jennie Bremer
Brendan Newberry
Jason Sweet

Student Services, Attendance Recovery, $55/Hr., NTE 5 Hrs., 05/16/26
Jennie Bremer
Cozette Petitt

Student Services, Calming Corners Training, $55/Hr., NTE 1 Hr., 05/11/26
Brittany Aase
Carla Battle
Vannesa Diaz
Larissa Forsyth
Jorge Garcia
Vanessa Garcia-Zamorategui
Itzel Lozoya
Elena Maldonado
Carla Martin
Mariana Mondragon-Vega
Norma Perez-Rocha
Omar Ramon Ortiz
Alma Ramos
Marisela Rojo
Vanessa Sandoval
Elizabeth Solyom
Juliana Tabata
Alicia Tan
Alexandra Torres
Stephanie Valdez-Schrader
Marisol Vargas

Student Services, Counselor Substitute, $79/Hr., 04/04/26-06/22/26

Nancy Coulter
Keanna Lara
Lorri Walls

Student Services, F1/International Student Support, $65/Hr., NTE 8 Hrs., 01/05/26-06/18/26

Employee	NTE Hours
Dana Armstrong	8
Rigoberto Aragon	8
Tempa Davidson	4
Carolyn Douglas	24
JeNell Gandy	20
Sarah Miller	12
Peyton Pike	8
Nancy Kollenberg	8

Student Services, PAWprint Camp After-School Program, $55/Hr., NTE 12 Hrs., 04/13/26-06/11/26
Vannesa Diaz
Jorge Garcia
Elena Maldonado
Carla Martin
Norma Perez-Rocha
Janet Quintana
Eddie Reyes
Marisela Rojo
Elizabeth Soloyom

Travis Ranch Middle School, CAASPP Testing Support, $55/Hr., NTE 2 Hrs., 05/12/26-05/15/26
Kimberly Carlos
Amy Green

Valadez, Targeted Instruction to Support Title I Students, $55/Hr., NTE 15 Hours, 05/11/26-06/29/26
Sharon Bethencourt
Sabrina Bui
Karen Cabral
Alexandria Choi
Marisa Cruz
Nicholas DeHaven
Xochitl Diaz
Ashley Does
Jennifer Garcia
Jenna Harris
Jackson Keller
Jasmine Lodge
Caitlin May
Rosa Micheli
Amanda Peronto
Mark Peterson
Leslie Poling
Dianne Richter
Geoff Rizzie
Kathleen Rodriguez Ukes
Sue Sawyer
Jacqueline Schroeder
Mollie Simmons

Randi Simms
Adam Suarez
April Treece
Jeffrey Udarbe

Valencia, AP Review Sessions, $55/Hr., NTE 5 Hrs., 04/25/26-05/02/26
Rebecca Bonet
Eric Huang
Kaitlyn Reuter
James Thorne

Valencia, Attendance Recovery, $55/Hr., NTE 5 Hrs., 05/02/26
Elizabeth Caglia
Olivia Lytton

Valencia, Cambridge Internal Assessment, $55/Hr., NTE 2 Hrs., 04/22/26-04/27/26
David Hatori
Anabel Hernandez

YLHS, Sports Physical Event Nurse Support, NTE $55, 05/13/26-05/31/26
Jennifer Lopez
Morgan Lopez

YLHS, Proctor for AP Testing, $28/Hr., NTE 80 Hrs., 04/28/26-06/5/26
Irma Alcala
Cynthia Connally
Sheryl Hess
Theresa Hindman
Elizabeth Morgan
David Watts

YLHS, Computing 2026 Valedictorian and Salutatorian, $55/Hr., NTE 10 Hrs., 03/30/26-05/29/26
Brian Goebel
Scott Herrick

Stipends

Employee	Site	Co-Curricular Assignment	NTE Amount	Effective
Veronica Aguas-Gomez	Van Buren	Admin Designee	$2,491	08/13/26-05/27/27
Erica Amann	El Dorado	Social Sci Department Chair	$1,632	08/10/26-05/25/27
Tiffany Badger	El Dorado	ELD Department Chair	$3,265	08/10/26-05/28/27
Uriel Barba	El Dorado	AVID Department Chair	$1,632	08/10/26-05/28/27
Donnie Bladow	El Dorado	Health Department Chair	$1,632	08/10/26-05/28/27
Christine Bonner	El Camino	LA Department Chair	$3,265	08/10/26-05/28/27
Britney Brown	El Dorado	Science Department Chair	$3,265	08/10/26-05/28/27
Sunshine Cavalluzzi	El Dorado	Social Sci Department Chair	$1,632	08/10/26-05/28/27
Darius Cervantes	El Camino	History Department Chair	$3,265	08/10/26-05/28/27
Laura Crays	El Dorado	Math Department Chair	$6,530	08/10/26-05/28/27
Linda Crossno	El Camino	Science Department Chair	$3,265	08/10/26-05/28/27
Katherine De Graffenreid	El Camino	Math Department	$3,265	08/10/26-05/28/27
Aracely Figueroa-Villarreal	Rio Vista	AVID Summer Institute	$300	07/15/26-07/17/26
Tiana Gibbs	Rio Vista	AVID Summer Inst.	$300	07/15/26-07/17/26

Amy Huhn	Glenknoll	Admin Designee	$2,491	08/13/26-05/27/27
Robert Kanne	El Dorado	AP Proctor	$125	05/04/26-05/15/26
Shan Lawson	El Dorado	PE Department Chair	$4,897	08/10/26-05/28/27
Carmen Linares	El Dorado	Languages Dept Chair	$6,530	08/10/26-05/28/27
Christopher Parlapiano	OCSCS	Innovation Lab Lead Tchr	$1,336	08/26/26-06/11/26
Mark Pederson	El Dorado	SPED Department Chair	$6,530	08/10/26-05/28/27
Cozette Petitt	El Dorado	LA Department Chair	$6,530	08/10/26-05/28/27
Jeffrey Picou	El Dorado	Visual Art Department Chair	$3,265	08/10/26-05/28/27
Janet Quintana	Glenview	6th Grade Science Camp	$588	04/20/26-04/22/26
Karen Ricotta	Brookhaven	AVID Summer Inst.	$300	07/15/26-07/17/26
Jessica Rosete	Kraemer	AVID Training	$300	07/27/26-07/29/26
Stephanie Scott	Van Buren	Lead Teacher	$816	08/13/26-05/27/27
Stephanie Shirey	El Dorado	Science Department Chair	$3,265	08/10/26-05/28/27
Kelly Smith	El Dorado	Social Sci Department Chair	$1,632	08/10/26-05/28/27
Kelly Smith	El Dorado	OCAD Department Chair	$3,265	08/10/26-05/28/27
Kathleen Switzer	El Dorado	Performing Arts Dept Chair	$3,265	08/10/26-05/28/27
Candace Tingley	El Dorado	PBIS	$1,116	08/10/26-05/28/27

Educational Services, AI Training, NTE $750, 01/01/26-06/30/26
Sabrina Bui
Jennifer DiCarlo
Alyson Dixon
Ashlee Duncan
Austin Horton
Rey Lejano
Amanda Margarit
William McKay
Jocelin Meneses
Dwight Osborne
Christine Perez
Holly Pietsch
Kim Schultz
Dennis Taberski

Educational Services, AI ASCD Deep Dive, NTE $1,125, 01/01/26-06/30/26
Cari Briggs
Stephanie Brock
Isaias Campuzano
Linda Crossno
Ashley Freeman
Collin Lavana
Brandon Luke
Jennifer MIlam
Frank Perez
Staci Perez
Kaitlyn Reuter
Jacquelyn Schroeder
Will Stanley
David Tong-Nguyen

Educational Services, AI Training for Google Gemini, NTE $150, 01/01/26-06/30/26
Sadaf Esteaneh
Ann Chen

Sharon Bethencourt
Ethan Cure
Kent Campbell
Christine Bonner
Evan Narasky

Special Education, Instruction and Prep, $55 p/Hr., NTE $120 Hours, 06/23/26-07/23/26
Lindsey Barnett
Sarah Belsey
Kimberly Bidelspach
Garret Boaz
Mackenzie Brady
Kaylee Brown
Michele Cardenas
Carmen Coindreau
Rogelio Galvan
Vicky Garcia
Kara Gerry
Nicholas Gordillo
Molly Gorman
Jade Hampton
Cindy Humphrey
Ryan Lauder
Robert Lexin
Jasmine Lodge
Joe Merrill
Kimberly O'Connell
Andres Pelaez
Jenna Redwine
Verina Rocero
Charlotte Roedll
Makenna Smith
Lisa Smith
Amy Woodrum
Samantha Zadah

Topaz, 6th Grade Camp Stipend, NTE $1,176, 3/2/26-3/6/26
Andrea Cronin
Rossana Hamilton
Mary Skates

Valadez Middle School Academy, AVID Summer Institute, NTE $300, 07/15/26-07/17/26
Sabrina Bui
Rosa Micheli
Mollie Simmons
Adam Suarez

VHS, Stipend for Sports Physical Event Nurse Support, NTE $275, 05/13/26-05/31/26
Nataly Garcia
Edith Sperling

District Funded Co-Curricular Assignments

Stipends	Site	Co-Curricular Assignment	NTE Amount	Effective
Jon Aed	YLHS	Asst. Football Coach	$5,623	08/21/26-10/30/26

Mark Ahlberg	El Dorado	Asst Football Coach	$6,000	08/03/26-10/30/26
Candace Alonzo	Valencia	Speech/Debate Coach	$4,271	10/10/26-04/30/26
Paul Berman	Valencia	Asst Coach Boys Golf CIF	$855	05/02/26-05/11/26
Donnie Bladow	El Dorado	Link Crew	$1,186	08/10/26-05/28/27
Gary Bowers II	YLHS	Asst. Football Coach	$5,623	08/21/26-10/30/26
Britney Brown	El Dorado	Hd Boys Volleyball CIF	$2,372	04/22/26-05/09/26
Britney Brown	El Dorado	Hd Girls Volleyball	$6,500	08/08/26-10/14/26
Kelly Buchan	YLHS	Film Football Games	$4,271	08/21/26-10/30/26
Karly Carazo	El Dorado	Hd Girls Swimming CIF	$534	05/02/26-05/06/26
Karly Carazo	El Dorado	Asst Coach Water Polo	$5,500	08/04/26-10/21/26
Sunshine Cavalluzzi	El Dorado	Mock Trial Advisor	$1,265	08/10/26-05/28/27
Sunshine Cavalluzzi	El Dorado	Senior Awards	$610	08/10/26-05/28/27
Jaclyn Chavez	YLHS	Head Coach Girls Volleyball	$6,690	08/08/26-10/14/26
Melissa Chavez	YLHS	Head Coach Girls Golf	$6,500	08/18/26-10/23/26
Chivy Chia	OCSCS	Musical Theater Coach	$2,000	01/05/26-05/11/26
Kevin Claborn	Esperanza	Hd Men’s Golf CIF	$593	05/11/26-05/11/26
Michael Connor	Valencia	Asst Track CIF	$427	05/01/26-05/09/26
Laura Crays	El Dorado	Senior Awards	$610	08/10/26-05/28/27
John Domen	YLHS	Hd Football Coach	$7,758	08/21/26-10/30/26
Brock Dunn	El Dorado	Asst Coach Football	$6,000	08/03/26-10/30/26
Jessica Dutton	El Dorado	Science Olympiad	$2,134	08/10/26- 05/28/27
Jacob Eazell	El Dorado	Head Girls Tennis Coach	$6,500	08/11/26-10/28/26
Alicia Jacinto	Valencia	Head Track CIF	$1,068	05/01/26-05/09/26
Kiley Kendall	Valencia	Head Girls Swim CIF	$534	04/29/26- 05/8/26
Albert Lai	Valencia	Head Boys Tennis CIF	$971	04/30/26-05/11/26
Zachary Lamonda	El Dorado	Head Coach Football	$7,500	08/03/26-10/30/26
Joshua Linen	Valencia	Asst Track CIF	$854	05/01/26-05/09/26
Mike Lorge	Valencia	Head Golf CIF	$1,068	05/02/26-05/11/26
Jason Marganian	Valencia	Hd Coach Boys Swim CIF	$534	04/29/26- 05/06/26
Debbee Mariotti	Esperanza	Cross Country/Longevity	$6,690	08/11/26-11/06/26
Charles Mayfield	Valencia	Asst Coach Baseball CIF	$712	05/07/26-05/15/26
Ryan Mounce	El Dorado	Hd Boys Golf Coach CIF	$2,373	04/24/26-05/18/26
Rolfe Nasr	El Dorado	Webmaster	$1,220	08/10/26-05/28/27
Pat O’Donnell	El Dorado	Asst Coach Girls Golf	$5,500	08/18/26-10/23/26
Patrick O’Donnell	El Dorado	Yearbook	$5,623	08/10/26-05/28/27
Dylan Ogden	El Dorado	Distinguished Scholar	$610	08/10/26-05/28/27
Rebecca Okin	El Dorado	Science Olympiad	$1,067	08/10/26-05/28/27
Isaac Owens	Esperanza	Hd Girls Volleyball CIF	$5338	08/08/26-10/14/26
Jason Parker	Valencia	Esport Coaching/Comp	$4,000	01/05/26-04/30/26
Tage Peterson	Valencia	Head Coach Track CIF	$1,068	05/01/26-05/09/26
Jeffrey Picou	El Dorado	OCAD	$1,067	08/10/26-05/28/27
Ken Putnam	El Dorado	Asst Boys Golf CIF	$1,898	04/24/26-05/18/26
Tyler Rex	Esperanza	Asst Coach Volleyball	$4,721	08/08/26-10/14/26
Cris Rodriguez	El Dorado	Asst Coach Football	$6,000	08/03/26-10/30/26
Eric Samson	El Dorado	Marching Band Director	$7,758	08/10/26-12/18/26
Eric Samson	El Dorado	Instrumental Director	$4,805	01/01/27-05/28/27
Marlon Santizo	El Dorado	Choral Coach	$5,338	08/10/26-05/28/27
Joseph Secoda	Valencia	Hd Coach Baseball CIF	$890	05/07/26-05/15/26
Kelly Smith	El Dorado	Academic World Quest	$1,067	08/10/26-05/28/27
Kelly Smith	El Dorado	OCAD	$3,268	08/10/26-05/28/27
Taylor Smith	El Dorado	Marching Band Director	$6,406	08/10/26-12/18/26
A Taylor Smith	El Dorado	Band Director	$6,406	08/10/26-12/18/26

A Taylor Smith	El Dorado	Instrumental Director	$3,453	01/01/27-05/28/27
Philip Srulevitch	El Dorado	Science Olympiad	$1,067	08/10/26-05/28/27
Tommy Storing	YLHS	Asst. Football Coach	$5,623	08/21/26-10/30/26
Kathleen Switzer	El Dorado	Drama	$6,690	08/10/26-05/28/27
Amaryllis Velasco	El Camino	Newspaper/Journalism	$4,271	08/10/26-05/28/27
Elaine Walker	OCSCS	Musical Theater Coach	$2,000	01/5/26-05/11/26
Amanda Wolf	El Dorado	OCAD	$3,486	08/10/26-05/28/27
Dean Yoshimura	Valencia	Asst Tennis CIF	$777	04/30/26-05/11/26

District Funded Co-Curricular Assignments

Stipends	Site	Co-Curricular Assignment	NTE Amount	Effective
Jennifer Lopez	YLHS	Sports Physical Event	$55	05/13/26-05/31/26
Morgan Lopez	YLHS	Sports Physical Event	$55	05/13/26-05/31/26
Melissa Chavez	El Dorado	Head Coach Softball	$2,000	08/13/26-10/13/26
Nataly Garcia	Valencia	Sports Physical Event	$275	05/20/26-05/20/26
Rolfe Nasr	El Dorado	Asst Coach Girls Golf	$4,000	08/18/26-10/23/26
Edith Sperling	Valencia	Sports Physical Event	$275	05/20/26-05/20/26
Dominick Villaverde	El Dorado	Summer Walk On Band	$450	07/01/26-07/31/26

Summer Sports Camps, NTE $5,868, 07/01/26-08/30/26

Stipends	Site	Sport Assignment
Meshell Salas	YLHS	Head Dance

Local Control & Accountability Plan *(LCAP)*

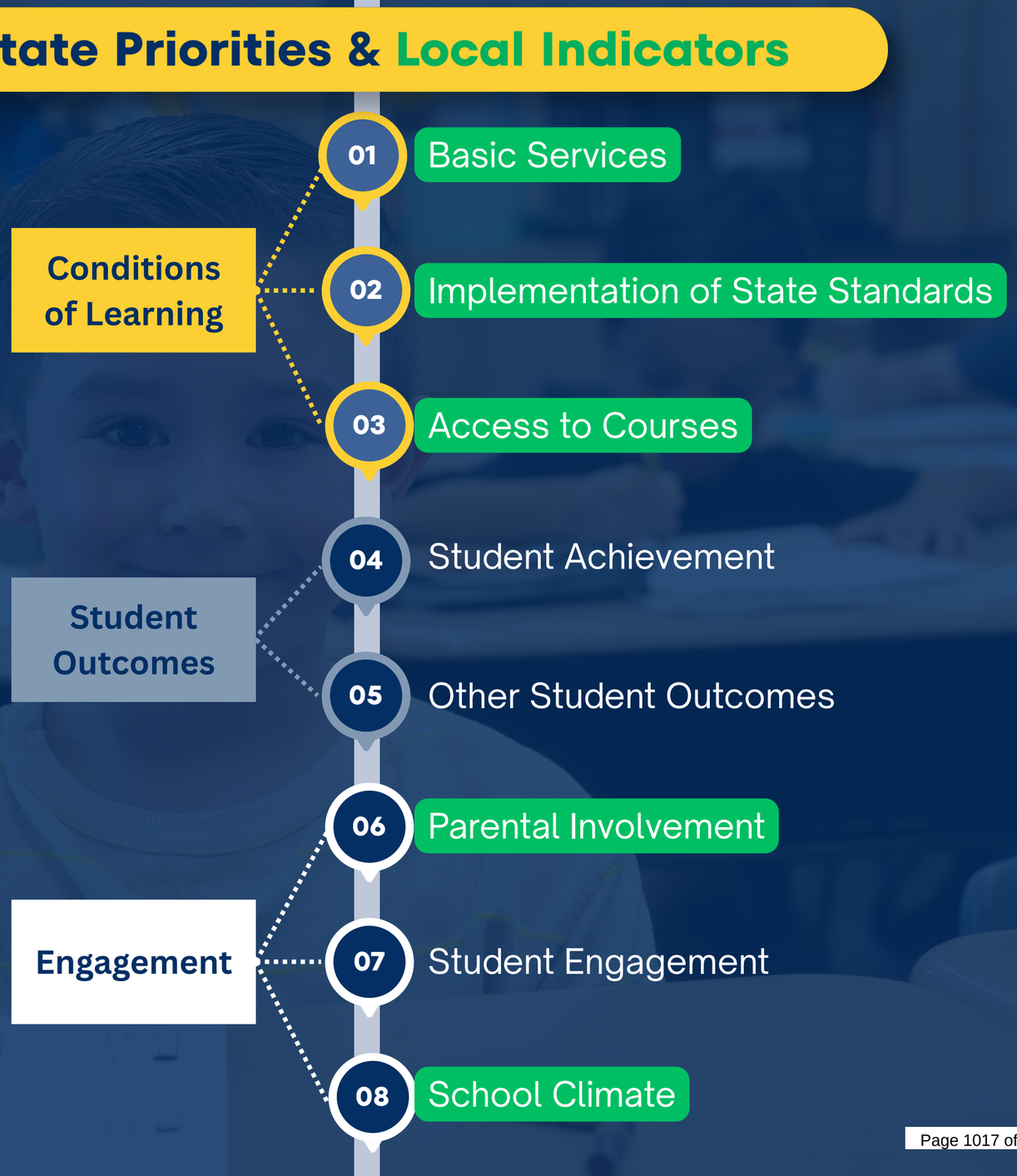
Local Indicators

June 16, 2026



LCAP Indicators *Overview*

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



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READY FOR TOMORROW

STRONGER TOGETHER

State Priorities & Local Indicators

Conditions of Learning

01 Basic Services

02 Implementation of State Standards

03 Access to Courses

Student Outcomes

04 Student Achievement

05 Other Student Outcomes

Engagement

06 Parental Involvement

07 Student Engagement

08 School Climate

Basic Services

Appropriately Assigned Teachers	Access to Curriculum-Aligned Materials	Clean and Functional School Facilities
Percentage of teachers whose assignments align with their credentials **97.8%**	Students with access to materials pursuant to Williams compliance **100%**	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT) **Good** **(highest rating)**
CDE 2023-24 Teaching Assignment Monitoring Outcomes Report	*Williams Compliance Report*	*Facilities Inspection Tool (FIT) Reports*

STRONGER TOGETHER

Implementation of State Standards

Self-Reflection Tool

Stage 1: Research and Investigation
Stage 2: Initial Implementation
Stage 3: Substantial Implementation
Stage 4: Full Implementation
Stage 5: Full Implementation & Sustainability

Content Area	23-24	24-25	25-26
English Language Arts/ ELD	4	5	5
Mathematics	4	4	4
Science	4	4	4
History-Social Science	4	4	4
Career Technical Education	4	4	5
Health/PE/VAPA/World Language	4	4	4

READY FOR TOMORROW

Implementation of State Standards

% of Respondents that “Completely Agree” or “Somewhat Agree” with the following prompts		2023-24 Annual Survey	2024-25 Annual Survey	2025-26 Annual Survey
Teachers	*Our staff sets high academic expectations for students*	**95%** n=815	**94%** n=908	**94%** n=823
Parents	*Classroom instruction prepares my child for the next grade level*	**89%** n=5,960	**89%** n=6,436	**89%** n=5,016
	Teachers at my child’s school have appropriate expectations	**87%** n=5,960	**87%** n=6,436	**88%** n=5,016
Support Staff	*Our staff sets high academic expectations for students*	**92%** n=396	**91%** n=475	**92%** n=508
Students	*I am learning new things in my class*	**92%** n=4,376	**91%** n=5,031	**92%** n=4,958
	My school expects very good work from me	**90%** n=4,376	**90%** n=5,031	**90%** n=4,958

READY FOR TOMORROW

Access to Courses
Elementary

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

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



READY FOR TOMORROW

Access to Courses
Secondary

2025-26 Student Survey % of Secondary Students that “Somewhat Agree” or “Completely
I have the opportunity to enroll in math, language arts, social studies, science, art, world languages, and/or career technical education courses: **94%**

% of Students Who Graduated Having Completed all A-G Requirements		
Class of 2023	**Class of 2024**	**Class of 2025**
• All Students: 57.6% • Low-Income: 43.9% • English Learners: 16.6% • Foster Youth: n/a	• All Students: 59.3% • Low-Income: 45.5% • English Learners: 15.8% • Foster Youth: n/a	• All Students: 57.9% • Low-Income: 44.3% • English Learners: 21.7% • Foster Youth: 18.8%

READY FOR TOMORROW



Access to Courses
Secondary

Identified Need	Actions for Improvement
Unduplicated Pupils (UPs) Completion of A-G Course Offerings	• Provide comprehensive EL training for teachers • Focus on EL reclassification for students prior to middle school • Expand access to A-G and advanced coursework for all students • Districtwide focus on first, best instruction and differentiation • Expand college and career awareness initiatives at middle schools • Focus on Algebra readiness for freshmen entering high school • Incorporate durable skills and ‘life skills’ into coursework



READY FOR TOMORROW

Parental Engagement

Area of Self-Reflection	23-24	24-25	25-26
Building Relationships	5	5	4.5
Building Partnerships for Student Outcomes	5	4.5	4.5
Seeking Input for Decision Making	5	4.5	4.5

Source: Local Performance Indicator Indicator Guides

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School Climate

2025-26 Student Survey

% of Students that "Somewhat Agree" or "Completely Agree" (Y.O.Y. change)

I feel safe

5th Graders: **84% (0%)**
(n= 1,471)

8th Graders: **78%** **(+11%)**
(n= 1,341)

10th Graders: **77%** **(+3%)**
(n= 1,198)

12th Graders: **80% (0%)**
(n= 1,045)

I belong

5th Graders: **83% (0%)**
(n= 1,475)

8th Graders: **80%** **(+4%)**
(n= 1,347)

10th Graders: **74%** **(+1%)**
(n= 1,205)

12th Graders: **78%** **(+2%)**
(n= 1,048)

Adults care

5th Graders: **88%** **(+1%)**
(n= 1,475)

8th Graders: **80% (0%)**
(n= 1,346)

10th Graders: **75% (0%)**
(n= 1,205)

12th Graders: **79%** **(+1%)**
(n= 1,048)

ROOTED IN CONNECTION


PLACENTIA-YORBA LINDA
PYLUSD
EST 1874
UNIFIED SCHOOL DISTRICT

Thank You

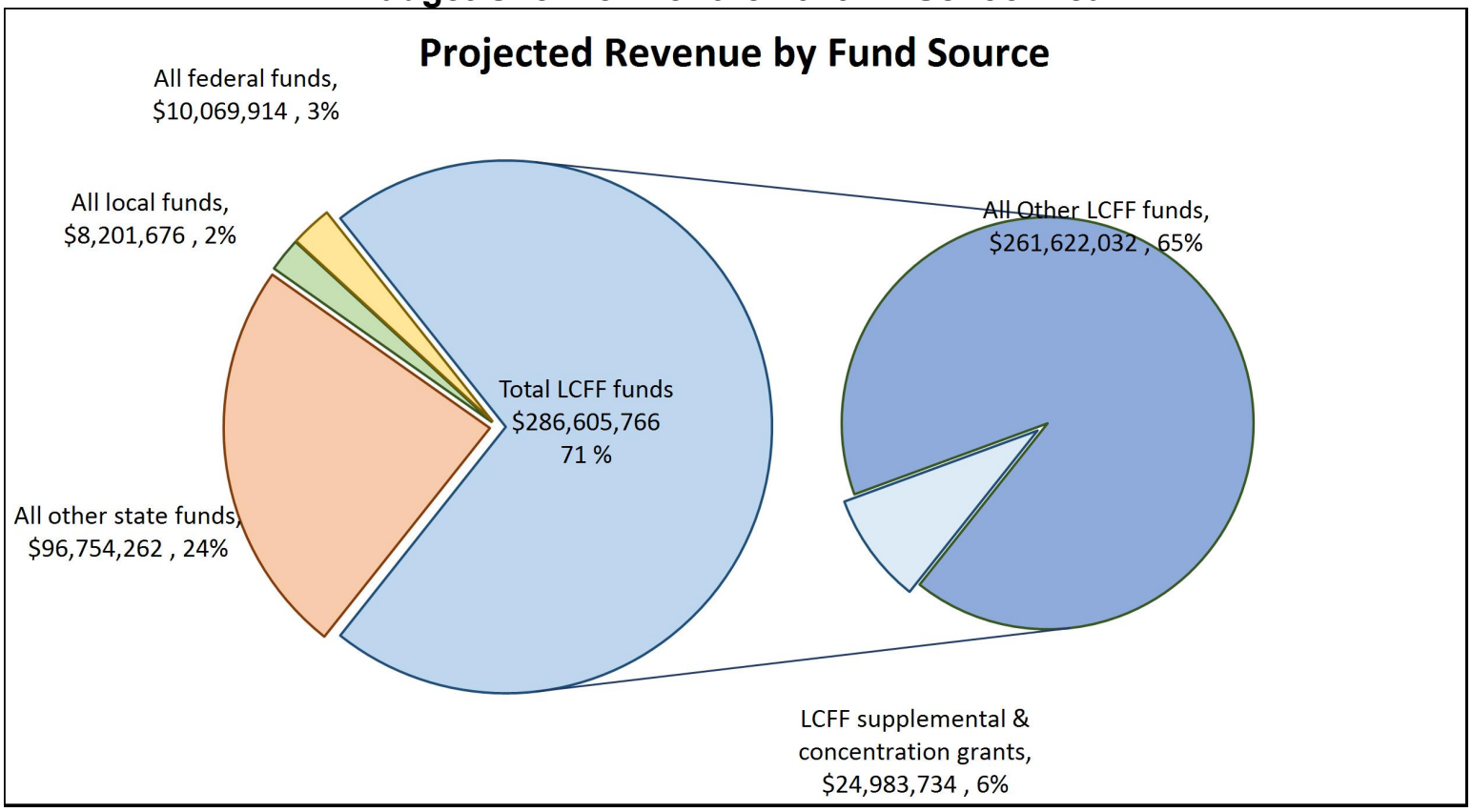

PLACENTIA-YORBA LINDA
PYLUSD
EST 1874
UNIFIED SCHOOL DISTRICT

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

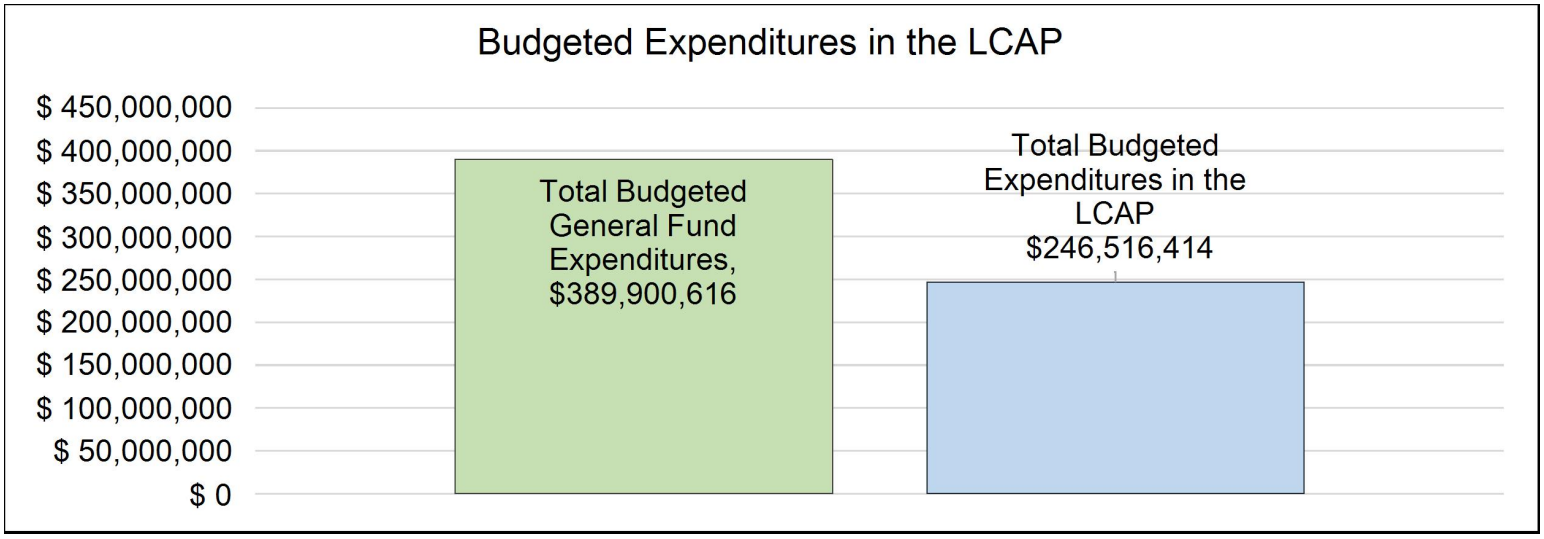


This chart shows the total general purpose revenue Placentia-Yorba Linda Unified School District expects to receive in the coming year from all sources.

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 $389,900,616 for the 2026-27 school year. Of that amount, $246,516,414 is tied to actions/services in the LCAP and $143,384,202 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

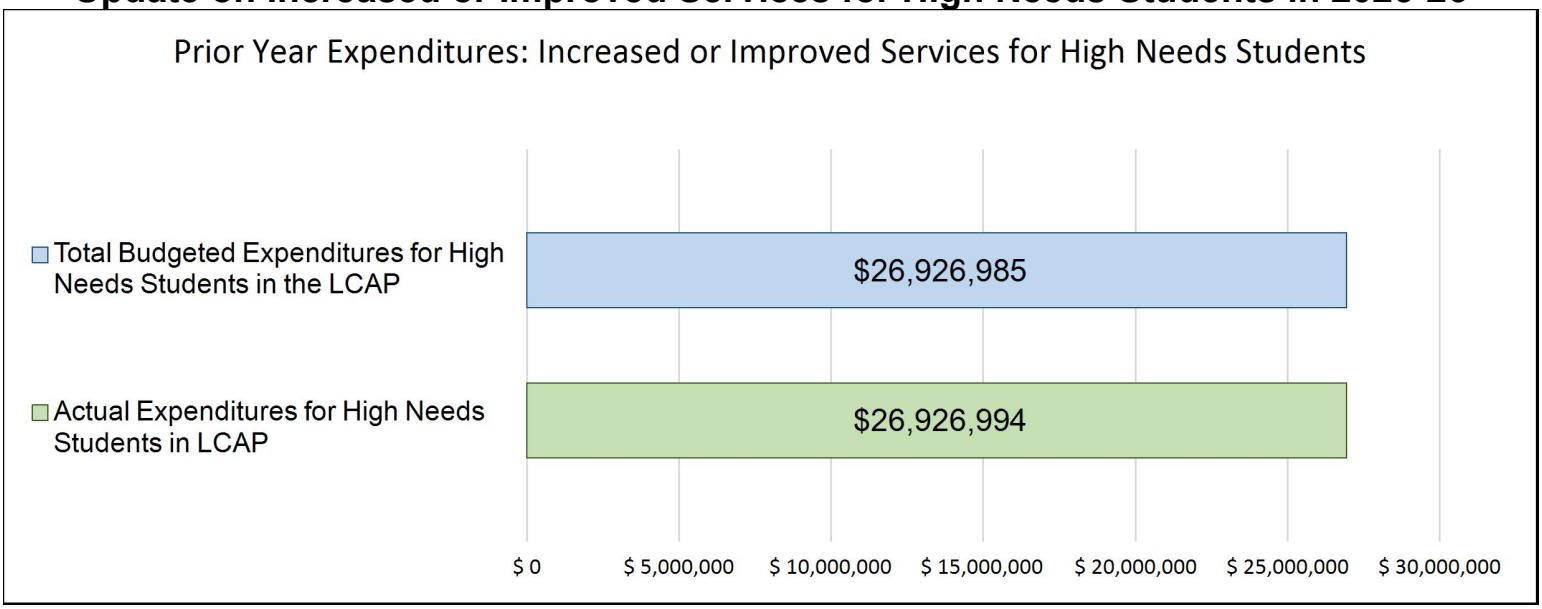
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

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 $27,402,908 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



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 $26,926,985 for planned actions to increase or improve services for high needs students. Placentia-Yorba Linda Unified School District actually spent $26,926,994 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.

According to 2025 California School Dashboard data, the district's student demographics reflect a broad range of backgrounds and educational needs, with significant populations of Hispanic/Latino students, White students, Asian students, and students identifying with two or more races. The district also serves substantial numbers of students who qualify as Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, and students experiencing homelessness. Approximately 10% of students are identified as English Learners, while nearly half of all students qualify as Socioeconomically Disadvantaged, highlighting the importance of targeted academic, language development, and support services throughout the district.

The district's demographic profile underscores both the strengths and opportunities present within the community. PYLUSD's Local Control and Accountability Plan and California School Dashboard data identify English Learners, Socioeconomically Disadvantaged students, and Foster Youth as key student groups for focused support due to persistent achievement and engagement gaps. At the same time, the district benefits from a highly diverse student body and strong overall academic performance compared with county and state averages. This

diversity contributes to a rich educational environment while reinforcing the district's commitment to equitable access, culturally responsive practices, multilingual family engagement, and targeted interventions designed to ensure success for all student groups.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources, including Equity Multiplier funding for El Camino Real Continuation High School, which supports targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies. PYLUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds which will support the following actions: 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 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, 8.9, 8.17 and 9.7-9.10. 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).

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.

Lowest Performance Levels Identified on the 2023 California School Dashboard

Academic Achievement in English Language Arts
Lowest Performance Levels Identified on the 2023 California School Dashboard

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
Rio Vista (9.6%); DFS = 130.1 below
Ruby Drive (6.8%); DFS = 106.4 below
Van Buren (22.5%); DFS = 82.0 below

ELs (Red)
Tuffree (3.4%); DFS = 72.0 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

The 2023 California School Dashboard identified English Language Arts as an area of need for several student groups and schools. Districtwide, Foster Youth received a Red performance level. El Camino received a Red performance level schoolwide and also had Hispanic students and Socioeconomically Disadvantaged students performing at the Red level. Students with Disabilities demonstrated the greatest area of need, with seven schools receiving a Red performance level, while English Learners at Tuffree and Valadez also performed at the Red level. To address these performance gaps, the district will focus on strengthening literacy instruction through professional learning in Writer's Workshop, Step Up to Writing, Expository Reading and Writing, and DBQ strategies. Additional emphasis will be placed on early literacy supports, English Learner language development, and targeted interventions for student groups performing below standard. Family Literacy Nights and parent education opportunities will also be expanded to strengthen literacy support at home. Progress will continue to be monitored through local and state data to evaluate the effectiveness of these efforts.

Academic Achievement in Mathematics
Lowest Performance Levels Identified on the 2023 California School Dashboard

Schoolwide (Red)
Buena Vista (24.2%); DFS = 96.0 below
El Camino (1.6%); DFS = 230.8 below
Valadez (11.0%); 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 Students (Red)
Buena Vista (15.6%); DFS = 115.5 below
El Camino (0%); DFS = 233.6 below
Valadez (9.9%); DFS = 113.6 below

ELs (Red)
Tuffree (8.3%); DFS = 72.0 below
Valadez (0.5%); DFS = 146.8 below

Homeless (Red)
Valadez (Not Reported); DFS = 115.8 below

A review of the 2023 California School Dashboard and local data identified significant performance gaps in Mathematics across multiple schools and student groups. Buena Vista, El Camino, and Valadez received a Red performance level schoolwide, with El Camino demonstrating the largest achievement gap and the lowest percentage of students meeting or exceeding standards. Students with Disabilities were identified at the Red level at four schools, including El Dorado, Esperanza, and Valencia, where performance was substantially below standard. English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Homeless students also received Red performance levels across several schools, highlighting persistent disparities in mathematics achievement. These results reinforced the importance of strengthening mathematics instruction and ensuring equitable access to rigorous learning opportunities for all students. The data highlighted a continued need to build students' mathematical reasoning, problem-solving skills, and conceptual understanding while supporting language development within mathematics instruction for English Learners. Reflection on these results also emphasized the value of professional learning aligned to the California Mathematics Framework, Cognitively Guided Instruction (CGI), and Building Thinking Classrooms, as well as the need for ongoing instructional coaching, teacher collaboration, intervention supports, and strategic use of digital resources to address identified achievement gaps.

English Learner Progress Indicator (ELPI)
Lowest Performance Levels Identified on the 2023 California School Dashboard

Schoolwide (Red)
Glenview (42.9%) = Red
Rio Vista (43.7%) = Red

English Learner Progress data from the 2023 California School Dashboard identified Glenview and Rio Vista at the Red performance level, indicating that less than half of English Learners made progress toward English language proficiency. These results suggest a continued need to accelerate language acquisition and strengthen supports that help students progress toward proficiency and reclassification. The Dashboard results underscore the importance of effective designated and integrated English Language Development (ELD) instruction, implementation of GLAD strategies, and targeted language supports throughout the instructional day. The data also highlights the value of ongoing professional learning for educators, dedicated ELD support staff, bilingual instructional aides, and instructional resources that promote language development. Additionally, family engagement efforts, translation services, bilingual liaisons, and extended learning opportunities contribute to creating a comprehensive system of support for English Learners as they develop academic language and achieve grade-level success.

College/Career Indicator (CCI)
Lowest Performance Levels Identified on the 2023 California School Dashboard

English Learners (Red)
El Camino (2.0%) = Red
Valencia (7.8%) = Red

Hispanic Students (Red)
El Camino (3.5%) = Red

Homeless Students (Red)
El Camino (6.5%) = Red

Socioeconomically Disadvantaged Students (Red)
El Camino (2.8%) = Red

College and Career Indicator results from the 2023 California School Dashboard identified several student groups performing at the Red level, particularly at El Camino. English Learners at both El Camino and Valencia, as well as Hispanic, Homeless, and Socioeconomically Disadvantaged students at El Camino, demonstrated low levels of college and career readiness as measured by the Dashboard. These results highlight the importance of ensuring all students have equitable access to college and career readiness opportunities, including A-G coursework, Career Technical Education pathways, dual enrollment, and individualized academic planning. The data also reinforces the value of targeted academic counseling, transition planning, and student support services to help historically underserved student groups successfully prepare for postsecondary education and career opportunities.

Suspension Rate
Lowest Performance Levels Identified on the 2023 California School Dashboard

SWD (Red)
Brookhaven (6.1%) = Red

Linda Vista (7.1%) = Red
Travis Ranch (5.1%) = Red

Asian Students (Red)
Travis Ranch (3.2%) = Red

White Students (Red)
El Camino (12.2%) = Red

Suspension data from the 2023 California School Dashboard identified several student groups with disproportionately high suspension rates. Students with Disabilities at Brookhaven, Linda Vista, and Travis Ranch received a Red performance level, while Asian students at Travis Ranch and White students at El Camino also received a Red performance level. These results suggest a continued need to strengthen school climate, student connectedness, and behavioral supports to ensure all students have access to a positive and supportive learning environment. The Dashboard results reinforce the importance of early intervention and a comprehensive system of support for students experiencing behavioral, social-emotional, or other challenges that may impact school success. Ongoing implementation of MTSS, PBIS, restorative practices, behavioral intervention services, and social-emotional supports provides schools with multiple strategies to address student needs before behaviors result in exclusionary discipline. The data also highlights the value of continued collaboration among teachers, counselors, psychologists, behavior specialists, and families to support positive student outcomes and reduce suspension rates among identified student groups.

Chronic Absenteeism
Lowest Performance Levels Identified on the 2023 California School Dashboard

Districtwide (Red)
African American (27.3%)
English Learners (25.9%)
Hispanic (25.4%)
Homeless (31.6%)
SED (26.6%)

Schoolwide (Red)
Brookhaven (12.5%)
Buena Vista (45.2%)
Lakeview (11.4%)
Linda Vista (13.7%)
Rio Vista (38.5%)
Sierra Vista (16.6%)
Topaz (29.0%)
Tynes (25.6%)

Tuffree (14.0%)
Valadez (29.7%)

SED (Red)
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%)

SWD (Red)
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%)

White Students (Red)
Brookhaven (17.9%)
Golden (14.1%)
Linda Vista (11.4%)
Rio Vista (36.4%)

Hispanic Students (Red)
Buena Vista (50.7%)
Tuffree (18.4%)
Fairmont (20.3%)
Tynes (32.8%)
Linda Vista (22.3%)
Mabel Paine (28.9%)

Rio Vista (38.0%)
Rose Drive (27.0%)
Ruby Drive (29.2%)
Sierra Vista (26.9%)
Topaz (29.6%)
Valadez (29.3%)

English Learners (Red)
Wagner (25.6%)
Tuffree (32.5%)
Tynes (28.8%)
Rio Vista (34.1%)
Ruby Drive (30.6%)
Sierra Vista (22.4%)
Topaz (26.3%)
Valadez (30.3%)
Van Buren (34.1%)

Homeless Students (Red)
Tuffree (24.8%)
Tynes (35.1%)
Kraemer (34.9%)
Rio Vista (41.4%)
Ruby Drive (34.8%)
Topaz (24.4%)
Valadez (29.2%)

Attendance data from the 2023 California School Dashboard revealed persistent challenges with chronic absenteeism across the district. Districtwide, African American, English Learner, Hispanic, Homeless, and Socioeconomically Disadvantaged student groups received a Red performance level. In addition, ten schools were identified at the Red level schoolwide, with Buena Vista and Rio Vista reporting the highest rates of chronic absenteeism. Several student groups, including Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, English Learners, and Homeless students, were also identified at the Red level across multiple schools, indicating ongoing barriers to consistent school attendance. The Dashboard results emphasize the importance of identifying attendance concerns early and providing timely support to students and families. The data highlights the need for strong school-family partnerships, counseling and wellness services, coordinated MTSS supports, and targeted outreach to students experiencing attendance challenges. Continued monitoring of attendance trends and engagement efforts remains critical to improving school connectedness and reducing chronic absenteeism among identified student groups.

2025 Dashboard Data Reflection:

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: 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 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, 8.9, 8.17 and 9.7-9.10. 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 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, and 3.21 are focused on the administration of the ELPAC, the Language Assessment Center and English Learner Instruction. Actions 4.4 and 4.9-4.13 support our Long Term English learners. Actions 5.6 and 5.9 focus on providing elementary school counselors at Title 1 schools and our AVID programs. Action 6.2 & 6.3 will focus on Foster Youth Mentors and Trauma-Informed Practices. 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, 8.9 and 8.17 are focused on Behavioral Intervention and Support, Implement Attendance Strategies in IEPs, and Academic Support for Melrose Elementary. Actions 9.7-9.10 focus on supporting UP students at El Camino Real HS' achievement in ELA & math and providing Training to Support English Learners.

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 addressed 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) 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 session.
Student Advisory Committee	During the Student Advisory Committee meetings held on March 25, 2026 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 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, explaining the discontinuation of some actions, amendments to others, and proposals for new actions.
Special Education Local Plan Area (SELPA) - Northeast Orange County 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.

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, Deputy/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 the sessions 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 updates on LCAP development procedures, fiscal considerations, outcome data, and proposed actions to address identified needs. Advisory members were given a list of staff-generated recommendations for improvement and had the opportunity to offer feedback, with representatives from 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 was 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.

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Educational partner feedback directly influenced the development of the 2026–27 LCAP. Parents, students, teachers, classified staff, administrators, DELAC members, PTA representatives, SELPA representatives, and community members consistently identified the need for expanded academic intervention, stronger English Learner supports, increased college and career opportunities, improved attendance interventions, and enhanced mental health services. In response, the district continued funding for intervention teachers, expanded English Learner summer programming, maintained bilingual family outreach services, strengthened attendance monitoring systems, and increased access to college and career readiness opportunities, including CTE pathways and dual enrollment programs.

Educational partners also emphasized the importance of professional learning for teachers, consistent implementation of MTSS, and additional support for students experiencing academic or behavioral challenges. As a result, the district maintained investments in professional development, collaborative PLC structures, behavioral intervention supports, and targeted services for Foster Youth, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students. Feedback gathered throughout the engagement process was reviewed and incorporated into the final selection, continuation, refinement, and expansion of LCAP actions.

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

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. Aside from this adjustment, all other actions were implemented as planned, including foundational math and writing initiatives, computer science programming, middle school athletics, transition-to-work opportunities for students with disabilities, preschool expansion, community engagement efforts, innovative programs, and the elimination of 5th/6th grade combination classes. Several actions demonstrated notable success, including five cycles of before- and after-school intervention programs for students in grades 1–6, participation by 6,185 students in the Reflex math program, 2,955 students using the Frax math application, and administration of district writing prompts to 7,284 elementary students. The district also continued the Orange County School of Computer Science and Universal Sports Institute programs, and increased community engagement through strategic planning listening sessions.

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.

Implementation of Goal 1 contributed to strong student outcomes across multiple measures. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, while Mathematics increased from 53.48% to 56.07%, with both indicators improving their Distance from Standard by more than eight points. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, chronic absenteeism declined from 17.8% to 11.4%, and suspension rates decreased from 1.4% to 0.6%. Local measures also reflected positive growth, including increases in K–5 i-Ready Reading performance from 58% to 63% and Mathematics from 47% to 53%. Writing outcomes improved substantially, with the percentage of students meeting or exceeding expectations on district writing prompts increasing from 81% to 86% in grades 1–5 and from 76% to 81% in grades 6–12. Advanced academic opportunities also expanded, with AP course participation increasing from 27% to 30%, AP pass rates rising from 85% to 91.2%, Cambridge exam pass rates increasing from 80% to 93%, and IB pass rates improving from 91% to 98%. Overall, the district concluded that the coordinated implementation of Goal 1 actions effectively supported student achievement, engagement, college and career readiness, and access to innovative educational opportunities. Comments related to specific actions are below:

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 revisions for the 2026-27 school year:

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.

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		
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. LREBG funds ($145,770)	$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.LREBG funds ($87,363.14)	$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

Action #	Title	Description	Total Funds	Contributing
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).		
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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 2 with no substantive differences between planned and actual implementation. Key actions included maintaining highly qualified staffing, providing professional development and collaborative learning opportunities for certificated and classified staff, ensuring equitable access to instructional materials and resources, administering state assessments, and monitoring resource allocation across schools. These efforts contributed to positive outcomes across multiple district indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, with the Distance from Standard increasing from 35.6 to 43.9 points above standard. Mathematics performance increased from 53.48% to 56.07%, with Distance from Standard improving from 6.1 to 14.3 points above standard. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, and chronic absenteeism declined from 17.8% to 11.4%, representing a 6.4 percentage-point reduction. Suspension rates also decreased from 1.4% to 0.6%.

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:

2.1: Districtwide Staffing: Fewer funds were used than initially budgeted to due strategic decision making regarding backfilling open positions, reducing staffing where feasible and similar decisions.

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 district found the actions associated with Goal 2 to be effective in maintaining and strengthening the district’s core instructional program. Professional development investments supported implementation of the California Mathematics Framework, literacy initiatives, writing instruction, multilingual learner supports, and science instruction, while expanded instructional resources enhanced access to standards-aligned learning opportunities. Local measures also reflected positive outcomes, including increases in the percentage of K–5 students performing at or above grade level on i-Ready Reading from 58% to 63% and Mathematics from 47% to 53%. Secondary academic

performance improved as well, with passing rates increasing in English Language Arts from 89% to 91%, Mathematics from 86% to 87%, Science from 88% to 90%, and Social Science from 88% to 89%. The district maintained 100% access to standards-aligned instructional materials, continued to receive a rating of “Good” on the Facilities Inspection Tool, and sustained full implementation of state standards across all content areas. Overall, the actions within Goal 2 successfully supported student achievement, instructional quality, and equitable access to educational opportunities while positioning the district to continue improving outcomes for all students. Comments related to specific actions are 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.	$197,741,712.84	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	$338,462.55	Yes

Action #	Title	Description	Total Funds	Contributing
		procedures, Learning Walks, etc—supported in part through LREBG funds ($54,498.63). 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, 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, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)		
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 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2) LREBG funds ($60,350)	$2,540,385.00	Yes
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. LREBG funds ($254,038.50)	$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

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 July 2026	Fall 2026: 29%	TBD - available July 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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 3 to improve outcomes for English Learners (ELs), with no substantive differences between planned and actual implementation. Key actions included ELD professional development, additional designated and integrated ELD sections at secondary schools, bilingual instructional aides, ELPAC administration and training, translation services, EL progress monitoring through Ellevation, bilingual community liaisons, the English Language Assessment Center, ELD Academic Support Teachers, ELD Teacher on Special Assignment (TOSA) support, the ELD Summer Program, GLAD training, and implementation of the EL Master Plan. These efforts contributed to positive outcomes across multiple indicators. The English Learner Progress Indicator improved from 50.3% (Orange) in 2023–24 to 51.0% (Yellow) in 2024–25, while EL graduation rates increased from 79.9% to 89.9%. College and Career Readiness improved from 11.4% to 20.8%, chronic absenteeism declined from 25.9% to 16.5%, and suspension rates decreased from 2.1% to 1.5%. English Learners also improved their Distance from Standard in English Language Arts from 41 points below standard to 33.4 points below standard and in Mathematics from 68.7 points below standard to 55 points below standard, with both indicators improving one Dashboard performance level.

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:

3.5: English Language Proficiency Assessments for California (ELPAC): Fewer funds were needed than initially estimated due to new ELPAC administration procedures. The district will refine coordination structures and adjust budget assumptions to reflect actual costs.

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.

The district found many actions to be effective in improving English Learner achievement and engagement. ELD professional development contributed to 74.6% of English Learners improving their ELA scores and 71.8% improving their mathematics scores, while bilingual aides, translation services, family engagement structures, and EL progress monitoring strengthened support systems for students and families. GLAD implementation, ELD Summer Programming, and the English Learner Assessment Center further enhanced language acquisition and access to grade-level content. Local measures reflected additional progress, including increases in secondary passing rates for English Learners in English Language Arts from 73% to 75%, Mathematics from 62% to 67%, Science from 64% to 74%, and Social Science from 64% to 68%. Challenges remain, however, as only 11.66% of English Learners met or exceeded standards in English Language Arts and 13.97% met or exceeded standards in Mathematics, and elementary ELD Academic Support Teachers were less effective at some sites because staffing was divided across multiple schools and significant time was devoted to Kindergarten class-size reduction efforts. Additionally, the district identified inconsistencies in the implementation of the English Learner Snapshot tool and will revise the action in 2026–27 to incorporate the English Learner Progress Indicator (ELPI) as a primary monitoring metric. Overall, the coordinated implementation of Goal 3 actions resulted in meaningful progress toward closing achievement gaps and improving academic, language development, attendance, and postsecondary outcomes for English Learners. Comments related to specific actions are below:

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 EPLAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and create optimal testing conditions

Action 3.6: Additional Instructional Materials for EL Support
This year, with the implementation of GLAD, we have focused this action on supporting the necessary materials for a successful implementation of GLAD. Each school site has been supported with the necessary materials to support the implementation.

Action 3.7: ELD Instruction and Support
Due to the change in our hourly part time teachers, we provided ELD Academic Support Teachers at the elementary school level to provide ELD support and direct services throughout the year. This action was effective at the Title 1 sites but less effective at the non-Title I sites. The ineffectiveness of this action is due to 7 FTEs being split between 14 schools. Additionally, the ELD ASTs spent a majority of the time supporting Kindergarten class size reduction. This Kindergarten support has reduced the time they can support ELD.

Action 3.8: ELD Teacher Support
We continue to provide a District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites. This action has been effective in the implementation of GLAD, ELD support for all grade spans, DWI training, and ELPAC training.

Action 3.9: Translation Services
We continue to provide District translation services to support English learners and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites. This action is effective to provide support to our families in making progress toward the goal during the three-year LCAP cycle.

3.10: English Language Assessment Center
This initiative is effective in meeting our three-year goal because it ensures a centralized and streamlined approach to identifying and assessing English Learners (ELs). By housing language assessment services within the Family Resource Center, we enhance accessibility for families, improve coordination of support services, and ensure consistency in evaluating student needs. This structure allows for more efficient resource allocation, timely interventions, and better alignment with district-wide language development goals.

3.11: DELAC & ELAC Groups
This initiative effectively advances our three-year goal by strengthening family engagement and fostering meaningful collaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents with valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their children’s academic success.

3.12: Bilingual Community Liaisons
This initiative directly supports our three-year goal by ensuring that students and families in high-ELL-population schools receive timely responsive support. Bilingual School/Community Student Advisors play a crucial role in bridging communication between families and schools, fostering stronger relationships, and increasing engagement in the educational process.

3.13: Administrative Support
This action is essential to achieving our three-year goal by ensuring strong administrative leadership and compliance with state and federal guidelines for the EL program. By maintaining dedicated administrative support at the district office, we can effectively oversee program implementation, provide communication to school sites, and ensure alignment and coherence of services.

3.14: Melrose Literacy Coach
This initiative supports our three-year goal by enhancing literacy instruction and providing targeted interventions for students who need additional support at Melrose Elementary. The Literacy coach and specialist plays a critical role in strengthening instructional practices, supporting teachers, and improving student outcomes. This investment ensures that students, particularly those struggling with literacy, receive the necessary resources and support to develop strong reading skills, ultimately leading to greater academic success and long-term educational equity.

3.15: EL Progress Monitoring
This initiative directly advances our three-year goal by leveraging technology to ensure real-time monitoring and support for English Learners (ELs). By utilizing and providing ongoing training for the online data system, we can effectively track EL progress, identify students with D or F grades in core classes, and implement timely interventions. Ellevation training and support enhance our ability to target instruction using consolidated data, streamline EL and RFEP monitoring, and manage the reclassification process efficiently.

3.16: ELD Coordination
This action 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 actions have 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.

Action 3.17 was discontinued 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
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	$6,651.00	No

Action #	Title	Description	Total Funds	Contributing
		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 ($6,651.00)		
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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)) 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
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	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 Math and local assessments such as the iReady Diagnostic for Reading and Math. (M3.2, M3.3, M3.8, M3.9, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$1,760,698.00	Yes
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	$375,206.20	Yes

Action #	Title	Description	Total Funds	Contributing
		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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)		
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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2 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 Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement, supported through LREBG funds ($7,650.00). 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	$7,650.00	No

Action #	Title	Description	Total Funds	Contributing
		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, , M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$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, , M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2).	$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 indicated on the Transcript (A, B, or C) in Core Content Classes(M3.11) LREBG funds ($25,515.00)	$25,515.00	No

Action #	Title	Description	Total Funds	Contributing
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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2).	$69,000.00	Yes
3.17	ELD Summer Program	Action Discontinued Effective 26-27		
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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$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.	$19,131.00	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. LREBG funds ($78,626.83)	$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 provides space for students, families and educators to set academic goals and plan next steps. LREBG funds ($3,500.00)	$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PYLUSD will close the academic achievement gap for Long-Term English Learner (LTEL) students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of this goal is driven by the need to improve academic achievement and language proficiency for Long-Term English Learners (LTELs), as indicated by multiple data points. CAASPP scores reveal that fewer than 40% of LTELs meet or exceed standards in English Language Arts (ELA), and less than 15% meet standards in Math, highlighting a persistent achievement gap.

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 July 2026	Fall 2026: 25%	TBD - available July 2026
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.

During the 2025–26 school year, PYLUSD successfully implemented the actions associated with Goal 4 to support Long-Term English Learners (LTELs), with no substantive differences between planned and actual implementation. Key actions included AVID Excel, designated and integrated ELD sections at secondary schools, implementation of English 3D and other ELD curricula, systematic progress monitoring, participation in the OCDE LTEL Network, ELAC and DELAC engagement, student focus groups, teacher awareness initiatives, professional development, student goal setting, and enhanced monitoring through Ellevation.

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 district found several actions to be particularly effective in accelerating LTEL achievement and language development. These actions contributed to measurable gains in student outcomes. LTEL English Language Arts performance improved from 27.2% meeting or exceeding standards in 2024–25 to 37.5% in 2025–26, resulting in movement from Red to Yellow on the California Dashboard and an improvement in Distance from Standard from 113.9 points below standard to 70 points below standard. Mathematics performance also improved from 14.68% to 14.9%, while Distance from Standard improved substantially from 157.3 points below standard to 95 points below standard. Writing performance increased from 46% to 51% of students meeting or exceeding expectations on district writing prompts, and passing rates improved in English Language Arts (66% to 74%), Mathematics (63% to 68%), and Science (59% to 72%).
AVID Excel improved student engagement and academic behaviors, while Bridging and Expanding ELD sections provided equitable access to designated and integrated language instruction. English 3D and related curriculum resources supported language acquisition and access to grade-level content, and systematic progress monitoring enabled educators to identify students in need of intervention and provide timely support. Language proficiency outcomes also improved from the prior year, with Level 4 ELPAC Reading increasing from 7.3% to 10.15%, Writing from 7.3% to 8.61%, Listening from 9.7% to 13.69%, and Speaking from 75% to 82.34%. ELAC and DELAC meetings increased stakeholder engagement and awareness of LTEL needs, while focus groups and empathy interviews provided valuable insight into student experiences. One challenge identified during implementation was the inconsistent execution of academic progress check-ins, which limited the impact of that action. Additionally, LTEL reclassification rates declined from 33% in 2024 to 8% in 2025, indicating an area requiring continued focus. Overall, the district concluded that the coordinated implementation of Goal 4 actions contributed to meaningful progress in closing achievement gaps and improving academic and language outcomes for Long-Term English Learners. Comments related to specific actions are below:

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.

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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$389,516.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. LREBG funds ($3,150.00)	$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. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.	$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
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, LREBG funds ($70,764.00)	$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. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2. LREBG ($72,712.77)	$132,207.42	Yes

Action #	Title	Description	Total Funds	Contributing
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. LREBG funds ($810.00)	$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. LREBG funds ($810.00)	$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. LREBG funds ($2,835.00)	$2,835.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is developed to address achievement gaps and improve outcomes for socioeconomically disadvantaged (SED) students based on multiple indicators. While English Language Arts (ELA) and Mathematics performance have improved, with ELA increasing from 48.9% (Orange) in 2023 to 52.18% (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.

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	Metric not monitored as an outcome as it is not a data point that can be influenced by staff actions. It has been left in data table to preserve numbering convention of other data points.	Metric not monitored as an outcome as it is not a data point that can be influenced by staff actions. It has been left in data table to preserve numbering convention of other data points.	Metric not monitored as an outcome as it is not a data point that can be influenced by staff actions. It has been left in data table to preserve numbering convention of other data points.	Metric not monitored as an outcome as it is not a data point that can be influenced by staff actions. It has been left in data table to preserve numbering convention of other data points.	Metric not monitored as an outcome as it is not a data point that can be influenced by staff actions. It has been left in data table to preserve numbering convention of other data points.
5.11	Homeless English Language Arts CA	2022-2023 Yellow	2023-2024 Orange	2024-2025 Yellow	2025-2026 Green	(N/A%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	N/A % -37.6 DFS	(34.61 %) -44.5 DFS	(38.45%) -30.4 DFS	37.7%	No Change in Color DFS = +7.2 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -79.7 DFS	2023-2024 Orange (20.92%) -79.2 DFS	2024-2025 Yellow (24.26%) -66.9 DFS	2025-2026 Green 23.2%	(N/A%) Color: moved down 1 color 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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 5 with a high degree of fidelity. The only notable implementation challenge involved the districtwide Mentoring Program (Action 5.15), which experienced low student participation and therefore had limited impact. Otherwise, planned actions were implemented as intended, including McKinney-Vento support services, tutoring, family literacy and math nights, elementary counselors at high-impact Title I schools, transportation assistance, additional administrative support, AVID programming, community engagement initiatives, Title I parent involvement activities, instructional coaching, and Family Resource Center supports.

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, aside from actions:

5.1: McKinney Vento Support Staff: The staffing model was consolidated and the liaison responsibility was folded into existing staff members.

5.9: Advancement Via Individual Determination (AVID) Program: PYLUSD pre-purchased AVID site licenses for its schools for the next two years at a discounted rate. Budgeted amounts for 2026-27 and 2027-28 will reflect this.

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

These actions contributed to positive outcomes for Socioeconomically Disadvantaged (SED) students. English Language Arts performance increased from 48.9% meeting or exceeding standards to 52.18%, moving from Orange to Green status and improving the Distance from Standard by 7.9 points. Mathematics performance improved from 33.6% to 38.12%, with the Distance from Standard improving by 11.9 points. Chronic absenteeism declined significantly from 26.6% to 18.1%, suspension rates decreased from 1.9% to 0.9%, graduation rates increased from 91.8% to 94.8%, and College and Career Readiness improved from 43.3% to 49.6%. Local measures also showed growth, with K–5 students performing at or above grade level on i-Ready increasing from 42% to 46% in Reading and from 27% to 35% in Mathematics.

The actions were effective in improving academic achievement, engagement, attendance, and postsecondary readiness for SED students. Elementary counselors, AVID implementation, tutoring services, transportation support, family engagement activities, and targeted McKinney-Vento services helped address both academic and non-academic barriers to student success. Secondary academic outcomes improved, including increases in passing rates for grades 6–12 English Language Arts (83% to 86%), Mathematics (78% to 79%), Science (80% to 85%), and Social Science (81% to 83%). The district also demonstrated notable progress among homeless students, including improvements in English Language Arts performance, Mathematics achievement, graduation rates, college and career readiness, and reductions in chronic absenteeism and suspension rates. While continued growth is needed to further accelerate mathematics achievement and increase college and career readiness outcomes, the overall implementation of Goal 5 actions contributed to measurable progress

toward closing achievement gaps and improving outcomes for Socioeconomically Disadvantaged students and other highly impacted student populations. 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. Comments related to specific actions are below:

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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)	$120,819.50	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	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		training for families focused on school sites with higher populations of SED 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	No
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,	$815,571.32	Yes

Action #	Title	Description	Total Funds	Contributing
		and Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16). (Learning Recovery $799,591.94)		
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. 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)	$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

Action #	Title	Description	Total Funds	Contributing
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	+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%	Expanded Grade Levels Winter Diagnostic 2023-24, K-5: 30%	Expanded 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%	Expanded Grade Levels Winter Diagnostic 2023-24, K-5: 23%	Expanded 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 6.9%	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.

During the 2025–26 school year, the district successfully implemented all actions associated with Goal 6 to support Foster Youth students, with no substantive differences between planned and actual implementation. Key actions included providing individualized tutoring services, mentoring and educational case management, trauma-informed practices, collaboration with child welfare agencies, family and caregiver engagement, professional development for staff, and streamlined enrollment processes for foster youth entering the district.

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.

These actions contributed to positive outcomes in several areas. Foster Youth English Language Arts performance increased from 20.0% meeting or exceeding standards in 2022–23 to 33.3% in 2024–25, improving two Dashboard performance levels from Red to Yellow and reducing the Distance from Standard by 9.3 points. Mathematics performance also improved from 14.3% to 18.2%, while chronic absenteeism declined from 31.5% to 27.8% before increasing to 32.4% in 2024–25. Staff reported that mentoring services, tutoring support, trauma-informed practices, and coordination with caregivers and county agencies were particularly effective in helping foster youth remain connected to school and receive targeted academic and social-emotional support.

The actions were effective in strengthening the district's system of support for Foster Youth and contributed to measurable gains in academic achievement and student engagement. Personalized tutoring, consistent mentoring relationships, coordinated enrollment support, and collaboration with caregivers and child welfare agencies helped ensure students received timely interventions and remained connected to school. Foster Youth also demonstrated improvement in several secondary academic indicators, including increases in passing rates in grades 6–12 English Language Arts (70% to 75%), Mathematics (69% to 74%), and Science (73% to 83%). However, challenges remain. Foster Youth continue to perform below district averages in both English Language Arts and Mathematics, chronic absenteeism remains elevated at 32.4%, and suspension rates remained relatively stable at 6.6% in 2024–25. As a result, the district will continue to prioritize individualized academic interventions, attendance supports, mentoring, trauma-informed practices, and cross-agency collaboration to further reduce barriers and improve outcomes for Foster Youth students. Comments related to specific actions are below:

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.

Of note is that metrics 6.5 and 6.6 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)	$54,988.64	Yes

Action #	Title	Description	Total Funds	Contributing
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
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. LREBG funds ($$63,688.00).	$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	$14,915.99	No

Action #	Title	Description	Total Funds	Contributing
		address attendance issues by providing individualized and targeted resources and leveraging outside community resources		
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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 7 with a high degree of fidelity. Key implementation efforts included maintaining Professional Learning Communities (PLCs), reducing class sizes in TK and Kindergarten, providing targeted academic intervention and mental health supports, expanding attendance monitoring and early intervention systems, strengthening MTSS implementation, increasing access to college and career readiness opportunities, and supporting students through dual enrollment, dual language, and credit recovery programs. The only substantive difference between planned and actual implementation was the postponement of the Financial Literacy Task Force (Action 7.22) 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 material differences between budgeted expenditures and estimated actual expenditures for the following actions:

7.3 Maintain class size ratios in TK/K : The initial allocation plan was for supplemental funds to pay for a portion of TK/K class size staffing; this changed to supplemental funding paying for 100% of the salaries for all additional staff referenced in this action.

7.8 PYLUSD Induction Program: Fewer teachers were hired that needed to enroll in an induction program than initially budgeted so the expenses were less.

7.9 Mental Health Support and Resources for Students and Families at Secondary Sites: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies that were difficult to fill.

7.16 District Teachers on Special Assignment (TOSA): A component of the initial plan was for grant funding to cover the salary of one of our TOSAs; this did not come to fruition so supplemental funds were used to pay 100% of that salary.

7.17 District Leadership: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies.

7.30 Learning Recovery Programs: PYLUSD was able to pre-purchase discounted fees to learning recovery softwares and reduced the number of software subscriptions to expend fewer resources on this action.

7.32 Secondary Intervention Classrooms: The plan was for long term substitutes to be made available at each secondary site to supervise intervention classrooms; strategic master schedule creation allowed for existing FTE to take on this responsibility.

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

These actions contributed to positive outcomes across multiple indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39%, while Mathematics increased from 53.48% to 56.07%. Chronic absenteeism declined from 17.8% to 11.4%, suspension rates decreased from 1.4% to 0.6%, and the percentage of students meeting College and Career Readiness indicators increased from 55.8% to 61.8%. Significant gains were also observed among targeted student groups, including Foster Youth increasing from 20.0% to 33.3% meeting or exceeding standards in ELA and English Learners improving from 10.6% to 14.0% meeting or exceeding standards in Mathematics.

The actions were effective in improving academic outcomes, student engagement, attendance, and college and career readiness for Unduplicated Pupils. English Learners, Socioeconomically Disadvantaged students, and Foster Youth demonstrated improvement across several Dashboard indicators, including movement to higher performance levels in English Language Arts, Mathematics, Chronic Absenteeism, and College and Career Readiness. Local measures also reflected positive progress, with the percentage of Socioeconomically Disadvantaged students meeting grade-level expectations on the i-Ready Reading Diagnostic increasing from 42% to 46% and Mathematics increasing from 27% to 35%. Additionally, passing rates in core academic subjects increased across both elementary and secondary grade spans, including mathematics passing rates rising from 74% to 79% in grades 6–12. While achievement gaps remain for some student groups, particularly English Learners and Foster Youth, the district's comprehensive system of academic interventions, attendance supports, mental health services, professional learning, and college and career readiness initiatives contributed to measurable progress toward closing achievement gaps and improving outcomes for the district's highest-need students. Comments related to specific actions are below:

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: Maintain class size ratios in TK/K
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.

Of note is that metrics 7.7 and 7.8 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$2,438,250.99	Yes

Action #	Title	Description	Total Funds	Contributing
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
7.3	Maintain class size ratios in TK/K	Maintain class size ratios 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 that is administered to kindergarteners. (M7.7 & M7.8) LREBG funds ($12,000.00)	$5,941,622.62	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	$211,817.00	No

Action #	Title	Description	Total Funds	Contributing
		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)		
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
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-M7.6, & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4) 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4) .LREBG funds ($3,875.92)	$2,233,493.92	Yes

Action #	Title	Description	Total Funds	Contributing
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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$307,892.00	Yes
7.11	Site Discretionary Funding for UPs	Distribute different amounts of resources to schools where needs are greatest based on the population and achievement of UPs 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$657,655.00	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. 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$1,404,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$1,408,616.47	Yes
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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$1,994,379.45	Yes

Action #	Title	Description	Total Funds	Contributing
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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$62,856.00	
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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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
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.LREBG Funds ($57,319.00)	$57,319.00	No

Action #	Title	Description	Total Funds	Contributing
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. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$119,977.59	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. 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)	$283,000.00	No

Action #	Title	Description	Total Funds	Contributing
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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$522,648.00	Yes
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	$301,043.14	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 ($1,084,610.00). 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 strategy. M7.1 & M7.2 will be used to monitor the effectiveness of this action.	$1,453,210.00	No

Action #	Title	Description	Total Funds	Contributing
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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)		
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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$4,000.00	
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”.	2025-2026 79% of students completely or somewhat agree to the prompt, “I feel like I belong at this school”.	2026-2027 84% of students will completely or somewhat agree to the prompt, “I feel like I belong at this school”.	

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”.	80% 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.

During the 2025–26 school year, the district implemented Goal 8 with a high degree of fidelity and minimal differences between planned actions and actual implementation. Major strategies included assigning a full-time Registered Behavior Technician (RBT) to every elementary school, maintaining site-based psychologists and ABA supervisors, expanding attendance monitoring and recovery programs, implementing PBIS across school sites, supporting students with disabilities through accommodations and co-taught Algebra courses, and increasing parent engagement and college and career readiness supports. These efforts targeted the district’s lowest-performing student groups and schools, particularly students with disabilities, foster youth, English learners, and socioeconomically disadvantaged students. Implementation successes included the expansion of the Saturday School Attendance Recovery Program, districtwide attendance tracking systems, structured SART and DART processes, successful ProAct training for educators, and the continued implementation of co-taught Algebra 1A and 1B courses designed to increase access to rigorous instruction for students with disabilities.

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 actions aside from action 8.1 that used fewer funds than budgeted due to staffing turnover and resultant vacancies that were difficult to fill.

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

The actions contributed to positive progress toward improving school climate, attendance, behavioral outcomes, and academic achievement. Districtwide, 78% of students reported that they completely or somewhat agreed with the statement, “I feel safe at my school,” progressing toward the 85% target. The district reported that all elementary schools now have assigned full-time RBTs, attendance recovery efforts expanded through Saturday School programming, and monthly attendance monitoring systems allowed schools to identify and address attendance concerns more quickly. In addition, targeted supports continued to address significant needs among student groups experiencing elevated chronic absenteeism, including English Learners (25.9%), Socioeconomically Disadvantaged students (26.6%), and Foster Youth (31.5%). While most actions were implemented successfully, some initiatives, including mental health supports, attendance strategies within IEPs, and parent engagement efforts for families of students with disabilities, require continued monitoring to fully evaluate their long-term impact. As a result of implementation reflections, Action 8.2 was revised to continue the school psychologist staffing model that was

introduced during the 2025–26 school year. Overall, the district found the actions effective and will continue them in 2026–27 to further close achievement gaps and improve outcomes for targeted student groups. The actions for Goal 8 impacted student outcomes and will be continued for the 2026-27 school year. Comments related to specific actions are below:

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 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 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$2,218,863.00	Yes
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	$769,777.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)		
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, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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
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	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

Action #	Title	Description	Total Funds	Contributing
	Attendance Review Teams (DART)			
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. LREBG funds ($46,428.00)	$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
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

Action #	Title	Description	Total Funds	Contributing
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.LREBG funds ($117,552.31)	$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 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.	$157,380.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Implement focused actions during the 2025–26 school year to improve academic achievement for Hispanic, Socioeconomically Disadvantaged, English Learner, and Long-Term English Learner student groups, with targeted support for El Camino Real Continuation High School. These efforts will be measured by improvements in CA Dashboard indicators and will include enhanced staffing and evidence-based strategies to address the unique needs of these student populations, with the overarching goal of accelerating academic growth and closing performance gaps.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of a Focus Goal for El Camino Real Continuation High School is driven by both statutory requirements and data-informed need. In accordance with Education Code Section 52064(e)(7), any school receiving LCFF Equity Multiplier Funds must establish a Focus Goal to target equity and student success. El Camino Real has been identified by the California Department of Education to receive Equity Multiplier Funds, providing additional state resources to support schools serving high concentrations of students from underserved backgrounds. This funding underscores the importance of implementing focused, data-driven actions to address academic disparities and improve student outcomes.

Further justifying this goal are El Camino Real's 2024 California Schools Dashboard results, which highlight multiple areas of urgent need. Schoolwide performance on the CAASPP shows students in the 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 El Camino Students	2022-2023: 6.5%	2023-2024: 0.9%	2024-2025 1.7%	2025-2026: < 2%	+4.8%
9.9	Expulsion Rate for El 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.

During the 2025–26 school year, Placentia-Yorba Linda Unified School District successfully implemented the actions associated with Goal 9 with a high degree of fidelity, focusing on improving outcomes for Hispanic, Socioeconomically Disadvantaged, English Learner, and Long-Term English Learner students at El Camino Real Continuation High School. Key actions included maintaining reduced class sizes through additional staffing, establishing an AVID program, expanding counseling and college and career supports, providing targeted intervention and professional development in English Language Arts and Mathematics, strengthening English learner supports, implementing attendance monitoring systems, and offering flexible scheduling opportunities. These efforts contributed to measurable improvements across several indicators.

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.

El Camino's graduation rate increased from 73.8% in 2022–23 to 85.3% in 2024–25, attendance improved from 70.05% to 71.02%, English Learner Progress increased from 36.9% to 44.7% and moved from Orange to Yellow on the California Dashboard, and the suspension rate

declined from 6.5% to 1.7%. Academic outcomes also improved, with ELA passing rates increasing from 42% to 63% and mathematics passing rates increasing from 42% to 75%. Additionally, English Learner participation in Career Technical Education courses improved from being 10 percentage points below overall enrollment to only 4 percentage points below overall enrollment.

While the actions produced positive results, implementation data identified opportunities for refinement. Student participation in intervention opportunities offered outside of the regular school day was lower than anticipated, limiting the effectiveness of some supports. As a result, the district revised Action 9.9 to shift intervention services into the regular school day where student participation is expected to be stronger. Despite gains in student achievement, academic performance remains an area requiring continued focus. CAASPP English Language Arts performance improved from Red to Orange for both schoolwide and targeted student groups, while Mathematics performance showed modest gains but remains below desired levels. These results demonstrate that the district's investments in staffing, intervention, attendance supports, college and career readiness, and instructional improvement strategies are producing positive outcomes, while also highlighting the need to continue accelerating academic growth for students furthest from meeting standards.

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 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)	$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

Action #	Title	Description	Total Funds	Contributing
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 disproportionality that may exist in program enrollment and completion through targeted recruitment and enrollment of UPs in CTE classes	$23,968.88	No
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. (LREBG $41,786.00)	$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. LREBG funds ($37,607.00)	$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	$270,916.78	No

Action #	Title	Description	Total Funds	Contributing
		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		
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. LREBG funds ($729.00)	$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 regular home visits, phone calls, SART meetings, and linkage to outside resources to improve the attendance rate of students	$13,330.84	No
9.12	Flexible Scheduling	Adjust the bell schedule to better meet students' needs as well as examine the master schedule to maximize opportunities for students to earn credits	$19,414.79	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
$$24,983,734	$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, by providing ongoing professional development and training for teachers to close achievement gaps. Since all PYLUSD sites serve unduplicated pupils, implementing this action districtwide ensures a more effective and consistent approach. Research indicates that professional learning significantly enhances staff capacity to support unduplicated pupils, making	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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
	rates for the ALL student metrics. However, English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the ALL student group in multiple CA Dashboard metrics. For example, English Learners achieved only 11.66% proficiency in ELA and 13.97% proficiency in Mathematics, while Foster Youth remained at 33.33% proficiency in ELA and 18.18% in Mathematics. Closing these gaps requires consistent access to highly effective instruction from the first day a teacher enters the profession. **Scope:** LEA-wide	this the most strategic use of funds to address their needs (Kanold, 2017; Hattie, 2009; Erkens & Twadall, 2012).	
2.3	**Action:** Instructional Materials, Supplies, and Services **Need:** Unduplicated student groups, specifically English learners (ELs), low-income students, and foster youth, demonstrated performance gaps on the 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:**	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 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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
	LEA-wide		
4.5	**Action:** OCDE LTEL Network **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. This indicates a need for a wholistic, systemic analysis of ELD supports. **Scope:** LEA-wide	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). Implementing such interventions and supports requires a wholistic, systemic approach and inter-LEA collaboration opportunities will ensure that PYLUSD leaders are providing such guidance to our schools.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.
4.10	**Action:** Academic Progress Check-ins **Need:** Data from the 2024-25 school year indicates that Long-Term English Learners continue to experience substantial academic and language proficiency challenges. During 2024-25, only 27.2% of LTELs met or exceeded standards in English Language Arts and only 14.68% met or exceeded standards in Mathematics. District writing data showed a decline from 61% meeting expectations in	Long term English learners show a greater trend towards disengagement compared to the non-LTEL-identified peers (Hill & Deng, 2015). This action seeks to build direct connections to students to mitigate this factor and increase student achievement and engagement metrics.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.

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
	2022-23 to 51% meeting expectations in 2024-25, while only 10.15% of LTELs achieved ELPAC Level 4 in Reading and Writing during 2024-25. Regular academic progress check-ins are needed to monitor achievement, identify barriers to reclassification, strengthen student-adult connections, and provide timely interventions that improve academic performance and language proficiency. **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 college/career prepared, a figure that has remained stagnant over two years.	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento 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 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2)

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
	Scope: LEA-wide		
7.1	**Action:** Teacher Collaboration and Intervention Design **Need:** Analysis of the 2024-25 California School Dashboard and local assessment data indicates that significant achievement gaps persist for Unduplicated Pupils. During the 2024-25 school year, English Learners met or exceeded standards in English Language Arts at a rate of 11.66% and Mathematics at 13.97%, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Socioeconomically Disadvantaged students achieved 52.18% proficiency in ELA and 38.12% proficiency in Mathematics during the same year. These outcomes demonstrate a need for structured teacher collaboration focused on data analysis, intervention planning, progress monitoring, and the implementation of effective instructional practices for Unduplicated Pupils. **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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.3	**Action:** Maintain class size ratios in TK/K **Need:**	Maintaining class size ratios 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	The effectiveness of this action will be assessed using local indicators such as the iReady diagnostic in reading and math, the

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
	In Placentia-Yorba Linda USD, Unduplicated Pupils, particularly low-income students, English learners, and foster youth often enter school with fewer opportunities for early academic and language development. These groups have lower readiness indicators on PYLUSD local assessments (iReady) and higher rates of chronic absenteeism in the early grades. **Scope:** LEA-wide	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).	administration of which starts in kindergarten. (M7.7 & M7.8 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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:**	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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
	Schoolwide		
7.7	**Action:** Professional Development focused on needs of EL, SED, and FY **Need:** Unduplicated Pupils continue to experience achievement gaps despite overall district success. English Learners achieved only 11.66% proficiency in ELA and 13.97% proficiency in Mathematics, while Foster Youth remained at 33.33% proficiency in ELA and 18.18% in Mathematics. Closing these gaps requires consistent access to highly effective instruction from the first day a teacher enters the profession. Newly credentialed teachers serving high concentrations of English Learners, Socioeconomically Disadvantaged students, and Foster Youth require coaching, mentoring, and professional learning to accelerate instructional effectiveness and ensure equitable learning opportunities for all students. **Scope:** LEA-wide	The Elementary PD Supplemental action is grounded in research emphasizing the critical role of teacher quality and professional learning in improving student outcomes. According to John Hattie's Visible Learning research, teacher professional development has an effect size of 0.62, indicating a substantial impact on student achievement when teachers engage in ongoing, targeted training. Topics for teacher training include differentiated instruction, early reading phonics, literacy, and math to support UPs. Furthermore, the National Institute of Child Health and Human Development underscores the importance of early literacy instruction and intervention in reducing reading difficulties, particularly when educators are equipped with knowledge of the science of reading and strategies for supporting diverse learners.	The effectiveness of this action will be assessed using local measures such as the iReady Diagnostic for Reading and Math (M7.7 & M7.8 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.8	**Action:** PYLUSD Induction Program **Need:** Achievement data from the 2024-25 school year demonstrates that Unduplicated Pupils continue to experience significant academic	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. Topics for induction	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance

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	disparities. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. To close these gaps, newly credentialed teachers require mentoring, coaching, and professional learning that strengthens instructional effectiveness and equips them to meet the diverse needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. **Scope:** LEA-wide	training include differentiated instruction, early reading phonics, literacy, and math to support UPs. 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).	of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.9	**Action:** Mental Health Support and Resources for Students and Families at Secondary Sites **Need:** In PYLUSD, the 2024 California Dashboard shows chronic absenteeism rates for Foster Youth in the Orange performance level, while English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students are in the Yellow. These elevated rates indicate a continued need for targeted counseling and support services to address the underlying barriers to consistent school attendance for these student groups. **Scope:** LEA-wide	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students and improve school attendance, particularly English Learners (EL), socio-economically disadvantaged (SED) students, and Foster Youth (FY), who often face additional stressors and barriers to academic success. Research indicates that mental health support plays a key role in improving student well-being, engagement, and academic outcomes (Zins et al., 2004). For UPs, who are at greater risk for experiencing trauma, family instability, and other socio-economic challenges, access to mental health resources is essential for ensuring they can fully participate in their education (Cohen & Sandy, 2007).	The effectiveness of this action will be assessed using CA Dashboard Indicators to track the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6 & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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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 interventions to improve student engagement and reduce absenteeism. **Scope:** Schoolwide	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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.11	**Action:** Site Discretionary Funding for UPs **Need:** Data from the 2024-25 school year indicates that Unduplicated Pupils continue to face challenges in attendance, academic achievement, and college and career readiness. Chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Additionally,	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. Site leaders are expected to use their allocations based on a needs assessment of student achievement data for UPs. 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	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 at all

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	during 2024-25, only 20.8% of English Learners and 49.6% of Socioeconomically Disadvantaged students met the College and Career Indicator preparedness threshold. Flexible site-based funding is needed to address locally identified barriers and provide targeted supports aligned to the needs of Unduplicated Pupils. **Scope:** LEA-wide	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).	sites across the district. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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, highlighting the urgent need for targeted interventions and enhanced family engagement strategies. **Scope:** Schoolwide	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.13	**Action:** Additional Health Support at High Impact Sites **Need:**	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	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic

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	Attendance data from the 2024-25 school year indicates that chronic absenteeism continues to impede academic success for Unduplicated Pupils. English Learners experienced a chronic absenteeism rate of 16.5%, Socioeconomically Disadvantaged students 18.1%, and Foster Youth 32.4%, with Foster Youth remaining in the Red performance level. Additional health support services are needed to address health-related barriers to attendance, increase access to care, and improve student engagement and learning outcomes. **Scope:** Schoolwide	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).	Absenteeism indicator. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.14	**Action:** Instructional Aides for Physical Education **Need:** Student wellness and attendance data from the 2024-25 school year indicate a continued need to support student engagement and school connectedness. Chronic absenteeism rates remained elevated among English Learners (16.5%), Socioeconomically Disadvantaged students (18.1%), and Foster Youth (32.4%). Additional instructional aide support during physical education classes is needed to increase participation, ensure student safety, promote inclusion, and support the physical and social-emotional well-being of Unduplicated Pupils.	Additional staffing in elementary PE courses allows for more strategic supervision and grouping, so our PE teachers are able to provide direction and guidance to smaller groups of students, increasing the opportunity for instructional best practices such as checking for understanding and formative feedback. Research shows that physical activity is a critical factor in supporting academic performance, improving mental health, and reducing behavioral problems (Donnelly & Lambourne, 2011). For students who may face challenges related to health, social-emotional issues, or a lack of access to extracurricular activities, physical education aides provide essential support by assisting with individualized instruction, facilitating participation, and ensuring that students engage in physical activity that promotes fitness and wellness (Singh et al., 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators and local performance measures.(M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	Scope: LEA-wide		
7.15	**Action:** Library Support at High Schools **Need:** College and career readiness and literacy data from the 2024-25 school year reveal ongoing disparities for Unduplicated Pupils. During 2024-25, only 20.8% of English Learners met the College and Career Indicator preparedness standard, while English Learners met or exceeded English Language Arts standards at a rate of only 11.66%. These data demonstrate a need to strengthen literacy, research skills, digital literacy, and access to academic resources through high school library services that support academic achievement and postsecondary readiness. **Scope:** LEA-wide	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. Additionally, they provide a space for students to study and equitable access to information to increase cultural capital of UPs and support UP student achievement. 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.16	**Action:** District Teachers on Special Assignment (TOSA) **Need:** Performance data from the 2024-25 school year demonstrates persistent academic achievement gaps among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth	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,	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,

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	met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Teachers require ongoing coaching, curriculum support, and professional learning to implement evidence-based instructional practices that improve outcomes for these student groups. District Teachers on Special Assignment provide the specialized support necessary to build instructional capacity and accelerate student achievement. **Scope:** LEA-wide	language barriers, or foster care status (Guskey, 2002; Darling-Hammond et al., 2017).	and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.17	**Action:** District Leadership **Need:** Districtwide data from the 2024-25 school year indicates that significant achievement and attendance gaps remain among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Coordinated district leadership is necessary to monitor implementation of LCAP actions, align resources, support site leaders, and ensure continuous improvement efforts result in measurable gains for Unduplicated Pupils. **Scope:**	Maintaining district leadership to meet the needs of Unduplicated Pupils (UPs) and students who are at-risk is critical for ensuring that these students receive the support and resources necessary to succeed academically. District leadership positions such as the Director of Secondary Education and the Executive Director of Elementary Education set 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.24	**Action:** School and District Attendance Review Teams **Need:** Chronic absenteeism remains a significant concern in the district, particularly for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. While the districtwide rate improved from 17.8% in 2022–2023 to 12.2% in 2023–2024, student groups most in need continue to experience higher rates of absenteeism. Although EL and SED students improved from Red to Yellow, and Foster Youth remained in the Orange,	Providing district support to oversee systematic School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings is critical for addressing chronic absenteeism and ensuring that all students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds, receive the support they need to attend school regularly. Chronic absenteeism is a significant barrier to academic success, as research shows that students who miss school frequently are more likely to struggle academically, fall behind in coursework, and eventually disengage from	The effectiveness of this action will be assessed using the CA Dashboard, specifically the Indicator for Chronic Absenteeism. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	these rates indicate the ongoing need for targeted interventions and support to improve attendance and engagement among these student groups. **Scope:** LEA-wide	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).	
7.27	**Action:** GEAR UP Program **Need:** College and career readiness data from the 2024-25 school year demonstrates a need for expanded academic mentoring and postsecondary planning opportunities for Unduplicated Pupils. Only 20.8% of English Learners and 49.6% of Socioeconomically Disadvantaged students met the College and Career Indicator preparedness threshold. Achievement gaps also persisted during 2024-25, with English Learners meeting or exceeding standards at rates of 11.66% in ELA and 13.97% in Mathematics. Additional support in academic planning, goal setting, college awareness, and career exploration is needed to improve long-term outcomes and postsecondary readiness. **Scope:** LEA-wide	Maintaining social-emotional and academic intervention (GEAR UP) classes at the secondary level provides critical support for unduplicated pupils—including foster youth, English Learners, and socioeconomically disadvantaged students—by offering a structured elective course that integrates SEL (social-emotional learning) lessons with academic skill-building. These classes help students develop resilience, self-management, and a sense of belonging, all of which are key predictors of academic engagement and long-term success. Research shows that SEL programs in schools significantly improve students' social-emotional skills, attitudes, behavior, and academic performance, with effects lasting well beyond the intervention period (Durlak et al., 2011, Child Development).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and course grades, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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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. **Scope:** Schoolwide	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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	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,	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, Chronic Absenteeism, and Suspensions. (M7.1-M7.9

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	(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	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).	and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	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	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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	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	high academic standards in both languages (Genesse, 2008).	
8.1	**Action:** Behavioral Intervention and Support **Need:** Students across the district—particularly English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students—continue to demonstrate significant academic and behavioral needs. Additionally, students with Disabilities (SWD) are showing 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.	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 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
	Scope: LEA-wide		
8.2	**Action:** Mental Health Support **Need:** Students across the district—English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students—continue to demonstrate significant academic and behavioral needs. Additionally, students with Disabilities (SWD) are showing 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	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 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
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, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
9.1	**Action:** Class Size Reduction **Need:**	Providing additional teaching staff at El Camino Real Continuation High School to maintain lower class sizes. This benefits students because it is essential to better serving the academic needs of unduplicated students such as English Learners,	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts, Math,

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
	El Camino Real Continuation High School was identified as receiving low performance levels on the CA Dashboard. Student group performance levels in the Orange or Red include math & ELA achievement for socioeconomically disadvantaged students and CCI achievement levels for English learners, socioeconomically disadvantaged students and homeless students. Schoolwide indicators in the Orange include: English Language Arts, College and Career Readiness. The scholwide indicator for Math was Red. These data points show a need for comprehensive supports delivered in a systemic, more direct manner. **Scope:** Schoolwide	socioeconomically disadvantaged students and foster youth as these students 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).	English Learner Progress and College and Career Readiness at El Camino. (M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	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	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism,

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	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)	and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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.(M3.1-

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	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.	M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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-M3.3,

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	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.	M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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	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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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 Long Term English learners (LTELs) 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. This will be measured by disaggregated CA Dashboard metrics M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.
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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
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,

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	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).	M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
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. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)

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)		
5.7	**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. Data and needs analyses conducted at these sites demonstrated a need for consistent transportation due to geographical constraints and the lack of available timely, public transportation. 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. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
5.8	**Action:**	Continuing to provide assistant principals at high-impact Title I school sites is essential for	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
	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)	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).	through the CA Dashboard indicators and local indicators for Socio-economically Disadvantaged Students.(M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
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 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)	The AVID (Advancement Via Individual Determination) program supports unduplicated pupils such as low-income students, long-term English learners, foster youth, and homeless students by building academic skills, college awareness, and a strong support system that prepares them for postsecondary success. AVID promotes equity through strategies like focused note-taking, academic tutorials, and college readiness activities that directly address barriers faced by these student groups. Implementing AVID ensures consistent access and helps create a college-going culture across schools. Research shows AVID students are more likely to complete college entrance requirements and enroll in college compared to their peers (AVID Center, 2022).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16 and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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.	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	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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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)	engagement, and increase academic resilience (Clemens et al., 2017).	
7.38	**Action:** Interpretation Services **Need:** Achievement data from the 2023–2024 CA Dashboard reveals persistent academic performance gaps for English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) in both English Language Arts and Mathematics. While districtwide performance remains strong—Green in ELA with 65.32% meeting or exceeding standards and 35.6 points above standard, and Green in Math at 55.95% and 11 points above standard—ELs scored 44.4 points below standard in ELA and 64.9 points below in Math, placing them in the Orange and Yellow performance bands, respectively. These gaps highlight the critical need for increased family engagement, particularly among linguistically diverse families. **Scope:**	Offering interpretation assistance for materials and support for families attending conferences, meetings, trainings, or committee sessions is crucial for ensuring equitable access to educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth since students that are English Learners are often members of another UP group. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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

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	$24,983,734	9.557%	0.000%	9.557%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$229,367,161.76	$15,352,125.36	$13,449.92	$1,783,676.51	$246,516,413.55	$237,245,306.96	$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						Action Discontinued Effective 26-27								
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						Completed in 2024-25								
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	

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	1.10	5th/6th Grade Combination Class Elimination						Action Discontinued Effective 26-27								
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	$197,741,712.84	$0.00	$197,741,712.84	$0.00	$0.00	$0.00	$197,741,712.84	
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 Topaz Rio Vista	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
							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	$360,391.00	$14,815.20	$203,027.20	$0.00	$0.00	$172,179.00	$375,206.20	
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 Committee (ELAC) Groups	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
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					All Schools									
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	$19,131.00	$0.00	$0.00	$0.00	$0.00	$19,131.00	$19,131.00	
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	

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	3.21	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	
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	

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	4.10	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	$120,819.50	$0.00	$103,859.88	$0.00	$0.00	$16,959.62	$120,819.50	
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 Paine, Morse, Sierra Vista, Topaz,	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
							Wagner, Woodsboro Elementary									
5	**5.6**	Elementary School Counselors at High Impact Sites	All	No			All Schools Elementary	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 Buren, Wagner, Woodsboro, Bernardo Yorba, Kraemer, Travis Ranch, Tuffree, Valadez, Yorba	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
							Linda MS, El Camino, El Dorado, Esperanza, Valencia, and Yorba Linda High School.									
5	**5.10**	Community Engagement Initiative						Action Discontinued Effective 26-27								
5	**5.11**	Create a Title I Parent Advisory						Action Discontinued Effective 26-27								
5	**5.12**	Project GLAD - train Title I Instructional Coaches						Action Discontinued Effective 26-27								
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						Action Discontinued Effective 26-27								
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	
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	

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	6.4	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	Maintain class size ratios in TK/K	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	$5,929,622.62	$12,000.00	$5,929,622.62	$12,000.00	$0.00	$0.00	$5,941,622.62	
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	Ongoing	$211,817.00	$0.00	$0.00	$211,817.00	$0.00	$0.00	$211,817.00	
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	

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	7.8	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	$2,233,493.92	$0.00	$2,043,638.00	$3,875.92	$0.00	$185,980.00	$2,233,493.92	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Glenview, John O. Tynes, Melrose, Morse, Ruby Drive, Woodsboro, Linda Vista, Mabel M. Paine, Van Buren, Rio Vista, and Topaz	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	

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	7.14	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	
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						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	

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	7.27	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	
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	

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	7.35	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	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
7	7.36	Dual Enrollment	All	No			All Schools High School	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			English Learners	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	

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	8.8	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	
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	

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	**9.3**	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	
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	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
							Camino Real Continuation High School									
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	$24,983,734	9.557%	0.000%	9.557%	$27,398,908.14	0.000%	10.481 %	**Total:**	$27,398,908.14
								LEA-wide Total:	$18,725,036.74
								Limited Total:	$5,353,025.28
								Schoolwide Total:	$3,320,846.12

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	$103,859.88	
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	5.7	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, Valencia, and Yorba Linda High School.	$15,979.38	
5	5.13	Melrose Family Resource Center / Health Clinics	Yes	LEA-wide	Foster Youth Low Income		$16,573.32	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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	Maintain class size ratios in TK/K	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$5,929,622.62	
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	7.7	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	Schoolwide	English Learners Foster Youth Low Income	All Schools Glenview, John O. Tynes, Melrose, Morse, Ruby Drive, Woodsboro, Linda Vista, Mabel M. Paine, Van Buren, Rio Vista, and Topaz	$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	
7	7.12	Additional Support Staff at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven,	$266,611.00	

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 (%)
						Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview		
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	7.19	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 Continuation High School	$174,733.12	
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	Specific Schools: Glenview,	$7,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Bernardo Yorba (OCSCS), and Esperanza HS		
7	7.38	Interpretation Services			English Learners	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	$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		

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, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2026-2027

Date of Board Approval:

June 16, 2026

LEA name:

Placentia-Yorba Linda Unified School District

CDS code:

30666470000000

For which ESSA programs will your LEA apply?

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs*

The Placentia-Yorba Linda Unified School District has applied for the following programs:
-Title I, Part A
-Title II, Part A
-Title III, Part A
-Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Greatest Progress for All Students:

- The overall student performance in Mathematics and English Language Arts was high.
- The graduation rate for all students was 95.6% for 2024-25.
- PYLUSD College/Career indicator was higher than the state performance level.
- PYLUSD was "Standard Met" for all local indicators on the CA Dashboard.
- Effective targeted intervention programs supported students in ELA and Math.
- There are increased opportunities for students with disabilities to earn high school diplomas and transition to work.
- The Middle School Athletics program was expanded to increase engagement.
- There are expanded Early Learning opportunities with the opening of new preschools and increased inclusion opportunities for students with disabilities.
- CAASPP Interim Assessment Blocks and/or content area common assessments are implemented across all school sites as a means of formative assessment of student progress towards meeting state standards.
- Staff receive continuous training opportunities through the Professional Development offerings throughout the school year.

Areas of Growth for All Students:

- English Learner Progress was Yellow (+1), indicating improvement from the prior year; however, continued focus is needed to accelerate progress toward English proficiency and ensure sustained growth for English Learners.
- Chronic absenteeism remains an area of focus districtwide, with particular attention needed for Long-Term English Learners (LTELs). Attendance challenges among LTELs continue to impact consistent access to instruction, English language development, and academic progress, contributing to lower outcomes in the English Learner Progress indicator.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Placentia-Yorba Linda Unified School District (PYLUSD) uses federal funds to supplement and enhance local priorities identified within the district's Local Control and Accountability Plan (LCAP). The LCAP is aligned to California's State Priorities and serves as the foundational framework guiding district services funded through federal, state, and local resources. Through this aligned system of support, PYLUSD continues to strengthen academic achievement, language acquisition, student wellness, family engagement, and equitable access for all students, with targeted focus on English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, and other unduplicated pupil groups.

Districtwide outcomes for 2024–25 included Green status in English Language Arts and Mathematics, a Blue graduation rate indicator with a 95.6% graduation rate, and continued implementation of districtwide formative assessment systems, targeted intervention programs, expanded preschool inclusion opportunities, and expanded middle school athletics to increase student engagement and academic success.

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

Actions aligned with federal use of funds include expanding targeted intervention programs, foundational literacy and mathematics support, Career Technical Education pathways, preschool inclusion opportunities, technology access, and innovative academic and extracurricular programs designed to increase student engagement, achievement, and college and career readiness.

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

Actions aligned with federal use of funds include:

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

Professional learning systems are aligned to district priorities and include ongoing training in Professional Learning Communities (PLCs), instructional practices, Multi-Tiered System of Support (MTSS), GLAD implementation, integrated and designated ELD, formative assessment practices, and culturally responsive instructional strategies. These systems are designed to create instructional coherence across schools and grade spans while supporting continuous improvement cycles focused on student achievement and equitable outcomes.

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

Districtwide EL outcomes demonstrated continued growth during the 2024–25 school year. The English Learner Progress Indicator increased to 51%, exceeding the State average by 4.6

percentage points and maintaining Yellow (+1) status on the California Dashboard. Based on district growth measures, 74.6% of English Learners improved in English Language Arts and 71.8% improved in Mathematics from the prior year. PYLUSD also remained in Full Implementation status for California State Content Standards in ELA/ELD and continued implementation of the district's EL Master Plan.

Actions aligned with federal use of funds include:

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

Additional actions support implementation of Project GLAD instructional strategies, integrated and designated ELD, bilingual instructional supports, ELPAC coordination, multilingual family engagement, and targeted progress monitoring systems for English Learners.

Goal 4: PYLUSD will close the achievement gap for Long-Term English Learners (LTELs).

During the 2024–25 school year, 53% of LTEL students made progress on the English Learner Progress Indicator, resulting in Green Dashboard status for LTEL progress. Additionally, 66.8% of LTEL students improved in English Language Arts and 62.4% improved in Mathematics based on district growth measures. PYLUSD continued implementation of targeted LTEL supports through AVID Excel, secondary ELD programs, English 3D curriculum, empathy interviews, student goal-setting structures, and LTEL progress monitoring systems.

Actions aligned with federal use of funds include:

- 4.1 - AVID Excel program
- 4.7 - Engaging with LTELs through empathy interviews and focus groups
- 4.8 - Early intervention for students at-risk for LTEL designation
- 4.9 - Teacher and staff awareness of LTELs
- 4.10 - Structured check-ins with LTELs
- 4.11 - Gathering qualitative insights from LTELs and families of LTELs
- 4.12 - Effective language teaching strategies
- 4.13 - Student-driven goal setting and progress monitoring
- 4.14 - LTEL progress monitoring through the Ellevation forms tool

Despite these improvements, LTEL chronic absenteeism remained in Red status at 22.6%, reinforcing the district's continued focus on attendance monitoring, targeted intervention, relationship-centered engagement practices, and coordinated academic and behavioral supports.

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

Districtwide outcomes for SED students included increased graduation rates, improvement in English Language Arts performance from Orange to Green status, expanded AVID implementation across elementary and secondary schools, expanded mentoring and tutoring supports, continued Family Resource Center services, and districtwide Project GLAD implementation at Title I sites.

Actions aligned with federal use of funds include:

- 5.4: Providing dedicated counseling and wellness support for students experiencing homelessness
- 5.5: Facilitating family literacy and foundational math engagement opportunities
- 5.6: Providing full-time counselors at Title I elementary schools
- 5.7: Expanding transportation supports to address chronic absenteeism
- 5.8: Providing assistant principals at high-impact Title I schools
- 5.9: Expanding AVID supports focused on college and career readiness
- 5.10: Continuing implementation of the Community Engagement Initiative (CEI) to strengthen culturally responsive engagement practices
- 5.11: Maintaining the Title I Parent Advisory Committee to strengthen educational partner engagement and family voice

Additional actions include expanded MTSS systems, mentoring programs, wellness partnerships, attendance monitoring systems, and culturally responsive family engagement opportunities through Disciplina Positiva, PIQE, and Love and Logic. Actions are additionally aligned to Community Schools priorities including integrated student supports, family engagement, collaborative leadership, and expanded learning opportunities.

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

PYLUSD continues to provide targeted academic, behavioral, and wellness supports for Foster Youth students through tutoring, mentoring, trauma-informed practices, and collaborative case management systems. All Foster Youth students are connected with mentoring opportunities and personalized tutoring supports to improve educational stability, attendance, and academic achievement.

Actions aligned with federal use of funds include:

- 6.1: Providing in-district and out-of-district tutoring services
- 6.2: Providing adult mentors at all school sites
- 6.3: Implementing trauma-informed practices and attendance supports
- 6.4: Strengthening collaboration with child welfare agencies and community partners

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through districtwide and schoolwide actions.

Districtwide actions aligned with federal use of funds include:

- 7.20: Providing a comprehensive Multi-Tiered System of Support (MTSS) framework to support academic, behavioral, and social-emotional success
- 7.21: Implementing robust data dashboard and progress monitoring systems to identify and support at-risk students
- 7.23: Utilizing attendance tracking systems and early intervention strategies to reduce chronic absenteeism
- 7.34: Expanding culturally responsive parent engagement opportunities through workshops, advisory committees, and community partnerships
- 7.35: Expanding Dual Language Academy programming to promote bilingualism, biliteracy, and cross-cultural competence

Additional districtwide actions include intervention and wellness supports, PLC collaboration, equitable resource allocation, targeted instructional supports for unduplicated pupil groups, and expanded community partnerships, including OC GRIP, to provide mentoring, wellness, and intervention supports. PYLUSD continues to strengthen instructional coherence and continuous improvement systems through coordinated districtwide implementation of MTSS, GLAD, EL Roadmap principles, and data-informed instructional practices designed to improve outcomes for all unduplicated pupil groups.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Source: Ed-Data:https://www.ed-data.org/

School Site	Total Enrollment Census Date	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% Minority Enrollment
Rio Vista Elementary	676	526	87.7	589	87.1
Melrose Elementary	373	320	93.9	375	99.6
John Tynes Elementary	585	391	66.8	405	69.2

Ruby Drive Elementary	401	335	83.5	345	86
Topaz Elementary	389	345	88.7	340	87.4
Morse Elementary	391	277	70.8	276	70.6
Glenview Elementary	590	310	52.5	434	73.6
LEA Total	3,405	2504	77.7%	2764	81.9
Valadez Academy	493	468	94.9	458	92.9
Kraemer Middle School	906	440	48.6	400	44.2
Col.J.K.Tuffree Middle School	569	267	46.9	277	48.7
LEA Total	1968	1175	63.4%	1135	61.9%
El Camino Real High School	129	102	79.1	105	81.4
LEA Total	129	102	79.1%	105	81.4%

Data Source:Data Quest -2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

School Site	Total Teachers	# of Ineffective Teachers	% Ineffective Teachers	# of Out-of-Field Teachers	% Out-of-Field Teachers	# of Inexperienced Teacher	% of Inexperienced Teacher
Rio Vista Elementary	29..5	0.00	0%	0.00	0%	0.00	0.00%
Melrose Elementary	21.00	0.00	0%	0.00	0%	0.00	0.00%
Glenview Elementary	25.6	3.9	%	0.00	0%	0.00	0.00%
John Tynes Elementary	29.8	0.00	0%	0.00	0%	0.00	0.00%
Ruby Drive Elementary	20.8	0.00	0%	0.00	0%	0.00	0.00%
Topaz Elementary	23.6	0.00	0%	0.00	0%	0.00	0.00%
Morse Elementary	17.00	0.00	0%	0.00	0%	0.00	0.00%
Van Buren	26.5	3.8	%	0.00	0%	0.00	0.00%
LEA Total	**158**	**0**	**0%**	**0**	**0%**	**0**	**0%**
Valadez Middle School	29.8	0.00	0%	0.6	0.2%	0.00	0.00%

Kraemer Middle School	37.9	2.5	%	0.80	%	0.00	0.00%
Col.J.K.Tuffree Middle School	26.4	0.00	0%	0.00	0%	3.3	
LEA Total	**68**	**1**	**3%**	**0**	**1%**	**0**	**0%**
El Camino Real High School	12.00	6.1	0%	10.1	%	0.00	0.00%
LEA Total	**11**	**0**	**0%**	**0**	**4%**	**0**	**0%**

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Placentia-Yorba Linda Unified School District (PYLUSD) performs calculations every year to demonstrate that each of their Title I schools are equivalent to Non-Title I schools regarding students being taught by effective and experienced teachers. An annual Title I Comparability Report identifies any existing disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The **Student to Instructional Staff Ratios - Form D,** of PYLUSD's Comparability Report, is equal to or less than 110% of the average ratio of non-Title I schools. In addition, the annual **Student to Staff Salary Ratios - Form E** shows that PYLUSD also meets compliance requirements.

Additionally, the Human Resources Department uses the California Department of Education's Equity Data Analysis Tools to analyze equity data and identify disparities. Annually, the Human Resources credentialing technician certifies each year the number of teachers not appropriately credentialed or misassigned.

In 2024-2025, PYLUSD certified 100% of teachers throughout the entire district as having met the Every Student Succeeds Act (ESSA) criteria. If disparities should occur in future years, Placentia-Yorba Linda Unified School District staff would conduct a root cause analysis, engage educational partners to solicit feedback in the development of actions and services in order to develop an equitable access strategy.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** • **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** • **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Community Engagement Initiative, Strategic Visioning, and Equity Transformation

The Placentia-Yorba Linda Unified School District (PYLUSD) makes every effort to seek meaningful parent and family input in decision-making at both the district and school-site levels, including how the district promotes parental participation in programs and services for unduplicated pupil groups. Family and community engagement efforts are aligned to the district's Local Control and Accountability Plan (LCAP), California's Community Engagement Initiative (CEI), the California English Learner Roadmap, Community Schools priorities, and the district's ongoing Strategic Visioning and Planning process designed to collaboratively shape the future priorities, goals, and initiatives of the district.

As part of the district's Strategic Visioning and Planning process, PYLUSD actively engages students, families, staff, community partners, business representatives, local organizations, higher education institutions, and advisory committees through focus groups, surveys, community forums, empathy interviews, and educational partner feedback opportunities to ensure diverse perspectives inform district priorities, continuous improvement efforts, and long-term planning initiatives.

PYLUSD continues to strengthen its commitment to equitable and culturally responsive engagement practices through participation in statewide collaborative initiatives focused on educational equity, transformational leadership, and community-centered systems improvement. As part of this work, the district completed Year 2 participation in the Community Engagement Initiative (CEI) Cohort V in order to strengthen the district's ability and capacity to implement effective, equitable, and relationship-centered engagement practices that elevate the voices and lived experiences of students, families, staff, and community members.

Specific Family and Community Engagement actions identified within the 2024–2027 LCAP include:

- Strengthening ELAC and DELAC partnerships and increasing parental involvement opportunities at all Title I schools;
- Coordinating advisory groups for parents of English Learners to learn about educational programs, language acquisition, reclassification, and program goals and procedures, including expanding DELAC meetings to high-impact school sites;
- Continuing to provide equitable services for Socioeconomically Disadvantaged (SED) students through the Family Resource Center (FRC) by providing McKinney-Vento support staff and coordinated family services;
- Continuing participation in the Orange County Department of Education LTEL Network to strengthen parent engagement practices and support Long-Term English Learners (LTELs);
- Continuing to support and expand the Title I Parent Advisory Committee to ensure the voices of SED families are represented in district decision-making processes;

- Increasing parent engagement through translation services, multilingual communication, family workshops, and parent education opportunities at Title I school sites and districtwide events;
- Expanding culturally responsive parent engagement opportunities through programs such as Disciplina Positiva, Love and Logic, and the Parent Institute for Quality Education (PIQE);
- Continuing implementation of the Community Engagement Initiative (CEI) Cohort V in order to strengthen the district's capacity to implement equitable, culturally responsive, and relationship-centered engagement practices;
- Exploring participation in the California Collaborative for Educational Excellence (CCEE) Street Data & Evidence Community of Practice in partnership with statewide equity and Community Schools initiatives to strengthen the district's use of empathy interviews, focus groups, educational partner voice, and qualitative "street data" practices in order to support equitable systems transformation, culturally responsive engagement, and continuous improvement efforts aligned to CEI, LTEL supports, Community Schools planning, and the district's Strategic Visioning process;
- Conducting empathy interviews, family focus groups, and educational partner feedback opportunities to better understand the experiences, strengths, and needs of multilingual families, LTEL families, and unduplicated pupil groups.

These services support targeted parent education, professional learning, and coordinated family and community engagement efforts aligned to school needs, district goals, and continuous improvement practices. Through collaboration between Educational Services, Student Support Services, school sites, and community partners, district staff work directly with families to strengthen communication, increase educational partner participation, and build trusting relationships that support student success.

As part of this work, district and site staff:

- Facilitate and support parent advisory committees including ELAC, DELAC, SSC, CAC, PYLUC, the Title I Parent Advisory Committee, and other educational partner groups;
- Provide professional development and training opportunities for parents and school staff;
- Organize community outreach and culturally responsive engagement opportunities;
- Support community and parent volunteer activities;
- Conduct educational partner feedback sessions connected to LCAP development, SPSA development, Strategic Visioning and Planning, and continuous improvement efforts;
- Utilize qualitative "street data" collection strategies, including empathy interviews, focus groups, listening sessions, and community-based evidence gathering practices to better understand the lived experiences of students, families, and educational partners in order to strengthen equitable decision-making and continuous improvement systems;
- Expand access to district programs, workshops, and services through multilingual communication systems and translation support.

PYLUSD also provides required parent notifications, outreach services, and information regarding district programs and services available throughout the community. Annual Title I meetings are

conducted at all Title I schools, including training related to School-Parent Compacts, School Site Council responsibilities, and educational partner engagement requirements. Student progress reports are provided regularly at the elementary and secondary levels, and parent-teacher conferences are held annually and additionally as needed to support student achievement and family-school partnerships.

The district's Strategic Visioning and Planning process further supports these efforts by ensuring transparency, accountability, and ongoing educational partner participation through community forums, surveys, focus groups, and multilingual engagement opportunities that include interpretation services and childcare support to increase accessibility for families.

To further support parent and family engagement as part of the Title I Parent Advisory Committee process, PYLUSD implements the following practices:

- Assisting parents in understanding academic standards, assessments, student progress monitoring systems, and Title I program requirements;
- Supporting ongoing meaningful two-way communication through ParentSquare/email systems, Aeries Parent Portal access, district and school websites, and multilingual communication platforms;
- Building the capacity of parents, families, teachers, administrators, and school staff to develop strong partnerships focused on student success;
- Providing professional learning to teachers and administrators regarding the value and utility of family engagement and educational partner voice;
- Ensuring informed participation opportunities for parents with limited English proficiency, parents with disabilities, and families of migratory, homeless, foster youth, and unduplicated pupil groups;
- Expanding access to workshops, trainings, advisory meetings, and district resources through interpretation services, translated materials, and flexible participation opportunities.

These efforts support the district's ongoing commitment to fostering inclusive, collaborative, and culturally responsive partnerships with families and the broader community in order to improve student outcomes, strengthen educational equity, and inform the district's long-term strategic priorities.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

Parent and Family Engagement Policy Development

The Placentia-Yorba Linda Unified School District (PYLUSD) developed its Parent and Family Engagement Policy jointly with parents, family members, school staff, and educational partners through a collaborative process aligned to the district's Local Control and Accountability Plan (LCAP), Community Engagement Initiative (CEI), Strategic Visioning and Planning process, and Title I requirements. PYLUSD proactively provided ample notice and multiple opportunities for educational partners to participate in the input-gathering and policy development process through meetings, surveys, advisory committees, community forums, focus groups, and school-site engagement opportunities.

Educational partner input meetings connected to the LCAP development process included participation from students, families, staff, administrators, community members, and advisory groups representing unduplicated pupil populations. Parent and family engagement feedback was gathered through School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), PTA/PTO groups, the Title I Parent Advisory Committee, Community Advisory Committee (CAC), and additional educational partner groups.

The Parent and Family Engagement Policy was reviewed annually by School Site Councils at all Title I schools and formally adopted each school year. PYLUSD continues to implement an ongoing cycle of review, evaluation, and revision for the 2024–2027 LCAP cycle to ensure the policy remains responsive to the evolving needs of students, families, and the broader community. This cycle includes:

- Review Years: Parent involvement groups including SSC, PTA/PTO, ELAC, DELAC, and other educational partner groups review the policy and provide recommendations and input regarding family engagement practices, communication systems, accessibility, and educational priorities.
- Rewrite Years: A representative team of stakeholders, including families, students, staff, advisory committee members, and community partners, collaboratively revise and update the Parent and Family Engagement Policy to ensure alignment with district priorities, educational partner feedback, and continuous improvement efforts.

As part of the district's commitment to culturally responsive and relationship-centered engagement practices, PYLUSD continues to strengthen the use of empathy interviews, focus groups, listening sessions, multilingual communication systems, and educational partner feedback opportunities to better understand the experiences and needs of students and families, particularly multilingual families, Long-Term English Learner (LTEL) families, Foster Youth families, and Socioeconomically Disadvantaged (SED) families.

The district's Strategic Visioning and Planning process further supports the development and refinement of the Parent and Family Engagement Policy by engaging educational partners through surveys, community forums, focus groups, and collaborative planning opportunities designed to ensure district priorities reflect the voices and perspectives of the broader PYLUSD community.

Additionally, PYLUSD recognizes the importance of integrated student supports, family engagement, and collaborative community partnerships in strengthening student outcomes and educational equity. As part of this work, the district continues exploring opportunities aligned to the California Community Schools Partnership Program (CCSPP) to further expand family engagement, mental health and wellness services, community partnerships, and wraparound supports designed to address barriers to student success. Through a community schools approach, PYLUSD seeks to strengthen systems that support the whole child, whole family, and whole community while creating sustainable structures that improve school climate, student achievement, attendance, and family partnerships districtwide.

The finalized Parent and Family Engagement Policy is distributed annually to parents and family members of participating students through school and district websites, parent meetings, Title I annual meetings, school handbooks, multilingual communication systems, and additional outreach efforts to ensure accessibility for all families, including families with limited English proficiency and families of students with disabilities..

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Building Parent Capacity and Understanding of Academic Standards and Student Progress

The Placentia-Yorba Linda Unified School District (PYLUSD) supports parents and family members in understanding California's challenging academic standards, state and local assessments, Title I program requirements, and strategies for monitoring student progress and working collaboratively with educators to improve student achievement. Through ongoing communication, parent education opportunities, multilingual resources, and educational partner engagement structures, the district works to ensure families are informed, empowered, and actively engaged in supporting student success.

PYLUSD provides families with access to information regarding California Common Core State Standards (CCSS), California English Language Development (ELD) Standards, graduation and promotion requirements, district curriculum, and student assessment systems through the district website, school websites, parent meetings, workshops, and school handbooks. Families are provided access to the district's Common Core and curriculum resources, School Accountability Report Cards (SARCs), and student handbooks in multiple languages, including English and

Spanish, to increase accessibility and understanding of academic expectations and school programs.

The district provides timely parent notifications and informational resources regarding state and local assessments, including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), local benchmark assessments, and district progress monitoring systems. Parents are informed about testing windows, assessment expectations, student performance levels, and available support services through ParentSquare communications, school newsletters, websites, multilingual outreach, and parent information meetings.

PYLUSD also supports parents in monitoring student progress through the Aeries Parent Portal, teacher communication systems, progress reports, report cards, and parent-teacher conferences. Families receive regular updates regarding student attendance, grades, assessment results, course schedules, graduation progress, and intervention supports. Teachers and school staff work collaboratively with families throughout the school year to discuss academic progress, student needs, available interventions, and strategies to support learning at home and at school.

At the beginning of each school year, families are provided access to school handbooks, course expectations, student schedules, promotion and graduation requirements, and information regarding available academic and wellness supports. During Back-to-School Night and additional family engagement events, teachers and administrators provide guidance regarding curriculum, instructional expectations, assessment systems, and opportunities for parent involvement and educational partner participation.

To further strengthen family-school partnerships and parent capacity, PYLUSD provides workshops, trainings, and educational opportunities focused on literacy, mathematics, language development, college and career readiness, digital literacy, and social-emotional wellness. The district also continues to expand culturally responsive parent engagement opportunities through programs such as the Parent Institute for Quality Education (PIQE), Disciplina Positiva, Love and Logic, DELAC, ELAC, and the Title I Parent Advisory Committee.

Parents are encouraged to actively participate in school governance and educational partner groups, including School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), PTA/PTO organizations, and other advisory committees. These opportunities allow families to engage in shared decision-making processes, provide input regarding district priorities, and strengthen collaboration between schools, families, and the community.

Additionally, PYLUSD continues to strengthen multilingual communication systems, translation services, interpretation support, and flexible engagement opportunities to ensure equitable access for parents with limited English proficiency, parents with disabilities, and families representing unduplicated pupil groups. These efforts support the district’s commitment to fostering meaningful

family engagement and building the capacity of parents and educators to work collaboratively in support of improved student outcomes and educational equity districtwide.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Building Parent Capacity Through Training, Technology, and Family Support Resources

The Placentia-Yorba Linda Unified School District (PYLUSD) provides parents and family members with materials, resources, and training opportunities designed to strengthen their ability to support student learning, academic achievement, digital literacy, and overall student success. Through coordinated family engagement efforts, multilingual communication systems, workshops, and ongoing parent education opportunities, the district works to build the capacity of families to actively participate in their child's education and collaborate effectively with school staff.

PYLUSD provides families with information and guidance regarding district technology expectations, digital citizenship, internet safety, and responsible technology use through the PYLUSD Student Handbook, Parent Handbook, school websites, parent meetings, and district communication systems. Families are informed about the appropriate use of educational technology, online learning platforms, and student devices, including education regarding digital safety, responsible technology practices, and the harms associated with copyright piracy and misuse of digital resources.

Parents are provided access to and training on various digital platforms utilized throughout the district, including the Aeries Parent Portal, instructional technology applications, communication platforms, and online learning resources. Families receive support in accessing student grades, attendance records, progress reports, assessment information, schedules, and communication tools through Aeries and other district-supported systems. District and site staff provide ongoing assistance to parents related to account access, technology navigation, and digital communication systems in order to increase family engagement and improve communication between home and school.

To further support student achievement, PYLUSD offers parent workshops, trainings, and educational opportunities focused on literacy, mathematics, language development, college and career readiness, wellness, and strategies families can utilize at home to support student learning. Parent education opportunities are provided through school sites, district programs, the Family Resource Center (FRC), DELAC, ELAC, Title I Parent Advisory Committee meetings, and programs such as the Parent Institute for Quality Education (PIQE), Disciplina Positiva, and Love and Logic.

The district website also provides families with access to a wide range of resources related to academics, safety, mental health and wellness, technology support, attendance, family services, and community resources. PYLUSD continues to expand multilingual communication systems and translation support to ensure equitable access to information and services for families with limited English proficiency and families representing unduplicated pupil groups.

Additionally, inquiries regarding services and supports for Foster Youth and students experiencing homelessness are coordinated through the PYLUSD Foster Youth and McKinney-Vento Liaison located at the Family Resource Center. The Family Resource Center provides families with access to educational resources, wellness supports, community referrals, attendance support, and wraparound services designed to remove barriers to student success and strengthen family-school partnerships.

These efforts support PYLUSD's ongoing commitment to building the capacity of parents and family members to work collaboratively with educators, utilize technology effectively, support learning at home, and actively engage in their child's educational experience in order to improve student achievement and educational equity districtwide.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Building Staff Capacity for Meaningful Family Engagement

The Placentia-Yorba Linda Unified School District (PYLUSD) recognizes that strong family-school partnerships are essential to improving student achievement, educational equity, school connectedness, and overall student well-being. PYLUSD works collaboratively with families, community organizations, educational partners, and school staff to build meaningful relationships and strengthen culturally responsive engagement practices across all schools and programs.

The district provides ongoing opportunities for teachers, specialized instructional support personnel, administrators, and other school staff to strengthen their understanding of the value and importance of family engagement and educational partner voice. Through collaboration with parents, advisory committees, and community organizations, staff are supported in developing strategies to effectively communicate with families, build trusting relationships, and engage parents as equal partners in the educational process.

As part of this work, PYLUSD facilitates parent workshops, quarterly School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, DELAC meetings, Title I Parent Advisory Committee meetings, educational partner forums, and parent information nights

throughout the school year. These opportunities allow families and staff to collaborate around student achievement, school programs, family engagement practices, safety and wellness initiatives, and district priorities.

The district also continues implementation of the Community Engagement Initiative (CEI) and culturally responsive engagement practices designed to strengthen communication, collaboration, and relationship-centered systems throughout the district. Staff participate in professional learning opportunities focused on educational partner engagement, culturally responsive communication, empathy interviews, continuous improvement practices, and strategies for building meaningful partnerships with families and the broader community.

PYLUSD utilizes multiple communication systems to ensure families receive timely, accessible, and multilingual information regarding school events, programs, and opportunities for involvement. ParentSquare, Blackboard Connect, Peachjar, district and school websites, social media platforms, and the Aeries Parent Portal are utilized to communicate with families in multiple languages, including English and Spanish, regarding events such as Open House, Back-to-School Night, parent-teacher conferences, workshops, advisory meetings, and community engagement opportunities.

District and school staff also work collaboratively with parents and community organizations to coordinate parent programs, volunteer opportunities, family engagement events, and school-community partnerships that strengthen connections between families and schools. Through the district's Strategic Visioning and Planning process, educational partner feedback opportunities, and community engagement efforts, PYLUSD continues to build structures that elevate parent voice and foster collaborative decision-making processes aligned to student success and continuous improvement goals.

Additionally, the district continues to strengthen ties between schools and families through the Family Resource Center (FRC), multilingual outreach efforts, interpretation and translation services, community partnerships, and targeted support programs for English Learners, Long-Term English Learners (LTELs), Foster Youth, students experiencing homelessness, and other unduplicated pupil groups.

These efforts support the district's commitment to ensuring parents and families are valued as essential educational partners and that staff are equipped with the skills, knowledge, and resources necessary to foster inclusive, collaborative, and culturally responsive family-school partnerships districtwide.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Coordination and Integration of Parent and Family Engagement Programs

The Placentia-Yorba Linda Unified School District (PYLUSD) coordinates and integrates parent and family engagement programs and activities with federal, state, and local initiatives in order to strengthen educational partnerships, support the whole child, and increase family participation in the education of their children. Through collaboration between Educational Services, Student Support Services, school sites, preschool programs, advisory committees, and community partners, PYLUSD works to provide families with meaningful opportunities to engage in their child's educational experience and access resources that support academic success, wellness, and family stability.

Teachers and school staff maintain ongoing communication with families and provide numerous opportunities for parents to participate in educational partner meetings, workshops, school activities, advisory committees, and districtwide engagement opportunities. Families are encouraged to participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), PTA/PTO organizations, the Title I Parent Advisory Committee, and additional educational partner groups in order to strengthen collaboration and provide input regarding programs and supports for students and families.

PYLUSD also encourages family participation in schoolwide activities and student recognition programs, including Student Appreciation Assemblies, Open House, Back-to-School Night, parent-teacher conferences, wellness events, literacy and mathematics nights, and community engagement activities designed to strengthen school-family partnerships and celebrate student achievement.

The district coordinates parent involvement efforts with public preschool programs, expanded learning opportunities, intervention programs, Family Resource Center (FRC) services, and community-based organizations to support seamless transitions and continuity of services for students and families. Each Title I elementary school includes a State Preschool program designed to provide developmentally appropriate, linguistically responsive, and culturally inclusive learning experiences that support early learning and school readiness.

Preschool classrooms provide learning environments rich in developmentally, linguistically, and culturally appropriate materials and meaningful activities that encourage children to make choices, self-initiate, explore, experiment, and actively construct knowledge through hands-on learning experiences. Teachers facilitate respectful, responsive, and reciprocal interactions within caring and nurturing environments where children feel safe, supported, respected, and valued.

As facilitators of learning, teachers guide students in developing critical thinking, communication, creativity, and social-emotional skills through opportunities that include conversations, group discussions, exploration, movement, art, music, dramatic play, construction activities, writing, and

collaborative learning experiences. These practices support the district's commitment to whole-child development and culturally responsive instructional environments.

In addition to supporting students, preschool and elementary staff work collaboratively with families to strengthen parent understanding of child development, school readiness, attendance, health and safety practices, and available community resources. Families are provided access to parent education opportunities, wellness resources, literacy supports, technology support, and referrals to community-based services through school sites and the Family Resource Center (FRC).

PYLUSD also coordinates parent engagement and family support services through programs and initiatives including:

- Community Engagement Initiative (CEI);
- Family Resource Center (FRC) services;
- McKinney-Vento and Foster Youth supports;
- Parent Institute for Quality Education (PIQE);
- Disciplina Positiva and Love and Logic parent workshops;
- Community Schools planning efforts;
- Multilingual family engagement and translation services;
- Preschool and transitional kindergarten programs;
- Wellness and mental health supports;
- Expanded learning and intervention programs.

Through these coordinated efforts, PYLUSD continues to strengthen systems that support the academic, social-emotional, behavioral, and wellness needs of students and families while increasing family participation, educational partner voice, and equitable access to district programs and services. These efforts reflect the district's commitment to fostering collaborative relationships with families and creating inclusive school communities where all students and families are supported and empowered to thrive.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Accessible Communication and Multilingual Family Outreach

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to ensuring that information related to school programs, parent meetings, educational opportunities, district initiatives, and family engagement activities is communicated to families in formats and languages that are understandable, accessible, and responsive to the needs of the diverse PYLUSD community. The district utilizes multiple communication systems, translation services, multilingual outreach practices, and family engagement strategies to ensure parents and guardians receive

timely and meaningful information regarding their child's education and available school and district resources.

PYLUSD provides all families with annual parent notifications, district handbooks, school handbooks, and additional informational materials in both English and Spanish, with translation and interpretation support available for additional languages as needed. Families receive information regarding district programs, student expectations, academic supports, attendance requirements, health and safety procedures, educational rights, and parent engagement opportunities through a variety of communication methods designed to increase accessibility and family participation.

The district utilizes ParentSquare, Blackboard Connect, Peachjar, district and school websites, social media platforms, phone messaging systems, email communications, newsletters, mailers, and the Aeries Parent Portal to communicate important information regarding school programs, meetings, workshops, parent conferences, assessment schedules, student activities, and district initiatives. Communications are provided in multiple languages whenever practicable in order to ensure equitable access for multilingual families and families with limited English proficiency.

In addition to school and district communications, PYLUSD provides regular districtwide updates through weekly parent messages and newsletters designed to inform families of important announcements, upcoming events, student opportunities, and highlights celebrating the accomplishments and "Good News" occurring throughout the district and school communities. These communications help strengthen school-family partnerships and promote ongoing engagement with district programs and initiatives.

PYLUSD also provides interpretation and translation services during parent meetings, advisory committee meetings, workshops, conferences, and district events in order to support meaningful participation for all families. Educational partner engagement opportunities including School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Title I Parent Advisory Committee meetings, LCAP forums, Strategic Visioning sessions, and community engagement events are structured to encourage inclusive participation and accessible communication practices.

To further support accessibility and family engagement, district and site staff assist parents with accessing digital communication platforms, navigating the Aeries Parent Portal, understanding district communications, and utilizing technology tools necessary to remain connected to their child's educational experience. Families are also provided with translated materials, interpretation support, multilingual workshops, and flexible participation opportunities to increase access to information and educational partner involvement.

These efforts reflect PYLUSD's ongoing commitment to fostering inclusive, culturally responsive, and equitable communication systems that strengthen relationships between schools, families, and the community while ensuring all parents have meaningful opportunities to participate in their child's education and school community.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourage input to increase support for students and families. All activities are held in English and Spanish. PYLUSD staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

PYLUSD's annual notification is printed in English and Spanish. PYLUSD staff members are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. All PYLUSD campuses are ADA-compliant and accessible by all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are printed and translated into Spanish.

Describe how the LEA will align parent involvement required in this section with the LCAP Educational partners engagement process.

Alignment of Parent and Family Engagement with the LCAP Educational Partner Engagement Process

The Placentia-Yorba Linda Unified School District (PYLUSD) aligns parent and family engagement requirements under Title I with the district's Local Control and Accountability Plan (LCAP) Educational Partner Engagement process in order to ensure families, students, staff, and community members have meaningful opportunities to participate in district decision-making and continuous improvement efforts. Parent involvement and educational partner engagement are ongoing processes embedded throughout the district's 2024–2027 LCAP development, implementation, monitoring, and evaluation cycle.

During the 2024–25 school year, PYLUSD students, families, staff, and community members were provided multiple opportunities to offer input and feedback through both formal and informal engagement opportunities. Formal educational partner meetings included designated LCAP input meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Title I Parent Advisory Committee (PAC) meetings, Strategic Visioning sessions, and additional district and school-site engagement opportunities. Many meetings were offered virtually through platforms such as Zoom in

order to increase accessibility and participation for families and educational partners.

At the conclusion of educational partner meetings, participants were provided opportunities to submit additional feedback regarding LCAP goals, actions, services, and district priorities through surveys, feedback forms, discussion protocols, focus groups, and educational partner reflection opportunities. In addition, parents, students, teachers, administrators, and community members participated in the district's annual Educational Partner Survey to provide districtwide input regarding academic programs, school climate, communication, family engagement, wellness supports, and continuous improvement priorities. Survey results and educational partner feedback were analyzed and utilized to inform LCAP development, district planning efforts, and school improvement processes.

PYLUSD continues to strengthen alignment between Title I parent involvement requirements and the LCAP engagement process through implementation of culturally responsive and relationship-centered engagement practices connected to the Community Engagement Initiative (CEI), Strategic Visioning and Planning process, and ongoing continuous improvement efforts. These practices include empathy interviews, educational partner feedback cycles, focus groups, listening sessions, and collaborative planning opportunities designed to elevate educational partner voice and better understand the lived experiences and needs of students and families.

The district also aligns family engagement efforts with district priorities related to English Learners, Long-Term English Learners (LTELs), Foster Youth, Socioeconomically Disadvantaged students, Community Schools planning, and Multi-Tiered System of Support (MTSS) implementation. Educational partner feedback gathered through LCAP engagement processes helps guide district actions related to academic interventions, attendance supports, mental health and wellness services, multilingual communication systems, family engagement opportunities, and equitable access to programs and resources.

To ensure equitable participation, PYLUSD provides multilingual communication systems, interpretation services, translated materials, flexible meeting formats, and multiple opportunities for input through both in-person and virtual engagement opportunities. These efforts support the district's commitment to fostering transparent, collaborative, and inclusive decision-making processes that strengthen educational equity and improve outcomes for all students..

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

The Placentia-Yorba Linda Unified School District (PYLUSD) implements comprehensive Schoolwide Programs and Targeted Support Programs designed to improve academic achievement, strengthen educational equity, and support the social-emotional and wellness needs of all students, particularly unduplicated pupil groups and students identified as most at-risk for academic underperformance. District and school programs are aligned to the goals and actions outlined within the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), California Dashboard indicators, Community Engagement Initiative (CEI), and Multi-Tiered System of Support (MTSS) framework.

Each Title I Schoolwide Program annually conducts a comprehensive needs assessment utilizing multiple measures of state and local data, educational partner feedback, surveys, attendance data, academic performance indicators, student climate data, and resource allocation analyses. Schools also utilize the Resource Equity Diagnostic self-assessment tool and the DIY Resource Equity Analysis process to examine strengths and areas of growth across multiple dimensions of educational equity. These processes support collaborative analysis and shared understanding regarding student needs, instructional systems, school climate, resource allocation, and equitable access to academic and behavioral supports.

Comprehensive needs assessment processes involve collaboration among Site Leadership Teams, district support staff, School Site Councils (SSC), English Learner Advisory Committees (ELAC), advisory groups, educational partners, and community members. Through these collaborative structures, schools analyze state and local data to evaluate the effectiveness of SPSA goals, actions, expenditures, and intervention supports in improving student achievement and school outcomes.

During the SPSA Annual Review process, schools compare planned goals, actions, and expenditures with actual implementation outcomes and student performance results. This analysis informs revisions to SPSA goals, actions, services, and resource allocations to better meet the identified academic, behavioral, social-emotional, attendance, and wellness needs of students. School Plan goals remain aligned to district LCAP priorities and state and local accountability metrics, including student achievement, attendance, English Learner progress, graduation rates, and college and career readiness indicators.

The goals and actions within each SPSA are designed to support the academic achievement, language development, behavioral supports, wellness needs, and social-emotional well-being of students while also strengthening family engagement and educational partner participation. School plans identify and address resource inequities through review of district and school-level budgets, staffing allocations, intervention supports, attendance data, academic outcomes, and continuous improvement processes.

Federal, state, and local funds allocated to schools are coordinated and integrated within each SPSA to support evidence-based practices and comprehensive school improvement efforts.

Schoolwide and targeted support activities may include:

- Personnel to support evidence-based academic and behavioral interventions;
- Instructional coaches and Academic Support Teachers (ASTs) to strengthen instructional capacity;
- Intervention teachers and supplemental instructional programs;
- Expanded learning and extended learning opportunities;
- Supplemental instructional materials and educational technology;
- AVID and college and career readiness programs;
- Project GLAD implementation and language development supports;
- MTSS, PBIS, attendance intervention, and wellness supports;
- Counseling, mental health, and Family Resource Center services;
- Professional learning opportunities to strengthen instructional practices, culturally responsive teaching, and content knowledge;
- Programs designed to provide students with access to a well-rounded education.

Goals and actions identified within the SPSA are monitored throughout the school year by Site Leadership Teams, district support teams, advisory committees, and School Site Councils to ensure ongoing evaluation, accountability, and continuous improvement.

Students identified as most at-risk are provided targeted academic interventions, language development support, counseling and wellness services, attendance interventions, mentoring opportunities, extended learning supports, and additional evidence-based services aligned to their identified needs. Special attention is given to supporting English Learners, Long-Term English Learners (LTELs), Foster Youth, students experiencing homelessness, Socioeconomically Disadvantaged students, and students attending Additional Targeted Support and Improvement (ATSI) schools.

Additionally, PYLUSD coordinates support services and community partnerships through the Family Resource Center (FRC), Community Engagement Initiative (CEI), Community Schools planning efforts, and wellness support programs to strengthen family-school partnerships, increase educational partner voice, and remove barriers to student success.

Through these coordinated efforts, PYLUSD continues to strengthen equitable access to rigorous instruction, intervention supports, culturally responsive learning environments, and comprehensive systems of support designed to improve outcomes for all students.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

The Placentia-Yorba Linda Unified School District (PYLUSD) provides comprehensive support services to children and youth experiencing homelessness in order to ensure educational stability, immediate enrollment, consistent attendance, academic success, and equitable access to school programs and services. In coordination with the McKinney-Vento Homeless Assistance Act, the district provides targeted supports and services through the Family Resource Center (FRC), district McKinney-Vento Liaison, Student Support Services, school site staff, and community partnerships designed to remove barriers to student success and strengthen school-family connections.

PYLUSD provides dedicated staffing support through a district McKinney-Vento Liaison and program support staff who oversee identification, enrollment, transportation coordination, case management, attendance support, academic monitoring, and community referrals for students and families experiencing homelessness. These staff members work collaboratively with schools, families, community organizations, and outside agencies to ensure students receive timely access to educational programs, intervention services, wellness supports, and other resources necessary to support school success and stability.

The district's McKinney-Vento Homeless Education Program supports:

- Immediate enrollment for students experiencing homelessness in either their School of Origin or School of Residence;
- Advocacy for educational stability by allowing students to remain in their school of origin despite housing transitions or multiple moves during the school year;
- Direct collaboration with school site staff and families to support enrollment and placement decisions based on the student's best interests;
- Coordination of transportation services to maintain educational continuity and school stability;
- Academic monitoring and case management support for students and families;
- Assistance with school attendance, engagement, and access to intervention supports.

To support attendance and educational success, PYLUSD provides transportation services for eligible students to remain in their school of origin, including district transportation and bus pass support for students and families whenever appropriate. Additional supports may include:

- Distribution of backpacks, school supplies, hygiene kits, clothing, socks, shoes, and other essential items;
- Referrals to food assistance programs, wellness services, counseling supports, and community-based resources;
- Tutoring resources, intervention supports, and expanded learning opportunities;
- Access to mental health and social-emotional wellness supports;
- Assistance connecting families to housing, medical, and community services through the Family Resource Center (FRC) and community partnerships.

District staff also provide direct outreach services to residences, shelters, hotels/motels, schools, and community locations to assist students and families in accessing educational services, community supports, and district resources. Program materials and information regarding homeless

education rights and available services are provided in English and Spanish, with additional interpretation and translation support available as needed to ensure meaningful access for multilingual families.

PYLUSD coordinates homeless services with additional district programs and initiatives including Foster Youth services, counseling and wellness supports, MTSS systems, Community Engagement Initiative (CEI) practices, attendance intervention programs, Community Schools planning efforts, and family engagement initiatives in order to provide integrated and comprehensive supports for students and families experiencing homelessness.

The district also continues to provide multi-tiered support services for Foster Youth students in order to maintain educational stability, improve attendance, strengthen academic achievement, and support social-emotional well-being. Coordination between McKinney-Vento services, Foster Youth supports, counseling services, school site staff, and community agencies helps ensure students receive individualized support aligned to their educational and wellness needs.

Through these coordinated efforts, PYLUSD remains committed to removing barriers to enrollment, attendance, and academic success for students experiencing homelessness while ensuring students and families have equitable access to safe, supportive, and inclusive educational environments..

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10)(A–B)

The Placentia-Yorba Linda Unified School District (PYLUSD) supports coordinated and effective student transitions across all grade spans through collaboration between schools, families, early

childhood programs, counseling staff, community partners, institutions of higher education, and career pathway programs. Transition supports are designed to strengthen academic readiness, social-emotional wellness, family engagement, and equitable access to educational opportunities while ensuring students and families experience continuity and support throughout their educational journey.

Transition to Elementary School Programs

PYLUSD elementary schools, including Title I schools and State Preschool programs, provide transitional opportunities for students and families prior to entry into Transitional Kindergarten (TK) and Kindergarten. Elementary schools host spring orientation programs, school readiness activities, family information nights, and campus visits to support successful transitions into elementary school. These orientation and onboarding opportunities provide students and families with information regarding academic expectations, attendance, school routines, health and safety procedures, and available student supports.

The district's preschool and early childhood programs provide developmentally appropriate, linguistically responsive, and culturally inclusive learning experiences designed to support school readiness and whole-child development. Preschool staff collaborate with elementary schools and families to support smooth transitions into TK and Kindergarten while strengthening parent understanding of child development, attendance, literacy, and early learning expectations.

PYLUSD also conducts outreach and re-engagement efforts prior to the beginning of each school year to reconnect with families, support student enrollment, and prioritize outreach to students identified as at-risk for chronic absenteeism or disengagement from school.

Transition to Middle School Programs

District elementary students are provided opportunities to participate in middle school and junior high transition activities during the spring and summer months. Middle schools and junior high schools host orientation events, welcome activities, parent information nights, student tours, and registration opportunities designed to familiarize students and families with campus programs, schedules, academic expectations, extracurricular activities, and student support services.

School counselors, administrators, teachers, and support staff collaborate with feeder elementary schools to review student data, discuss placement needs, identify intervention supports, and ensure students receive appropriate academic, behavioral, language development, and wellness supports as they transition to secondary programs. Additional transition supports may be provided for English Learners, Long-Term English Learners (LTELs), Foster Youth, students experiencing homelessness, students with disabilities, and students identified through MTSS intervention processes.

Transition to High School Programs

Exiting eighth-grade students are provided opportunities to transition into one of the district's four comprehensive high schools. High schools establish orientation activities, course selection timelines, registration processes, and student scheduling opportunities in collaboration with feeder middle and junior high schools. Families receive information regarding graduation requirements, college and career pathways, Career Technical Education (CTE) programs, Advanced Placement

(AP) opportunities, extracurricular activities, intervention supports, and student services.

PYLUSD schools communicate transition information to families through parent meetings, orientation events, counseling presentations, websites, multilingual communication systems, and district outreach efforts. Middle and high school staff collaborate to share student data, review placement information, and support accurate course scheduling and intervention planning to ensure students are appropriately placed and supported as they transition into high school programs.

Additional transition supports may include:

- Summer bridge and orientation opportunities;
- AVID and AVID Excel transition supports;
- Counseling and academic planning services;
- MTSS and intervention supports;
- Attendance and wellness supports;
- Student leadership and peer mentoring opportunities;
- English Learner and LTEL support services.

Transition to Postsecondary Education and Career Pathways

PYLUSD continues to strengthen college and career readiness opportunities through collaboration with institutions of higher education, business and community partners, Career Technical Education (CTE) programs, and regional workforce initiatives. The district provides students with access to college and career exploration opportunities, counseling services, career pathway programs, and postsecondary planning supports designed to help students identify their interests, strengths, and future goals.

Students are provided opportunities to participate in:

- Dual enrollment and concurrent enrollment opportunities;
- Career Technical Education (CTE) pathways;
- AVID college and career readiness programs;
- College and financial aid workshops;
- Career exploration and workforce readiness activities;
- Postsecondary planning and counseling services;
- Partnerships with local colleges, universities, and community organizations.

School counselors, teachers, administrators, and support staff work collaboratively with students and families to monitor graduation progress, A–G completion, college and career readiness indicators, and postsecondary planning goals. These coordinated transition efforts support equitable access to rigorous academic opportunities, career pathways, and postsecondary experiences designed to prepare students for success in college, career, and life.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

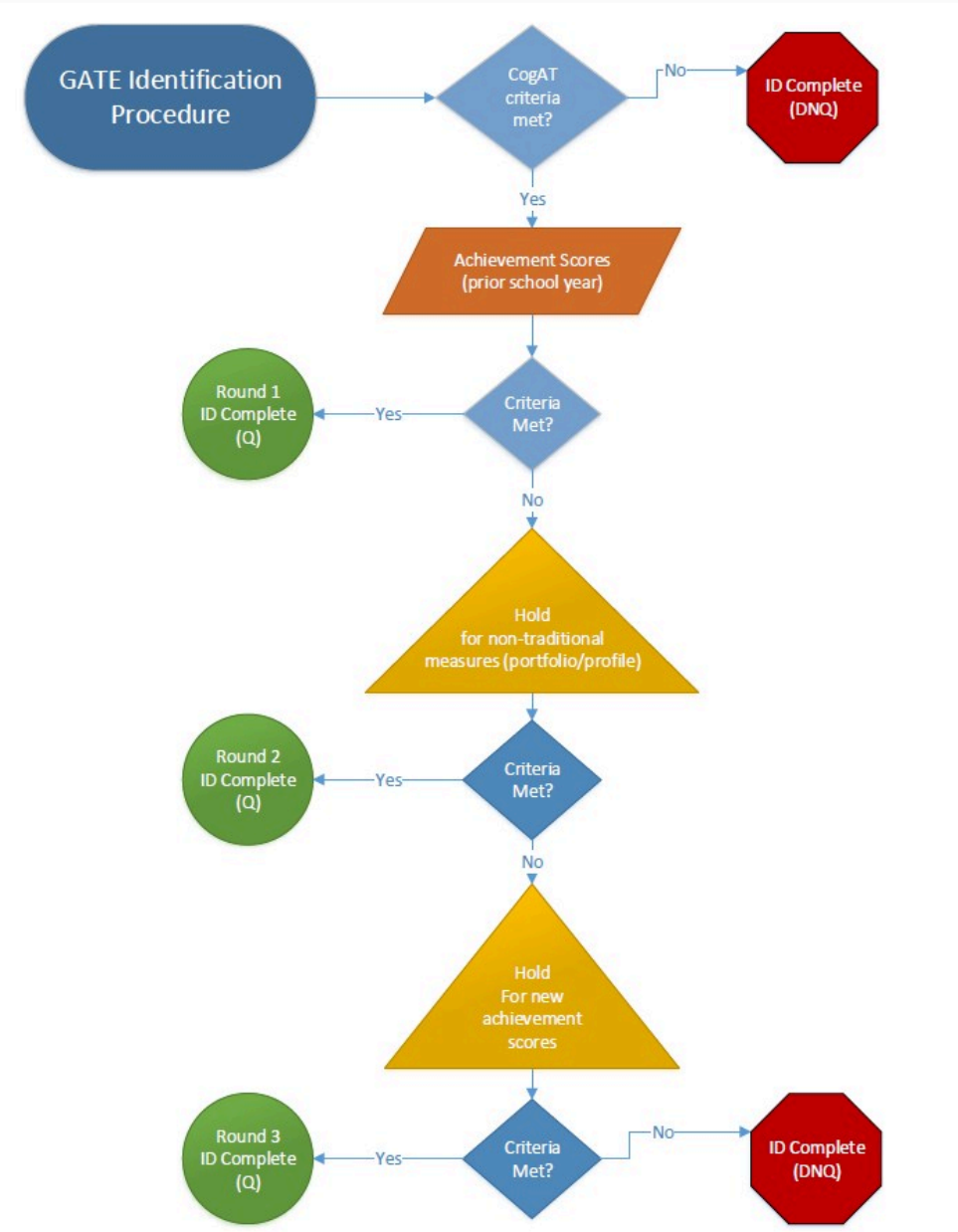
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students in third through seventh grades may qualify for the GATE program based on GATE identification criteria. These criteria include a balance between achievement testing, ability testing, and other factors. All third and fourth grade students will be screened to see if GATE services are appropriate, students in grades five through seventh may be referred for testing or evaluation by their teacher, administrator, counselor, or parent. Because the state department of education gives each district the responsibility of developing its own criteria for its GATE program, qualifications vary from district to district. Parents of students who are identified as GATE in another district should contact the PYLUSD GATE office at (714) 985-8650 prior to enrolling in the district to discuss the program options.



School Library Programs
To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement, the District will provide professional development, instruction, staff, updated library collections and library spaces, as well as updated equipment to support technology needs at all school sites.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to supporting a comprehensive system of professional growth and continuous improvement aligned to the district's mission to "inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens." Through coordinated districtwide professional learning systems, instructional coaching, leadership development, collaboration structures, and targeted support programs, PYLUSD works to strengthen educator effectiveness, instructional coherence, educational equity, and student achievement across all grade levels and student groups.

The Educational Services Division provides a variety of professional learning opportunities designed to increase educator capacity to deliver rigorous, culturally responsive, and standards-aligned instruction while supporting the academic, behavioral, language development, and social-emotional needs of all students. District professional learning systems are aligned to the Local Control and Accountability Plan (LCAP), Blueprint for Academic Success, California English Learner Roadmap, Multi-Tiered System of Support (MTSS), and continuous improvement priorities. District systems of professional growth and improvement include:

- Support for the development and refinement of effective Professional Learning Communities (PLCs) focused on improving student achievement;
- Data-driven instructional decision-making utilizing multiple state and local data sources;
- Instructional coaching and collaboration structures;
- Professional learning aligned to district Signature Practices;
- Leadership development opportunities for teachers, administrators, and school leaders;
- Specialized professional development supporting English Learners, Long-Term English Learners (LTELs), students with disabilities, and unduplicated pupil groups;
- Opportunities for teacher leadership, collaboration, and instructional innovation.

Professional Learning Communities (PLCs) continue to serve as a foundational structure for instructional collaboration and continuous improvement throughout the district. PLC teams engage in the development of guaranteed and viable curriculum, common assessments, data analysis, targeted intervention planning, and collaborative reflection regarding instructional practices and student outcomes. PLC work is centered on ensuring equitable access to rigorous instruction and improving outcomes for all students.

Principals' professional development and growth are rooted in creating clarity through coherence and alignment using data-driven decision-making processes, standards-based instruction, targeted intervention systems, and PLC implementation. During monthly TK–12 principal meetings and grade span collaborations, school leaders participate in professional learning aligned to A Handbook for Professional Learning Communities at Work® by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos. Principal professional learning focuses on refining the PLC process, instructional leadership, data analysis, targeted intervention systems, and continuous improvement practices.

Grade span meetings also provide opportunities for principals and district leaders to engage in instructional walkthroughs, collaborative reflection, and sharing of best practices related to instructional focus areas, MTSS implementation, language development, and student engagement strategies. These collaborative learning opportunities strengthen the instructional leadership capacity of school site administrators and promote districtwide instructional coherence.

All teachers are provided opportunities to participate in professional learning throughout the summer and school year to strengthen instructional practices and support first, best instruction for all students. Specialized professional development is provided to support English Learners, Long-Term English Learners (LTELs), students with disabilities, and multilingual learners while strengthening instructional alignment to Individualized Education Programs (IEPs), integrated and designated English Language Development (ELD), and culturally responsive instructional practices.

Districtwide Project GLAD® implementation continues to serve as a major professional learning initiative focused on strengthening language acquisition, academic discourse, literacy development, and access to rigorous instruction for multilingual learners and all students. During the 2026–2027 school year, PYLUSD will continue implementation and expansion of the OCDE Project GLAD® professional development model to support high-quality integrated and designated English Language Development (ELD) instruction aligned with the California English Learner Roadmap.

The Elementary GLAD® Foundations Training model includes Kindergarten–2nd Grade cohorts, 3rd–4th Grade cohorts, 5th–6th Grade cohorts, and ELD/Academic Support Teacher (AST) cohorts. Participating educators engage in:

- Two-day Research and Theory Workshops;
- Four-day Classroom Demonstration Models;
- Coaching and collaborative planning opportunities;
- Classroom implementation and reflection support.

The district will also implement a Preschool/TK Project GLAD® professional learning series designed to strengthen oral language development, vocabulary acquisition, early literacy foundations, student engagement, and developmentally appropriate instructional practices for early

learners. TK educators participate in Research and Theory Workshops, Classroom Demonstration Models, collaborative planning opportunities, and embedded coaching support aligned to early childhood learning standards.

To strengthen implementation fidelity and sustainability, PYLUSD will continue customized GLAD® follow-up support during the 2026–2027 school year through six differentiated cohort groups:

- Kindergarten–1st Grade;
- 2nd–3rd Grade;
- 4th Grade;
- 5th Grade;
- 6th Grade;
- Secondary Cohorts.

Each cohort will participate in customized implementation support sessions, collaborative lesson planning, guided reflection, coaching cycles, and curriculum alignment activities connected to district instructional priorities and Wonders curriculum implementation. Follow-up sessions are specifically designed to strengthen implementation fidelity, instructional scaffolds, academic language development, student engagement, and consistent instructional practices across grade spans.

PYLUSD also continues to strengthen professional learning aligned to Dual Language Education (DLE), biliteracy development, and multilingual learner success. Through a partnership with the Orange County Department of Education (OCDE), TK–6 Dual Language Academy (DLA) educators will participate in inquiry cycles and collaborative professional development focused on reflective instructional practices in dual language immersion classrooms.

Glenview Dual Language Academy teachers will receive release time and collaborative planning opportunities to align program goals, support implementation of the 90/10 program model, strengthen Spanish/English biliteracy pathways, and increase instructional alignment across content and language domains. Professional learning will focus on research-based practices supporting bilingualism, biliteracy, biculturalism, vertical articulation, and Spanish Language Development/English Language Development integration.

In alignment with the district's Strategic Plan goal of strengthening foundational literacy, PYLUSD will also provide ongoing professional development related to implementation of the Wonders and Maravillas curriculum adoption for grades K–5 English Language Arts (ELA), English Language Development (ELD), and Dual Language Academy (DLA) programs. Through collaboration with McGraw-Hill trainers and district instructional leaders, teachers will strengthen implementation of standards-aligned literacy instruction, assessment practices, intervention strategies, differentiated supports, and language-rich instructional practices designed to support diverse learners.

Professional learning connected to the Wonders and Maravillas adoption includes:

- California ELA/ELD Framework alignment;
- Assessment and progress monitoring practices;
- Small-group and intervention instruction;
- Differentiated instructional supports;
- Language acquisition and literacy development strategies;
- Teacher feedback-driven instructional topics and implementation support.

School-based professional learning is additionally aligned to individual site needs identified through SPSA processes, Dashboard data, educational partner feedback, walkthrough evidence, and continuous improvement cycles. PLC planning and collaboration opportunities outside the regular instructional day are also provided to strengthen instructional planning and intervention systems.

PYLUSD also promotes meaningful teacher leadership opportunities through participation in:

- District Teacher Advisory Committee (TAC);
- District Teacher Leadership Teams;
- Math, Science, and English Learner Fellows programs;

- Site Leadership Teams;
- Instructional coaching and mentoring opportunities;
- Professional learning task forces and curriculum committees;
- Districtwide collaboration and implementation teams.

School leaders are encouraged to participate in all district professional learning opportunities in order to strengthen alignment, collaboration, and shared leadership practices across schools and departments.

The district's Professional Learning Plan contributes to a coherent system of educator learning and support that connects district priorities, school needs, state priorities, and federal program requirements. Coordination of Title I, Title II, Title III, LCAP, and other supplemental funding sources ensures professional learning resources are strategically aligned to established priorities, instructional improvement goals, educational equity initiatives, and student outcome targets.

Additional planned professional development opportunities for the 2025–2026 and 2026–2027 school years include:

- Transitional Kindergarten (TK) Professional Learning;
- Playful Connections: Bridging Education and Imagination;
- OCDE Preschool Learning Foundations and Frameworks;
- iReady professional development sessions;
- CABE and NABE professional learning opportunities;
- OCDE Spanish Language Development (SLD) sessions;
- GATE professional development;
- Teacher collaboration and instructional task forces;
- MTSS, PLC, and instructional leadership training opportunities.

These professional learning opportunities support PYLUSD's ongoing commitment to continuous improvement, instructional excellence, culturally responsive practices, leadership development, biliteracy and multilingualism, and equitable outcomes for all students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The CBEDs enrollment of unduplicated pupils are analyzed annually by the Business Services and Educational Services Departments in order to equitably allocate supplemental and Title funding to schools with the highest percentage of unduplicated pupils and are implementing comprehensive support and improvement activities as well as targeted support. The District dedicates LCAP, Title I, Part A, ATSI, Title II, Part A, and Title III resources toward established priorities and outcomes accordingly.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

The Placentia-Yorba Linda Unified School District (PYLUSD) utilizes multiple measures of data analysis, educational partner consultation, and continuous improvement practices to evaluate, refine, and strengthen activities supported through Title II, Part A. District departments including Educational Services, Student Support Services, Human Resources, Expanded Learning, and school leadership teams collaboratively analyze state and local data, educational partner feedback, professional learning outcomes, and implementation evidence to ensure professional development activities remain responsive to district priorities, student needs, and educator capacity-building goals.

District analysis and continuous improvement processes are aligned to the California School Dashboard, Local Control and Accountability Plan (LCAP) goals and actions, School Plan for Student Achievement (SPSA) processes, Community Engagement Initiative (CEI) practices, and the district's Professional Learning Plan. Educational partner consultation occurs through weekly director meetings, district leadership meetings, LCAP development sessions, educational partner surveys, School Site Council (SSC) meetings, District English Learner Advisory Committee (DELAC) meetings, Title I Parent Advisory Committee meetings, Strategic Visioning sessions, and ongoing collaboration with school leadership teams and instructional staff.

District and school teams analyze multiple data measures to identify trends, monitor implementation, evaluate effectiveness, and determine differentiated professional learning supports for schools and student groups requiring additional support. Data sources utilized include:

- California School Dashboard indicators;
- CAASPP and ELPAC performance data;
- English Learner Progress Indicator (ELPI) data;
- Attendance and chronic absenteeism data;
- Graduation and college/career readiness indicators;
- Classroom walkthrough evidence;
- Common assessment and PLC data;
- Educational partner surveys and feedback forms;
- SPSA and LCAP progress monitoring data;
- MTSS intervention and progress monitoring data;
- Professional learning participation and evaluation data.

Based on this analysis process, differentiated support aligned to the district's Multi-Tiered System of

Support (MTSS) framework is identified to support schools requiring Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Focus Schools, Priority Schools, and schools with the highest percentages of underperforming students. Tier 1 supports focus on strengthening effective first instruction, instructional coherence, standards-aligned teaching, and districtwide Signature Practices. Tier 2 and Tier 3 supports utilize assessment data, intervention systems, instructional coaching, and targeted professional learning to accelerate student learning and address identified instructional and programmatic needs.

The district's professional learning systems prioritize:

- PLC implementation and refinement;
- Data-driven instructional decision-making;
- Standards-based instruction;
- Common assessment development and analysis;
- Targeted intervention systems;
- Language development and English Learner supports;
- GLAD implementation and instructional coherence;
- Foundational literacy and mathematics;
- MTSS and culturally responsive instructional practices.

PYLUSD evaluates the effectiveness of Title II, Part A-supported professional learning activities through ongoing consultation, implementation monitoring, and analysis of educator and student outcome data. District and site leaders conduct classroom walkthroughs and implementation observations to assess instructional practices, monitor implementation fidelity, and identify future professional learning needs. Classroom walkthrough evidence and instructional data are utilized to support coaching cycles, instructional planning, and districtwide refinement efforts.

Following professional learning sessions, principal meetings, and districtwide trainings, participant evaluations and feedback surveys are reviewed to assess participation levels, satisfaction, usefulness, implementation needs, and recommendations for future learning opportunities. Annual district surveys also gather input from teachers, support staff, administrators, and educational partners regarding professional learning quality, instructional priorities, and district support systems. The district utilizes Qualtrics and additional survey tools to gather and analyze feedback regarding professional development effectiveness and educator needs.

After each TK–12 principal meeting, grade span collaboration, and Title I principal meeting, school leaders are surveyed regarding districtwide focus areas including:

- Refinement of Professional Learning Community (PLC) practices;
- Data-driven decision-making and use of common assessments;
- Targeted intervention and acceleration strategies;
- Signature Teaching Practices;
- Foundational literacy and mathematics priorities;
- English Learner and Long-Term English Learner (LTEL) instructional supports;
- MTSS implementation and instructional coherence.

The district also incorporates educational partner voice and continuous improvement practices through implementation of the Community Engagement Initiative (CEI), empathy interviews, focus groups, listening sessions, and collaborative feedback cycles designed to better understand the experiences and needs of students, staff, families, and community members.

Academic, behavioral, attendance, wellness, and student climate data are regularly reviewed and shared with district advisory committees, school leadership teams, School Site Councils, the Board of Education, and educational partners to support transparency, collaborative planning, and continuous improvement efforts districtwide.

The district's Professional Learning Plan contributes to a coherent system of educator learning and support that connects district priorities, school needs, student outcome data, state priorities, and federal program requirements. Coordination of Title I, Title II, Title III, LCAP, and supplemental funding sources ensures professional learning resources remain strategically aligned to instructional improvement goals, educational equity priorities, and continuous improvement efforts designed to improve outcomes for all students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to providing high-quality, comprehensive professional learning opportunities designed to strengthen the capacity of teachers, administrators, principals, instructional support personnel, and community-based organizational partners to effectively support multilingual learners and English Learners (ELs). Professional development activities are aligned to the California English Learner Roadmap, the district's English Learner Master Plan, the Local Control and Accountability Plan (LCAP), and the district mission to inspire all students through rigorous and relevant educational experiences that prepare them for success now and in the future.

Professional learning throughout the district is designed to improve instruction and assessment practices for English Learners through evidence-based instructional pedagogy, integrated and designated English Language Development (ELD), language acquisition practices, formative and summative assessment systems, progress monitoring, culturally responsive teaching, and equitable access to rigorous grade-level curriculum. PYLUSD recognizes and values the rich linguistic and

cultural diversity of its students and remains committed to promoting bilingualism, biliteracy, multilingualism, and meaningful access to high-quality educational experiences for all students.

At the center of this work is the California English Learner Roadmap Policy, which serves as the foundational framework guiding district systems, instructional practices, leadership development, and family engagement efforts for multilingual learners. PYLUSD's LCAP priorities and professional learning systems are aligned to the four California EL Roadmap principles:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

During the 2025–2026 school year, professional learning focused on implementation of Principle 2: *Intellectual Quality of Instruction and Meaningful Access* through strengthening integrated and designated ELD practices, language-rich instructional environments, academic discourse, collaborative conversations, and rigorous grade-level access for English Learners across all content areas.

Building upon this work, the district's 2026–2027 professional learning focus will center on implementation of Principle 3 of the California EL Roadmap: *System Conditions that Support Effectiveness*. This next phase of implementation will strengthen districtwide instructional coherence, collaborative systems, leadership capacity, multilingual learner support structures, vertical articulation, MTSS alignment, and continuous improvement systems designed to improve outcomes for English Learners and Long-Term English Learners (LTELs).

Professional learning aligned to Principle 3 will focus on:

- Strengthening districtwide systems supporting multilingual learner success;
- Refinement of Professional Learning Community (PLC) practices;
- Data-driven decision-making and progress monitoring systems;
- Implementation fidelity of integrated and designated ELD;
- MTSS alignment and targeted intervention systems;
- Leadership development and instructional coaching;
- Vertical articulation across grade spans and programs;
- Family engagement and educational partner collaboration;
- Equitable access to rigorous, language-rich instruction for all students.

To guide professional learning, PYLUSD utilizes the California EL Roadmap vision alongside the district mission statement and research-based sociocultural theories of learning that recognize language acquisition as a social process requiring meaningful interaction, academic discourse, comprehensible input, and scaffolded instructional supports. The district believes that maintaining high expectations while providing multilingual learners with the tools to use language as a resource for meaning-making creates opportunities for long-term academic and linguistic success.

PYLUSD's Title III priorities include:

- Providing dedicated Teachers on Special Assignment (TOSAs) and Academic Support Teachers (ASTs) to support multilingual learner instruction;
- Training, coaching, and modeling integrated and designated ELD instructional practices;
- Supporting implementation of explicit language routines focused on "Input," "Output," and "Interacting in Meaningful Ways" across all content areas;
- Providing coaching and implementation support aligned to the district's Multi-Tiered System of Support (MTSS);
- Expanding professional learning opportunities during the school year, summer workshops, monthly cluster meetings, and collaborative planning opportunities;
- Strengthening biliteracy, bilingualism, and multilingual learner pathways districtwide.

Districtwide Project GLAD® implementation continues to serve as a major component of Title III professional learning. During the 2026–2027 school year, PYLUSD will continue implementation and expansion of the OCDE Project GLAD® instructional framework to strengthen language acquisition, academic discourse, literacy development, and equitable access to rigorous instruction for multilingual learners and all students.

2026–2027 Project GLAD® Cohorts Include:

- Preschool/TK GLAD® Cohort
- Kindergarten–2nd Grade Foundations Cohort
- 3rd–4th Grade Foundations Cohort
- 5th–6th Grade Foundations Cohort
- ELD/Academic Support Teacher (AST) Cohort
- Secondary GLAD® Cohort
- Kindergarten–1st Grade Customized Follow-Up Cohort
- 2nd–3rd Grade Customized Follow-Up Cohort
- 4th Grade Customized Follow-Up Cohort
- 5th Grade Customized Follow-Up Cohort
- 6th Grade Customized Follow-Up Cohort

Project GLAD® professional learning includes:

- Research and Theory Workshops;
- Classroom Demonstration Models;
- Collaborative lesson planning and reflection;
- Embedded coaching and implementation support;
- Academic language development strategies;
- Integrated literacy and language acquisition practices;
- Wonders and Maravillas curriculum integration support;
- Comprehensible input and structured academic discourse strategies;

- Instructional scaffolds aligned to the California ELD Standards and ELA/ELD Framework.

PYLUSD will also continue implementation of Dual Language Education (DLE) professional learning opportunities in partnership with the Orange County Department of Education (OCDE). TK–6 Dual Language Academy educators will participate in inquiry cycles and collaborative learning opportunities designed to strengthen instructional practices in dual language immersion settings and support implementation of the district's 90/10 Dual Language model.

Professional learning for Dual Language Academy educators focuses on:

- Biliteracy and bilingual instructional practices;
- Vertical articulation across grade spans;
- Spanish Language Development (SLD) and ELD alignment;
- Biliteracy pathway development;
- Data-driven instructional planning;
- Research-based dual language instructional strategies supporting bilingualism, biliteracy, and biculturalism.

Additionally, the district will provide ongoing professional development related to implementation of the Wonders and Maravillas curriculum adoption for grades K–5 English Language Arts (ELA), English Language Development (ELD), and Dual Language Academy (DLA) programs. Professional learning will strengthen teacher understanding of standards-aligned literacy instruction, differentiated supports, assessment practices, intervention systems, language development strategies, and equitable access to rigorous curriculum for diverse learners.

Professional learning opportunities are differentiated by grade span, role, and student need and include after-contract opportunities, summer institutes, collaborative planning sessions, instructional coaching, administrator training, and districtwide implementation support. School leaders, counselors, instructional support personnel, and community-based organizational partners are encouraged to participate in professional learning opportunities aligned to multilingual learner success and educational equity.

PYLUSD currently serves approximately 2,424 English Learners and remains focused on ensuring students develop high levels of English proficiency, achieve academic success, and reclassify in a timely manner while maintaining access to rigorous grade-level curriculum and meaningful educational experiences. Through coordinated systems of professional learning, instructional coaching, leadership development, and continuous improvement practices, the district continues to strengthen sustainable instructional systems that support the academic, linguistic, and social success of multilingual learners across all schools and grade spans.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to providing enhanced instructional opportunities and comprehensive support services for immigrant children, youth, and multilingual learners through coordinated educational programs, culturally responsive engagement practices, targeted interventions, and family partnerships. These supplemental services are designed to strengthen academic achievement, English language development, social-emotional wellness, school connectedness, and equitable access to rigorous educational opportunities for immigrant students and families.

PYLUSD prioritizes student-centered instructional programs and schools that recognize and respond to the diverse linguistic, cultural, academic, and social-emotional strengths and needs of immigrant students and multilingual learners. Through the Local Control and Accountability Plan (LCAP), Title III funding, supplemental district resources, and coordinated support systems, the district continues to invest in evidence-based instructional practices and integrated support services designed to improve outcomes for immigrant students and families.

To strengthen instructional opportunities for immigrant children and youth, PYLUSD implements a variety of supplemental programs and services that may include:

- Integrated and Designated English Language Development (ELD);
- Language-rich instructional practices aligned to the California ELD Standards and ELA/ELD Framework;
- Project GLAD® instructional strategies and language acquisition supports;
- MTSS intervention and progress monitoring systems;
- Newcomer and multilingual learner instructional supports;
- Biliteracy and Dual Language Academy opportunities;
- Academic intervention and extended learning opportunities;
- Counseling, wellness, and social-emotional supports;
- Family Resource Center (FRC) services and community partnerships;
- Culturally responsive instructional practices and educational partner engagement opportunities.

PYLUSD also prioritizes family engagement initiatives designed to strengthen partnerships between schools and immigrant families. The district recognizes that engaging parents and families in their

children's education is critical to promoting academic success, school connectedness, attendance, and long-term educational outcomes for immigrant students.

Family engagement efforts may include:

- Family outreach programs and educational partner engagement opportunities;
- Parent workshops focused on literacy, language development, assessment systems, and school supports;
- Informational sessions regarding academic programs, graduation requirements, reclassification, and college and career readiness;
- Translation and interpretation services;
- Multilingual communication systems and culturally responsive outreach materials;
- Parent leadership and advisory committee opportunities;
- Community resource referrals and wellness supports;
- Opportunities for families to volunteer and participate in school events and district initiatives.

PYLUSD continues to strengthen these efforts through participation in statewide and regional initiatives focused on equitable educational partner engagement and continuous improvement practices. As part of this work, the district participated in Community Engagement Initiative (CEI) Cohort V, a statewide system of support designed to:

- Build capacity within school districts and communities to engage in collaborative and relationship-centered conversations focused on improving student outcomes;
- Identify effective models of community engagement and metrics to evaluate engagement practices;
- Develop peer-to-peer partnerships between school districts and county offices of education;
- Strengthen culturally responsive engagement systems and continuous improvement efforts statewide.

Through CEI participation and the district's ongoing Strategic Visioning and Planning process, PYLUSD expanded the use of empathy interviews, educational partner feedback cycles, focus groups, listening sessions, and collaborative planning opportunities to better understand the lived experiences and needs of immigrant families, multilingual learners, and unduplicated pupil groups.

Additionally, PYLUSD continues to strengthen instructional opportunities for immigrant children and youth through implementation of districtwide Project GLAD® professional learning cohorts, Dual Language Academy instructional supports, Wonders and Maravillas curriculum implementation, and integrated language development practices designed to increase access to rigorous grade-level curriculum and language-rich instructional environments.

The district's Family Resource Center (FRC), counseling services, wellness supports, and community partnerships also provide immigrant families with access to social-emotional supports, attendance intervention services, school readiness resources, community referrals, and wraparound services that remove barriers to student success and strengthen family-school partnerships.

Through these coordinated supplemental services and instructional supports, PYLUSD continues to strengthen equitable access to high-quality educational experiences, language acquisition opportunities, family engagement systems, and culturally responsive learning environments that support the academic, linguistic, and social success of immigrant children and youth.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to implementing effective, evidence-based programs and activities designed to increase English Learners' English language proficiency, academic achievement, social-emotional wellness, and access to rigorous grade-level curriculum aligned to California State Standards and the California English Learner Roadmap. Through coordinated systems of support, culturally responsive instructional practices, multilingual learner programs, and professional learning opportunities, PYLUSD works to ensure English Learners develop the linguistic, academic, and social competencies necessary for long-term success in school and beyond.

PYLUSD utilizes a Multi-Tiered System of Support (MTSS) framework to address the academic, behavioral, social-emotional, and language development needs of English Learners and multilingual students. District programs and services are aligned to the Local Control and Accountability Plan (LCAP), English Learner Master Plan, California English Learner Roadmap, and districtwide continuous improvement efforts focused on equitable access and student achievement.

Title III-supported instructional programs and activities include:

- Integrated and Designated English Language Development (ELD);
- Project GLAD® instructional implementation;
- Dual Language Academy (DLA) and biliteracy pathways;
- Academic intervention and targeted instructional supports;
- Language-rich instructional practices aligned to the California ELD Standards and ELA/ELD Framework;
- Supplemental instructional resources and technology supports;
- Family literacy and parent education programs;
- Extended learning and summer enrichment opportunities;
- Progress monitoring and MTSS intervention systems;
- Counseling, wellness, and educational partner engagement supports.

All professional learning opportunities are designed to support and improve instruction and assessment practices for English Learners through effective instructional pedagogy, formative and summative assessment systems, progress monitoring, language acquisition strategies, and implementation of integrated and designated ELD aligned to the California ELD Standards and

ELA/ELD Framework. Teachers, administrators, counselors, instructional support staff, and school leaders participate in professional learning focused on strengthening instructional coherence, academic language development, and equitable access to rigorous curriculum for multilingual learners.

Dedicated Teachers on Special Assignment (TOSAs), Academic Support Teachers (ASTs), and instructional support staff provide ongoing coaching, modeling, collaborative planning, and implementation support focused on high-leverage instructional practices that increase language development and grade-level content access for English Learners. Coaching and professional learning emphasize:

- Explicit language routines;
- Integrated and designated ELD implementation;
- Academic discourse and structured student interaction;
- Comprehensible input strategies;
- Formative assessment and progress monitoring;
- Differentiated instructional supports;
- MTSS-aligned intervention practices;
- Family literacy strategies and parent engagement supports.

Districtwide Project GLAD® implementation continues to serve as a major instructional and professional learning initiative supporting language acquisition and equitable access to rigorous instruction. During the 2026–2027 school year, PYLUSD will continue implementation and expansion of Project GLAD® professional learning cohorts across preschool/TK, elementary, ELD/AST, and secondary grade spans. Project GLAD® instructional strategies support oral language development, academic vocabulary, literacy acquisition, academic discourse, comprehensible input, and student engagement in language-rich classroom environments.

The district also continues to expand Dual Language Academy (DLA) programming and biliteracy supports through collaboration with the Orange County Department of Education (OCDE). Professional learning for TK–6 DLA educators supports implementation of research-based dual language instructional practices that promote bilingualism, biliteracy, biculturalism, vertical articulation, and Spanish/English language development across content areas.

Additional Title III instructional supports and services include, but are not limited to:

- North Orange Continuing Education (NOCE) English classes for families;
- Lexia English language development supports;
- Family Literacy Project activities;
- After-school and expanded learning opportunities including ASES;
- Summer English Learner enrichment and acceleration programs;
- Family workshops and multilingual parent education opportunities;
- Educational technology and language development supports.

PYLUSD also prioritizes educational partner engagement and family-school partnerships as essential components of multilingual learner success. DELAC meetings include presentations highlighting Title III activities, evidence-based interventions, district initiatives, student outcome data, and family engagement opportunities. Parent workshops and trainings may include topics related to educational technology, literacy development, language acquisition, wellness supports, and strategies families can use to support learning at home. District leadership regularly engages

with parents and educational partners through DELAC, LCAP engagement sessions, advisory meetings, and educational partner forums to address concerns, gather feedback, and strengthen collaborative decision-making processes.

The effectiveness of Title III programs and activities is measured through multiple quantitative and qualitative measures, including:

- Student and parent participation in district-sponsored activities, trainings, and workshops;
- District formative assessment data;
- Summative ELPAC results;
- Reclassification rates;
- English Learner Progress Indicator (ELPI) data;
- DELAC evaluations and educational partner surveys;
- Biannual English Learner progress monitoring through Ellevation;
- RFEP monitoring through Ellevation;
- Annual California state assessment data;
- Classroom walkthroughs and instructional implementation evidence;
- Site visits, learning walks, and MTSS progress monitoring systems.

Quantitative and qualitative data collected through surveys, classroom observations, learning walks, educational partner engagement opportunities, and site-level analysis provide the district with ongoing information used to evaluate the effectiveness of programs and instructional practices supporting English Learners. Data is analyzed regularly through PLC meetings, MTSS processes, assessment calendars, district leadership meetings, and continuous improvement cycles to guide instructional planning, intervention supports, and future professional learning opportunities.

PYLUSD currently serves approximately 2,424 English Learners and remains committed to ensuring multilingual learners attain high levels of English proficiency, master grade-level standards, develop biliteracy and bilingualism where applicable, and fully participate in intellectually rich and culturally responsive educational experiences. Through coordinated systems of support, instructional innovation, family engagement, and continuous improvement practices, the district continues to strengthen equitable opportunities and positive outcomes for English Learners across all schools and grade spans.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to ensuring that all elementary and secondary schools receiving Title III funds effectively support English Learners in attaining English proficiency and meeting California's challenging academic standards. Through coordinated instructional systems, evidence-based language acquisition practices, culturally responsive instruction, Multi-Tiered System of Support (MTSS) structures, and ongoing progress monitoring, PYLUSD works to ensure multilingual learners achieve high levels of academic and linguistic success aligned to the California English Learner Roadmap and the district's English Learner Master Plan.

PYLUSD maintains a districtwide commitment to a culture of teaching and learning focused on grade-level mastery of content standards in language arts, literacy, mathematics, science, and other academic disciplines while simultaneously supporting students' English language development. The district recognizes multilingualism and biliteracy as valuable assets and implements instructional systems designed to provide English Learners with meaningful access to rigorous grade-level curriculum and intellectually rich learning opportunities.

To support English language acquisition and academic achievement, all schools are required to implement both Integrated and Designated English Language Development (ELD) aligned to the California ELD Standards and ELA/ELD Framework. Integrated ELD practices ensure language development occurs across all content areas and instructional settings, while Designated ELD provides protected instructional time focused specifically on language acquisition and proficiency development.

PYLUSD utilizes a Multi-Tiered System of Support (MTSS) framework to identify and respond to the linguistic, academic, behavioral, and social-emotional needs of English Learners and multilingual students. Students' primary language, language proficiency levels, assessment data, instructional needs, and intervention supports are considered as part of district and site-level MTSS processes to ensure targeted and responsive support systems are implemented.

District and site staff monitor English Learner progress through multiple measures of formative and summative assessment data, including:

- English Language Proficiency Assessments for California (ELPAC);
- English Learner Progress Indicator (ELPI) data;
- California Assessment of Student Performance and Progress (CAASPP/SBAC);
- iReady diagnostic assessments;
- Lexia English progress monitoring;
- District common assessments;
- Classroom writing samples and performance tasks;
- PLC assessment cycles and intervention data;
- Ellevation progress monitoring systems.

English Learner progress monitoring occurs regularly throughout the school year. Fall and Spring formative and summative assessment data are analyzed during Professional Learning Community (PLC) meetings, MTSS intervention cycles, site leadership meetings, and district data reviews to

identify instructional needs, intervention supports, and opportunities for acceleration. Student writing samples are reviewed on a trimester basis at the elementary level and during fall and spring analysis cycles at the secondary level to monitor language development, academic discourse, literacy growth, and progress toward grade-level standards.

School sites are held accountable for English Learner progress and language acquisition outcomes through the Comprehensive Needs Assessment process, School Plan for Student Achievement (SPSA), Dashboard indicators, and LCAP-aligned goals and metrics. SPSAs include required sections addressing:

- English Language Arts;
- English Learners;
- Mathematics.

Within each academic achievement area, schools identify and monitor integrated and designated language development supports, intervention strategies, professional learning priorities, and student outcome metrics aligned to English Learner achievement goals.

School leaders, teachers, counselors, support staff, district administrators, parents, and educational partners participate collaboratively in reviewing student data, monitoring implementation, and providing feedback regarding English Learner services and supports. DELAC meetings, School Site Council meetings, educational partner presentations, and advisory committee structures provide opportunities for families and educational partners to engage in discussions regarding English Learner achievement, language acquisition, reclassification progress, and districtwide priorities.

To further strengthen English learner outcomes, PYLUSD continues implementation and expansion of districtwide Project GLAD® instructional practices designed to increase academic language development, student engagement, literacy acquisition, oral language production, and access to rigorous grade-level curriculum for multilingual learners and all students. Project GLAD® implementation includes preschool/TK, elementary, ELD/AST, and secondary cohorts supported through coaching, collaborative planning, classroom demonstration models, and ongoing implementation support.

Additionally, the district continues to strengthen biliteracy and multilingual learner opportunities through Dual Language Academy (DLA) programming, integrated literacy practices, language-rich instructional environments, and professional learning aligned to bilingualism, biliteracy, and culturally responsive instruction.

As part of the district's ongoing implementation of the California English Learner Roadmap, professional learning during the 2026–2027 school year will focus on Principle 3: *System Conditions that Support Effectiveness*. This work will strengthen instructional coherence, collaborative systems, MTSS alignment, leadership capacity, vertical articulation, and equitable systems of support designed to improve outcomes for English Learners and Long-Term English Learners (LTELs).

The district measures the effectiveness of English Learner programs and services through analysis of:

- ELPAC performance and English proficiency growth;
- Reclassification rates;
- Academic achievement outcomes;

- ELPI growth indicators;
- Attendance and engagement data;
- Student participation in intervention and extended learning programs;
- Educational partner feedback;
- Classroom walkthrough evidence and instructional implementation data;
- Qualitative and quantitative survey data collected through DELAC, educational partner meetings, and district continuous improvement processes.

Through these coordinated systems of support, professional learning structures, instructional practices, family engagement efforts, and continuous improvement processes, PYLUSD remains committed to ensuring English Learners attain high levels of English proficiency, master rigorous academic standards, and fully participate in intellectually rich, culturally responsive, and equitable educational experiences across all schools and grade spans.

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TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1,including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

The Placentia-Yorba Linda Unified School District (PYLUSD) conducts a comprehensive needs assessment every three years to identify district priorities and determine how Title IV, Part A funds will support student access to a well-rounded education, safe and healthy learning environments, and the effective use of technology. The district utilizes multiple measures of data including California School Dashboard indicators, Local Control and Accountability Plan (LCAP) metrics, educational partner surveys, attendance and wellness data, school climate information, academic achievement outcomes, and community feedback to guide implementation of Title IV-supported activities and programs.

PYLUSD coordinates Title IV, Part A activities through collaboration among Educational Services, Student Support Services, Expanded Learning, school leadership teams, advisory committees, community partners, and educational partners to ensure programs align with district priorities, student needs, and continuous improvement efforts.

Partnerships with Community-Based Organizations and Educational Partners

During the 2025–2026 school year, PYLUSD will partner with Disciplina Positiva, a community-based organization focused on cultivating healthy family and community engagement practices that strengthen positive school culture, family-school partnerships, and social-emotional wellness. Disciplina Positiva utilizes an Adlerian Psychology framework designed to support parents, educators, community leaders, and families in building respectful, responsible, and relationship-centered communities.

Based on the Positive Discipline model developed through the work of Jane Nelsen, Lynn Lott, and co-authors, Disciplina Positiva provides highly engaging and empowering workshops designed to strengthen social-emotional learning, positive behavior supports, communication strategies, and family engagement practices for both children and adults. Through this partnership, PYLUSD seeks to expand culturally responsive family engagement opportunities and strengthen systems that support healthy relationships, student wellness, and school connectedness districtwide.

PYLUSD also continues partnerships and collaboration efforts with:

- Orange County Department of Education (OCDE);
- Parent Institute for Quality Education (PIQE);
- Community Engagement Initiative (CEI) statewide partners;
- Higher education and career pathway organizations;
- Community-based wellness and counseling agencies;
- Expanded learning providers and after-school partners;
- Family Resource Center (FRC) community agencies and support organizations.

Supporting a Well-Rounded Education

ESSA SECTION 4107

Title IV, Part A funds may be utilized to support well-rounded educational opportunities designed to increase student engagement, academic achievement, college and career readiness, language acquisition, enrichment opportunities, and access to rigorous instructional programs. Programs and activities may include:

- Expanded learning and enrichment opportunities;
- AVID and college/career readiness supports;
- Project GLAD® implementation and multilingual learner supports;
- Dual Language Academy and biliteracy opportunities;
- STEM and foundational literacy initiatives;
- Arts, music, wellness, and enrichment activities;
- Counseling and social-emotional learning opportunities;
- Family literacy and parent engagement programs;
- Career exploration and postsecondary readiness activities.

Supporting Safe and Healthy Students

ESSA SECTION 4108

PYLUSD prioritizes safe, supportive, inclusive, and healthy learning environments through coordinated wellness initiatives, MTSS implementation, counseling services, behavioral supports, and family engagement programs. Title IV-supported activities may include:

- Social-emotional learning (SEL) initiatives;
- Positive behavior and restorative practices;
- Mental health and wellness services;
- Attendance intervention and student engagement supports;
- Family Resource Center (FRC) services;
- Foster Youth and McKinney-Vento supports;
- Parent workshops and wellness education opportunities;
- School safety and prevention programs;
- Community engagement and relationship-centered practices aligned to CEI.

Programs such as Disciplina Positiva, Love and Logic, PIQE, and Community Engagement Initiative (CEI) practices further support healthy school climates, relationship-centered systems, and family-school partnerships designed to improve student outcomes and social-emotional wellness.

Supporting the Effective Use of Technology

ESSA SECTION 4109

Title IV, Part A funds may also support effective technology integration and digital learning opportunities designed to improve instruction, communication, and student access to educational resources. Technology-related supports may include:

- Professional development related to instructional technology integration;

- Parent and student support for digital learning platforms;
- Aeries Parent Portal access and training;
- Educational technology resources supporting multilingual learners;
- Digital literacy and responsible technology use;
- Technology tools supporting assessment, intervention, and progress monitoring;
- Multilingual communication systems and educational partner outreach tools.

The district continues to strengthen equitable access to technology resources and communication systems for students and families while promoting responsible digital citizenship and safe technology practices.

Program Objectives, Intended Outcomes, and Evaluation of Effectiveness

The primary objectives of Title IV, Part A-supported programs and activities are to:

- Increase student access to well-rounded educational opportunities;
- Improve school climate, student wellness, and social-emotional supports;
- Strengthen family engagement and educational partner participation;
- Expand equitable access to rigorous instructional programs and enrichment opportunities;
- Increase student engagement, attendance, and academic achievement;
- Strengthen culturally responsive and relationship-centered school systems;
- Improve access to technology and digital learning supports.

PYLUSD will periodically evaluate the effectiveness of Title IV-supported programs and activities through analysis of:

- California School Dashboard indicators;
- Attendance and chronic absenteeism data;
- Student climate and wellness survey results;
- Educational partner feedback and participation data;
- Academic achievement outcomes;
- MTSS intervention and progress monitoring data;
- Program participation rates;
- Professional learning evaluations;
- School climate and behavior data;
- LCAP and SPSA progress monitoring processes.

Educational partner feedback gathered through surveys, advisory committees, focus groups, educational partner meetings, empathy interviews, and continuous improvement cycles is used to refine programs, strengthen implementation, and ensure Title IV-supported activities remain aligned to district priorities and student needs. Through these coordinated efforts, PYLUSD continues to support safe, healthy, engaging, and equitable learning environments that promote academic success and whole-child development for all students.

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section4107;

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supporting a Well-Rounded Education

ESSA SECTION 4107

Placentia-Yorba Linda Unified School District (PYLUSD) utilizes Title IV, Part A funds to support well-rounded educational opportunities that promote academic achievement, student engagement, social-emotional wellness, equity, innovation, and access to rigorous learning experiences for all students. Programs and services funded through Title IV are aligned to the district's Multi-Tiered System of Support (MTSS) framework, Local Control and Accountability Plan (LCAP), Positive Behavioral Interventions and Supports (PBIS) implementation, and districtwide efforts to strengthen safe, inclusive, and supportive learning environments.

Title IV funds support well-rounded educational opportunities through investments in MTSS-aligned systems, STEM and STEAM enrichment programs, Universal Design for Learning (UDL), PBIS implementation, behavioral and social-emotional supports, and instructional materials designed to improve access and engagement for all students, including students from historically underserved populations.

As part of this work, PYLUSD will continue supporting one Applied Behavior Analysis (ABA) Supervisor and Registered Behavior Technician (RBT) program supports designed to strengthen behavioral interventions, student engagement, social-emotional supports, and inclusive instructional environments. Funding also supports instructional materials and supplies for Registered Behavior Technicians to enhance intervention systems and student support services districtwide.

PYLUSD continues to strengthen STEM and STEAM instructional opportunities through support of elementary STEM lab programs and instructional enrichment opportunities at schools including Lakeview and Mabel Paine Elementary Schools. Funding supports hands-on learning experiences and increased student exposure to science, technology, engineering, mathematics, coding, robotics, collaborative problem-solving, and innovation-focused learning opportunities designed to increase student engagement and achievement.

Additional STEM and STEAM opportunities include enrichment partnerships and instructional programs that provide project-based and experiential learning opportunities for students. The district also continues exploring opportunities to expand computer science and coding experiences through instructional technology integration and STEM-focused programming.

Title IV funds also support:

- Additional PBIS and Tiered Fidelity Inventory (TFI) professional development and training for PBIS leadership teams;
- Attendance at MTSS and instructional support conferences;
- Universal Design for Learning (UDL) training for teachers and administrators;
- Instructional materials and replacement student materials for middle school STEAM programs;
- Technology integration and innovation-focused professional development opportunities;
- MTSS implementation systems designed to strengthen equity and access for all students.

PYLUSD recognizes that well-rounded educational opportunities extend beyond academic instruction and include support for the whole child. Through implementation of MTSS, PBIS,

restorative practices, social-emotional learning, and inclusive instructional systems, the district seeks to ensure all students have equitable access to safe, engaging, and supportive learning environments that foster academic success, positive relationships, and social-emotional development.

MTSS systems support the district's commitment to educational equity by identifying students' individual academic, behavioral, social-emotional, and wellness needs and providing targeted interventions and supports. Through tiered systems of support, schools work to reduce achievement gaps, improve access to educational opportunities, and strengthen outcomes for students from diverse linguistic, cultural, and socioeconomic backgrounds.

The district also continues to strengthen PBIS implementation and Whole Child development practices through investments in school climate initiatives, behavioral supports, student engagement systems, and relationship-centered practices aligned to the Community Engagement Initiative (CEI) and culturally responsive educational practices. These efforts support the district's priorities related to student wellness, school connectedness, attendance improvement, and positive learning environments.

Additionally, Title IV funding supports partnerships and enrichment opportunities that expand access to high-quality educational experiences. During the 2024–2025 school year, Enrichment Programs in Communities (EPIC) provided enrichment workshops in the areas of science, technology, engineering, mathematics, and collaborative problem-solving for K–5 students through a six-week enrichment model designed to strengthen student engagement and STEM learning opportunities.

Through these coordinated programs, instructional supports, enrichment opportunities, and MTSS-aligned systems, PYLUSD continues to strengthen equitable access to well-rounded educational experiences that support academic achievement, innovation, student engagement, social-emotional wellness, and whole-child development for all students.

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section4108;

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supporting Safe and Healthy Students

ESSA SECTION 4108

Placentia-Yorba Linda Unified School District (PYLUSD) utilizes Title IV, Part A funds to support safe, healthy, inclusive, and supportive learning environments through coordinated community partnerships, social-emotional learning initiatives, behavioral supports, wellness programs, and Multi-Tiered System of Support (MTSS) systems aligned to whole-child development and student well-being. These efforts are designed to improve school climate, increase student engagement,

strengthen attendance, reduce behavioral concerns, and provide equitable access to supportive services for students and families.

Title IV-supported activities include partnerships with community-based organizations and agencies including Essential Connections, Disciplina Positiva, and the Orange County Gang Reduction and Intervention Partnership (OC GRIP). These partnerships provide coordinated services and programs focused on prevention, relationship-building, student wellness, social-emotional development, family engagement, and positive school climate initiatives.

The Orange County Gang Reduction and Intervention Partnership (OC GRIP) is a collaborative prevention and intervention initiative involving multiple organizations, agencies, volunteers, community partners, local law enforcement, and the Orange County District Attorney's Office. OC GRIP provides prevention-focused educational and recreational opportunities designed to support students experiencing challenges related to attendance, academics, behavior, and school engagement. Through mentorship, relationship-centered supports, enrichment opportunities, intervention services, and positive youth development activities, OC GRIP seeks to strengthen protective factors, improve school connectedness, and reduce involvement in high-risk behaviors.

PYLUSD also continues implementation of Disciplina Positiva, a community-based organization grounded in Adlerian Psychology and Positive Discipline practices designed to strengthen social-emotional learning, positive behavior supports, healthy relationships, and family engagement systems. Disciplina Positiva provides parent workshops, family engagement opportunities, and relationship-centered practices that support students, families, educators, and school communities in building respectful, responsible, and collaborative learning environments.

Title IV funds further support districtwide MTSS and Positive Behavioral Interventions and Supports (PBIS) implementation through:

- PBIS Tiered Fidelity Inventory (TFI) training and professional development for PBIS leadership teams;
- Behavioral intervention supports and materials for Registered Behavior Technicians (RBTs);
- Student engagement and attendance intervention systems;
- Restorative and relationship-centered practices;
- Counseling and wellness supports;
- Social-emotional learning initiatives;
- Universal Design for Learning (UDL) training for teachers and administrators;
- School climate and wellness improvement efforts.

The district's MTSS framework supports safe and healthy learning environments by addressing students' academic, behavioral, social-emotional, and wellness needs through tiered intervention systems and coordinated supports. These systems help schools identify students in need of additional support and provide targeted interventions designed to improve attendance, increase engagement, strengthen emotional well-being, and promote positive behavioral outcomes.

PYLUSD also coordinates supports through the Family Resource Center (FRC), counseling services, Foster Youth and McKinney-Vento programs, wellness initiatives, and community partnerships in order to connect students and families with mental health resources, community services, attendance supports, and wraparound interventions that remove barriers to student success.

Educational partner engagement and culturally responsive relationship-building practices remain central components of the district's safe and healthy schools approach. Through implementation of Community Engagement Initiative (CEI) practices, empathy interviews, educational partner feedback cycles, focus groups, and collaborative problem-solving opportunities, PYLUSD continues strengthening inclusive school climates and systems that elevate student, family, and community voice.

The effectiveness of safe and healthy student programs and services is monitored through analysis of:

- Attendance and chronic absenteeism data;
- Student behavior and discipline data;
- School climate and wellness survey results;
- PBIS implementation measures;
- Educational partner feedback;
- Participation data for intervention and support programs;
- MTSS progress monitoring systems;
- California School Dashboard indicators.

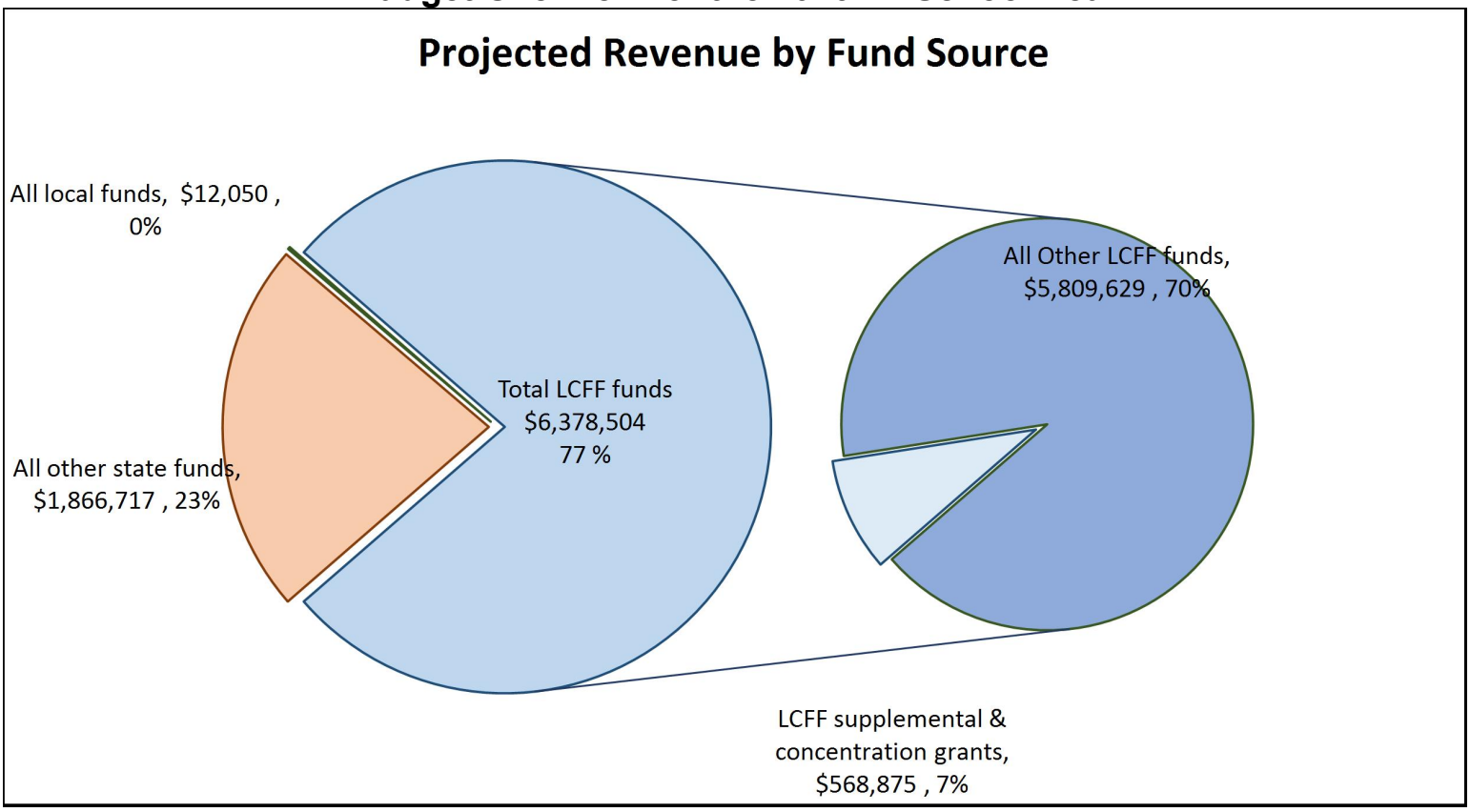
Through these coordinated systems of support, partnerships, wellness initiatives, and prevention-focused practices, PYLUSD continues to foster safe, healthy, inclusive, and relationship-centered learning environments that support the academic, behavioral, social-emotional, and wellness needs of all students.

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

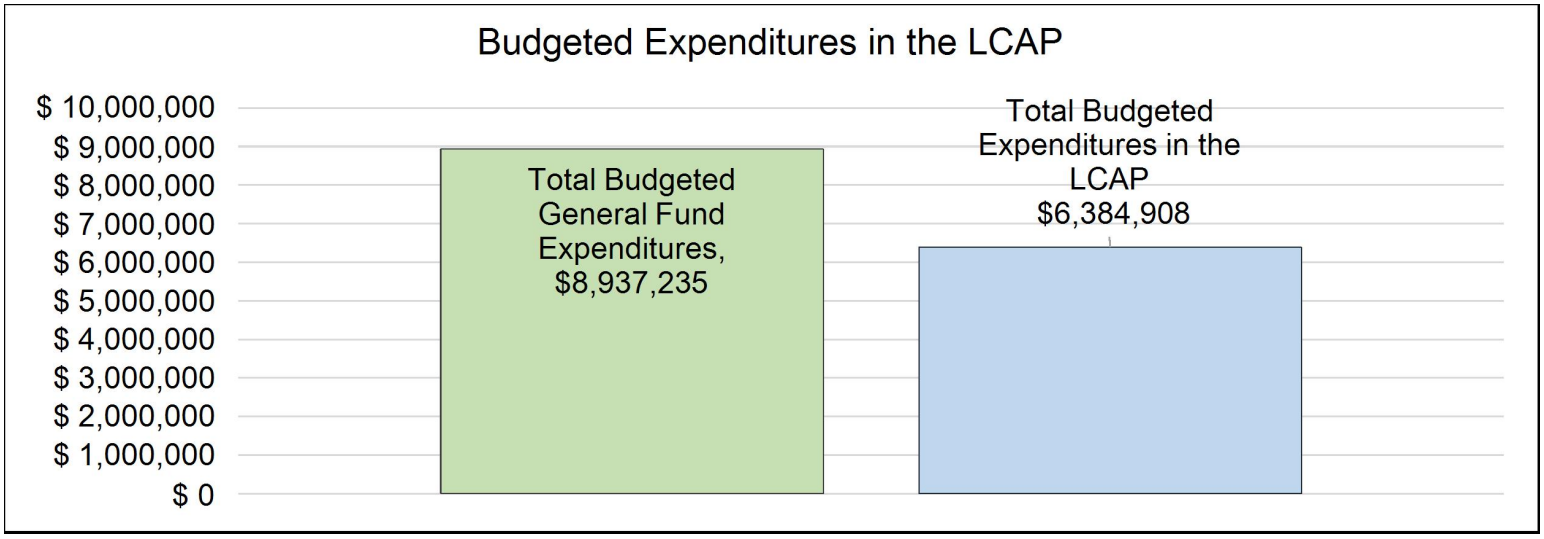


This chart shows the total general purpose revenue Orange County School of Computer Science expects to receive in the coming year from all sources.

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 $8,937,235 for the 2026-27 school year. Of that amount, $6,384,907.83 is tied to actions/services in the LCAP and $2,552,327.17 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

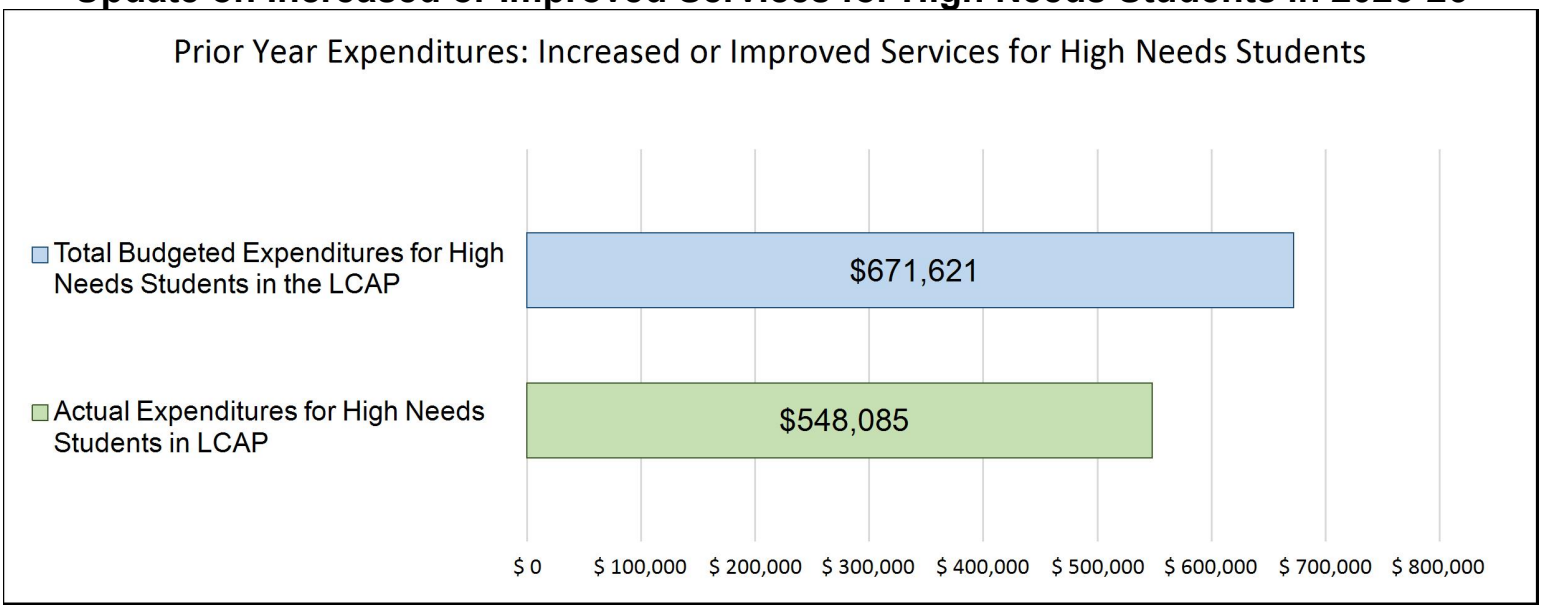
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

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



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.

The district's demographic profile underscores both the strengths and opportunities present within the community. PYLUSD's Local Control and Accountability Plan and California School Dashboard data identify English Learners, Socioeconomically Disadvantaged students, and Foster Youth as key student groups for focused support due to persistent achievement and engagement gaps. At the same time, the district benefits from a highly diverse student body and strong overall academic performance compared with county and state averages. This diversity contributes to a rich educational environment while reinforcing the district's commitment to equitable access, culturally responsive practices, multilingual family engagement, and targeted interventions designed to ensure success for all student groups.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources, including Equity Multiplier funding for El Camino Real Continuation High School, which supports targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies. PYLUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds which will support the following actions: 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 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, 8.9, 8.17 and 9.7-9.10. 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).

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.

Lowest Performance Levels Identified on the 2023 California School Dashboard

Academic Achievement in English Language Arts

SWD (Red)
Students with Disabilities (19.15%); DFS = 102.4 below

English Language Arts data from the 2023 California School Dashboard identified Students with Disabilities as a student group performing at the Red level. With 19.15% of students meeting or exceeding standards and a Distance from Standard of 102.4 points below standard, the data indicates a significant achievement gap in ELA for this student group. The results highlight the importance of strengthening literacy instruction and providing targeted support for Students with Disabilities. The data reinforces the value of professional learning in Writer's Workshop, Step Up to Writing, Expository Reading and Writing, and DBQ strategies to support writing and literacy development across content areas. The results also underscore the importance of curriculum alignment efforts, literacy-focused professional development, and

family engagement opportunities, such as Family Literacy Nights, to support student achievement and strengthen home-school partnerships.

2025 Dashboard Data Reflection:

Academic Achievement in English Language Arts: Progress and Ongoing Efforts:
OCSCS demonstrated positive growth in English Language Arts when compared to the baseline year of 2022-23. The percentage of students meeting or exceeding standards increased from 55.90% to 60.85%, representing a 4.95 percentage point increase. Additionally, the school's Distance from Standard improved from 11.2 points above standard to 15.2 points above standard while maintaining a Green performance level on the California School Dashboard.

Writing assessment scores:
Writing assessment results also demonstrated improvement when compared to the baseline year. In spring 2022-23, 66% of students in grades 7-8 met or exceeded expectations on the OCSCS writing assessment. By spring 2024-25, this percentage increased to 72%, representing a six percentage point increase.

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 a 6-8 ELA curriculum pilot. Family Literacy Nights with parent training and support have been implemented to strengthen community engagement.

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

Student Groups:
EL(2.7%) = Yellow
DFS = 53 below
SED (46.11%) = Yellow
DFS=23.1 below
SWD (15.66%) = Orange
DFS= 95.3 below
Homeless (27.27%) = Yellow
DFS = 57.5 below

Despite these challenges, OCSCS 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 Math: Progress and Ongoing Efforts:
Mathematics achievement remains an area of focus for OCSCS. Compared to the baseline year of 2022-23, the percentage of students meeting or exceeding standards decreased from 48.19% to 43.56%. The school's Distance from Standard also declined from 4.8 points below standard to 21 points below standard, and the Dashboard performance level changed from Green to Yellow. To address areas of need

in mathematics, OCSCS implemented targeted intervention programs, professional development focused on the updated math framework, Cognitively Guided Instruction (CGI), and targeted strategies such as:

6-8 Trainings: Building Thinking Classrooms, MS Math Lab training (IXL)
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:

OCSCS 2024-2025 = (43.56%) Yellow
DFS = 21 below

Student Groups:
EL(9.76%) = Orange
DFS = 71.1 below
SED (27.55%) = Orange
DFS=65.7 below
SWD (10.84%) = Red
DFS= 129 below
Homeless (20.69%) = Red
DFS = 98.1 below

OCSCS 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:

Chronic absenteeism improved when compared to the baseline year, decreasing from 19.2% in 2022-23 to 15.1% in 2024-25. While this represents a reduction of 4.1 percentage points, chronic absenteeism remains an area of focus for OCSCS, particularly among English Learners and Students with Disabilities.

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 homeless and student with disability students.
- Maintaining ABA supervisors to oversee behavioral interventions, support Applied Behavior Analysis (ABA) strategies, and continue implementing Positive Behavioral Interventions and Supports (PBIS) districtwide.

Chronic Absenteeism Performance Gap:
OCSCS 2024-2025 = 15.1% (Orange)

Student Groups:
English Learners = 22.4% (Red)
SED = 18.7% (Orange)
SWD = 24.8% (Red)
Homeless = 23.6% (Orange)

OCSCS 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 decreased significantly when compared to the baseline year. The suspension rate declined from 5.5% in 2022-23 to 1.5% in 2024-25, representing a reduction of four percentage points. This reduction reflects the OCSCS' 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:
- 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.
- Providing additional psychologists at sites to support students at risk, particularly socioeconomically disadvantaged (SED).
- 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

OCSCS 2024-2025 = 1.5% (Orange)

Student Groups:
EL= 0% (Blue)
SWD = 0.9% (Green)

OCSCS 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
English Learner Progress remains an area of focus for OCSCS. Compared to the baseline year of 2022-23, the percentage of English Learners making progress toward English language proficiency decreased from 60% to 47.2% in 2024-25, resulting in an Orange performance level on the California Dashboard.

Key Initiatives to Improve English Learner Progress

- Provided professional development in Designated and Integrated English Language Development (ELD) instruction for all 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.
- Provided translation services and bilingual liaisons to strengthen family engagement and access to resources.
- Provided EL Summer Camp.

Performance
English Language Arts Proficiency for ELs
English Learner Performance

English Language Arts Proficiency for English Learners
2023: 0% (Yellow)
2024: 2.7% (Red)
2025: 2.7% (Yellow)

Mathematics Proficiency for ELs

2023: 15.15% (Yellow)
2024: 16.21% (Orange)
2025: 9.76% (Orange)

Suspension Rate for ELs

2023: 10.6% (Orange)
2024: 0% (Blue)
2025: 0% (Blue)

Chronic Absenteeism for ELs

2023: 19.6% (Yellow)
2024: 20.5% (Red)
2025: 22.4% (Red)

Percentage of English Learners Scoring Level 4 on ELPAC

Reading:
Fall 2023: 9%
Fall 2024: 13.89%
Fall 2025: 2.38%

Writing:
Fall 2023: 6%
Fall 2024: 2.78%
Fall 2025: 2.38%

Listening:
Fall 2023: 12%
Fall 2024: 8.33%
Fall 2025: 16.67%

Speaking:
Fall 2023: 52%
Fall 2024: 61.11%
Fall 2025: 54.76%

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.

OCSCS 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.

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. 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, and 7.30. 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 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, and 3.21 are focused on the administration of the ELPAC, the Language Assessment Center and English Learner Instruction. Actions 4.4 and 4.9-4.13 support our Long Term English learners. Actions 5.6 and 5.9 focus on providing elementary school counselors at Title 1 schools and our AVID programs. Action 6.2 & 6.3 will focus on Foster Youth Mentors and Trauma-Informed Practices. 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.

Reflections: Technical Assistance

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

As a district, 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 addressed 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 year, the OCSCS LCAP will emulate the PYLUSD LCAP.

Educational Partner(s)	Process for Engagement
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.
Special Education Local Plan Area (SELPA) - Northeast Orange County 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.

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.

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Input gathered during educational partner feedback sessions were examined to ensure the actions proposed are needs-responsive and assets-oriented. Many of the suggestions from our educational partners will assist our district as we drive instructional improvements and

allocate resources effectively. The following actions within each goal were either created or revised based on feedback from our educational partners 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	OCSCS 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,	Bernardo Yorba Middle 2022-2023	Bernardo Yorba Middle 2023-2024	OCSCS 2024-2025	OCSCS 2025-2026	(Increase of 4.95%)

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)	(55.90%) = Green DFS = 11.2 above	(58.51%) = Green DFS = 14.1 above	(60.85%) = Green DFS = 15.2 above	(60.93%) = Blue DFS = 26.2 above	No change in color DFS = + 4 points
1.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Bernardo Yorba Middle 2022-2023 (48.19%) = Green DFS = 4.8 below	Bernardo Yorba Middle 2023-2024 (49.62%) = Yellow DFS = 4.9 below	OCSCS 2024-2025 (43.56%) = Yellow DFS = 21 below	OCSCS 2025-2026 (53.49%) = Blue DFS = 19.8 above	(Increase of 2.59%) Moved down 1 color DFS = - 16.2 points
1.3	Suspension Rate and CA Dashboard Indicator	Bernardo Yorba Middle 2022-2023 (5.5%) = Orange	Bernardo Yorba Middle 2023-2024 (2%) = Blue	OCSCS 2024-2025 (1.5%) = Green	OCSCS 2025-2026 (<1%) = Blue	Reduction of 4%
1.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle 2022-2023 (19.2%) = Yellow	Bernardo Yorba Middle 2023-2024 (13.7%) = Yellow	OCSCS 2024-2025 (15.1%) = Orange	OCSCS 2025-2026 25% reduction in Chronic Absenteeism Rate (14.4%) and Schoolwide = Blue	Reduction of 4.1%
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	
1.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
1.8	Percentage of students early on grade level or	N/A	N/A	N/A	N/A	

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)					
1.9	Passing Grades indicated on the Transcript (A,B,C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 91% Math = 84% Science = 92% Social Science = 91%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 94% Science = 95% Social Science = 95%	First Semester 2025-2026, 6th-8th: ELA = 96% Math =86% Science = 98% Social Science = 96%	First Semester 2026-2027, 6th-8th: ELA = 96% Math = 89% Science = 97% Social Science = 96%	6th–8th (First Semester): ELA: (+5%) Math: (+2%) Science: (+6%) Social Science: (+5%)
1.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5): 66%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 65%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 72%	Spring 2025-2026, 6th-8th: 71%	6th-8th: Increase of 6%
1.11	AP Program Participation, Exams Administered, and Pass Rate	N/A	N/A	N/A	N/A	
1.12	Cambridge Program Exams Administered and Pass Rate	N/A	N/A	N/A	N/A	
1.13	IB Program Diplomas Earned, Exams Administered, and Pass Rate	N/A	N/A	N/A	N/A	

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. Aside from this adjustment, all other actions were implemented as planned, including foundational math and writing initiatives, computer science programming, middle school athletics, transition-to-work opportunities for students

with disabilities, preschool expansion, community engagement efforts, innovative programs, and the elimination of 5th/6th grade combination classes. Several actions demonstrated notable success, including five cycles of before- and after-school intervention programs for students in grades 1–6, participation by 6,185 students in the Reflex math program, 2,955 students using the Frax math application, and administration of district writing prompts to 7,284 elementary students. The district also continued the Orange County School of Computer Science and Universal Sports Institute programs, and increased community engagement through strategic planning listening sessions.

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.

Implementation of Goal 1 contributed to strong student outcomes across multiple measures. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, while Mathematics increased from 53.48% to 56.07%, with both indicators improving their Distance from Standard by more than eight points. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, chronic absenteeism declined from 17.8% to 11.4%, and suspension rates decreased from 1.4% to 0.6%. Local measures also reflected positive growth, including increases in K–5 i-Ready Reading performance from 58% to 63% and Mathematics from 47% to 53%. Writing outcomes improved substantially, with the percentage of students meeting or exceeding expectations on district writing prompts increasing from 81% to 86% in grades 1–5 and from 76% to 81% in grades 6–12. Advanced academic opportunities also expanded, with AP course participation increasing from 27% to 30%, AP pass rates rising from 85% to 91.2%, Cambridge exam pass rates increasing from 80% to 93%, and IB pass rates improving from 91% to 98%. Overall, the district concluded that the coordinated implementation of Goal 1 actions effectively supported student achievement, engagement, college and career readiness, and access to innovative educational opportunities. Comments related to specific actions are below:

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 revisions for the 2026-27 school year:

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.

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		
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

Action #	Title	Description	Total Funds	Contributing
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, Superintendent’s Community Advisory Committees, and a new Digital Flier Distribution Platform.	$1,200.00	No
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	

Action #	Title	Description	Total Funds	Contributing
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	OCSCS 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)	Bernardo Yorba Middle 2022-2023 (55.90%) = Green DFS = 11.2 above	Bernardo Yorba Middle 2023-2024 (58.51%) = Green DFS = 14.1 above	OCSCS 2024-2025 (60.85%) = Green DFS = 15.2 above	OCSCS 2025-2026 (60.93%) = Blue DFS = 26.2 above	(Increase of 4.95%) No change in color DFS = + 4 points
2.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Bernardo Yorba Middle 2022-2023 (48.19%) = Green DFS = 4.8 below	Bernardo Yorba Middle 2023-2024 (49.62%) = Yellow DFS = 4.9 below	OCSCS 2024-2025 (43.56%) = Yellow DFS = 21 below	OCSCS 2025-2026 (53.49%) = Blue DFS = 19.8 above	(Decrease of 4.63%) Moved down a color DFS = - 16.2 points
2.3	Suspension Rate and CA Dashboard Indicator	Bernardo Yorba Middle 2022-2023 (5.5%) = Orange	Bernardo Yorba Middle 2023-2024 (2%) = Blue	OCSCS 2024-2025 (1.5%) = Green	Districtwide 2025-2026 (<1%) = Blue	Reduction of 4%
2.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	N/A
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle 2022-2023 (19.2%) = Yellow	Bernardo Yorba Middle 2023-2024 (13.7%) = Yellow	OCSCS 2024-2025 (15.1%) = Orange	OCSCS 2025-2026 25% reduction in Chronic Absenteeism Rate (14.4%) and Schoolwide = Blue	Reduction of 4.1%
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	N/A
2.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	N/A

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)	N/A	N/A	N/A	N/A	N/A
2.9	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 91% Math = 84% Science = 92% Social Science = 91%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 94% Science = 95% Social Science = 95%	First Semester 2025-2026, 6th-8th: ELA = 96% Math =86% Science = 98% Social Science = 96% Social Science = 89%	First Semester 2026-2027, 6th-8th: ELA = 96% Math = 89% Science = 97% Social Science = 96%	6th–8th (First Semester): ELA: (+5%) Math: (+2%) Science: (+6%) Social Science: (+5%)
2.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5): 66%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 65%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 72%	Spring 2025-2026, 6th-8th: 71%	6th-8th: Increase of 6%
2.11	Total # Teacher Miss-assignments	2023-24 = 3	2024-25 = 5	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = 0	
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)	2024-25 ELA/ELD - 4 (Full Implementation)	To be Completed in May 2026 prior to the June Public Hearing	2026-27 ELA/ELD - 5 (Full Implementation & Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)		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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 2 with no substantive differences between planned and actual implementation. Key actions included maintaining highly qualified staffing, providing professional development and collaborative learning opportunities for certificated and classified staff, ensuring equitable access to instructional materials and resources, administering state assessments, and monitoring resource allocation across schools. These efforts contributed to positive outcomes across multiple district indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, with the Distance from Standard increasing from 35.6 to 43.9 points above standard. Mathematics performance increased from 53.48% to 56.07%, with Distance from Standard improving from 6.1 to 14.3 points above standard. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, and chronic absenteeism declined from 17.8% to 11.4%, representing a 6.4 percentage-point reduction. Suspension rates also decreased from 1.4% to 0.6%.

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:

2.1: Districtwide Staffing: Fewer funds were used than initially budgeted to due strategic decision making regarding backfilling open positions, reducing staffing where feasible and similar decisions.

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 district found the actions associated with Goal 2 to be effective in maintaining and strengthening the district's core instructional program. Professional development investments supported implementation of the California Mathematics Framework, literacy initiatives, writing instruction, multilingual learner supports, and science instruction, while expanded instructional resources enhanced access to standards-aligned learning opportunities. Local measures also reflected positive outcomes, including increases in the percentage of K–5 students performing at or above grade level on i-Ready Reading from 58% to 63% and Mathematics from 47% to 53%. Secondary academic performance improved as well, with passing rates increasing in English Language Arts from 89% to 91%, Mathematics from 86% to 87%, Science from 88% to 90%, and Social Science from 88% to 89%. The district maintained 100% access to standards-aligned instructional materials, continued to receive a rating of "Good" on the Facilities Inspection Tool, and sustained full implementation of state standards across all content areas. Overall, the actions within Goal 2 successfully supported student achievement, instructional quality, and equitable access to educational opportunities while positioning the district to continue improving outcomes for all students. Comments related to specific actions are 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

Action #	Title	Description	Total Funds	Contributing
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
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	OCSCS 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	Bernardo Yorba Middle 2022-2023 (60%) = No Color	Bernardo Yorba Middle 2023-2024 (50%) = No Color	OCSCS 2024-2025 (47.2%) = Orange	OCSCS 2025-2026 (65%) = Green	Decrease of 12.8%

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)	Bernardo Yorba Middle EL Subgroup 2022-2023 (0%) = Yellow DFS = 61.8 below	Bernardo Yorba Middle EL Subgroup 2023-2024 (2.7%) = Red DFS = 85.2 below	OCSCS EL Subgroup 2024-2025 (2.7%) = Yellow DFS = 53 below	OCSCS EL Subgroup 2025-2026 (5%) = Green DFS = 5 below	(Increase of 2.7%) Color: No change in color DFS = + 8.8 points
3.3	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	Bernardo Yorba Middle EL Subgroup 2022-2023 (15.15%) = Yellow DFS = 62.2 below	Bernardo Yorba Middle EL Subgroup 2023-2024 (16.21%) = Orange DFS = 65.9 below	OCSCS EL Subgroup 2024-2025 (9.76%) = Orange DFS = 71.1 below	OCSCS EL Subgroup 2025-2026 (21%) = Green DFS = 25 below	(Decrease of 5.39%) Color: moved down 1 color DFS = -8.9 points
3.4	Suspension CA Dashboard Indicator and Suspension Rate	Bernardo Yorba Middle EL Subgroup 2022-2023 (10.6%) = Orange	Bernardo Yorba Middle EL Subgroup 2023-2024 (0%) = Blue	OCSCS EL Subgroup 2024-2025 (0%) = Blue	OCSCS EL Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 10.6%
3.5	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
3.6	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle EL Subgroup 2022-2023 (19.6%) = Yellow	Bernardo Yorba Middle EL Subgroup 2023-2024 (20.5%) = Red	OCSCS EL Subgroup 2024-2025 (22.4%) = Red	50% Reduction in Chronic Absenteeism Rate Schoolwide EL Subgroup 2025-2026 (9.8%) = Blue	Increase of 2.8%
3.7	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	

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)	N/A	N/A	N/A	N/A	
3.9	Percentage of English Learners early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
3.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5) 8%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 17%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 26%	Spring 2025-2026, 6th-8th 18%	6th-8th: Increase of 18%
3.11	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 71% Math = 55% Science = 79% Social Science = 73%	First Semester 2024-2025, 6th-8th: ELA = 88% Math = 85% Science =84% Social Science = 85%	First Semester 2025-2026, 6th-8th: ELA = 91% Math =66% Science = 94% Social Science = 91%	First Semester 2026-2027, 6th-8th: ELA = 76% Math = 60% Science = 84% Social Science = 78%	6th–8th (First Semester): ELA: (+20%) Math: (+11%) Science: (+15%) Social Science: (+18%)
3.12	Reclassification Rate	Fall 2023: 22%	Fall 2024: 21%	Fall 2025 9%	Fall 2026: 27%	Decreased 13%
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 9%	Fall 2024: 13.89%	Fall 2025: 2.38%	Fall 2026: 14%	Decreased 6.62%
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 6%	Fall 2024: 2.78%	Fall 2025: 2.38%	Fall 2026: 11%	Decreased 3.62%
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 12%	Fall 2024: 8.33%	Fall 2025: 16.67%	Fall 2026: 17%	Increased 4.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 61.11%	Fall 2025: 54.76%	Fall 2026: 57%	Increased 2.76%

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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 3 to improve outcomes for English Learners (ELs), with no substantive differences between planned and actual implementation. Key actions included ELD professional development, additional designated and integrated ELD sections at secondary schools, bilingual instructional aides, ELPAC administration and training, translation services, EL progress monitoring through Ellevation, bilingual community liaisons, the English Language Assessment Center, ELD Academic Support Teachers, ELD Teacher on Special Assignment (TOSA) support, the ELD Summer Program, GLAD training, and implementation of the EL Master Plan. These efforts contributed to positive outcomes across multiple indicators. The English Learner Progress Indicator improved from 50.3% (Orange) in 2023–24 to 51.0% (Yellow) in 2024–25, while EL graduation rates increased from 79.9% to 89.9%. College and Career Readiness improved from 11.4% to 20.8%, chronic absenteeism declined from 25.9% to 16.5%, and suspension rates decreased from 2.1% to 1.5%. English Learners also improved their Distance from Standard in English Language Arts from 41 points below standard to 33.4 points below standard and in Mathematics from 68.7 points below standard to 55 points below standard, with both indicators improving one Dashboard performance level.

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:

3.5: English Language Proficiency Assessments for California (ELPAC): Fewer funds were needed than initially estimated due to new ELPAC administration procedures. The district will refine coordination structures and adjust budget assumptions to reflect actual costs.

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.

The district found many actions to be effective in improving English Learner achievement and engagement. ELD professional development contributed to 74.6% of English Learners improving their ELA scores and 71.8% improving their mathematics scores, while bilingual aides, translation services, family engagement structures, and EL progress monitoring strengthened support systems for students and families. GLAD implementation, ELD Summer Programming, and the English Learner Assessment Center further enhanced language acquisition and access to grade-level content. Local measures reflected additional progress, including increases in secondary passing rates for English Learners in English Language Arts from 73% to 75%, Mathematics from 62% to 67%, Science from 64% to 74%, and Social Science from 64% to 68%. Challenges remain, however, as only 11.66% of English Learners met or exceeded standards in English Language Arts and 13.97% met or exceeded standards in Mathematics, and elementary ELD Academic Support Teachers were less effective at some sites because staffing was divided across multiple schools and significant time was devoted to Kindergarten class-size reduction efforts. Additionally, the district identified inconsistencies in the implementation of the English Learner Snapshot tool and will revise the action in 2026–27 to incorporate the English Learner Progress Indicator (ELPI) as a primary monitoring metric. Overall, the coordinated implementation of Goal 3 actions resulted in meaningful progress toward closing achievement gaps and improving academic, language development, attendance, and postsecondary outcomes for English Learners. Comments related to specific actions are below:

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 EPLAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and create optimal testing conditions

Action 3.6: Additional Instructional Materials for EL Support

This year, with the implementation of GLAD, we have focused this action on supporting the necessary materials for a successful implementation of GLAD. Each school site has been supported with the necessary materials to support the implementation.

Action 3.7: ELD Instruction and Support
Due to the change in our hourly part time teachers, we provided ELD Academic Support Teachers at the elementary school level to provide ELD support and direct services throughout the year. This action was effective at the Title 1 sites but less effective at the non-Title I sites. The ineffectiveness of this action is due to 7 FTEs being split between 14 schools. Additionally, the ELD ASTs spent a majority of the time supporting Kindergarten class size reduction. This Kindergarten support has reduced the time they can support ELD.

Action 3.8: ELD Teacher Support
We continue to provide a District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites. This action has been effective in the implementation of GLAD, ELD support for all grade spans, DWI training, and ELPAC training.

Action 3.9: Translation Services
We continue to provide District translation services to support English learners and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites. This action is effective to provide support to our families in making progress toward the goal during the three-year LCAP cycle.

3.10: English Language Assessment Center
This initiative is effective in meeting our three-year goal because it ensures a centralized and streamlined approach to identifying and assessing English Learners (ELs). By housing language assessment services within the Family Resource Center, we enhance accessibility for families, improve coordination of support services, and ensure consistency in evaluating student needs. This structure allows for more efficient resource allocation, timely interventions, and better alignment with district-wide language development goals.

3.11: DELAC & ELAC Groups
This initiative effectively advances our three-year goal by strengthening family engagement and fostering meaningful collaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents with valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their children’s academic success.

3.12: Bilingual Community Liaisons
This initiative directly supports our three-year goal by ensuring that students and families in high-ELL-population schools receive timely responsive support. Bilingual School/Community Student Advisors play a crucial role in bridging communication between families and schools, fostering stronger relationships, and increasing engagement in the educational process.

3.13: Administrative Support
This action is essential to achieving our three-year goal by ensuring strong administrative leadership and compliance with state and federal guidelines for the EL program. By maintaining dedicated administrative support at the district office, we can effectively oversee program implementation, provide communication to school sites, and ensure alignment and coherence of services.

3.14: Melrose Literacy Coach
This initiative supports our three-year goal by enhancing literacy instruction and providing targeted interventions for students who need additional support at Melrose Elementary. The Literacy coach and specialist plays a critical role in strengthening instructional practices, supporting teachers, and improving student outcomes. This investment ensures that students, particularly those struggling with literacy, receive the necessary resources and support to develop strong reading skills, ultimately leading to greater academic success and long-term educational equity.

3.15: EL Progress Monitoring
This initiative directly advances our three-year goal by leveraging technology to ensure real-time monitoring and support for English Learners (ELs). By utilizing and providing ongoing training for the online data system, we can effectively track EL progress, identify students with D or F grades in core classes, and implement timely interventions. Ellevation training and support enhance our ability to target instruction using consolidated data, streamline EL and RFEP monitoring, and manage the reclassification process efficiently.

3.16: ELD Coordination
This action 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 actions have 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.

Action 3.17 was discontinued 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
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		

Action #	Title	Description	Total Funds	Contributing
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 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.	$24,555.25	No
3.6	Additional Instructional Materials for EL Support	Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of 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		

Action #	Title	Description	Total Funds	Contributing
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 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.	$24,555.25	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	The district will continue to coordinate advisory groups for parents of English Learners (ELs) to increase awareness of educational programs and provide meaningful opportunities to advise staff on program goals and procedures. This includes organizing meetings with translation services, instructional materials, supplies, parenting classes, child care, and food. The district will also explore hosting District English Learner Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement. 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

Action #	Title	Description	Total Funds	Contributing
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		
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

Action #	Title	Description	Total Funds	Contributing
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	OCSCS 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 N/A	2023-2024 (21.43%) = No Color DFS = 144.1 below	2024-2025 (0%) = No Color DFS = 138.8 below	2025-2026 Green DFS = 25 below	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 N/A	2023-2024 (14.29%) = No Color DFS = 145.9 below	2024-2025 (20%) = No Color DFS = 175.1 below	2025-2026 Green DFS = 5 below	Color = N/A DFS = N/A
4.3	Reclassification Rate of Long-term English Learners	May 2024: 23%	May 2025: 6%	May 2026 15%	May 2027: 28%	Decrease of 8%
4.4	Spring OCSCS Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	2022-2023 7th-8th (3,4, or 5 out of 5): 0%	2023-2024 7th-8th (3, 4, or 5 out of 5): 30%	2024-2025 6th-8th (3, 4, or 5 out of 5): 39%	2025-2026 6th-8th 10%	Increase of 39%
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 7th-8th: ELA = 91% Math = 55% Science = 77% Social Science = 84%	1st Semester 2024-2025, Grades 6th-8th: ELA =94% Math =70% Science =82% Social Science =95%	1st Semester 2025-2026, Grades 6th-8th: ELA =89% Math =53% Science =87% Social Science =93%	1st Semester 2026-2027, Grades 6th-8th: ELA = 96% Math = 60% Science = 82% Social Science = 89%	1st Semester, 6th-8th: ELA = Decrease of 2% Math = Decrease of 2% Science = Increase of 10% Social Science = Increase of 9%
4.6	Percentage of Long Term English Learners	2022-2023 14%	2023-2024 7.3%	2024-2025 10.15%	2025-2026 19%	Decrease of 3.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	scoring Level 4 on ELPAC Reading					
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.

During the 2025–26 school year, PYLUSD successfully implemented the actions associated with Goal 4 to support Long-Term English Learners (LTELs), with no substantive differences between planned and actual implementation. Key actions included AVID Excel, designated and integrated ELD sections at secondary schools, implementation of English 3D and other ELD curricula, systematic progress monitoring, participation in the OCDE LTEL Network, ELAC and DELAC engagement, student focus groups, teacher awareness initiatives, professional development, student goal setting, and enhanced monitoring through Ellevation.

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 district found several actions to be particularly effective in accelerating LTEL achievement and language development. These actions contributed to measurable gains in student outcomes. LTEL English Language Arts performance improved from 27.2% meeting or exceeding standards in 2024–25 to 37.5% in 2025–26, resulting in movement from Red to Yellow on the California Dashboard and an improvement in Distance from Standard from 113.9 points below standard to 70 points below standard. Mathematics performance also improved from 14.68% to 14.9%, while Distance from Standard improved substantially from 157.3 points below standard to 95 points below standard. Writing performance increased from 46% to 51% of students meeting or exceeding expectations on district writing prompts, and passing rates improved in English Language Arts (66% to 74%), Mathematics (63% to 68%), and Science (59% to 72%).
AVID Excel improved student engagement and academic behaviors, while Bridging and Expanding ELD sections provided equitable access to designated and integrated language instruction. English 3D and related curriculum resources supported language acquisition and access to grade-level content, and systematic progress monitoring enabled educators to identify students in need of intervention and provide timely support. Language proficiency outcomes also improved from the prior year, with Level 4 ELPAC Reading increasing from 7.3% to 10.15%, Writing from 7.3% to 8.61%, Listening from 9.7% to 13.69%, and Speaking from 75% to 82.34%. ELAC and DELAC meetings increased stakeholder engagement and awareness of LTEL needs, while focus groups and empathy interviews provided valuable insight into student experiences. One challenge identified during implementation was the inconsistent execution of academic progress check-ins, which limited the impact of that action. Additionally, LTEL reclassification rates declined from 33% in 2024 to 8% in 2025, indicating an area requiring continued focus. Overall, the district concluded that the coordinated implementation of Goal 4 actions contributed to meaningful progress in closing achievement gaps and improving academic and language outcomes for Long-Term English Learners. Comments related to specific actions are below:

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.

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 4.1does 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

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	OCSCS 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.

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)	OCSCS SED Subgroup 2022-2023 (40%) = Orange DFS = 25 below	OCSCS SED Subgroup 2023-2024 (39.62%) = Orange DFS = 36.8 below	OCSCS SED Subgroup 2024-2025 (46.11%) = Yellow DFS = 23.1 below	OCSCS SED Subgroup 2025-2026 (45%) = Green DFS = 5 below	(Increase of 6.11%) Color: moved up 1 color DFS = +1.9 points
5.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (34.88%) = Orange DFS = 40.5 below	OCSCS SED Subgroup 2023-2024 (33.17%) = Orange DFS= 48.2 below	OCSCS SED Subgroup 2024-2025 (27.55%) = Orange DFS= 65.7 below	OCSCS SED Subgroup 2025-2026 (40%) = Green DFS = 25 below	(Decrease of 7.33%) No change in color DFS = -25.2 points
5.3	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS SED Subgroup 2022-2023 (5%) = Green	OCSCS SED Subgroup 2023-2024 (3.4%) = Green	OCSCS SED Subgroup 2024-2025 (1.1%) = Green	OCSCS SED Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 3.9%
5.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
5.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS SED Subgroup 2022-2023 (26%) = Yellow	OCSCS SED Subgroup 2023-2024 (18.7%) = Yellow	OCSCS SED Subgroup 2024-2025 (18.7%) = Orange	OCSCS SED Subgroup 2025-2026 (5.1%) = Blue	Reduction of 7.3%
5.6	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
5.7	Percentage of SED students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
5.8	Percentage of SED students early on grade level or above as	N/A	N/A	N/A	N/A	

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	1st Semester 2023-2024, Grades 7th-8th: ELA = 84% Math = 82% Science = 83% Social Science = 85%	1st Semester 2024-2025, Grades 6th-8th: ELA = 93% Math = 92% Science = 91% Social Science = 92%	1st Semester 2025-2026, Grades 6th-8th: ELA = 94% Math = 80% Science = 97% Social Science = 94%	1st Semester 2026-2027, Grades 6th-8th: ELA = 89% Math = 87% Science = 88% Social Science = 90%	6th–8th (First Semester): ELA: (+10%) Math: (-2%) Science: (+14%) Social Science: (+7%)
5.10	Homeless Student Population	Spring 2022-2023 31	Spring 2023-2024 33	Spring 2024-2025 36	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% -65 DFS	2023-2024 Red (25%) -92.3 DFS	2024-2025 Yellow (27.27%) -57.5 DFS	2025-2026 Green -5 DFS	(N/A%) No Change in Color DFS = +7.5 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -65.1 DFS	2023-2024 Red (12.5%) -98.3 DFS	2024-2025 Red (20.69%) -98.1 DFS	2025-2026 Green -5 DFS	(N/A%) Color: moved down 1 color DFS = -33 points
5.13	Homeless Suspension CA Dashboard Indicator and Suspension Rate	2022-2023 Green 6.5% suspended at least one day	2023-2024 Green 4.4% suspended at least one day	2024-2025 Green 1.1 % suspended at least one day	2025-2026 Blue <1%	Reduction of 5.4%
5.14	Homeless College/ Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.15	Homeless Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	2022-2023 Orange 30.4% Chronically Absent	2023-2024 Red 31.8% Chronically Absent	2024-2025 Orange 23.6% Chronically Absent	2025-2026 Green 5.1%	Reduction of 6..8%
5.16	Homeless Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	

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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 5 with a high degree of fidelity. The only notable implementation challenge involved the districtwide Mentoring Program (Action 5.15), which experienced low student participation and therefore had limited impact. Otherwise, planned actions were implemented as intended, including McKinney-Vento support services, tutoring, family literacy and math nights, elementary counselors at high-impact Title I schools, transportation assistance, additional administrative support, AVID programming, community engagement initiatives, Title I parent involvement activities, instructional coaching, and Family Resource Center supports.

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, aside from actions:

5.1: McKinney Vento Support Staff: The staffing model was consolidated and the liaison responsibility was folded into existing staff members.

5.9: Advancement Via Individual Determination (AVID) Program: PYLUSD pre-purchased AVID site licenses for its schools for the next two years at a discounted rate. Budgeted amounts for 2026-27 and 2027-28 will be reflect this.

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

These actions contributed to positive outcomes for Socioeconomically Disadvantaged (SED) students. English Language Arts performance increased from 48.9% meeting or exceeding standards to 52.18%, moving from Orange to Green status and improving the Distance from Standard by 7.9 points. Mathematics performance improved from 33.6% to 38.12%, with the Distance from Standard improving by 11.9

points. Chronic absenteeism declined significantly from 26.6% to 18.1%, suspension rates decreased from 1.9% to 0.9%, graduation rates increased from 91.8% to 94.8%, and College and Career Readiness improved from 43.3% to 49.6%. Local measures also showed growth, with K–5 students performing at or above grade level on i-Ready increasing from 42% to 46% in Reading and from 27% to 35% in Mathematics.

The actions were effective in improving academic achievement, engagement, attendance, and postsecondary readiness for SED students. Elementary counselors, AVID implementation, tutoring services, transportation support, family engagement activities, and targeted McKinney-Vento services helped address both academic and non-academic barriers to student success. Secondary academic outcomes improved, including increases in passing rates for grades 6–12 English Language Arts (83% to 86%), Mathematics (78% to 79%), Science (80% to 85%), and Social Science (81% to 83%). The district also demonstrated notable progress among homeless students, including improvements in English Language Arts performance, Mathematics achievement, graduation rates, college and career readiness, and reductions in chronic absenteeism and suspension rates. While continued growth is needed to further accelerate mathematics achievement and increase college and career readiness outcomes, the overall implementation of Goal 5 actions contributed to measurable progress toward closing achievement gaps and improving outcomes for Socioeconomically Disadvantaged students and other highly impacted student populations. 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. Comments related to specific actions are below:

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

Action #	Title	Description	Total Funds	Contributing
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		
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		

Action #	Title	Description	Total Funds	Contributing
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	OCSCS 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)	OCSCS FY Subgroup 2022-2023 N/A	OCSCS FY Subgroup 2023-2024 N/A	OCSCS FY Subgroup 2024-2025 N/A	OCSCS FY Subgroup 2025-2026 N/A	
6.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS FY Subgroup 2022-2023 N/A	OCSCS FY Subgroup 2023-2024 N/A	OCSCS FY Subgroup 2024-2025 N/A	OCSCS FY Subgroup 2025-2026 N/A	
6.3	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS FY Subgroup 2022-2023 No Color	OCSCS FY Subgroup 2023-2024 No Color	OCSCS FY Subgroup 2024-2025 No Color	OCSCS FY Subgroup 2025-2026 N/A	
6.4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS FY Subgroup 2022-2023 No Color	OCSCS FY Subgroup 2023-2024 No Color	OCSCS FY Subgroup 2024-2025 No Color	25% Reduction in Chronic Absenteeism Rate OCSCS FY Subgroup 2025-2026 N/A	
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
6.6	Percentage of FY students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
6.7	Passing Grades Indicated on Transcript in Core Content Classes	1st Semester 2023-2024, Grades 7th-8th: ELA = 0%	1st Semester 2024-2025, Grades 6th-8th:	1st Semester 2025-2026, Grades 6th-8th:	1st Semester 2026-2027, Grades 6th-8th:	6th–8th (First Semester): ELA: (+5%)

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	Math = 100% Science = 0% Social Science = 0%	ELA = 100% Math = 100% Science = 100% Social Science =100%	ELA = 50% Math = 50% Science = 100% Social Science =100%	ELA = 100% Math = 100% Science = 100% Social Science = 100%	Math: (+5%) Science: (+10%) Social Science: (0%)
6.8	Suspension Rate for FY Students	2022-2023 N/A	2023-2024 N/A	2024-2025 N/A	2025-2026 N/A	

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.

During the 2025–26 school year, the district successfully implemented all actions associated with Goal 6 to support Foster Youth students, with no substantive differences between planned and actual implementation. Key actions included providing individualized tutoring services, mentoring and educational case management, trauma-informed practices, collaboration with child welfare agencies, family and caregiver engagement, professional development for staff, and streamlined enrollment processes for foster youth entering the district.

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.

These actions contributed to positive outcomes in several areas. Foster Youth English Language Arts performance increased from 20.0% meeting or exceeding standards in 2022–23 to 33.3% in 2024–25, improving two Dashboard performance levels from Red to Yellow and reducing the Distance from Standard by 9.3 points. Mathematics performance also improved from 14.3% to 18.2%, while chronic absenteeism declined from 31.5% to 27.8% before increasing to 32.4% in 2024–25. Staff reported that mentoring services, tutoring support, trauma-informed practices, and coordination with caregivers and county agencies were particularly effective in helping foster youth remain connected to school and receive targeted academic and social-emotional support.

The actions were effective in strengthening the district’s system of support for Foster Youth and contributed to measurable gains in academic achievement and student engagement. Personalized tutoring, consistent mentoring relationships, coordinated enrollment support, and collaboration with caregivers and child welfare agencies helped ensure students received timely interventions and remained connected to school. Foster Youth also demonstrated improvement in several secondary academic indicators, including increases in passing rates in

grades 6–12 English Language Arts (70% to 75%), Mathematics (69% to 74%), and Science (73% to 83%). However, challenges remain. Foster Youth continue to perform below district averages in both English Language Arts and Mathematics, chronic absenteeism remains elevated at 32.4%, and suspension rates remained relatively stable at 6.6% in 2024–25. As a result, the district will continue to prioritize individualized academic interventions, attendance supports, mentoring, trauma-informed practices, and cross-agency collaboration to further reduce barriers and improve outcomes for Foster Youth students. Comments related to specific actions are below:

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.

Of note is that metrics 6.5 and 6.6 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		Group on Foster Care and Education, 2018). M6.1-M6.8 will be used to monitor the effectiveness of this action.		
6.3	Trauma-Informed Practices	Implement trauma-informed practices through a comprehensive district plan which involves utilizing research-based strategies to foster a supportive and understanding environment for foster youth. This approach includes training educators and staff to recognize signs of trauma, understanding its potential impact on students' attendance and academic performance, and developing tailored interventions to address these challenges.	$27,732.55	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	$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

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	OCSCS 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)	OCSCS 2022-2023 = (55.9%) Green DFS = 11.2 above Student Groups: EL(0%) = Yellow DFS = 61.8 below SED (40%) = Orange DFS=25 below SWD (19.15%) = Red DFS= 102.4 below Homeless (N/A %) = Yellow DFS = 65 below	OCSCS 2023-2024 = (58.51%) Green DFS = 14.1 above Student Groups: EL(2.7%) = Red DFS = 85.2 below SED (39.62%) = Orange DFS=36.8 below SWD (7.84%) = Red DFS= 109.5 below Homeless (25%) = Red DFS = 92.3 below	OCSCS 2024-2025 = (60.85%) Green DFS = 15.2 above Student Groups: EL(2.7%) = Yellow DFS = 53 below SED (46.11%) = Yellow DFS=23.1 below SWD (15.66%) = Orange DFS= 95.3 below Homeless (27.27%) = Yellow DFS = 57.5 below	OCSCS 2025-2026 (60.93%) = Blue DFS = 26.2 above Student Groups: English Learners (5%) = Green DFS= 5 below SED (45%) =Green DFS=5 below SWD (25%) = Yellow DFS = 70 below Homeless = Green DFS = 5 below	Schoolwide: (+4.95%) No change in color DFS = +4.0 points Student Groups: EL: (+2.70%) No change in color DFS = +8.8 points SED: (+6.11%) Moved up 1 color DFS = +1.9 points SWD: (-3.49%) No change in color DFS = +7.1 points Homeless: No change in color DFS = +7.5 points
7.2	Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 = (48.19%) Green DFS = 4.8 below Student Groups: EL(15.15%) = Yellow DFS = 62.2 below SED (34.88%) = Orange DFS=40.5 below SWD (17.02%) = Orange	OCSCS 2023-2024 = (49.62%) Green DFS = 4.9 below Student Groups: EL(16.21%) = Orange DFS = 65.9 below SED (33.17%) = Orange DFS=48.2 below	OCSCS 2024-2025 = (43.56%) Yellow DFS = 21 below Student Groups: EL(9.76%) = Orange DFS = 71.1 below SED (27.55%) = Orange DFS=65.7 below	OCSCS 2025-2026 = (53.49%) Blue DFS= 19.8 above Student Groups: English Learners (21%) = Green DFS = 25 below SED (40%) = Green DFS = 25 below	Schoolwide: (-4.63%) Moved down 1 color DFS = -16.2 points Student Groups: EL: (-5.39%) Moved down 1 color DFS = -8.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DFS= 104.2 below Homeless (N/A%) = Yellow DFS = 65.1 below	SWD (19.23%) = Orange DFS= 96.8 below Homeless (12.50%) = Red DFS = 98.3 below	SWD (10.84%) = Red DFS= 129 below Homeless (20.69%) = Red DFS = 98.1 below	SWD (22%) = Green DFS = 25 below Homeless = Green DFS = 25 below	SED: (-7.33%) No change in color DFS = -25.2 points SWD: (-6.18%) Moved down 1 color DFS = -24.8 points Homeless: Moved down 1 color DFS = -33.0 points
7.3	Suspension CA Dashboard Indicator	OCSCS 2022-2023 = 5.5% (Orange) Student Groups: EL= 10.6% (Orange) SWD = 9.8% (Yellow)	OCSCS 2023-2024 = 2% (Orange) Student Groups: EL= 0% (Blue) SWD = 3.4% (Green)	OCSCS 2024-2025 = 1.5% (Orange) Student Groups: EL= 0% (Blue) SWD = 0.9% (Green)	OCSCS __2025-2026 = <1% Student Groups: EL = Green SWD = Blue	Schoolwide: (-4%) Moved up 1 color Student Groups: EL: (-10.6%) Moved up 3 colors SWD: (-8.9%) Moved up 1 color
7.4	Chronic Absenteeism CA Dashboard Indicator	OCSCS 2022-2023 = 19.2% (Yellow) Student Groups: English Learners = 19.6% (Yellow) SED = 26% (Yellow) SWD = 33.3% (Orange) Homeless = 30.4 (Orange)	OCSCS 2023-2024 = 13.7% (Yellow) Student Groups: English Learners = 20.5% (Red) SED = 18.7% (Yellow) SWD = 24.6% (Orange) Homeless = 31.8% (Red) Homeless = 30.4 (Orange)	OCSCS 2024-2025 = 15.1% (Orange) Student Groups: English Learners = 22.4% (Red) SED = 18.7% (Orange) SWD = 24.8% (Red) Homeless = 23.6% (Orange)	OCSCS 2025-2026 = 14.4% (Green) Student Groups: English Learners = 5.1% (Green) SED = 5.1% (Green) SWD = 5.1% (Green) Homeless = 5.1% (Green)	Schoolwide: (-4.10%) Moved down 1 color Student Groups: English Learners: (+2.80%) Moved down 1 color SED: (-7.3%) No change in color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: (-8.50%) Moved down 1 color Homeless: (-6.80%) No change in color
7.5	College/Career CA Dashboard Indicator	N/A	N/A	N/A	N/A	
7.6	English Learner Progress CA Dashboard Indicator	OCSCS 2022-2023 = 60% making progress (No Color)	OCSCS 2023-2024 = 50% (No Color)	OCSCS 2024-2025 = 47.2% (Orange)	OCSCS 2025-2026= 65% making progress (Green)	-12.8% 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)	N/A	N/A	N/A	N/A	
7.8	Percentage of SED and EL students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
7.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	1st Semester 2023-2024, Grades 7th-8th: ELA = 85% Math = 73% Science = 84% Social Science = 84%	1st Semester 2024-2025, Grades 6th-8th: ELA = 94% Math = 92% Science =91% Social Science = 91%	1st Semester 2025-2026, Grades 6th-8th: ELA = 94% Math =80% Science = 97% Social Science = 94%	1st Semester 2026-2027, Grades 6th-8th: ELA = 90% Math = 78% Science = 89% Social Science = 89%	6th–8th (First Semester): ELA: (+9%) Math: (+7%) Science: (+13%) Social Science: (+10%)

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.

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 7 with a high degree of fidelity. Key implementation efforts included maintaining Professional Learning Communities (PLCs), reducing class sizes in TK and Kindergarten, providing targeted academic intervention and mental health supports, expanding attendance monitoring and early intervention systems, strengthening MTSS implementation, increasing access to college and career readiness opportunities, and supporting students through dual enrollment, dual language, and credit recovery programs. The only substantive difference between planned and actual implementation was the postponement of the Financial Literacy Task Force (Action 7.22) 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 material differences between budgeted expenditures and estimated actual expenditures for the following actions:

7.3 Maintain class size ratios in TK/K : The initial allocation plan was for supplemental funds to pay for a portion of TK/K class size staffing; this changed to supplemental funding paying for 100% of the salaries for all additional staff referenced in this action.

7.8 PYLUSD Induction Program: Fewer teachers were hired that needed to enroll in an induction program than initially budgeted so the expenses were less.

7.9 Mental Health Support and Resources for Students and Families at Secondary Sites: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies that were difficult to fill.

7.16 District Teachers on Special Assignment (TOSA): A component of the initial plan was for grant funding to cover the salary of one of our TOSAs; this did not come to fruition so supplemental funds were used to pay 100% of that salary.

7.17 District Leadership: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies.

7.30 Learning Recovery Programs: PYLUSD was able to pre-purchase discounted fees to learning recovery softwares and reduced the number of software subscriptions to expend fewer resources on this action.

7.32 Secondary Intervention Classrooms: The plan was for long term substitutes to be made available at each secondary site to supervise intervention classrooms; strategic master schedule creation allowed for existing FTE to take on this responsibility.

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

These actions contributed to positive outcomes across multiple indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39%, while Mathematics increased from 53.48% to 56.07%. Chronic absenteeism declined from 17.8% to 11.4%, suspension rates decreased from 1.4% to 0.6%, and the percentage of students meeting College and Career Readiness indicators increased from 55.8% to 61.8%. Significant gains were also observed among targeted student groups, including Foster Youth increasing from 20.0% to 33.3% meeting or exceeding standards in ELA and English Learners improving from 10.6% to 14.0% meeting or exceeding standards in Mathematics.

The actions were effective in improving academic outcomes, student engagement, attendance, and college and career readiness for Unduplicated Pupils. English Learners, Socioeconomically Disadvantaged students, and Foster Youth demonstrated improvement across several Dashboard indicators, including movement to higher performance levels in English Language Arts, Mathematics, Chronic Absenteeism, and College and Career Readiness. Local measures also reflected positive progress, with the percentage of Socioeconomically Disadvantaged students meeting grade-level expectations on the i-Ready Reading Diagnostic increasing from 42% to 46% and Mathematics increasing from 27% to 35%. Additionally, passing rates in core academic subjects increased across both elementary and secondary grade spans, including mathematics passing rates rising from 74% to 79% in grades 6–12. While achievement gaps remain for some student groups, particularly English Learners and Foster Youth, the district's comprehensive system of academic interventions, attendance supports, mental health services, professional learning, and college and career readiness initiatives contributed to measurable progress toward closing achievement gaps and improving outcomes for the district's highest-need students. Comments related to specific actions are below:

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: Maintain class size ratios in TK/K
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.

Of note is that metrics 7.7 and 7.8 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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

Action #	Title	Description	Total Funds	Contributing
7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Action 7.10 does not apply to OCSCS		
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	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		educators. M7.1-M7.6 will be used to monitor the effectiveness of this action.		
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		

Action #	Title	Description	Total Funds	Contributing
7.28	High School Credit Recovery Programs	Action 7.28 does not apply to OCSCS		
7.29	Suicide Prevention	The district will provide a suicide prevention program at middle and high schools to support student wellness and social-emotional health. 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		

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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
	rates for the ALL student metrics. However, English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the ALL student group in multiple CA Dashboard metrics. For example, English Learners achieved only 11.66% proficiency in ELA and 13.97% proficiency in Mathematics, while Foster Youth remained at 33.33% proficiency in ELA and 18.18% in Mathematics. Closing these gaps requires consistent access to highly effective instruction from the first day a teacher enters the profession. **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:**	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 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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
	LEA-wide		
4.5	**Action:** OCDE LTEL Network **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. This indicates a need for a wholistic, systemic analysis of ELD supports. **Scope:** LEA-wide	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). Implementing such interventions and supports requires a wholistic, systemic approach and inter-LEA collaboration opportunities will ensure that PYLUSD leaders are providing such guidance to our schools.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.
4.10	**Action:** Academic Progress Check-ins **Need:** Data from the 2024-25 school year indicates that Long-Term English Learners continue to experience substantial academic and language proficiency challenges. During 2024-25, only 27.2% of LTELs met or exceeded standards in English Language Arts and only 14.68% met or exceeded standards in Mathematics. District writing data showed a decline from 61% meeting expectations in	Long term English learners show a greater trend towards disengagement compared to the non-LTEL-identified peers (Hill & Deng, 2015). This action seeks to build direct connections to students to mitigate this factor and increase student achievement and engagement metrics.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.

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	2022-23 to 51% meeting expectations in 2024-25, while only 10.15% of LTELs achieved ELPAC Level 4 in Reading and Writing during 2024-25. Regular academic progress check-ins are needed to monitor achievement, identify barriers to reclassification, strengthen student-adult connections, and provide timely interventions that improve academic performance and language proficiency. **Scope:** LEA-wide		
7.1	**Action:** Teacher Collaboration and Intervention Design **Need:** Analysis of the 2024-25 California School Dashboard and local assessment data indicates that significant achievement gaps persist for Unduplicated Pupils. During the 2024-25 school year, English Learners met or exceeded standards in English Language Arts at a rate of 11.66% and Mathematics at 13.97%, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Socioeconomically Disadvantaged students achieved 52.18% proficiency in ELA and 38.12% proficiency in Mathematics during the same year. These outcomes demonstrate a need for structured teacher collaboration focused on data analysis, intervention planning, progress monitoring, and the implementation of effective instructional practices for Unduplicated Pupils.	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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
	Scope: LEA-wide		
7.8	**Action:** PYLUSD Induction Program **Need:** Achievement data from the 2024-25 school year demonstrates that Unduplicated Pupils continue to experience significant academic disparities. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. To close these gaps, newly credentialed teachers require mentoring, coaching, and professional learning that strengthens instructional effectiveness and equips them to meet the diverse needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. **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. Topics for induction training include differentiated instruction, early reading phonics, literacy, and math to support UPs. 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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	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	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,

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	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	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).	and Foster Youth. (M7.1-M7.6 & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.11	**Action:** Site Discretionary Funding for UPs **Need:** Data from the 2024-25 school year indicates that Unduplicated Pupils continue to face challenges in attendance, academic achievement, and college and career readiness. Chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Additionally, during 2024-25, only 20.8% of English Learners and 49.6% of Socioeconomically Disadvantaged students met the College and Career Indicator preparedness threshold. Flexible site-based funding is needed to address locally identified barriers and provide targeted supports aligned to the needs of Unduplicated Pupils. **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. Site leaders are expected to use their allocations based on a needs assessment of student achievement data for UPs. 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 at all sites across the district. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
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, highlighting the urgent need for targeted interventions and enhanced family engagement strategies. **Scope:** LEA-wide	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.13	**Action:** Additional Health Support at High Impact Sites **Need:** Attendance data from the 2024-25 school year indicates that chronic absenteeism continues to impede academic success for Unduplicated Pupils. English Learners experienced a chronic absenteeism rate of 16.5%, Socioeconomically Disadvantaged students 18.1%, and Foster Youth 32.4%, with Foster Youth remaining in the Red performance level. Additional health support services are needed to address health-related barriers to attendance, increase access to care, and improve student engagement and learning outcomes.	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. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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	Scope: LEA-wide		
7.16	**Action:** District Teachers on Special Assignment (TOSA) **Need:** Performance data from the 2024-25 school year demonstrates persistent academic achievement gaps among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Teachers require ongoing coaching, curriculum support, and professional learning to implement evidence-based instructional practices that improve outcomes for these student groups. District Teachers on Special Assignment provide the specialized support necessary to build instructional capacity and accelerate student achievement. **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 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.17	**Action:** District Leadership **Need:** Districtwide data from the 2024-25 school year indicates that significant achievement and	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 positions such as the Director of	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically

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	attendance gaps remain among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Coordinated district leadership is necessary to monitor implementation of LCAP actions, align resources, support site leaders, and ensure continuous improvement efforts result in measurable gains for Unduplicated Pupils. **Scope:** LEA-wide	Secondary Education and the Executive Director of Elementary Education set 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).	tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	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	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
	(Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide	AVID strategies, such as rigorous academic support and college preparation, are implemented consistently across schools (Dougherty, 2016).	
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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	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	The effectiveness of this action will be assessed using the CA Dashboard, specifically the Indicator for Chronic Absenteeism. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3,

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
	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	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).	M4.1-4.2, M5.1-5.2, M6.1-6.4)
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.	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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
	Scope: LEA-wide		
7.35	**Action:** Dual Language Academy **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** LEA-wide	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-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
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	The effectiveness of this action will be assessed using CA Dashboard Indicators for English

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	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	educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Additional EL Sections at Secondary Schools **Need:**	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	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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).	Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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 content areas, EL students remain among the lowest-performing subgroups. **Scope:**	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, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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)		
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-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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 12% to 10.3%, and in Writing from 19% to 13.27%. While Listening scores remained relatively flat with a change from 23% to	Continuing to provide centralized language assessment services within the Family Resource Center is essential for the accurate identification and assessment of English learners (ELs), as well as for the coordination of appropriate services. Research highlights that early and accurate identification of ELs is critical for ensuring they receive the right support to succeed academically (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.(M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	22.67%, and Speaking saw a slight decline from 52% to 51.48%. **Scope:** Limited to Unduplicated Student Group(s)		
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, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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	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,	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	monitoring progress, and ensuring adherence to legal requirements, district leadership can help ensure that ELs receive appropriate services, resources, and support.	M4.1-4.2, M5.1-5.2, M6.1-6.2)
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 math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened	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-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	Providing OCDE Guided Language Acquisition Design (GLAD) training is crucial for building academic language and literacy for all students, particularly English learners (ELs) and emergent bilingual students. Research indicates that GLAD strategies are effective in enhancing language acquisition by integrating academic content with language development in a systematic and engaging way (Echevarria, Vogt, & Short, 2017). GLAD's focus on visual, interactive, and collaborative learning helps ELs develop both academic language and critical thinking skills, leading to improved comprehension and performance in core subjects (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	The effectiveness of this action will be measured through the percentage of English Learners scoring Level 4 on the ELPAC in reading, writing, listening, and speaking. (M3.12-M3.16, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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 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—	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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)		
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 homeless students are considered college/career prepared, a figure that has remained stagnant over two years. **Scope:** Limited to Unduplicated Student Group(s)	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, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
5.7	**Action:** Additional Transportation Support	Providing additional transportation routes at high-impact sites is essential for ensuring that socio-	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 2023-2024, the district identified 3,475 homeless students—an increase from the prior year—many of whom lack consistent means to access school. Data and needs analyses conducted at these sites demonstrated a need for consistent transportation due to geographical constraints and the lack of available timely, public transportation. 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)	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.	through the CA Dashboard indicators for Socio-economically Disadvantaged Students in Chronic Absenteeism. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
6.1	**Action:** Tutoring Services for FY **Need:** In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained	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	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts and Math.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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).	(M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
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:** Limited to Unduplicated Student Group(s)	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. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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

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						Action Discontinued Effective 26-27								
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		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									
7	7.6	Math Intervention Support for UPs														

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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	LEA-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	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	7.14	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 Low Income	All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	

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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	
7	7.31	Counselors at High Impact High Schools														

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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	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	LEA-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		English Learners Foster Youth Low Income			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		English Learners Foster Youth Low Income			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		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.4	Attendance and Student Services Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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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	
9	9.1		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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							School									
9	**9.2**	AVID Program	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	**9.3**	Student Discipline Systems and Practices	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	**9.4**	Counseling Support and Academic Guidance	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	**9.5**	College and Career	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	**9.6**	College Link	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	**9.7**	Math 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	

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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%	$939,762.19	0.000%	15.932 %	**Total:**	$939,762.19
								LEA-wide Total:	$500,208.49
								Limited Total:	$439,553.70
								Schoolwide Total:	$0.00

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 (%)
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	
6	6.7	Foster Youth Enrollment			Foster Youth		$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 (%)
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	LEA-wide	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	LEA-wide	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 Low Income	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 (%)
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	LEA-wide	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				English Learners Foster Youth Low Income	All Schools Elementary	$0.00	
8	8.2				English Learners Foster Youth Low Income	All Schools	$0.00	
8	8.3				English Learners Foster Youth Low Income	All Schools	$0.00	
9	9.1				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)
$548,085.00	$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		

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	$548,085.00	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, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

APPROVAL OF SCHOOL PLANS FOR STUDENT ACHIEVEMENT

Background

California Education Code Section 64001 requires that any school receiving categorical funds develop a *School Plan for Student Achievement* (SPSA). The plan must address all categorical funding sources that the school receives to ensure that students receive a coordinated program and that resources are maximized. In addition, the plan must be based on achievement data, demonstrate that staff has reviewed the progress of all groups of students in the school (e.g., special education students, English learners, GATE students, etc.), and have identified any areas where academic achievement should be improved. Action plans that are based on measurable goals and include specific activities for improvement are the heart of the *School Plan for Student Achievement*. Staff development and resources needed to implement the plan are identified. In the Placentia-Yorba Linda Unified School District, all elementary schools and middle schools are required to write a SPSA. For the 2026–2027 school year, all SPSAs have been revised and submitted for Board approval. This year, the district has adjusted the timeline for SPSA development and approval to align with the annual Local Control and Accountability Plan (LCAP) process. This alignment enhances coherence across school and district-level planning, promotes greater transparency, and ensures federal and state compliance.

The staff at, Brookhaven Elementary, Bryant Ranch Elementary, Buena Vista Virtual Academy, El Camino High, El Dorado High School, Fairmont Elementary, George Key School, Glenknoll Elementary, Glenview Elementary, Golden Elementary, Kraemer Middle, Lakeview Elementary, Linda Vista Elementary, Mabel Paine Elementary, Melrose Elementary, Morse Elementary, Orange County School of Computer Science, Parkview School, Rio Vista Elementary, Rose Drive Elementary, Ruby Drive Elementary, Sierra Vista Elementary, Topaz Elementary, Travis Ranch School, Tuffree Middle, Tynes Elementary, Valencia High School, Valadez Middle, Van Buren Elementary, Wagner Elementary, Woodsboro Elementary, and Yorba Linda Middle have developed their *School Plan for Student Achievement* and have received School Site Council authorization to submit their plan to the Board of Education for approval. These plans meet the requirements outlined in California Education Code Section 64001.

Financial Impact

Not applicable

Administrator

Dr. Candace Perez, Deputy Superintendent, Academic Leadership Team
Jose Cabrera, Assistant Director, State and Federal Programs

Elementary/Secondary SPSA Goals 2026-2027

Site SPSA Link	ELA	Math	Chronic Absenteeism	English Learners
Brookhaven	By June 2027, students in “at or above grade level” will increase by 20% in grades K-5. We plan to achieve our goal through PLC (vertical and grade level), intervention time, small groups, and intervention. We measure our progress and success by monitoring i-Ready Reading after each diagnostic.	By June 2027, students in the “at or above grade level” will increase by 20% in grades K-5. We plan to achieve our goal through PLCs (vertical and grade level), small groups, and intervention. We measure our progress and success by monitoring i-Ready Math after each diagnostic.		By June 2027, socioeconomically disadvantaged students, which include our English Learners, in the “one grade level below” will decrease by 20% in grades K-5. We plan to achieve our goal through PLCs (vertical and grade level), small groups, and intervention. We measure our progress and success by monitoring i-Ready reading & math after each diagnostic.
Bryant Ranch	By June 2027, the iReady Reading Diagnostic overall percentage score of students scoring "On or Above Grade Level" in the comprehension domain will be 85% or higher for students in grades K-5th.	By June 2027, the iReady Math Diagnostic overall percentage score of students scoring "On or Above Grade Level" in math will be 85% or higher for students in grades K-5th.		By June 2027, the iReady Reading Diagnostic overall percentage score of EL students scoring "On or Above Grade Level" in the reading domain will be 60% or higher for students in grades K-5th.

Fairmont	The percentage of all K-5 students scoring Tier 1 on the i-Ready reading assessment will be 85% by May 2027. Increase the percentage of grades 3-6 students scoring standard met and standard exceeded on the Spring 2027 CAASPP to reach 85%.	The percentage of K-5 students scoring Tier 1 on the i-Ready math assessment will be 85% by May 2027. Increase percentage of students in grades 3-6 scoring standard met or standard exceeded to 85% on the Spring 2027 CAASPP.		By the end of the 2026-27 school year, 75% of the English learners will advance one level of proficiency as measured by the ELPAC. Students will take the IABs throughout the year to check progress towards this goal.
George Key/VENTURE	George Key) Students will demonstrate choices, state an opinion, initiate a communication exchange using their communication system(s.) (Venture Academy) Increase students that receive paid employment through Workability or other state or district programs or grants, from 20 students to 40 students.	(George Key) Increase sustained interaction and attention with age-respectful activities as completed by peers. (Venture Academy) Increase data collection and progress monitoring at the job sites from once a month to once a week.		Provide George Key teachers with evidenced based language techniques to support students with complex communication needs, as evidenced by student outcome in communication goals as noted on individual IEPs.

Glenknoll	Based on 2024-2025 baseline data, we will see a 3% increase in students grades 3-6 meeting or exceeding ELA standards on the Spring 2027 CAASPP.	Based on 2024-2025 baseline data, we will see a 3% increase in students grades 3-6 meeting or exceeding ELA standards on the Spring 2027 CAASPP.	(School Culture Goals) Based on 25-26 baseline data we will reduce disciplinary infractions by enhancing PBIS systems in the 2026-2027 school year. Create and maintain a first-class campus facility that supports the needs of our students and community	In Spring of 2027, 90% of English Learner students will achieve an overall score one level higher than their score in Spring 2026.
Glenview **Title I (24-25)**	By June 2027, students scoring at grade-level or above in reading will increase by 10%, as measured by the i-Ready grade-level Reading Diagnostic 1 and final diagnostic on "5-level placement."	By June 2027, students scoring at grade-level or above in Math will increase by 10%, as measured by the i-Ready grade-level Math Diagnostic 1 and final diagnostic on "5-level placement."	The percentage of students stating that "I feel like I belong at this school" will increase 5%, by spring of the 2026-2027 school year, as measured by the Stakeholder survey administered in Spring 2026.	By June 2027, 10% of English learner students will reclassify, as measured by reclassification data in Aeries and Ellevation and district reclassification criteria.
Golden	**Goal 1 (K-5):** By the end of the 2026–2027 school year, 90% of K–5 students will perform at or above	**Goal 1 (K–5):** By the end of the 2026–2027 school year, 90% of K–5 students will perform at or above grade	By the end of the 2026-2027 school year, the number of Positive Behavior Notes using our PBIS Data System will be 3	By the end of the 2026–2027 school year, 90% of our English Learners will advance at least one level of

	grade level on the final iReady Reading Diagnostic. **Goal 2 (3–6):** By the end of the 2026–2027 school year, 90% of students in grades 3–6 will achieve "Standard Met" or "Standard Exceeded" on the CAASPP ELA assessment.	level on the final iReady Math Diagnostic. **Goal 2 (3–6):** By the end of the 2026–2027 school year, 90% of students in grades 3–6 will achieve "Standard Met" or "Standard Exceeded" on the CAASPP Math assessment.	times the amount of Behavior Reminders.	proficiency as measured by the Summative ELPAC. Progress toward this goal will be monitored throughout the year using IABs and FIABs, along with site-based formative assessments. We will work toward this goal through ongoing PLC data analysis, Learning Walks, designated and integrated ELD, targeted small group instruction, differentiation, and after-school intervention..
Lakeview	As measured by the final iReady Diagnostic Assessment, 93% of the students will be at or above grade level by the Final Diagnostic Window of the 2026-27 school year for Reading. This is a 3% increase from the last school year's goal.	As measured by the final iReady Diagnostic Assessment, 90% of the students will be at or above grade level by the Final Diagnostic Window of the 2026-27 school year for Math. This is a 2% increase from the last school year's goal.		By the end of the 2026-27 school year, 75% of our English Learner students will progress at minimum one level on the ELPAC summative assessment.
Linda Vista	By June 2027, the percentage of students	By June 2027, the percentage of students in		Percentage of all English Language Learners

	in grades 3–6 meeting or exceeding standards on the CAASPP ELA assessment will increase from 70.28% to 73%, We plan to achieve our goal through PLC data (vertical and grade level), Learning Walks, small groups, differentiation, AVID strategies and formative and summative assessments.	grades 3–6 meeting or exceeding standards on the CAASPP Math assessment will increase from 74.86% to 76% We plan to achieve our goal through PLC data (vertical and grade level), Learning Walks, small groups, differentiation, CGI/AVID training and formative and summative assessments.		scoring in Tier 1(students scoring at or above grade level) will increase by 20% by the end of the 2026-2027 school year as measured by the i-Ready Reading diagnostic administered in June 2027.
Mabel Paine	By June 2027, based on reading i-Ready diagnostic data: Tier 1 students will increase to 71% (up from 44%) Tier 2 students will decrease to 20% (down from 40%) Tier 3 students will decrease to 9% (down from 16%) from the beginning-of-year to end-of-year diagnostic. Additionally, grades 3–5 will increase their 2026	By June 2027, based on reading i-Ready diagnostic data: Tier 1 students will increase to 71% (up from 31%) Tier 2 students will decrease to 21% (down from 53%) Tier 3 students will decrease to 8% (down from 15%) from the beginning-of-year to end-of-year diagnostic. Additionally, grades 3–5 will increase their 2026		By June 2027, based on reading i-Ready diagnostic data, Mabel Paine students who are English Language Learners at grade level will: Increase by 32% in reading and increase by 30% in mathematics from the beginning of the year diagnostic to the final diagnostic. Additionally, grades 3–5 will increase their 2026 CAASPP ELA and

	CAASPP ELA scores to 75% compared to the 2025 results.	CAASPP ELA scores to 75% compared to the 2025 results.		Mathematics scores by 8% compared to the 2025 results.
Melrose **Title I**	Baseline: 12% (36/296) K-5th grade students are early/mid/above grade level in Reading as evidenced by the Fall Diagnostic iReady. 88% (260/296) K-5th grade students are one or more years below grade level in Reading as evidenced by the Fall Diagnostic iReady. By the end of the year, 60% (156/260) of students who scored one or more years below grade level in Reading on the Fall iReady Diagnostic will improve by at least one Tier.	Baseline: 5% (16/296) K-5th grade students are early/mid/above grade level in Math as evidenced by the Fall Diagnostic iReady. 95% (280/296) K -5th grade students are one or more years below grade level in Math as evidenced by the Fall Diagnostic iReady. By the end of the year, 60% (168/280) of students who scored one or more years below grade level in Math on the Fall iReady Diagnostic will improve by at least one Tier.	Melrose's EOY attendance was 94.43% for the 24-25 school year. The goal wass to increase attendance and reduce chronic absenteeism by 1% for the 25-26 school year. (Achieved - May 25-26 attendance is 95.57%. For the 26-27 school year, Melrose will increase attendance and reduce chronic absenteeism by .5%.	Baseline 1: 2% (3/176) 1st-5th grade English Learners are early/mid/above grade level in Reading as evidenced by the Fall Diagnostic iReady. 98% (173/176)1st-5th grade students are one or more years below grade level in Reading as evidenced by the Fall Diagnostic iReady. Baseline: Currently, Melrose serves 176 English Learners. On their most recent ELPAC (2025),

Morse **Title I**	By the end of the 2026–2027 school year, the percentage of K–2 students scoring Tier 1 on the final i-Ready Reading Diagnostic will increase by 3%. By the end of the 2026–2027 school year, the percentage of students in grades 3–6 scoring Standard Met or Standard Exceeded on the Spring 2027 CAASPP ELA assessment will increase by 5%.	By the end of the 2026–2027 school year, the percentage of K–5 students scoring Tier 1 on the final i-Ready Math Diagnostic will increase by 3%. By the end of the 2026–2027 school year, the percentage of students in grades 3–6 scoring Standard Met or Standard Exceeded on the Spring 2027 CAASPP Math assessment will increase by 5%.	By the end of the 2026–2027 school year, Morse Elementary will decrease chronic absenteeism by 1% as measured by Aeries Analytics.	By the end of the 2026–2027 school year, 65% of our English Learners will progress by at least one proficiency level on the Summative ELPAC.
Rio Vista **Title I**	By the end of the 2026-2027 school year, the number of our K-5 students who score on level or above on the final iReady Reading Diagnostic and/or standard met or exceeded on CAASPP ELA assessment will increase by 2%. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, small group instruction,	By the end of the 2026-2027 school year, the number of our K-5 students who score on level or above on the final iReady Math Diagnostic and/or standard met or exceeded on CAASPP Math assessment will increase by 3%. We plan to achieve our goal through use of weekly iReady personalized instruction lessons, progress		By the end of the 2026-27 school year, 50% of our English Learners will progress by at least one level on the ELPI measurement of the ELPAC test. To accomplish this, we will continue implementing GLAD and AVID strategies. Our progress and success will be assessed through the summative ELPAC, ELPI growth, and the iReady reading domain.

	progress monitoring, CAASPP data analysis, and differentiated instruction. We will continue implementing GLAD and AVID strategies. Our progress and success will be assessed through analyzing student iReady Reading diagnostic, CAASPP, district benchmarks, and grade level common assessments and screeners.	monitoring, small group instruction, CAASPP data analysis, and differentiated instruction. We will continue implementing CGI and AVID strategies. Our progress and success will be assessed through analyzing iReady Math Diagnostic, CAASPP, district benchmarks, and grade level common assessments and screeners.		
Rose Drive	By the end of the 2026–2027 school year, Rose Drive Elementary will increase overall ELA proficiency from 80.1% to at least 82.1% (+2% growth). Additionally, Socioeconomically Disadvantaged (SED) students will increase ELA proficiency by at least 5 percentage points, reducing the gap between this subgroup and the schoolwide average. This will be monitored additionally by iReady data in grades K-2	By the end of the 2026–2027 school year, Rose Drive Elementary will increase overall Math proficiency from 74.9% to at least 77.9% (+3% growth). Socioeconomically Disadvantaged (SED) students will increase math proficiency by at least 5 percentage points, reducing the subgroup achievement gap relative to the overall population. This will be monitored additionally by iReady data in grades K-2 with a growth goal of 3% overall and 5% for SED students.	By the end of the 2026–2027 school year, Rose Drive Elementary will achieve the following: • Reduce the percentage of male students receiving multiple (2 or more) office discipline referrals by at least 10 percentage points from the May 2026 baseline. • Reduce the ratio of male-to-female referrals from 3.03:1 (103/34) to a ratio of 2.5:1 or lower.	By the end of the 2026–2027 school year, Rose Drive Elementary will increase the percentage of English Learners making progress toward English language proficiency to at least 65% (+5%), with a focus on increasing the number of students making moderate or better progress and reducing the percentage making less than expected progress.

	with a growth goal of 2% overall and 5% for SED students.		Chronic absenteeism is trending in a positive direction this year. If an additional goal is needed, we will add that goal.	
Ruby Drive **Title I**	The percentage of all K-2 students scoring Tier 1 on the i-Ready reading assessment will be 66% by May 2027. This is an increase of 3%. Increase the percentage of grades 3-6 students scoring standard met and standard exceeded on the Spring 2027 CAASPP to reach 45%, an increase of 5%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to collective commitment around teacher strategies. We measure	The percentage of K-5 students scoring Tier 1 on the i-Ready math assessment will be 63% by May 2027. This is an increase of 3%. Increase percentage of students in grades 3-6 scoring standard met or standard exceeded to 41% on the Spring 2027 CAASPP. This is an increase of 5%. We plan to achieve our goal through targeted in class instruction and teacher support. This includes learning walks, PLC support, intervention, AVID, implementation of WIN time in addition to collective commitment around teacher strategies. We measure our progress	By the end of the 2026–27 school year, chronic absenteeism will decrease by 1%. We plan to achieve our goal: Clerical Support Translation Hours Attendance Monitoring Attendance Celebrations Outreach Counselor Parental Participation Parent University and Coffee with the Principal Promoting student leadership	By the end of the 2026-27 school year, 60% of English Learners who scored one or more years below grade level in Reading on the Fall iReady Diagnostic will improve by at least one Tier.

	our progress and success by I-Ready, CAASPP, and CFA.	and success by I-Ready, CAASPP, and CFA.		
Sierra Vista	My school's ELA goal is By June 2027, we will increase the percentage of students scoring in the green Tier 1 in iReady Reading Comprehension as measured by the iReady Diagnostic by a total of 75% or higher We plan to achieve our goal through using the PLC model, using differentiated instruction, vertical and grade level articulation, after school intervention . We measure our progress and success by data driven conversations with CFA's, formative and summative assessments, district benchmarks, state testing	My school's math goal for 25-26 is . We will increase the percentage of students scoring in the green Tier 1 in iReady Math as measured by the Numbers and Operations strands from the iReady Diagnostic. We plan to achieve our goal through 75% or higher. We plan to achieve our goal through using the PLC model, using differentiated instruction, vertical and grade level articulation, after school intervention . We measure our progress and success by data driven conversations with CFA's, formative and summative assessments, district benchmarks, state testing.	Our Chronic Absenteeism goal for 25-26 is to reduce our chronic absenteeism for our students with disabilities by 1% and to maintain our overall chronic absenteeism. This will be done through attendance incentives, monitoring attendance and communicating to stakeholders, and regular and consistent follow ups with students and families who are struggling.	My school's English Learner goal for 26-27 is 90% of the English learners will advance one level of proficiency as measured by the ELPI Indicator. We plan to achieve our goal through targeted in class support including common practices across the school including sentence frames, ample writing opportunities, and more . We measure our progress and success by common formative assessments, I-Ready progress, and CAASPP data.

Topaz **Title I**	By the end of the 2026-2027 school year, our ELA goal is: →Increase our iReady Tier 1 by 15% for the 26-27 school year. →3rd-6th grade students will increase by 5% on CAASPP standard met or standard exceeded categories. We plan to achieve our goal through use of weekly iReady lessons, progress monitoring, CAASPP, data analysis, and differentiated instruction. We will implement GLAD and AVID strategies, and use after-school tutoring to support Tier 2 and 3 students.	By the end of the 2026-2027 school year, our math goal is: →Increase iReady Tier 1 by 15%. →3rd-6th grade will increase 10% on the CAASPP standard met or standard exceeded We plan to achieve our goal through use of differentiated instruction, data analysis, and reflection of student data. We measure our progress by analyzing student iReady diagnostic, CAASPP, and district benchmarks.	By the end of the 2026-2027 school year, our goal is to decrease the chronic absenteeism rate by 5%, bringing it down from 12.6%, as tracked by Aeries analytics. To accomplish this, we will continue implementing key strategies, including attendance monitoring, home visits, SARTs, monthly attendance celebrations, increased parental engagement, mentors, and quarterly Coffee with the Principal meetings.	By the end of the 2026–2027 school year, our EL goal is: →at least 65% of English Learners will demonstrate progress of one or more proficiency levels on the Summative ELPAC, as measured by the English Learner Progress Indicator (ELPI). →at least 15% of English Learners will demonstrate proficiency by achieving an Overall Performance Level 4 on the Summative ELPAC. We plan to achieve our goal through implementation of GLAD and AVID strategies. We will focus on vocabulary development, reading, and writing strategies. We will measure our progress by ELPAC summative and ELPI growth.
Tynes **Title I**	ELA Goal #1	Math Goal #2	Engaged Community Goal By the end of the 2025-2026	English Learner Goal #3

	By the end of the 2026-2027 school year, our school will reduce the distance from Standard Met in ELA for socioeconomically disadvantaged students from -41.8 points below standard to at least -5.0 points below standard, as measured by the California School Dashboard, moving our performance from Orange to Green. To achieve this, we will: ● Increase the average performance by at least 12.3 points per year over the next three years, aligning with the required improvement thresholds: ○ 2024 - 2025: SED students will score -29.5 points below standard	By the end of the 2026–2027 school year, our school will reduce the distance from Standard Met in math for socioeconomically disadvantaged students from -56.7 points below standard to -25.0 below standard, as reported on the California School Dashboard, moving our performance level from Orange to Green. To achieve this, we will: ● Increase the average performance by at least 7.7 points per year over the next three years, aligning with the required improvement thresholds: ○ 2024 - 2025: SED students will score -46.1points below standard ■ -40.1 points below standard; YELLO	school year, the chronic absenteeism rate will improve 3% from 21% to 18%, according to Aeries Analytics. The 2024-2025 chronic absenteeism rate was 19.9% as of March 2025. By the end of the 2026-2027 school year, our school will reduce the Chronic Absenteeism rate for socioeconomically disadvantaged students from 21.9% to at least -10%, as measured by the California School Dashboard, moving our performance from Yellow to Green. ○ 2025 - 2026: SED students will improve to a 16% Chronic Absenteeism rate ○ 2026 - 2027: SED students will improve to a 10% Chronic Absenteeism rate	By the end of the 2026–2027 school year, the Distance from Standard (DFS) in English Language Arts for English Learners will improve from -50.3 points below standard to -5.0 points, as measured by the California School Dashboard, moving this student group from Yellow to Green status. To achieve this, we will: ● Increase the average performance by at least 15.1 points per year over the next three years, aligning with the required improvement thresholds: ○ 2024 - 2025: SED students will score -35.2 points below standard ■ -39.2 points below standard; YELLOW =

	■ (-24 points below standard; YELLOW = MET) ○ 2025 - 2026: SED students will score -17.2 points below standard ○ 2026 - 2027: SED students will score -5.0 points below standard	W = MET) ○ 2025 - 2026: SED students will score -35.5 points below standard ○ 2026 - 2027: SED students will score -25.0 points below standard		NOT MET ○ 2025 - 2026: SED students will score -20.1 points below standard ○ 2026 - 2027: SED students will score -5.0 points below standard
Travis Ranch	Travis Ranch will score Blue on the California School Dashboard for ELA by maintaining or increasing distance above standard.	Travis Ranch will score Green or Blue on the CA School Dashboard for Math by maintaining or increasing distance from standard.	Travis Ranch will score Green on the California School Dashboard for English Learner Progress. **Baseline**	

	Baseline 2025 Result-Blue: The average DFS for All Students is 47 points above standard (an increase of 7.4 points from the previous year)	**Baseline** 2025 Result-Green: The average DFS for All Students is 26.3 points above standard (an decrease of 2.8 points from the previous year)	2025 Results-Orange: 47.4% of English Learners increased one ELPI level	
Van Buren **Title I (25-26)**	Van Buren's ELA goal for the 2026–2027 school year is to have 70% of all students performing at or above grade level on the i-Ready diagnostic assessment for grades K-5 and IXL for grade 6 by May 2027. Additionally, the school aims to increase the percentage of students meeting or exceeding standards on the Spring 2027 CAASPP by 3%. To achieve this, Van Buren will: Implement AVID strategies (e.g., organization, focused note-taking, text annotations).	Math - Van Buren's Math goal for the 2026–2027 school year is to have 70% of all students performing at or above grade level on the i-Ready diagnostic assessment for grades K-5 and IXL for grade 6 by May 2027. Additionally, the school aims to increase the percentage of students meeting or exceeding standard by 3%. Implement AVID strategies (e.g., organizational tools, focused note-taking, and problem-solving structures). All teachers will be trained in GLAD strategies to		Academic Achievement: By the end of the 2026-27 school year, 80% of all English learners will advance one level of proficiency as measured by the ELPAC assessment. Across campus we will integrate language objectives into all content areas to support English Learners in accessing grade-level standards. Implement AVID strategies, such as focused note-taking, collaborative discussions, and structured writing, to enhance academic language and comprehension skills. Utilize small group

	Train all teachers in GLAD strategies to support English Learners. Design differentiated lessons aligned with standards to support diverse learners. Provide targeted small group instruction. Collaborate with ELD and Special Education teams to implement inclusive scaffolding. Offer after-school interventions. Use PLC meetings to review data and adjust strategies for improvement. These actions aim to foster equity, academic growth, and measurable proficiency gains. Utilize i-Ready Reading and Math individual lessons. Use IXL for independent student practice for 6th grade.	support EL students in math. Design differentiated math lessons aligned with state standards to support diverse learners and build conceptual understanding. Provide targeted small group instruction focused on foundational skills and application of mathematical practices. Collaborate with ELD and Special Education teams to integrate scaffolds that support language development and individualized learning needs. Offer after-school math interventions for qualifying students, focusing on skill gaps and standards-based remediation. Use PLC meetings to analyze assessment data, monitor progress, and refine instructional practices.		instruction to provide personalized support in key language domains based on ELPAC data and classroom performance. Engage families through workshops and resources to support language development at home and ensure understanding of ELPAC and academic expectations.

Wagner	By the end of the year, 80% of students will either be at grade level or have moved up one performance band as measured by the Trimester 3 I-Ready Diagnostic. --- 75-80% of students will meet or exceed the standards on the 26-27 SBAC ELA assessment and we will show a DFS improvement over 25-26.	By the end of the year, 80% of students will either have moved up one grade level or be at grade level according to the I-Ready Trimester 3 Diagnostic. --- 65% of students will meet or exceed the standards on the 26-27 SBAC Math assessment and we will show a DFS improvement over 25-26	No more than 10% of students will be deemed chronically absent including no more than 20% of English learner students,	By the end of the year, 80% of EL students and SWD not at grade level grade level will improve by at least one performance level as evidenced by the EOY iReady assessment. No more than 10% of students will be deemed chronically absent including no more than 20% of English learner students,
Woodsboro	As measured by state assessment, CAASPP, the percentage of students scoring at grade-level in reading will increase by 2% by the end of the 2026-2027 school year to 77.18% as compared to the percentage of grade-level students (75.18%) during the	As measured by state assessment, CAASPP, the percentage of students scoring at grade-level in mathematics will increase by 2% by the end of the 2026-2027 school year or 71.33% as compared to the percentage of grade-level students (69.33%) based on 2025-2026 year end results.		By the end of the 2026-2027 school year as measured by the English Language Performance Index, the percentage of students who progressed at least one ELPI level will be at least 25% of the total number of students who completed the ELPAC.

	2025-2026 year end results.			

Secondary Sites SPSA goals

Site	ELA	Math	ELD
OCSCS	The school will maintain strong performance in English Language Arts (ELA) while promoting modest growth for all students, with a focused emphasis on improving outcomes for English Learners (ELL) and Students with Disabilities (SWD). Current data indicate that overall performance is above standard (DFS +15.2), but growth has been minimal, and subgroup performance remains significantly below standard (ELL DFS -53; SWD DFS -95.3). To address this need, the school will continue to prioritize high-quality instruction, targeted language development, access to literacy resources, and professional learning for staff. These efforts are intended to sustain overall achievement while accelerating progress for identified student groups. Progress will be measured by maintaining overall DFS at +15 or higher and increasing ELL and SWD performance by at least 3–5 points.	The school will improve mathematics performance through targeted interventions and instructional supports for students performing below grade level, with a focus on English Learners (ELL) and Students with Disabilities (SWD). Current data show overall performance below standard (DFS -21) with a significant decline, and subgroup performance is considerably lower (ELL DFS -71.1; SWD DFS -129). To address these gaps, the school will implement targeted tutoring, small-group intervention, and the use of adaptive instructional programs, alongside strengthening core instruction through resources and technology. These actions aim	The school will strengthen English Language Development (ELD) to increase English proficiency and improve academic outcomes for English Learners. Current data show that English Learners are performing below standard in both ELA (DFS -53) and Mathematics (DFS -71.1), indicating a need for more robust language development supports. The school will focus on enhancing both designated and integrated ELD instruction, providing professional development for teachers, and increasing access to instructional resources that support language acquisition and academic vocabulary. These efforts are designed to

		to build foundational skills and improve access to grade-level content. Progress will be measured by increasing overall DFS to -18 and improving subgroup performance by 3 points.	improve students' ability to access grade-level content and progress toward English proficiency. Progress will be measured by increases in ELPAC performance levels, reclassification rates, and improved ELA and Math DFS scores for English Learners.

Kraemer Title 1	By the end of the 2026-27 school year, Kraemer Middle School will increase English Language Arts (ELA) achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). The following underperforming subgroups will demonstrate growth in Distance from Standard (DFS) scores by a minimum of 15 Points: Hispanic Socioeconomically Disadvantaged Students (SED) English Learners (EL) Long-term English Learners (LTEL) Students with Disabilities (SWD) Homeless	By the end of the 2026-27school year, Kraemer Middle School will improve Mathematics achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). The following underperforming subgroups will demonstrate growth in Distance from Standard (DFS) scores by a minimum of 15 Points: Hispanic Socioeconomically Disadvantaged (SED) English Learners (EL) Long-term English Learners (LTEL) Students with Disabilities (SWD)	By the end of the 2026-27 school year, Kraemer Middle School will improve English Learner progress 5% as measured by the English Learner Progress Indicator (ELPI) on the English Language Proficiency Assessments for California (ELPAC). We will increase the percentage of ELs who progressed at least 1 ELPI level from 70.1% to 75.1%

		Homeless	
Travis	Travis Ranch will score Blue on the California School Dashboard for ELA by maintaining or increasing distance above standard.	Travis Ranch will score Green or Blue on the CA School Dashboard for Math by maintaining or increasing distance from standard.	Travis Ranch will score Green on the California School Dashboard for English Learner Progress.
Tuffree Title 1(25-26)	By the end of the 2026-27 school year, the overall ELA performance will increase from 59 points above standard to 65+ points above standard. Spring 2026 scores as measured by CAASPP administered in Spring 2026. Progress will be monitored through formative assessments, PYLUSD district writing prompts, and review of Interim Assessment Blocks (IABs).	Tuffree will increase math performance from 17.7 points above standard to 20+ points above standard on the CAASPP administered in Spring 2026. Along with formative assessments, PYLUSD benchmarks, and the introduction and review of Interim Assessment Blocks (IABs), progress toward goal can be monitored. By the end of the 2026/2027 school year, Tuffree will increase LTEL performance on the	60% of English language learners will advance at least one ELPI level, based on the summative ELPAC, and English language learner progress will increase by 5% according to the CA Dashboard.

		CA Dashboard from red to yellow	
Valadez Title 1	By the end of the 2026-27 school year, VMSA will increase the percentage of all students meeting/exceeding standards as measured by the ELA SBAC by 3%. Students with Disabilities (SWD) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by improving 5 points or better.	By the end of the 2026-27 school year, VMSA will increase the percentage of all students meeting/exceeding standards as measured by the Math SBAC by 3%. Students with Disabilities (SWD) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by improving 5points or better. English Learners (ELs) will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by	By the end of the 2026-27 school year, 85% of VMSA ELs increase their Overall ELPAC Scale Score as measured by the ELPAC (Example: from scale score 1598 to scale score 1630) as compared to their 25-26 school year proficiency overall scale score.

		improving 5 points or better	
YLMS	By the end of the 2026-27 school year, Yorba Linda Middle School will increase English Language Arts (ELA) achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by the following amounts: *Hispanic*: 10.3 points *SES*: 7.6 points *EL*: 13 points *Disabilities*: 12.3 points	By the end of the 2026-27 school year, Yorba Linda Middle School will increase in Mathematics achievement for all underperforming subgroups as measured by the California Assessment of Student Performance and Progress (CAASPP). Each subgroup will demonstrate growth by making annual progress in the Distance from Standard (DFS) scores by the following amounts: *Hispanic*: 15 points *SES*: 12.6 points *EL*: 6.3 points *Disabilities:* 20.4	The percentage of English Language Learners reclassification as measured by the English Language Proficiency Assessment California (ELPAC) will increase by 5% in the 2026-2027 school year.
El Camino Title 1	By the end of the 2026-27 school year, 70% of El Camino students who complete the ELA District Performance Task will show a .5 increase in their overall score.	By the end of the 2026-27 school year, 65% of El Camino students who complete the Math District Performance Task will score proficient.	By the end of the 2026-27 70% of English Language Learners will show a 2% increase in ELPAC scores in all domains.
El Dorado	Increase academic performance for Students with Disabilities by:	Increase academic performance for Students with Disabilities by:	Increase EL academic outcomes

	-Improving ELA performance from Red to Orange/Yellow -Increasing Math DFS by at least 10 points -Increasing graduation rate from 81.4% to 88%	El Dorado High School will improve mathematics achievement for targeted student groups by: Increasing overall Math Distance From Standard (DFS) from 6.5 points below standard to meeting/exceeding standard Increasing Students with Disabilities Math DFS by at least +15 points Increasing English Learner Math DFS by at least +15 point Increasing Hispanic student Math DFS by at least +10 points	Increasing ELPI from 52.9% to 60% Increasing EL math performance (DFS improvement of +10 points) Increasing EL College/Career readiness from -16% to 25%

Esperanza	English Language Arts achievement will increase, reversing the recent downward trend, as measured by CAASPP results. Student achievement in ELA will increase from 70.7% to prior high-performance levels of 75% or higher met or exceeded standards on CAASPP. Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students will demonstrate annual growth in ELA achievement as measured by Distance from Standard (DFS), reducing performance gaps across subgroups. All students will demonstrate improved reading and writing proficiency as measured by common formative assessments and district benchmark assessments. ELA intervention effectiveness will be demonstrated through increased proficiency for students receiving targeted literacy supports, tutoring, and structured intervention services.	Student achievement in Mathematics will increase from 44.8% to 52% met or exceeded standards on the CAASPP. English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students will demonstrate annual growth in Mathematics achievement as measured by CAASPP Distance from Standard, reducing performance gaps across subgroups. Students with Disabilities will demonstrate improved mathematics performance through increased participation and proficiency in grade-level standards with appropriate accommodations and supports. English Learners will show measurable growth in mathematical academic language development and improved performance on	The school will accelerate English Learner (EL) academic language development and close achievement gaps by strengthening both designated and integrated ELD instruction, increasing instructional consistency across classrooms, and improving the use of data to guide instruction. Current data indicate English Learners are performing significantly below standard, approximately 171.5 points below proficiency, with LTEL and Emerging EL students demonstrating the greatest need in both English Language Arts and mathematics. While students showed a 15-point increase from the previous year, overall performance remains a critical area of need. To address these gaps, the school will implement consistent, standards-aligned designated ELD instruction, embed academic language

		ELPAC and CAASPP Mathematics outcomes. All students will demonstrate increased proficiency in mathematical reasoning and problem-solving as measured by local benchmark assessments and common formative assessments.	supports across all content areas, and strengthen PLC collaboration focused on EL data analysis and instructional planning. Targeted intervention supports, including small-group instruction and tutoring, will be provided to address foundational literacy and vocabulary gaps. In addition, professional learning will focus on GLAD strategies, scaffolding, and effective reteaching practices to improve access to grade-level content. Progress will be measured through increases in ELPAC proficiency levels, improved reclassification rates, and continued growth in English Learner performance on state and local academic measures, including reductions in the Distance from Standard in both ELA and Mathematics.
Valencia	1. The percentage of all 11th-grade students meeting or exceeding standards in English Language Arts CAASPP will	1. In Algebra 1A and Algebra 1B, 70% of students on IXL will grow at least 100	1. 20% of ELs will reclassify by Summer 2027.

	increase 3% per year from 68% in 2025 to 71% in 2026 and 74% in 2027. 2. The distance from standard on the CAASPP ELA Exam will grow from 53.1 pts above standard for all students in 2025 to 60 pts above standard on the 2027 CAASPP. 3. 80% of all students will earn a C- or better in LA. 4. Maintain or increase the 2:1 ratio of combined sections of LA4 ERWC and AP English Language and Composition as compared to LA 4 CP classes. 5. Maintain AP exam enrollment and pass rates in AP English Language & AP English Literature	points (one grade level) by the end of the 2026-27 school year. 2. The percentage of all 11th-grade students in Algebra 2/Trig meeting or exceeding standards will increase by 3% over the 2026 results, as measured on the CAASPP 3. The percentage of all math students meeting or exceeding the standards on the end-of-semester finals will increase by 5% over the 2025-26 percentages. 4. The percentage of EL and SPED students meeting or exceeding the standards on the end-of-semester finals will increase by 5% over the 25-26 percentages. 5. The percentage of EL and SPED students meeting or exceeding the standards on the CAASPP will increase by 5% in 2026 over the 2025 results. 6. The distance from the standard on the CAASPP Math Exam will grow from 11.6 pts below the standard for all students in 2025 (567 students) to at standard on the 2026 CAASPP.	2. In alignment with district reclassification criteria, 75% of ELs will earn a C- or higher in English Language Arts (ELA) OR a 2.0 or higher academic GPA on the semester report cards. 3. In alignment with district reclassification criteria, 75% of ELs will earn a score of 3 or higher on the Spring District Writing Prompt (DWP). 4. CAASPP Distance from Standard ELA: Long Term English Learners (LTELs) will increase ELA CAASPP 2027 performance to return to 2023 level of 54.5% below standard. (Currently 135.2% below standard for 40 LTELS in 2025)

		7. CAASPP Distance from Standard Math: LTELs will increase Math performance on CAASPP exam to grow from 213.9 pts below standard in 2025 (39 students) to 150 points below standard in 2027.	
YLHS	By June 2027, Yorba Linda High School will increase the percentage of students meeting or exceeding standards in English Language Arts on the CAASPP by 2% from the 2025–26 baseline.	By June 2027, Yorba Linda High School will increase the percentage of students meeting or exceeding standards in Mathematics on the CAASPP by 2% from the 2025–26 baseline.	By June 2027, increase the percentage of English Learners progressing at least one proficiency level on the ELPAC by 2%.
Parkview & BVVA	Parkview will improve student achievement in English Language Arts by increasing its CA Dashboard Distance from Standard from –86.1 through targeted literacy instruction, structured writing practices, and consistent progress monitoring, resulting in measurable annual growth and a reduction in the number of students performing below standard. Buena Vista Virtual Academy will sustain and strengthen student achievement in English Language Arts by maintaining and increasing its CA Dashboard Distance from Standard above +38.7 through rigorous instruction, consistent engagement, and targeted support, resulting in continued growth and	Parkview will improve student achievement in mathematics by increasing its CA Dashboard Distance from Standard from –99.7 through targeted intervention, strengthened conceptual instruction, and consistent progress monitoring, resulting in measurable annual growth and a reduction in the number of students performing below standard. Buena Vista Virtual Academy will improve student achievement in mathematics	Not enough data to report on

	an increased percentage of students meeting or exceeding standards.	by increasing its CA Dashboard Distance from Standard from –10.3 to at or above standard through targeted instruction, differentiated support, and consistent progress monitoring, resulting in continued growth and an increased percentage of students meeting or exceeding standards.	

2026-27 Proposed Budget

BOARD MEETING UPDATE: JUNE 16, 2026



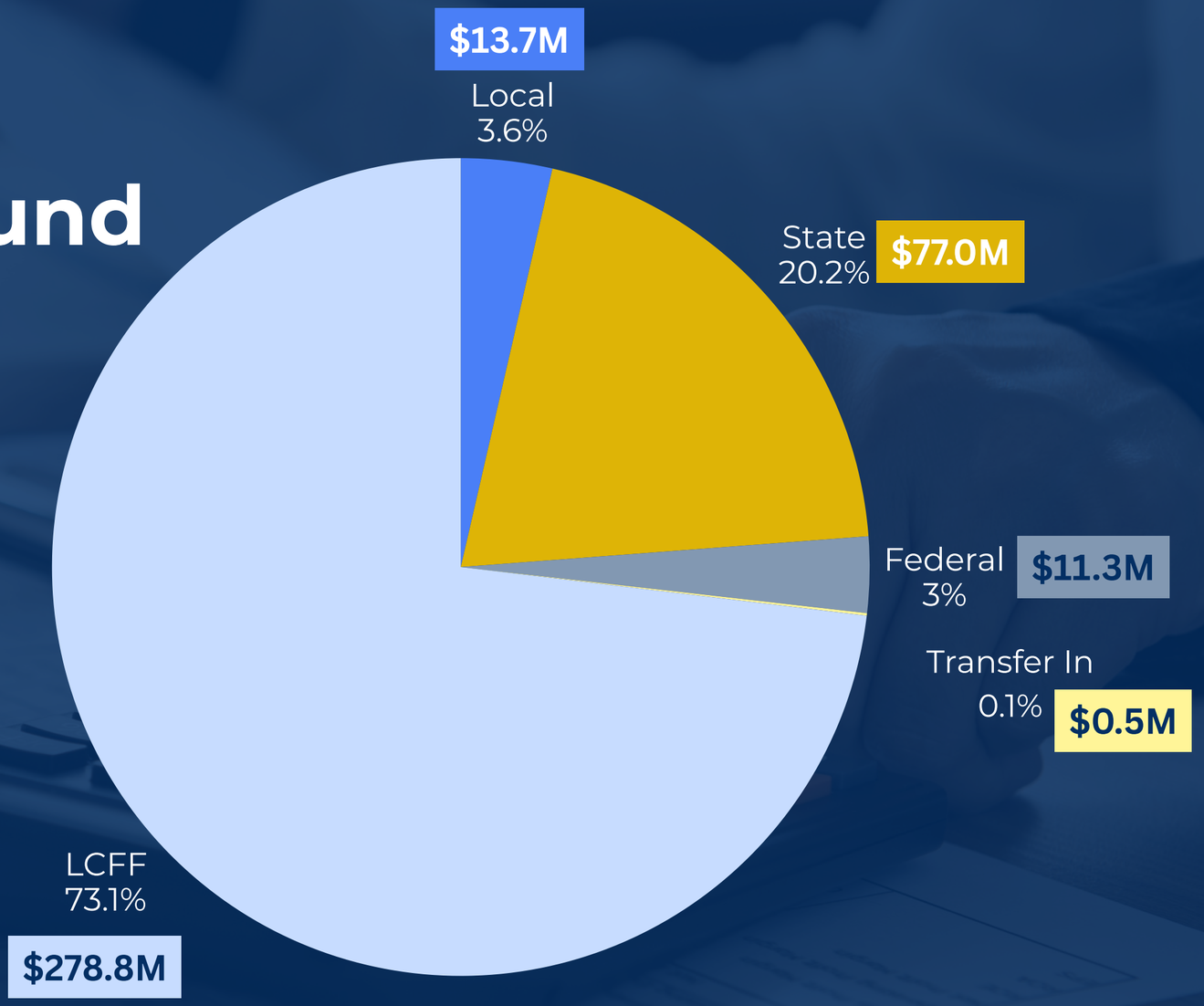
TONIGHT'S TOPICS

- 2025-26 Estimated Actuals for General Fund
- 2025-26 All Other District Funds
- 2026-27 Proposed Budget for General Fund
- 2025-26 Orange County School of Computer Science Budget
- Next Steps

ESTIMATED ACTUALS
2025-26

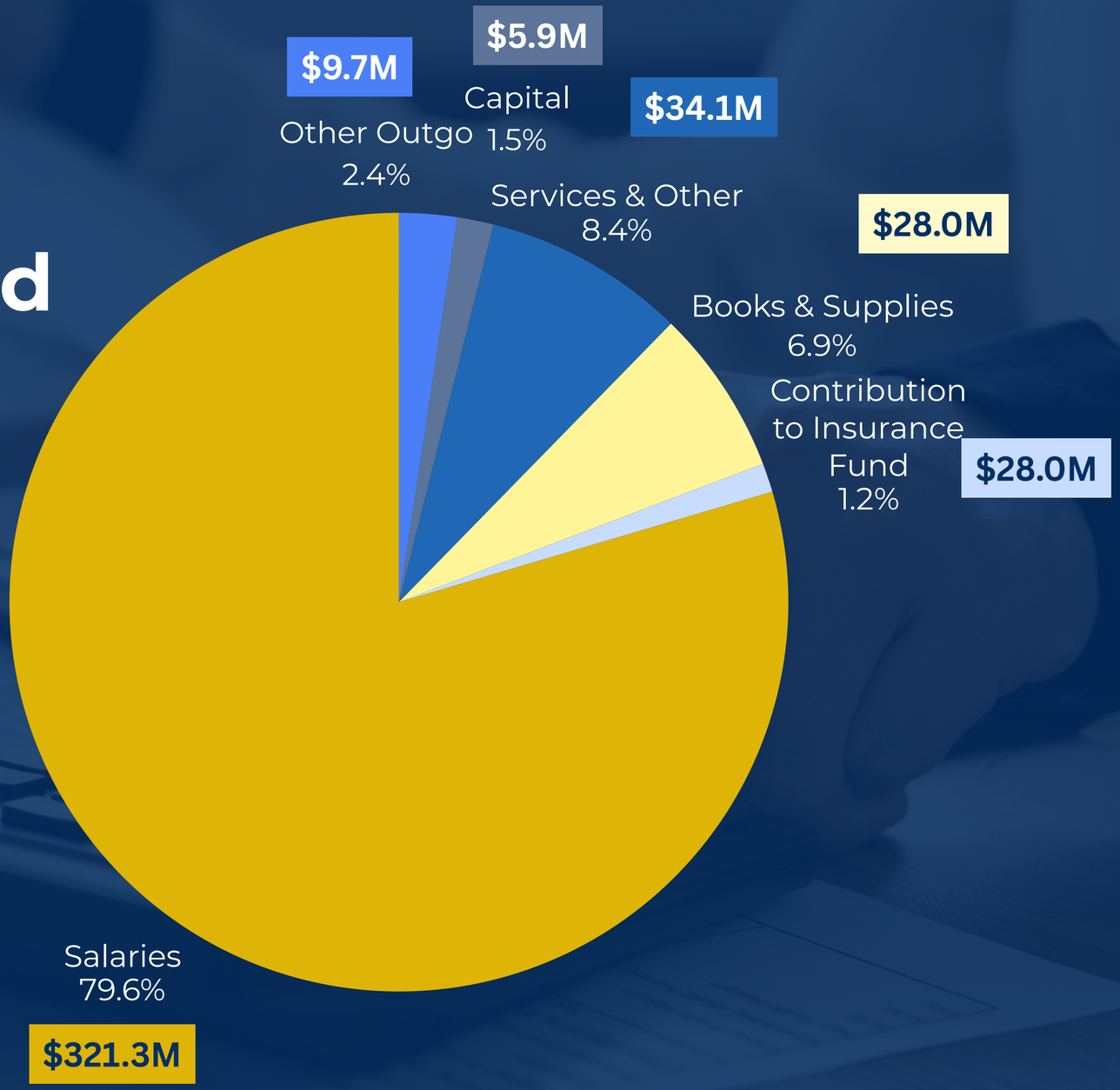
2025-26 Estimated Actuals	Unrestricted	Restricted
Beginning Balance	$66.5M	$53.0M
Revenues	$250.5M	$130.7M
Expenses	$251.5M	$152.4M
Surplus/(Deficit)	($1.0M)	($21.7M)
Ending Balance	$65.5M	$31.3M

2025-26
Estimated Actuals Combined General Fund
Revenue



Total Revenues
$381,226,543

2025-26
Estimated Actuals
Combined General Fund
Expenditures



Total Revenues
$403,889,748

2025-26 Estimated Actuals - Other District Funds

	Beginning Fund Balance	Projected Revenues	Projected Expenditures	Ending Fund Balance
Charter School OCSCS	$0	$9,056,598	$8,678,534	$378,064
Special Ed. Pass (10)	$70,310	9,014,883	9,014,883	$70,310
Child Devel. (12)	$4,505,617	12,075,066	14,646,803	$1,933,880
Cafeteria (13)	$19,528,763	15,128,366	13,430,532	$21,226,597
Deferred Maint. (14)	$2,688,095	1,560,000	2,447,095	$1,801,000
Capital Facilities (25) (Dev Fees & RedevAgency)	$14,505,870	5,418,267	6,335,532	$13,588,605
County Schools (35)	$2,067	316	0	$2,383
Capital Outlay (40) (City of Yorba Linda Settlement)	$17,271,041	8,786,542	12,940,525	$13,117,058
Bond I & R (51)	$24,760,471	19,848,162	24,596,080	$20,012,553
Self Insurance (67)	$16,911,711	56,820,813	57,707,150	$16,025,374

2026-27
Proposed Budget

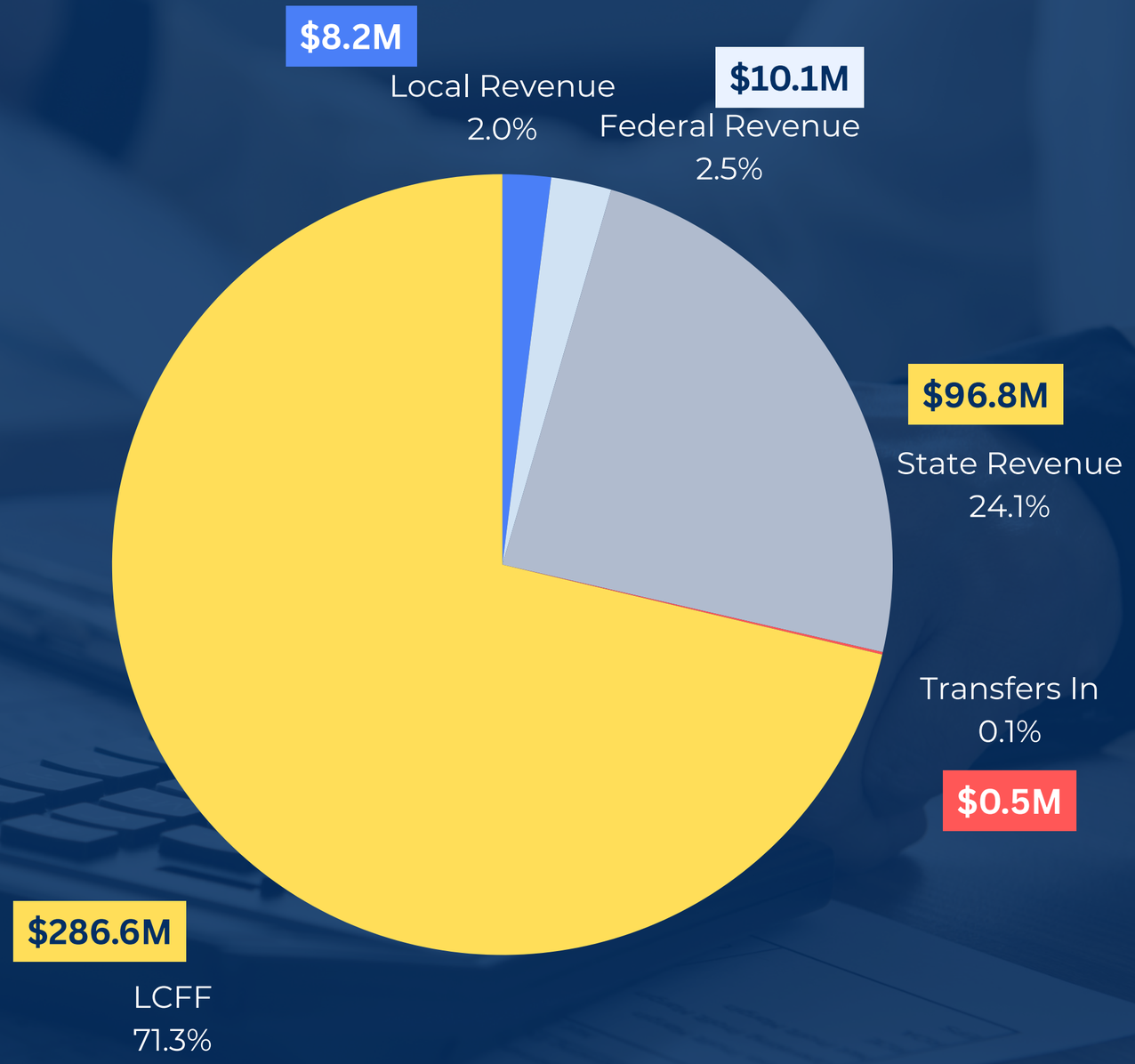
Assumptions

	2026-27	2027-28	2028-29
COLA (LCFF)	4.31%	3.30%	3.09%
Enrollment - PYLUSD - OCSCS	21,335 *(drop of 388)* 560	20,947 548	20,559 536
Attendance Rate	94.7%		
Salaries Increase Budgeted Certificated Step & Col Classified Step & Col	No 1.5% 1.1%	No 1.5% 1.1%	No 1.5% 1.1%
Health & Welfare	8% *(8.2% in 2025-26)*	8%	8%
Workers Compensation	$1.57 per $100 of payroll *($1.40 per $100 of payroll in 2025-26)*	Stays at 2026-27 rate until out year rates are known	
Property & Liability	20% *(20% in 2025-26)*		
Consumer Price Index	3.76%	3.18%	2.76%

PROPOSED BUDGET
2026-27

2026-27 Proposed Budget	Unrestricted	Restricted
Beginning Balance	$65.5M	$31.3M
Revenues	$263.5M	$138.6M
Expenses	$255.0M	$139.9M
Surplus/(Deficit)	$8.5M	($1.3M)
Ending Balance	$74.0M	$30M

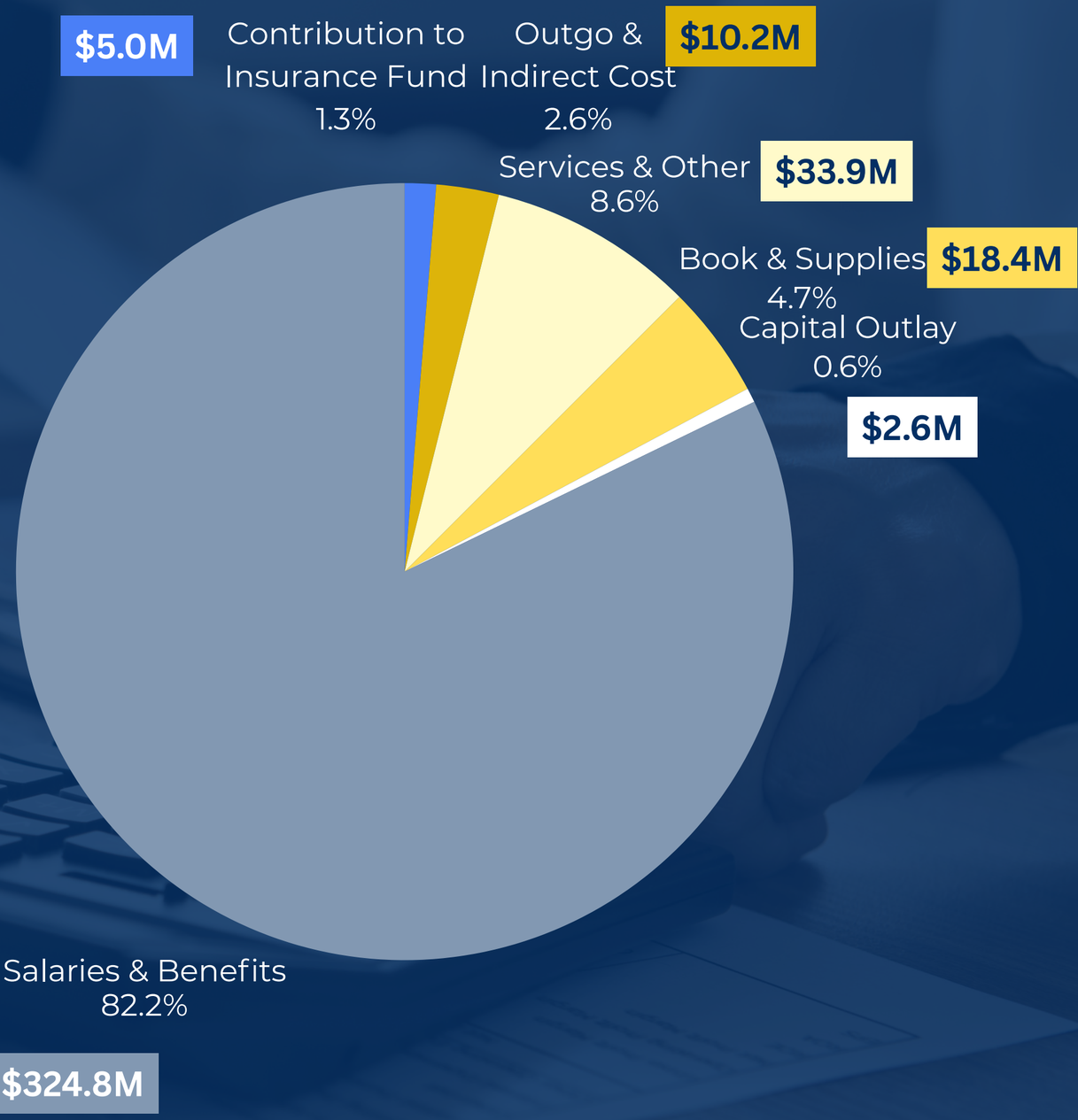
2026-27
Proposed Budget
Combined GF
Revenues



Total Revenues
$402,131,619

2026-27
Proposed Budget
Combined GF
Expenditures

Total Revenues
$394,900,580



UNRESTRICTED MULTI-YEAR PROJECTIONS

2026-27 Budget	Amount	2027-28 Budget	Amount	2028-29 Budget	Amount
Beginning Balance	$65.5M	Beginning Balance	$74.0M	Beginning Balance	$84.5M
Revenues	$263.5M	Revenues	$268.3M	Revenues	$271.1M
Expenses	$255.0M	Expenses	$257.8M	Expenses	$265.0M
Surplus/(Deficit)	$8.5M	Surplus/(Deficit)	$10.5M	Surplus/(Deficit)	$6.1M
Ending Balance	$74.0M	Ending Balance	$84.5	Ending Balance	$90.6M

2026-27 Budget for Orange County School of Computer Science (Fund 09)

Description	Amount
Revenue:	
LCFF	$6,378,504
Other State and Local Revenue	1,878,767
Total Revenue	**8,257,271**
Expenditures:	
Certificated Salaries	3,888,189
Classified Salaries	841,095
Employee Benefits	2,379,360
Books & Supplies: for school support	222,584
for support from district paid costs *(see next slide)*	1,546,526
Services & Other Operating Expenditures	59,481
Total Expenditures	**8,937,235**
Unrestricted Surplus/(Deficit)	**(679,964)**
Transfers Out from General Fund 01 to Unrestricted Fund 09	**679,964**
Net Increase/(Decrease) in Fund Balance	**0**
Restricted Beginning Balance	**378,064**
Restricted Ending Balance	**$378,064**

NEXT STEPS

pylpromise.

01 Adopt 2026-27 District All Funds Budget

02 Closely Monitor the Federal and State Fiscal Conditions and Adjust District Budgets as Needed

03 Present the 2025-26 Unaudited Actuals Report (September 2026) to the Board

04 Continue Working on Efficiencies Based on Declining Enrollment and Monitor Vacancies

05 Align Budget Priorities and Spending Decisions to the Goals and Outcomes of the PYL Promise

Thank You!

Questions?

Placentia-Yorba Linda Unified School District
Board of Education Regular Meeting
June 16, 2026

2026-27 ADOPTED BUDGET

Background

The district is required to prepare a budget in accordance with Education Code section 42126. Throughout the year, the Board will review and act upon proposed budget changes as they occur. In addition, the Board will review financial updates and staff will present interim reports in December 2026 (1st Interim) and in March 2027 (2nd Interim).

The board must adopt the 2026-27 budget and submit it to the County Superintendent of Schools no later than July 1, 2026. The budget document includes information related to current year obligations, multi-year financial commitments, and state adopted criteria and standards.

Financial Impact

Not applicable

Administrator

Dr. John Pappalardo, Chief Business Officer, Business Services

THE PYLUSD *Advantage*







How We Achieve Our Mission And Vision





2026-2027 All Funds Budget

PLACENTIA-YORBA LINDA PYLUSD EST 1874 UNIFIED SCHOOL DISTRICT



ALL FUNDS FINAL BUDGET

2026-27 ALL FUNDS BUDGET

TABLE OF CONTENTS

PLACENTIA - YORBA LINDA UNIFIED SCHOOL DISTRICT

2026-27 ALL FUNDS FINAL BUDGET

Presented to:

BOARD OF EDUCATION

Carrie Buck, President

Tricia Quintero, Vice President

Marilyn Anderson, Clerk

Todd Frazier, Trustee

Leandra Blades, Trustee

DISTRICT ADMINISTRATION

Kym LeBlanc-Esparza, Ed.D.
Superintendent

Candace Perez, Ed.D.
Deputy Superintendent

Chad McGough
Assistant Superintendent, Human Resources

John Pappalardo, Ed.D.
Chief Business Officer

TABLE OF CONTENTS

Important Notice

This booklet provides a "user-friendly" budget format to communicate the Placentia-Yorba Linda Unified School District's 2026-27 All Funds Budget. This format provides financial data in tabulated, summary form.

Further information can be acquired by contacting:

Placentia-Yorba Linda Unified School District

1301 East Orangethorpe Ave.

Placentia, CA 92870

Attention: Phuong Tran, Director, Fiscal Services

(714) 985-8430

TABLE OF CONTENTS

Contents

Message from the Superintendent 1

Message from the Chief Business Officer 2

Introduction 3

- Purpose of the Budget
- General Description of the District
- Oversight

Budget Development 6

- Budget Calendar
- Budget Guidelines

Budget Highlights 9

Overview

- General Fund
    - Description
    - Revenues
    - School Site Resource Allocations
    - Expenditures
    - Fund Balance
    - Cash Flow
    - State Underfunded Programs
    - District Grant Budgets
    - Summary of Assumptions

Standardized Account Code Structure (SACS) Report 24

School District Certification 101

Multiyear Projections 127

Criteria & Standards 136

Assigned & Unassigned Ending Fund Balances 167

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870
www.pylusd.org

Kym LeBlanc-Esparza, Ed.D.
Superintendent

Board of Education
Marilyn Anderson
Leandra Blades
Carrie Buck
Todd Frazier
Tricia Quintero

Dear PYLUSD Parents, Staff, and Community Members,

As we introduce the Placentia-Yorba Linda Unified School District's (PYLUSD) budget for the 2026–27 school year, I want to step back from the numbers for a moment to express my deepest gratitude to our Board of Education, our incredible staff, our resilient students, and our dedicated families. The true wealth of PYLUSD isn't found in a ledger; it is found in the deep pride our community takes in our schools, our rich traditions of academic and artistic excellence, and the bright futures we help build for our children.

This year marks an exciting milestone for us. Our fiscal planning is now anchored by our new strategic plan, the ***PYL Promise***. Born from the collective wisdom, hopes, and voices of our community, this plan centers on three priorities that define our path forward: ensuring our schools are ***Rooted in Connection***, our students are ***Ready for Tomorrow***, and our community stands ***Stronger Together***. Every budget decision we make is guided by these priorities, ensuring that our resources are aligned with the goals and aspirations our community helped shape.

Navigating California's current financial landscape requires both transparency and clear-eyed leadership. Like the vast majority of school districts across the state, we are balancing the realities of declining enrollment and a volatile state revenue outlook. Because public school funding is directly tied to student attendance, these statewide trends require careful and continuous stewardship. However, thanks to our deliberate planning, we are facing these challenges from a position of strength and confidence.

First, due to an unexpected increase in ongoing state funding, we are able to continue supporting the priorities you told us matter most during our strategic planning process. This means sustaining the rigorous academics, competitive athletics, dynamic career pathways, and vibrant visual and performing arts programs that our families deeply value.

Given the Governor's May Revision, we also expect to receive one-time funding that can provide more stabilization than was projected one year ago. Rather than requiring abrupt or disruptive budget reductions to align with statewide trends, this one-time funding gives us a longer, more measured runway for thoughtful planning. It allows us to protect the classroom experience, make structural adjustments over time, and maintain the high-quality education our students deserve every day.

Our budget is far more than a financial document; it is a reflection of our values and a promise to our community. Following the required public hearing process, the Board of Education will consider adoption of this budget, and we remain fully committed to transparency and open communication throughout every step of the process.

While the statewide economic landscape will continue to bring change, I have unwavering confidence in the future of our district. By remaining intentionally ***Rooted in Connection*** and keeping our focus on ensuring students are ***Ready for Tomorrow***, I know we will successfully navigate this season and emerge ***Stronger Together***.

Thank you for your enduring partnership, your trust, and your shared dedication to the Placentia-Yorba Linda Unified School District.

With deep gratitude,

Dr. Kym LeBlanc-Esparza

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue
Placentia, CA 92870
www.pylusd.org

Kym LeBlanc-Esparza, Ed.D.
Superintendent

Board of Education
Marilyn Anderson
Leandra Blades
Carrie Buck
Todd Frazier
Tricia Quintero

Dear Parents and Community Members:

As we present the 2026–27 budget, I want to acknowledge the continued success of our students, the dedication of our staff, and the strong partnership we maintain with the PYLUSD community. These strengths remain the foundation of our district.

Our students continue to perform at high levels, supported by a comprehensive educational program that includes rigorous academics, as well as opportunities in athletics, electives, special programs, and the visual and performing arts. We remain committed to providing a high-quality education for all students.

The 2026–27 budget is being developed in the context of the State's fiscal environment as reflected in the Governor's proposed budget. While the Local Control Funding Formula (LCFF) remains stable, the State continues to rely heavily on one-time funding solutions and limited ongoing increases. As a result, school districts across California, including PYLUSD, are facing ongoing cost pressures without corresponding long-term revenue growth.

In addition, our enrollment projections indicate a continued decline over the coming years, driven largely by lower birth rates. This trend is not unique to PYLUSD. It is being experienced by school districts throughout California and across the country. Declining enrollment directly impacts revenue under the LCFF and will require ongoing adjustments to align staffing and resources with student needs.

To address increased costs in the near term, the District will utilize available one-time block grant funds through the 2028–29 fiscal year. While this approach allows us to maintain current programs and services in the short term, it is not a long-term solution. With the anticipated expiration of these one-time funds, the District projects the need for approximately $15 million in budget reductions over the following two fiscal years, 2027-28 and 2028-29.

In accordance with Assembly Bill 1200, the Board of Trustees will adopt the District's annual budget following a public hearing. The budget includes projections for two subsequent years and demonstrates the District's ability to meet the required minimum reserve level. Following adoption of the State budget, the District will revise its financial projections as required.

The District's budget is a financial reflection of our educational priorities and is aligned with the Local Control and Accountability Plan (LCAP). Our focus remains on directing resources to support student learning and classroom instruction, consistent with the priorities outlined in the PYLUSD Strategic Plan.

While the financial outlook presents challenges, PYLUSD remains committed to thoughtful planning, transparency, and maintaining the quality of our educational program. We will continue to work collaboratively with our Board, staff, and community as we navigate these fiscal realities.

Sincerely,

Dr. John Pappalardo
Chief Business Officer

INTRODUCTION

Purpose of the Budget

The purpose of the budget is to serve as a guideline for the utilization of resources to meet the needs of students in the Placentia-Yorba Linda Unified School District. The District's budget is an expression in dollars of the educational program. It is the intent of the Board of Education to expend the resources of the District in a manner designed to maximize benefits directly related to the students in the classroom and to the total educational program.

More specifically, the budget serves as an outline for the estimated revenues and expenses for the fiscal year and is intended to serve a variety of purposes including but not limited to the following:

- A reflection of educational philosophy
- A statement of District priorities
- A description of the resources to support the educational plan
- A financial plan outlining proposed District actions
- An accountability tool
- A public relations document

General Description of the District

The Placentia-Yorba Linda Unified School District traces its origins to 1874, when twelve pioneer families established a one-room schoolhouse in a rural farming community. In 1878, this effort was formalized as the Placentia School District, serving a small but steadily growing population and reflecting the community's early commitment to public education.

As the region developed, additional elementary districts were formed, including the Yorba Linda School District in 1911. By 1915, consolidation efforts led to the creation of a larger Placentia Union School District, expanding services and improving operational efficiency across a broader geographic area.

The District's transition into comprehensive secondary education began with the opening of Valencia High School in 1933. In the decades that followed, particularly during the post-World War II era, the area experienced significant suburban growth, driving the construction of many of the schools that continue to serve the community today.

The modern District was established in 1989 through the unification election of the Placentia Unified School District and the Yorba Linda School District school systems, creating a cohesive TK-12 structure with the Placentia-Yorba Linda Unified School District being created. Since that time, voter-approved bond programs have supported the construction of new schools and modernization of existing facilities.

INTRODUCTION

Today, the District serves students across Placentia, Yorba Linda, and surrounding areas. While the system has grown significantly since its beginnings in 1874, its core mission remains unchanged: providing high-quality educational opportunities in support of student success and community vitality.

INTRODUCTION

Oversight

The District's budget and financial condition is reviewed and monitored by the Orange County Department of Education (OCDE) and the California Department of Education (CDE) several times throughout the fiscal year. This is accomplished by an examination of the following District documents and publications:

- Adopted Annual Budget (prepared prior to July 1 of the upcoming fiscal year).
- Any substantial changes or updates to the Annual Budget (ongoing throughout the year; primarily after the State Budget is adopted).
- Financial status report through October 31 (the "First Interim" report).
- Financial status report through January 31 (the "Second Interim" report).
- Projected Ending Balances (Estimated Actuals) for the fiscal year (prepared with the proposed Budget for the following fiscal year).
- Unaudited Actuals Financial Report verified by the County Superintendent of Schools.
- Annual Audit Report prepared by independent Certified Public Accountants (CPA's) (prepared 60-120 days after the close of the fiscal year).

Any deficiencies or declining financial trends are noted by the Orange County Department of Education, the California Department of Education or the independent CPAs and are promptly reported to the District for corrective action.

BUDGET DEVELOPMENT CALENDAR

2026

February 12	LCAP Principal's Study Session
February 24	LCAP Input/Consult Session with the California School Employees Association (CSEA)
February 25	LCAP Input/Consult Session with the Association of Placentia-Linda Educators (APLE)
March 16	LCAP Presentation DELAC/Title I Advisory/Community Forum/Special Education Community Advisory Committee
March 25	LCAP Presentation Student Advisory Committee (5th, 8th, 12th graders)
April 1	PYLUC PTA
April 28	Board Study Session
May 21	Attended Governor's Virtual May Revision Workshop
May 28 to June 2	Made Budget available for public inspection
June 2	Public hearing on the proposed budget
July 1	Constitutional deadline for State Budget Bill to be signed

BUDGET GUIDELINES

Budget Guidelines are drafted each year to serve as a focus in the budget development process. The set of guidelines is directed toward the following:

1. A Budget Calendar shall be developed and used as a planning guide.

2. Budget assumptions shall be developed, reviewed and updated on a regular basis.

3. A minimum of 3% in General Fund Reserve for Economic Uncertainty shall be maintained in the Unassigned Fund Balance.

4. Funds shall be made available in the budget prioritization to provide fair and equitable total compensation to all employees.

5. Staffing shall be maintained to comply with current collective bargaining agreements.

6. General Fund Categorical and Grant programs, with the exception of Special Education and Home-to-School Transportation shall be self-supporting.

7. The Child Development Fund and Cafeteria Fund shall be self-supporting.

8. State allowed direct support and indirect support charges shall be consistently applied, at the maximum allowable rates, to all funds and programs.

9. Unrestricted General Fund school site LCFF Base year-end balances shall be carried forward. Deficits in school site budgets, which occur because of unforeseen situations, shall be carried forward into the following fiscal year.

10. Restricted fund and program year-end balances shall be carried forward in accordance with terms and conditions of the grantor.

11. Provision shall be made to preserve the use and value of existing facilities and equipment through capital improvements and preventive maintenance.

12. Funds shall be budgeted to maintain facilities.

13. When a new goal, project or program is recommended for authorization the specific funding source shall be identified.

14. Generally, one-time funding allocations or resources shall not be used for on-going expenditures.

15. The budget documents shall be summarized by program and type of expenditure to allow for ready comparison among these areas and comparison with previous years. Detailed budget information shall be available so that the Board, as well as the public can examine the components of a specific program.

BUDGET GUIDELINES

16. The budget document shall include financial data from at least one prior year as well as projected current year budget data.

17. The First and Second Interim Reports shall include a minimum two-year budget projection beyond the current year to comply with the provisions of the Education Code.

18. All funds of the district, such as Cafeteria, Special Reserve (Capital Projects), Deferred Maintenance, Child Development, Capital Facilities, Insurance, and Building Funds shall be included in the budget document.

19. The following budgets shall be presented to the Governing Board for approval:
    - First Interim Report (within 45 days of October 31), no later than December 15
    - Second Interim Report (within 45 days of January 31), no later than March 15
    - Adopted Budget, no later than June 30

BUDGET HIGHLIGHTS

Overview

Developing a balanced budget is a critical element of a fiscally responsible school district. While still maintaining fiscal solvency, budgeting decisions and new expenditures are prioritized based on the PYLUSD Advantage and the District's Local Control and Accountability Plan (LCAP). To review the District's LCAP please go to www.pylusd.org/lcap. The following narrative will provide a summary of highlights from the 2026-27 Placentia-Yorba Linda Unified School District's All Funds Budget. After passage of the statewide budget, necessary changes will be proposed to the Board for consideration.

Proposition 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for TK-12 schools and community colleges. The Governor estimates 2026-27 Proposition 98 spending at $127.1 billion.

General Fund

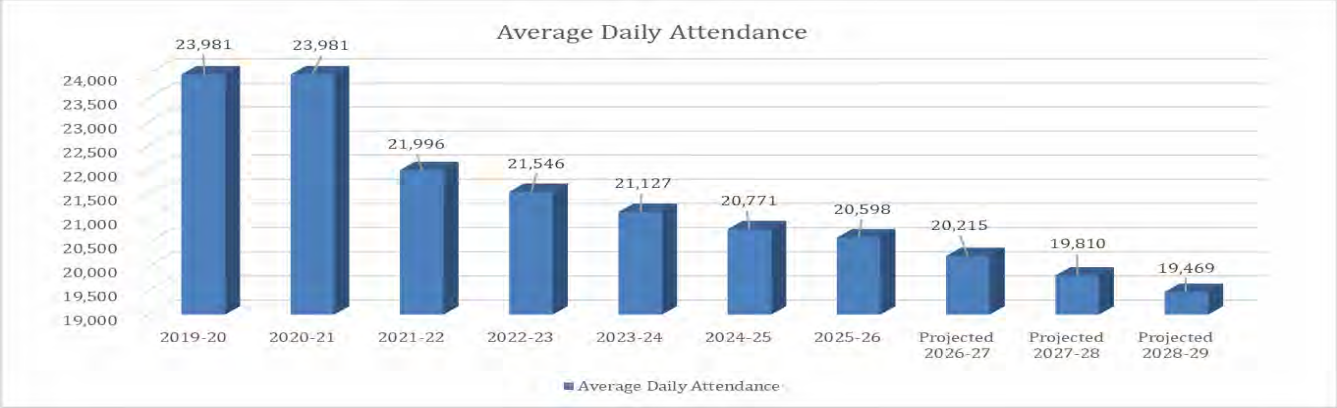
The General Fund accounts for the main operations of the District. Revenues are derived from a variety of sources, ranging from property taxes, State aid known as the Local Control Funding Formula (LCFF), Federal and State grant awards, and community donations. This money is then used to educate the students of the District.

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is the primary mechanism for distributing Proposition 98 funds to support all TK-12 students attending public schools in California. The LCFF was enacted in 2013 and reached full implementation in 2018-19, two years earlier than initially estimated when the Legislature enacted the LCFF. Approximately eighty percent of the District's General Fund Revenue is generated from LCFF sources. The key factors in determining the amount of revenue a district will receive are average daily attendance rates and the unduplicated student percentage.

The basic calculation of the grade span grant begins with a measurement of Average Daily Attendance (ADA). The ADA is multiplied by the LCFF grade span allocations to determine the district's unique funding. Small fluctuations in ADA can greatly affect the amount of revenue the District receives. Currently, school districts are allowed to use the greater of current year or prior year average daily attendance or an average of the three prior years' average daily attendance to calculate LCFF funding. PYLUSD's 2026-27 LCFF calculation will be based on an average of the three prior years' average daily attendance. This method helps school districts mitigate the fiscal impacts due to declining enrollment.

The following chart illustrates the PYLUSD ADA history and projections.

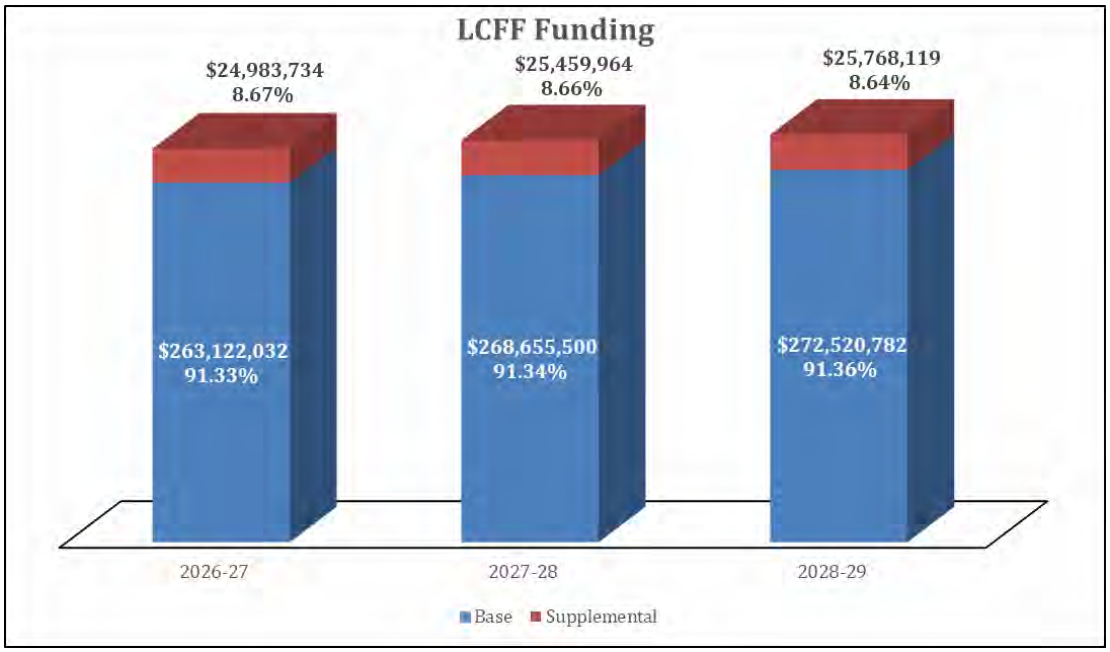


Another key component of the LCFF calculation is the Unduplicated Pupil Count Percentage. The LCFF provides supplemental funding for students who are eligible for free and reduced-price meals, English Learners or foster youth. If a student qualifies for more than one of these categories, the student is counted once for additional funding. The percentage of unduplicated students in the district is used to calculate the amount of funds received for targeted services. A district will receive a supplemental grant amount determined on its percentage of unduplicated pupils and an additional concentration grant if the district's overall unduplicated percentage is over 55%. PYLUSD's estimated unduplicated 3-year rolling average percentage in 2026-27 is 48.62%.

LCFF Base and Supplemental Funding

Under the LCFF, the District must ensure that supplemental funds are used to increase or improve services for students that are eligible for free and reduced-price meals, English Learners, and foster youth.

The following chart represents LCFF funding anticipated for the 2026-27 through 2028-29 school years for all students and the additional LCFF supplemental funding for targeted students classified as English learners, low income, and foster youth.



BUDGET HIGHLIGHTS

Education Protection Act (EPA)

The passage of Proposition 30 established the Education Protection Act (EPA) whereby temporary sales tax and income tax revenues are distributed to schools. EPA funding is an offset to state aid funding. EPA funds are required to be used for instructional purposes only and to be posted annually. The amount of EPA funds and how they are spent is posted annually on the PYLUSD website.

Other Federal Revenue

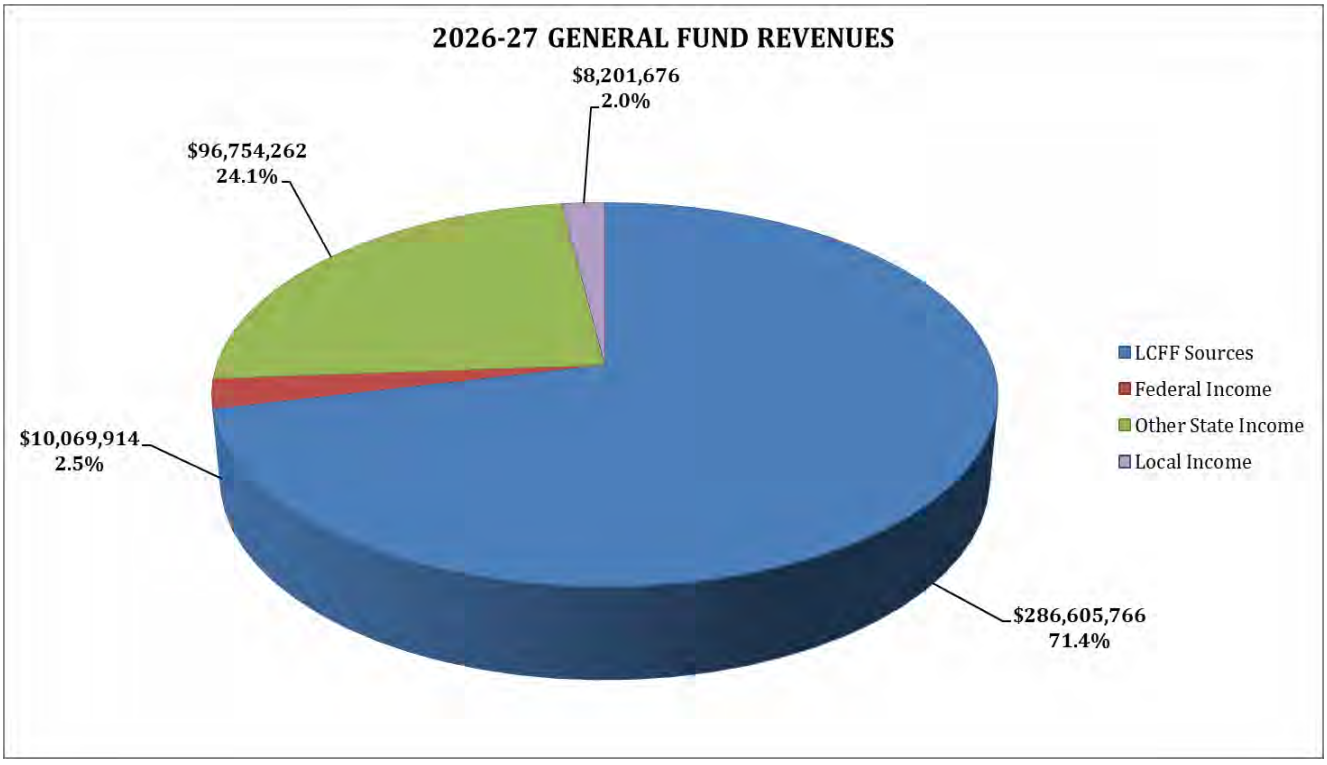
Other Federal Revenue includes programs such as Title I, Title II, Title III and Federal Special Education. For budget development and multiyear planning, the District is assuming that funding will remain at the same level as 2025-26.

Other State Revenue

The majority of State categorical programs are now part of the LCFF. Income of $96.8 million is derived from State sources other than LCFF. State revenue programs include State Special Education, After School Education & Safety, and Expanded Learning Opportunities Program.

Other Local Revenue

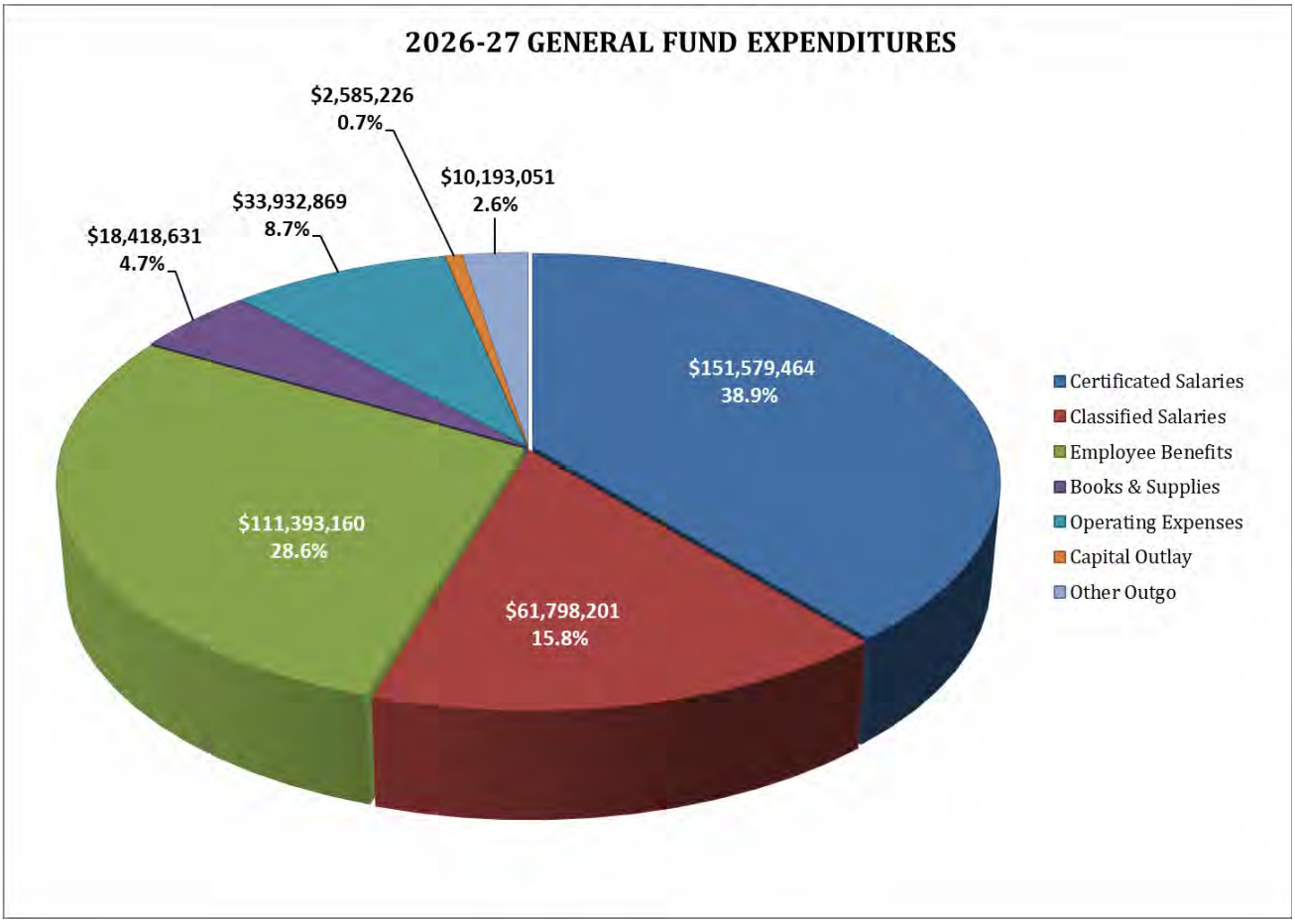
An additional $8.2 million is budgeted from other local resources. These resources include income from interest, use of facilities, rents and other local grant awards. Although community donations are a source of income to the District, they are not budgeted as the amount received varies annually.



BUDGET HIGHLIGHTS

Expenditures

The General Fund expenditure budget primarily consists of expenditures related to salaries and benefits. Certificated and classified salaries and their associated benefits are budgeted in 2026-27 at $324.8 million dollars. Certificated salaries include employees such as teachers, nurses, librarians, principals and district administrators. Classified salaries include support personnel to schools and to the District including secretaries, accountants, bus drivers, custodial and grounds personnel. The District is able to maintain a balanced budget while maintaining a full work year calendar for all employees.



School Site Resource Allocations - LCFF Base & Supplemental

Each school site receives an LCFF Base and LCFF Supplemental allocation to assist in achieving site determined goals. LCFF Base and Supplemental funds are allocated using a weighted student average and can be used on such things as instructional materials, equipment replacement, custodial supplies, and other daily operational items.

The resource allocations are supplemented by the district's lottery and categorical programs, as authorized by state and federal programs for 2026-27.

BUDGET HIGHLIGHTS

SCHOOL SITE RESOURCE

The table below shows LCFF Base and LCFF Supplemental allocations by school site.

LOC	SCHOOL SITE	BASE	SUPPLEMENTAL	TOTAL
400	Brookhaven Elementary School	30,408	1,580	31,988
480	Bryant Ranch Elementary School	27,752	1,280	29,032
160	Buena Vista Virtual Academy	3,927	2,952	6,879
120	El Camino Cont. High School	19,933	8,528	28,461
110	El Dorado High School	198,724	65,108	263,832
130	Esperanza High School	129,064	52,316	181,380
410	Fairmont Elementary School	46,545	1,990	48,535
440	George Key School	11,449	5,740	17,189
390	Glenknoll Elementary School	22,419	1,250	23,669
420	Glenview Elementary School	50,830	21,390	72,220
330	Golden Elementary School	51,795	2,210	54,005
200	Kraemer Middle School	52,953	36,326	89,279
530	Lakeview Elementary School	26,419	1,080	27,499
510	Linda Vista Elementary School	24,018	1,290	25,308
490	Mabel Paine Elementary School	30,853	1,660	32,513
520	Melrose Elementary School	18,406	21,942	40,348
340	Morse Elementary School	23,477	18,768	42,245
170	Parkview School	40,940	6,724	47,664
380	Rio Vista Elementary School	37,403	36,984	74,387
500	Rose Drive Elementary School	21,330	1,440	22,770
310	Ruby Drive Elementary School	26,993	23,805	50,798
350	Sierra Vista Elementary School	25,688	1,680	27,368
430	Topaz Elementary School	26,305	24,288	50,593
230	Travis Ranch School	73,426	16,448	89,874
210	Tuffree Middle School	33,256	21,976	55,232
450	Tynes Elementary School	42,543	27,048	69,591
250	Valadez Middle School	28,814	38,458	67,272
100	Valencia High School	216,913	125,296	342,209
360	Van Buren Elementary School	33,529	17,250	50,779
441	Venture Academy	12,137	-	12,137
320	Wagner Elementary School	28,426	1,310	29,736
460	Woodsboro Elementary School	31,554	1,970	33,524
140	Yorba Linda High School	165,055	42,230	207,285
240	Yorba Linda Middle School	52,134	25,338	77,472
		1,665,418	**657,655**	**2,323,073**

BUDGET HIGHLIGHTS

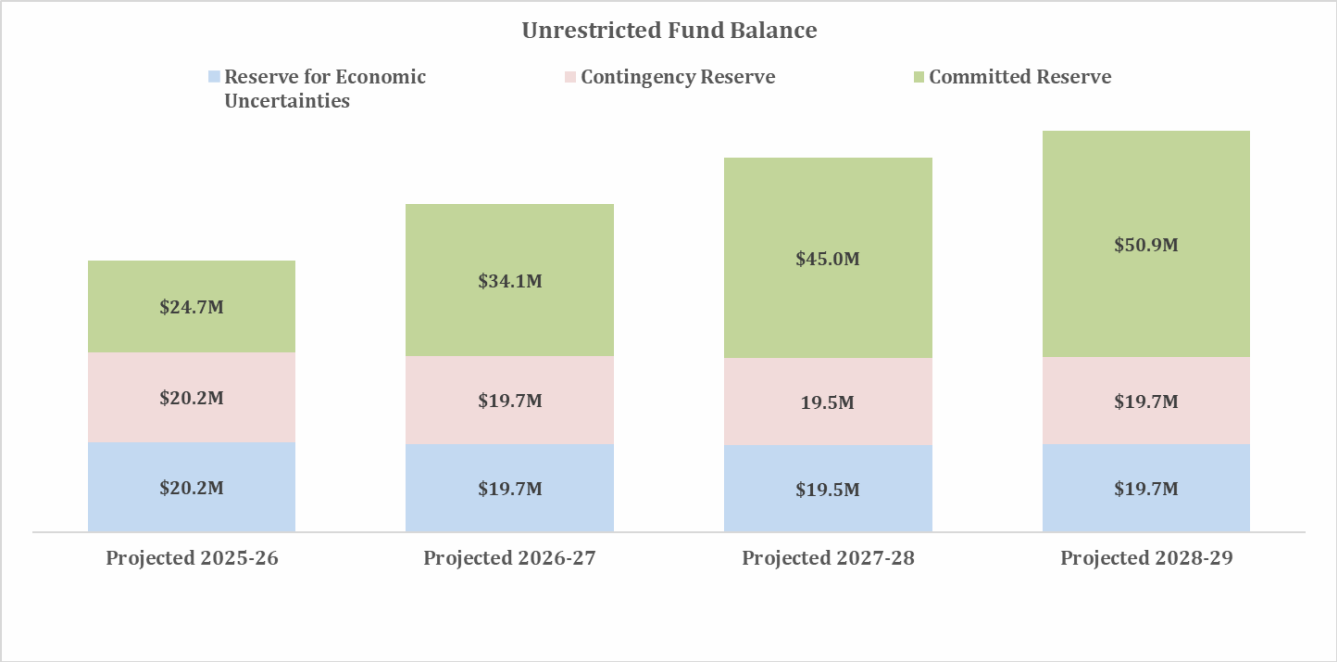
STRS and PERS

Beginning with the 2014-15 fiscal year, the Governor's budget addressed the unfunded liability in CalSTRS by increasing employer, employee, and state contributions. Employer contribution rates for PERS also continue to increase.

YEAR	2026-27	2026-27	2027-28
STRS Rate	19.10%	19.10%	19.10 %
PERS Rate	26.40%	26.80%	25.90%

General Fund Unassigned Fund Balance

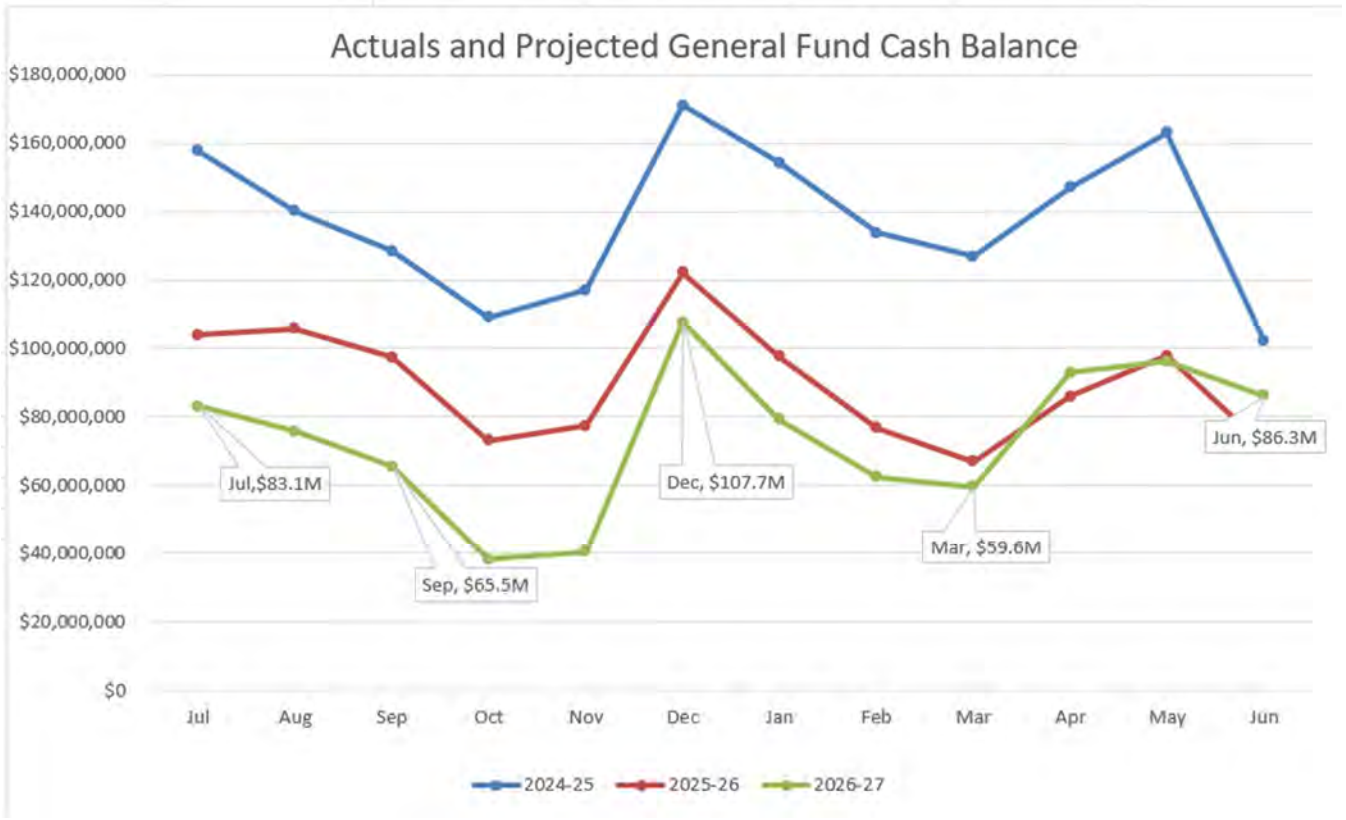
Revenues that have not been expended during a budget year are considered to be a district's ending fund balance. Components of the ending fund balance may include unspent restricted revenues that are anticipated to be spent the following year. Funds not designated as restricted or as a component of the ending fund balance are considered to be the District's Unassigned Fund Balance. Beginning with the 2022-23 fiscal year, Education Code Section 42127.01 (a) requires that a school district's adopted or revised budget shall not contain a combined assigned or unassigned ending general fund balance in excess of 10 percent of total general fund expenditures, transfers out, and other uses. Districts are permitted to reclassify any assigned or unassigned components of the fund balance to the committed or restricted category of the fund balance. The chart below shows the District's ending fund balances categorized as Reserve for Economic Uncertainties, Contingency Reserve, and Committed Reserve.



Cash Flow

BUDGET HIGHLIGHTS

The District does not anticipate having to borrow cash to meet its financial obligation in 2026-27.



State Underfunded Programs

The adoption of each year's Publication Budget characteristically brings up the question of state underfunded programs. In a $401.6 million General Fund budget, the possibility exists that some particular effort of the school district is operating with insufficient revenue and thereby drawing away funds that could be used for other needed purposes. It would be impossible to answer all questions of state underfunded programs in this section, but the ones that come under general scrutiny each year have been included. They are Special Education and Transportation.

Seeking to answer the state underfunded program question when reviewing the general budget is often difficult because the money is recorded as income in a separate section from where the expenses appear. Consequently, it is often difficult to determine whether a particular program or service is staying within its own means. A separate breakout from the State accounting practice must be rendered in order to address the issue.

On the following pages in differing forms, staff has attempted to address the question for each of the general areas listed above. With the notable exception of Special Education and Transportation Programs, the 2026-27 Budget contains an anticipation of no underfunding in any of the District's other programs. These two programs, however, represent $37.0 million in excess cost beyond their own funding levels and therefore constitute a major focus when examining the question of state underfunded programs.

BUDGET HIGHLIGHTS

Special Education Expenditures

Special Education services are mandated by the Federal and State governments and provided to students with identified disabilities. Although both governmental agencies provide some funding, historically the funding has been significantly less than the cost of the required services. This shortfall in revenue creates an increased contribution from the General Fund that cannot be totally eliminated although the District makes every effort to manage and control it. Due to its specialized nature, Special Education programs are located at various school sites and attended by students from all over the District. Often, special transportation is required. Due to the distances traveled and the individual routing necessary, the service is quite expensive and adds to the costs of providing special education. There are several reasons why the increased costs for Special Education are particularly troublesome. The underlying issue, confirmed by a School Services of California Report, is that the State woefully underfunds the Special Education effort. Additionally, there are programmatic reasons within the Special Education effort itself that increase expenditures, such as the significant rise in the number of students identified with autism.

PROGRAM	RESOURCE	ESTIMATED ACTUALS 2025-26		PUBLICATION BUDGET 2026-27	
		INCOME	EXPENSE	INCOME	EXPENSE
IDEA Basic Local Assistance	3310	5,003,713	5,003,713	5,001,713	5,001,713
Special Ed Local Assist Private School	3311	72,000	72,000	74,000	74,000
IDEA Preschool Part B, Sec 619	3315	120,000	120,000	120,000	120,000
Mental Health (Federal)	3327	280,217	280,217	280,217	280,217
IDEA Preschool Staff Development	3345	1,965	1,965	1,965	1,965
IDEA Early Intervention Grant	3385	62,932	62,932	62,932	62,932
Special Ed Alternative Dispute Resolution	3395	14,922	14,922	14,922	14,922
Special Education AB 602	6500	21,271,151	21,271,151	28,919,153	28,919,153
Contribution from General Fund	6500	36,591,835	36,591,835	29,753,410	29,753,410
Mental Health (State)	6546	1,743,489	1,743,489	1,800,000	1,800,000
Early Intervention Preschool Grant	6547	1,959,820	1,959,820	1,000,000	1,000,000
Total		**67,122,044**	**67,122,044**	**67,028,312**	**67,028,312**
Special Ed. Enrollment (not including Brea)		3,324		3,324	
Underfunding per student		11,008		8,951	

BUDGET HIGHLIGHTS

Transportation Expenditures

District staff does everything in its power to run an efficient transportation system that minimizes the impact on the General Fund. The current program is restricted to bus runs in which students reside specific distances from their school of attendance.

The State continues to underfund both Home-to-School and Special Education transportation. While the state has provided additional relief via the new Home-to-School (HTS) Transportation Reimbursement, the district is still required to cover at least 40% of the overall program costs.

REVENUE	ESTIMATED ACTUALS 2025-26		PUBLICATION BUDGET 2026-27	
	INCOME	EXPENSE	INCOME	EXPENSE
Home To School State Apportionment	1,665,045	-	1,712,832	-
Home To School State Reimbursement	5,134,290		5,260,519	
Local Transportation Revenue	11,966		11,966	
Home To School Expenditures-General Education	-	3,338,019	-	4,647,942
Home To School Expenditures-Special Education	-	9,201,832	-	9,600,000
Total	**6,811,301**	**12,539,851**	**6,985,317**	**14,247,942**
Underfunded Transportation		**5,728,550**		**7,262,625**

District Grant Budgets

Categorical programs are grants provided by the State and Federal governments or other entities that are to be spent on specific things or for the achievement of specific goals. The following page lists the expenditures estimated for 2025-26 and budgeted for the 2026-27 fiscal years for the categorical programs received by PYLUSD.

BUDGET HIGHLIGHTS

PROGRAM	ESTIMATED ACTUALS 2025-26	PUBLICATION BUDGET 2026-27
Expanded Learning Opportunities Program	8,843,743	8,957,945
Title I	3,518,869	3,085,261
Special Ed - IDEA Part B	5,003,713	5,001,713
Special Ed: IDEA Part B, Private Schools	72,000	74,000
Special Ed: IDEA Part B, Preschool	120,000	120,000
Special Ed: IDEA Mental Health	280,217	280,217
Special Ed: IDEA Preschool Staff Development	1,965	1,965
Special Ed: IDEA Early Intervention	62,932	62,932
Special Ed: Alternate Dispute Resolution	14,922	14,922
Perkins Career and Technical	154,575	168,850
Title II - Supporting Effective Instruction	880,527	506,245
Title IV, Student Support & Academic Enrichment Arts	369,834	232,126
Title III Immigrant Ed Program	150,137	73,842
Title III, Limited English	526,702	319,754
Education for Homeless Children, McKinney Vento	128,087	128,087
After School Education and Safety (ASES)	1,063,162	1,063,162
Student Support and Professional Development Discretionary Block Grant	-	8,511,818
Literacy Coaches And Reading Specialists	199,717	144,606
Educator Effectiveness	2,017,092	-
National Board for Pro Teaching	10,000	-
Lottery: Instructional Materials	1,755,985	1,756,125
Golden State Pathways Program	226,214	130,073
Career Technical Education Incentive Grant (CTEIG)	2,108,572	1,156,138
K-12 Strong Workforce Program	675,165	279,782
Special Ed: Special Education Apportionment	57,862,986	58,672,563
Special Education Infant Discretionary	2,272	-
State Mental Health-Related Services	1,743,489	1,800,000
Special Ed: Early Intervention Preschool	1,959,820	1,750,000
Arts, Music, Instructional Materials Grant	6,363,563	-
Arts and Music in Schools (AMS)-Funding - Prop 28	5,473,007	3,589,456
Kitchen Infrastructure And Training Funds	1,626,443	-

BUDGET HIGHLIGHTS

PROGRAM	ESTIMATED ACTUALS 2025-26	PUBLICATION BUDGET 2026-27
Classified School Employee Professional Development	111,266	-
Dual Enrollment Opportunities	1,025,000	1,025,000
LCFF Equity Multiplier	499,109	256,881
A-G Access/Success Grant	77,842	-
A-G Learning Loss Mitigation Grant	-	-
Learning Recovery Emergency Block Grant	6,000,000	6,650,000
On-Behalf Pension Contribution	14,904,120	15,636,212
Ethnic Studies Block Grant	142,513	-
Literacy Screenings	148,584	-
Ongoing and Major Maintenance	14,278,572	14,180,000
Textbook Adoption	5,258,209	1,421,022
Master Teacher Agreement	19,675	20,000
Other Restricted Local	-	-
Capacity Grant	536,818	569,876
Disneyland Art Grant	4,257	-
Outdoor Education	365,490	-
Gifts	1,965,091	436,322
ALCOA Foundation Grant	312	-
MTSS Cohort A	380,000	180,000
OC Vision Driven Math Adoption	10,000	-
OC STEM Ecosystem	3,045	-
Community Engagement Initative	70,000	-
School Readiness, Staff	204,749	147,020
Cultural Arts Project	7,932	-
PYLUSD Summer High School Sport Program	624,051	499,520
St Jude Wellness Program	10,879	-
Air Force Junior	55,013	-
Windsong Grant	840	-
Langenwalter Memorial Scholars	500	-
Medi-Cal Billing	2,000,000	1,000,000
CSUF Fed Work Study Reimb	45,626	-
Student Behavioral Health Incentive Program	220,274	-
CA Schools Healthy Air, Plumbing, and Efficiency Ventilation	221,968	-
TOTAL	**152,407,445**	**139,903,435**

BUDGET HIGHLIGHTS

INCOME

Local Control Funding Formula (LCFF) Sources

- Cost of Living Adjustment (COLA) – 4.31%
- Unduplicated percentage (3 year rolling average) – 48.62%
- Enrollment projected to decline by 388 students in 2026-27
- LCFF calculation will be based on an average of the three prior years' average daily attendance
- LCFF revenue funded at $288,105,766
- Class Size Reduction – TK-3 Grade Span Adjustment
- Transitional Kindergarten (TK) Add-on per pupil $5,784
- Home-to-School (HTS) Transportation funding - up to 60% of a school district's prior year costs of providing HTS transportation services (excluding capital outlay)
- State Lottery: $272 per ADA
    - $190 per ADA Unrestricted
    - $82 per ADA for Prop 20 (instructional materials, textbooks, etc.)
- Funding for deferred maintenance is included in the LCFF and is budgeted at $1,500,000
- The contribution for routine restricted maintenance is $11,380,000
- Federal funding budgeted at 2025-26 funding level

BUDGET HIGHLIGHTS

EXPENDITURES

Certificated Salaries

- Negotiations for 2026-27 are pending
- Step and column budgeted for certificated employees

Classified Salaries

- Negotiations for 2026-27 are settled
- Step and column budgeted for classified employees

Estimated Employee Benefits

- Health and Welfare average premium for active employees: $27,905
- Rates:
    - State Teachers' Retirement System (STRS): 19.10%
    - Public Employees Retirement System (PERS): 26.40%
    - Social Security (OASDI): 6.20% (maximum wage limit $184,500)
    - Medicare: 1.45%
    - Unemployment Insurance: 0.05%
    - Workers' Compensation (contribution to Self-Insurance Fund): 1.57%

SUMMARY OF ASSUMPTIONS

Assumptions	2026-27	2027-28	2028-29
COLA	4.31%	3.02%	3.42%
Local Revenue (Taxes)	$185,524,745	$185,524,745	$185,524,745
Enrollment	21,335	20,947	20,559
Unduplicated Count	10,327	10,139	9,951
Unduplicated Percentage (3-Year Rolling Average)	48.62%	48.54%	48.45%
ADA Percentage	94.7%	94.7%	94.7%
Funded ADA (3-Year Rolling Average)			
Grade TK-3	6,035.75	5,946.90	5,829.08
Grade 4-6	4,545.60	4,476.39	4,406.99
Grade 7-8	2,822.02	2,808.26	2,785.47
Grade 9-12	7,324.68	7,242.61	7,109.30
Total	**20,728.05**	**20,474.16**	**20,130.84**
ADA for County Office of Education (COE) Programs	554.04	554.04	554.04
Total District ADA including COE Programs	**21,282.09**	**21,028.20**	**20,684.88**
Grade TK-3			
Base Grant	10,698	11,051	11,392
Grade Span Adjustment	1,113	1,149	1,185
Supplemental	1,149	1,184	1,219
Total Funding TK-3	**12,960**	**13,384**	**13,796**
Grade 4-6			
Base Grant	10,860	11,218	11,565
Supplemental	1,056	1,089	1,121
Total Funding 4-6	**11,916**	**12,307**	**12,686**
Grade 7-8			
Base Grant	11,181	11,550	11,907
Supplemental	1,087	1,121	1,154
Total Funding 7-8	**12,268**	**12,671**	**13,061**
Grade 9-12			
Base	12,958	13,386	13,800
Grade Span Adjustment	337	348	359
Supplemental	1,293	1,333	1,372
Total Funding 9-12	**14,588**	**15,067**	**15,531**

SUMMARY OF ASSUMPTIONS

Assumptions	2026-27	2027-28	2028-29
LCFF Revenues	$286,605,766	$292,615,464	$296,788,901
Deferred Maintenance Contribution	$1,500,000	$1,500,000	$1,500,000
Total LCFF Sources	**$288,105,766**	**$294,115,464**	**$298,288,901**
LCFF Base	**$263,122,032**	**$268,655,500**	**$272,520,782**
Increase/Decrease Over Prior Year (Base) * As of 2024-25 OCSCS reported separately	7,049,714	5,533,468	3,865,282
LCFF Supplemental	**24,983,734**	**25,459,964**	**25,768,119**
Increase/Decrease Over Prior Year (Supplemental) * As of 2024-25 OCSCS reported separately	742,900	476,230	308,155
County Operated Programs	8,028,796	8,293,746	8,550,023
Step & Column Certificated	1.5%	1.5%	1.5%
Step & Longevity Classified	1.0%	1.0%	1.0%
Instructional Days	180	180	180
Contribution to Routine Restricted Maintenance	11,380,000	11,265,000	11,330,000
Contribution to Special Education	29,753,410	31,095,441	32,373,720
Total Contribution to Restricted Programs	**41,133,410**	**42,360,441**	**43,703,720**
Reserve for Economic Uncertainties	19,745,029	19,540,852	19,659,613
Reserve for Economic Uncertainties Percentage	5.0%	5.0%	5.0%
Health & Welfare Increase	8.0%	8.0%	8.0%
Payroll Expense Rate			
State Teachers' Retirement System (STRS)	19.10%	19.10%	19.10%
Public Employee Retirement System (PERS)	26.40%	26.80%	25.90%
Social Security (OASDI)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
Unemployment Insurance	0.05%	0.05%	0.05%
Workers' Compensation	1.57%	1.57%	1.57%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	278,788,634.00	0.00	278,788,634.00	286,605,766.00	0.00	286,605,766.00	2.8%
2) Federal Revenue		8100-8299	0.00	11,284,480.00	11,284,480.00	0.00	10,069,914.00	10,069,914.00	-10.8%
3) Other State Revenue		8300-8599	10,338,325.00	66,646,784.00	76,985,109.00	10,576,918.00	86,177,345.00	96,754,263.00	25.7%
4) Other Local Revenue		8600-8799	9,154,952.00	4,513,368.00	13,668,320.00	6,934,664.00	1,267,012.00	8,201,676.00	-40.0%
5) TOTAL, REVENUES			298,281,911.00	82,444,632.00	380,726,543.00	304,117,348.00	97,514,271.00	401,631,619.00	5.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	113,115,181.00	38,275,218.00	151,390,399.00	107,916,411.00	43,663,059.00	151,579,470.00	0.1%
2) Classified Salaries		2000-2999	36,162,300.00	25,516,483.00	61,678,783.00	37,214,741.00	24,583,464.00	61,798,205.00	0.2%
3) Employee Benefits		3000-3999	67,090,460.00	41,100,841.00	108,191,301.00	68,345,471.00	43,047,696.00	111,393,167.00	3.0%
4) Books and Supplies		4000-4999	4,589,790.00	23,420,228.00	28,010,018.00	5,079,702.00	13,338,927.00	18,418,629.00	-34.2%
5) Services and Other Operating Expenditures		5000-5999	16,755,661.00	17,371,036.00	34,126,697.00	20,637,380.00	13,295,488.00	33,932,868.00	-0.6%
6) Capital Outlay		6000-6999	972,238.00	4,883,598.00	5,855,836.00	2,250,351.00	334,875.00	2,585,226.00	-55.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	9,999,428.00	219,310.00	10,218,738.00	10,432,548.00	228,760.00	10,661,308.00	4.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,091,767.00)	1,620,731.00	(471,036.00)	(1,879,423.00)	1,411,166.00	(468,257.00)	-0.6%
9) TOTAL, EXPENDITURES			246,593,291.00	152,407,445.00	399,000,736.00	249,997,181.00	139,903,435.00	389,900,616.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			51,688,620.00	(69,962,813.00)	(18,274,193.00)	54,120,167.00	(42,389,164.00)	11,731,003.00	-164.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
b) Transfers Out		7600-7629	4,889,012.00	0.00	4,889,012.00	4,999,964.00	0.00	4,999,964.00	2.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(48,301,835.00)	48,301,835.00	0.00	(41,133,410.00)	41,133,410.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(52,690,847.00)	48,301,835.00	(4,389,012.00)	(45,633,374.00)	41,133,410.00	(4,499,964.00)	2.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,002,227.00)	(21,660,978.00)	(22,663,205.00)	8,486,793.00	(1,255,754.00)	7,231,039.00	-131.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%
2) Ending Balance, June 30 (E + F1e)			65,452,176.00	31,335,375.00	96,787,551.00	73,938,969.00	30,079,621.00	104,018,590.00	7.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	169,000.00	0.00	169,000.00	169,000.00	0.00	169,000.00	0.0%
Stores		9712	168,953.00	0.00	168,953.00	168,953.00	0.00	168,953.00	0.0%
Prepaid Items		9713	3,179.00	0.00	3,179.00	3,179.00	0.00	3,179.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	31,335,375.00	31,335,375.00	0.00	30,079,621.00	30,079,621.00	-4.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	24,722,070.00	0.00	24,722,070.00	34,107,779.00	0.00	34,107,779.00	38.0%
Committed for Site Base Carryover	0000	9760	*250,000.00*		*250,000.00*			*0.00*	
Committed for Facility Master Plan Carryover	0000	9760	*1,000,000.00*		*1,000,000.00*			*0.00*	
Committed for SELF AB218 Carryover	0000	9760	*1,700,000.00*		*1,700,000.00*			*0.00*	
Committed for Bus Purchase Carryover	0000	9760	*1,200,000.00*		*1,200,000.00*			*0.00*	
Committed for Textbook Adoption	0000	9760	*5,000,000.00*		*5,000,000.00*			*0.00*	
Committed for Declining Enrollment	0000	9760	*10,000,000.00*		*10,000,000.00*			*0.00*	
Committed for Deficit Mitigation	0000	9760	*5,572,070.00*		*5,572,070.00*			*0.00*	
Committed for Textbook Adoption	0000	9760			*0.00*	*5,000,000.00*		*5,000,000.00*	
Committed for Declining Enrollment	0000	9760			*0.00*	*10,000,000.00*		*10,000,000.00*	
Committed for Deficit Mitigation	0000	9760			*0.00*	*19,107,779.00*		*19,107,779.00*	
d) Assigned									
Other Assignments		9780	20,194,487.00	0.00	20,194,487.00	19,745,029.00	0.00	19,745,029.00	-2.2%
Contingency Reserve	0000	9780	*20,194,487.00*		*20,194,487.00*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	20,194,487.00	0.00	20,194,487.00	19,745,029.00	0.00	19,745,029.00	-2.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUNO EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	90,473,036.00	0.00	90,473,036.00	94,369,907.00	0.00	94,369,907.00	4.3%
Education Protection Account State Aid - Current Year		8012	4,323,752.00	0.00	4,323,752.00	4,256,404.00	0.00	4,256,404.00	-1.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tax Relief Subventions									
Homeowners' Exemptions		8021	478,440.00	0.00	478,440.00	478,440.00	0.00	478,440.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	135,318,804.00	0.00	135,318,804.00	139,273,514.00	0.00	139,273,514.00	2.9%
Unsecured Roll Taxes		8042	4,481,357.00	0.00	4,481,357.00	4,481,357.00	0.00	4,481,357.00	0.0%
Prior Years' Taxes		8043	2,195,706.00	0.00	2,195,706.00	2,195,706.00	0.00	2,195,706.00	0.0%
Supplemental Taxes		8044	4,042,271.00	0.00	4,042,271.00	4,042,271.00	0.00	4,042,271.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	14,488,602.00	0.00	14,488,602.00	14,488,602.00	0.00	14,488,602.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	29,476,135.00	0.00	29,476,135.00	29,476,135.00	0.00	29,476,135.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			285,278,103.00	0.00	285,278,103.00	293,062,336.00	0.00	293,062,336.00	2.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(1,500,000.00)		(1,500,000.00)	(1,500,000.00)		(1,500,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(4,989,469.00)	0.00	(4,989,469.00)	(4,956,570.00)	0.00	(4,956,570.00)	-0.7%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			278,788,634.00	0.00	278,788,634.00	286,605,766.00	0.00	286,605,766.00	2.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	5,075,713.00	5,075,713.00	0.00	5,075,713.00	5,075,713.00	0.0%
Special Education Discretionary Grants		8182	0.00	480,036.00	480,036.00	0.00	480,036.00	480,036.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		3,518,869.00	3,518,869.00		3,085,261.00	3,085,261.00	-12.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		880,527.00	880,527.00		506,245.00	506,245.00	-42.5%
Title III, Immigrant Student Program	4201	8290		150,137.00	150,137.00		73,842.00	73,842.00	-50.8%
Title III, English Learner Program	4203	8290		526,702.00	526,702.00		319,754.00	319,754.00	-39.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		497,921.00	497,921.00		360,213.00	360,213.00	-27.7%
Career and Technical Education	3500-3599	8290		154,575.00	154,575.00		168,850.00	168,850.00	9.2%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	11,284,480.00	11,284,480.00	0.00	10,069,914.00	10,069,914.00	-10.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		21,169,969.00	21,169,969.00		28,919,153.00	28,919,153.00	36.6%
Prior Years	6500	8319		101,182.00	101,182.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,087,116.00	0.00	1,087,116.00	1,087,116.00	0.00	1,087,116.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	3,978,121.00	1,755,985.00	5,734,106.00	4,090,485.00	1,756,125.00	5,846,610.00	2.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		8,131,351.00	8,131,351.00		8,957,945.00	8,957,945.00	10.2%
After School Education and Safety (ASES)	6010	8590		1,063,162.00	1,063,162.00		1,063,162.00	1,063,162.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		2,108,572.00	2,108,572.00		1,156,138.00	1,156,138.00	-45.2%
Arts and Music in Schools (Prop 28)	6770	8590		3,618,882.00	3,618,882.00		3,589,456.00	3,589,456.00	-0.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,273,088.00	28,697,681.00	33,970,769.00	5,399,317.00	40,735,366.00	46,134,683.00	35.8%
TOTAL, OTHER STATE REVENUE			10,338,325.00	66,646,784.00	76,985,109.00	10,576,918.00	86,177,345.00	96,754,263.00	25.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	50,000.00	0.00	50,000.00	80,000.00	0.00	80,000.00	60.0%
Leases and Rentals		8650	2,050,000.00	0.00	2,050,000.00	1,900,000.00	0.00	1,900,000.00	-7.3%
Interest		8660	4,400,000.00	0.00	4,400,000.00	3,800,000.00	0.00	3,800,000.00	-13.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	2,581,952.00	4,513,368.00	7,095,320.00	1,058,414.00	1,267,012.00	2,325,426.00	-67.2%
Tuition		8710	73,000.00	0.00	73,000.00	96,250.00	0.00	96,250.00	31.8%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,154,952.00	4,513,368.00	13,668,320.00	6,934,664.00	1,267,012.00	8,201,676.00	-40.0%
TOTAL, REVENUES			298,281,911.00	82,444,632.00	380,726,543.00	304,117,348.00	97,514,271.00	401,631,619.00	5.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	94,749,132.00	29,312,882.00	124,062,014.00	89,367,927.00	34,595,123.00	123,963,050.00	-0.1%
Certificated Pupil Support Salaries		1200	5,643,120.00	5,681,238.00	11,324,358.00	5,699,887.00	5,859,654.00	11,559,541.00	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	11,047,465.00	2,343,203.00	13,390,668.00	11,171,141.00	2,509,313.00	13,680,454.00	2.2%
Other Certificeted Salaries		1900	1,675,464.00	937,895.00	2,613,359.00	1,677,456.00	698,969.00	2,376,425.00	-9.1%
TOTAL, CERTIFICATED SALARIES			113,115,181.00	38,275,218.00	151,390,399.00	107,916,411.00	43,663,059.00	151,579,470.00	0.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	3,274,593.00	15,494,195.00	18,768,788.00	4,227,663.00	13,346,381.00	17,574,044.00	-6.4%
Classified Support Salaries		2200	15,989,826.00	2,435,931.00	18,425,757.00	16,075,964.00	2,700,756.00	18,776,720.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	2,443,641.00	3,000,975.00	5,444,616.00	2,557,747.00	3,147,599.00	5,705,346.00	4.8%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Clerical, Technical and Office Salaries		2400	12,229,711.00	1,742,020.00	13,971,731.00	12,187,991.00	1,726,588.00	13,914,579.00	-0.4%
Other Classified Salaries		2900	2,224,529.00	2,843,362.00	5,067,891.00	2,165,376.00	3,662,140.00	5,827,516.00	15.0%
TOTAL, CLASSIFIED SALARIES			36,162,300.00	25,516,483.00	61,678,783.00	37,214,741.00	24,583,464.00	61,798,205.00	0.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	20,981,949.00	21,963,941.00	42,945,890.00	19,725,670.00	23,718,126.00	43,443,796.00	1.2%
PERS		3201-3202	8,600,258.00	5,082,553.00	13,682,811.00	8,667,984.00	5,087,649.00	13,755,633.00	0.5%
OASDI/Medicare/Alternative		3301-3302	4,307,349.00	2,354,377.00	6,661,726.00	4,337,589.00	2,432,052.00	6,769,641.00	1.6%
Health and Welfare Benefits		3401-3402	29,365,909.00	10,294,860.00	39,660,769.00	32,008,550.00	10,887,043.00	42,895,593.00	8.2%
Unemployment Insurance		3501-3502	91,964.00	50,106.00	142,070.00	75,960.00	50,667.00	126,627.00	-10.9%
Workers' Compensation		3601-3602	2,125,133.00	1,338,250.00	3,463,383.00	2,114,730.00	872,159.00	2,986,889.00	-13.8%
OPEB, Allocated		3701-3702	1,617,898.00	16,754.00	1,634,652.00	1,414,988.00	0.00	1,414,988.00	-13.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			67,090,460.00	41,100,841.00	108,191,301.00	68,345,471.00	43,047,696.00	111,393,167.00	3.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	1,151.00	6,534,052.00	6,535,203.00	14,968.00	3,177,147.00	3,192,115.00	-51.2%
Books and Other Reference Materials		4200	20,036.00	73,891.00	93,927.00	28,743.00	7,699.00	36,442.00	-61.2%
Materials and Supplies		4300	4,388,444.00	16,003,393.00	20,391,837.00	4,953,703.00	9,836,097.00	14,789,800.00	-27.5%
Noncapitalized Equipment		4400	180,159.00	808,892.00	989,051.00	82,288.00	317,984.00	400,272.00	-59.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,589,790.00	23,420,228.00	28,010,018.00	5,079,702.00	13,338,927.00	18,418,629.00	-34.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	5,296,320.00	5,296,320.00	0.00	4,425,179.00	4,425,179.00	-16.4%
Travel and Conferences		5200	639,134.00	231,774.00	870,908.00	623,869.00	217,601.00	841,470.00	-3.4%
Dues and Memberships		5300	125,921.00	74,793.00	200,714.00	107,504.00	14,750.00	122,254.00	-39.1%
Insurance		5400 - 5499	354,533.00	35,050.00	389,583.00	2,700,000.00	0.00	2,700,000.00	593.0%
Operations and Housekeeping Services		5500	9,276,401.00	0.00	9,276,401.00	9,738,930.00	0.00	9,738,930.00	5.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,867,236.00	4,786,752.00	6,653,988.00	1,690,266.00	4,469,851.00	6,160,117.00	-7.4%
Transfers of Direct Costs		5710	(471,236.00)	471,236.00	0.00	(190,690.00)	190,690.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,623,745.00)	9,000.00	(1,614,745.00)	(1,604,843.00)	0.00	(1,604,843.00)	-0.6%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	6,258,709.00	6,413,428.00	12,672,137.00	7,516,937.00	3,929,917.00	11,446,854.00	-9.7%
Communications		5900	328,708.00	52,683.00	381,391.00	55,407.00	47,500.00	102,907.00	-73.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			16,755,661.00	17,371,036.00	34,126,697.00	20,637,380.00	13,295,488.00	33,932,868.00	-0.6%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	18,644.00	18,644.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	392,611.00	4,317,808.00	4,710,419.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	502,605.00	538,555.00	1,041,160.00	749,318.00	334,875.00	1,084,193.00	4.1%
Equipment Replacement		6500	77,022.00	8,591.00	85,613.00	1,501,033.00	0.00	1,501,033.00	1,653.3%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			972,238.00	4,883,598.00	5,855,836.00	2,250,351.00	334,875.00	2,585,226.00	-55.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	7,692,513.00	0.00	7,692,513.00	8,028,796.00	0.00	8,028,796.00	4.4%
Payments to JPAs		7143	2,195,915.00	219,310.00	2,415,225.00	2,287,600.00	228,760.00	2,516,360.00	4.2%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	111,000.00	0.00	111,000.00	113,345.00	0.00	113,345.00	2.1%
Other Debt Service - Principal		7439	0.00	0.00	0.00	2,807.00	0.00	2,807.00	New

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			9,999,428.00	219,310.00	10,218,738.00	10,432,548.00	228,760.00	10,661,308.00	4.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,620,731.00)	1,620,731.00	0.00	(1,411,166.00)	1,411,166.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(471,036.00)	0.00	(471,036.00)	(468,257.00)	0.00	(468,257.00)	-0.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,091,767.00)	1,620,731.00	(471,036.00)	(1,879,423.00)	1,411,166.00	(468,257.00)	-0.6%
TOTAL, EXPENDITURES			246,593,291.00	152,407,445.00	399,000,736.00	249,997,181.00	139,903,435.00	389,900,616.00	-2.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	4,889,012.00	0.00	4,889,012.00	4,999,964.00	0.00	4,999,964.00	2.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			4,889,012.00	0.00	4,889,012.00	4,999,964.00	0.00	4,999,964.00	2.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(48,301,835.00)	48,301,835.00	0.00	(41,133,410.00)	41,133,410.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(48,301,835.00)	48,301,835.00	0.00	(41,133,410.00)	41,133,410.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(52,690,847.00)	48,301,835.00	(4,389,012.00)	(45,633,374.00)	41,133,410.00	(4,499,964.00)	2.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	278,788,634.00	0.00	278,788,634.00	286,605,766.00	0.00	286,605,766.00	2.8%
2) Federal Revenue		8100-8299	0.00	11,284,480.00	11,284,480.00	0.00	10,069,914.00	10,069,914.00	-10.8%
3) Other State Revenue		8300-8599	10,338,325.00	66,646,784.00	76,985,109.00	10,576,918.00	86,177,345.00	96,754,263.00	25.7%
4) Other Local Revenue		8600-8799	9,154,952.00	4,513,368.00	13,668,320.00	6,934,664.00	1,267,012.00	8,201,676.00	-40.0%
5) TOTAL, REVENUES			298,281,911.00	82,444,632.00	380,726,543.00	304,117,348.00	97,514,271.00	401,631,619.00	5.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		143,792,469.00	106,447,963.00	250,240,432.00	140,010,719.00	98,122,665.00	238,133,384.00	-4.8%
2) Instruction - Related Services	2000-2999		28,712,529.00	14,035,452.00	42,747,981.00	29,420,520.00	14,687,927.00	44,108,447.00	3.2%
3) Pupil Services	3000-3999		21,565,148.00	9,617,421.00	31,182,569.00	23,901,729.00	9,991,154.00	33,892,883.00	8.7%
4) Ancillary Services	4000-4999		0.00	652,571.00	652,571.00	0.00	528,040.00	528,040.00	-19.1%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		1,914,614.00	2,346.00	1,916,960.00	4,133,726.00	2,346.00	4,136,072.00	115.8%
7) General Administration	7000-7999		11,843,325.00	2,449,175.00	14,292,500.00	12,779,505.00	1,766,170.00	14,545,675.00	1.8%
8) Plant Services	8000-8999		28,765,778.00	18,983,207.00	47,748,985.00	29,318,434.00	14,576,373.00	43,894,807.00	-8.1%
9) Other Outgo	9000-9999	Except 7600-7699	9,999,428.00	219,310.00	10,218,738.00	10,432,548.00	228,760.00	10,661,308.00	4.3%
10) TOTAL, EXPENDITURES			246,593,291.00	152,407,445.00	399,000,736.00	249,997,181.00	139,903,435.00	389,900,616.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			51,688,620.00	(69,962,813.00)	(18,274,193.00)	54,120,167.00	(42,389,164.00)	11,731,003.00	-164.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
b) Transfers Out		7600-7629	4,889,012.00	0.00	4,889,012.00	4,999,964.00	0.00	4,999,964.00	2.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(48,301,835.00)	48,301,835.00	0.00	(41,133,410.00)	41,133,410.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(52,690,847.00)	48,301,835.00	(4,389,012.00)	(45,633,374.00)	41,133,410.00	(4,499,964.00)	2.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,002,227.00)	(21,660,978.00)	(22,663,205.00)	8,486,793.00	(1,255,754.00)	7,231,039.00	-131.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			66,454,403.00	52,996,353.00	119,450,756.00	65,452,176.00	31,335,375.00	96,787,551.00	-19.0%
2) Ending Balance, June 30 (E + F1e)			65,452,176.00	31,335,375.00	96,787,551.00	73,938,969.00	30,079,621.00	104,018,590.00	7.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	169,000.00	0.00	169,000.00	169,000.00	0.00	169,000.00	0.0%
Stores		9712	168,953.00	0.00	168,953.00	168,953.00	0.00	168,953.00	0.0%
Prepaid Items		9713	3,179.00	0.00	3,179.00	3,179.00	0.00	3,179.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	31,335,375.00	31,335,375.00	0.00	30,079,621.00	30,079,621.00	-4.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	24,722,070.00	0.00	24,722,070.00	34,107,779.00	0.00	34,107,779.00	38.0%
Committed for Site Base Carryover	0000	9760	*250,000.00*		*250,000.00*			*0.00*	
Committed for Facility Master Plan Carryover	0000	9760	*1,000,000.00*		*1,000,000.00*			*0.00*	
Committed for SELF AB218 Carryover	0000	9760	*1,700,000.00*		*1,700,000.00*			*0.00*	
Committed for Bus Purchase Carryover	0000	9760	*1,200,000.00*		*1,200,000.00*			*0.00*	
Committed for Textbook Adoption	0000	9760	*5,000,000.00*		*5,000,000.00*			*0.00*	
Committed for Declining Enrollment	0000	9760	*10,000,000.00*		*10,000,000.00*			*0.00*	
Committed for Deficit Mitigation	0000	9760	*5,572,070.00*		*5,572,070.00*			*0.00*	
Committed for Textbook Adoption	0000	9760			*0.00*	*5,000,000.00*		*5,000,000.00*	
Committed for Declining Enrollment	0000	9760			*0.00*	*10,000,000.00*		*10,000,000.00*	
Committed for Deficit Mitigation	0000	9760			*0.00*	*19,107,779.00*		*19,107,779.00*	
d) Assigned									
Other Assignments (by Resource/Object)		9780	20,194,487.00	0.00	20,194,487.00	19,745,029.00	0.00	19,745,029.00	-2.2%
Contingency Reserve	0000	9780	*20,194,487.00*		*20,194,487.00*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	20,194,487.00	0.00	20,194,487.00	19,745,029.00	0.00	19,745,029.00	-2.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	6,501,503.00	17,227,571.00
6211	Literacy Coaches and Reading Specialists Grant Program	144,606.00	0.00
6547	Special Education Early Intervention Preschool Grant	2,500,000.00	1,750,000.00
7339	Dual Enrollment Opportunities	1,025,000.00	0.00
7435	Learning Recovery Emergency Block Grant	7,802,698.00	3,417,230.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	2,800,000.00	0.00
9010	Other Restricted Local	10,561,568.00	7,684,820.00
Total, Restricted Balance		31,335,375.00	30,079,621.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	6,367,635.00	6,378,504.00	0.2%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,472,652.00	1,866,717.00	26.8%
4) Other Local Revenue		8600-8799	27,299.00	12,050.00	-55.9%
5) TOTAL, REVENUES			7,867,586.00	8,257,271.00	5.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	3,769,010.00	3,888,189.00	3.2%
2) Classified Salaries		2000-2999	818,799.00	841,095.00	2.7%
3) Employee Benefits		3000-3999	2,244,354.00	2,379,360.00	6.0%
4) Books and Supplies		4000-4999	231,232.00	222,584.00	-3.7%
5) Services and Other Operating Expenditures		5000-5999	1,615,139.00	1,606,007.00	-0.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,678,534.00	8,937,235.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(810,948.00)	(679,964.00)	-16.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,189,012.00	679,964.00	-42.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,189,012.00	679,964.00	-42.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			378,064.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	378,064.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	378,064.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	378,064.00	New
2) Ending Balance, June 30 (E + F1e)			378,064.00	378,064.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	378,064.00	378,064.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
o) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,328,511.00	2,392,025.00	2.7%
Education Protection Account State Aid - Current Year		8012	108,920.00	105,840.00	-2.8%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,930,204.00	3,880,639.00	-1.3%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,367,635.00	6,378,504.00	0.2%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	495,961.00	709,128.00	43.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	14,409.00	11,118.00	-22.8%
Lottery - Unrestricted and Instructional Materials		8560	153,787.00	145,939.00	-5.1%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	100,000.00	100,000.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	193,470.00	93,890.00	-51.5%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	515,025.00	806,642.00	56.6%
TOTAL, OTHER STATE REVENUE			1,472,652.00	1,866,717.00	26.8%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,000.00	5,000.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	21,299.00	7,050.00	-66.9%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			27,299.00	12,050.00	-55.9%
TOTAL, REVENUES			7,867,586.00	8,257,271.00	5.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,932,274.00	3,195,330.00	9.0%
Certificated Pupil Support Salaries		1200	554,774.00	407,743.00	-26.5%
Certificated Supervisors' and Administrators' Salaries		1300	281,962.00	285,116.00	1.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,769,010.00	3,888,189.00	3.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	218,937.00	211,991.00	-3.2%
Classified Support Salaries		2200	249,261.00	254,383.00	2.1%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	228,062.00	236,591.00	3.7%
Other Classified Salaries		2900	122,539.00	138,130.00	12.7%
TOTAL, CLASSIFIED SALARIES			818,799.00	841,095.00	2.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,011,715.00	959,177.00	-5.2%
PERS		3201-3202	215,384.00	213,687.00	-0.8%
OASDI/Medicare/Alternative		3301-3302	109,812.00	116,760.00	6.3%
Health and Welfare Benefits		3401-3402	832,745.00	1,024,731.00	23.1%
Unemployment Insurance		3501-3502	2,173.00	2,338.00	7.6%
Workers' Compensation		3601-3602	60,452.00	62,667.00	3.7%
OPEB, Allocated		3701-3702	12,073.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,244,354.00	2,379,360.00	6.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	159,874.00	104,911.00	-34.4%
Books and Other Reference Materials		4200	500.00	500.00	0.0%
Materials and Supplies		4300	70,858.00	117,173.00	65.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			231,232.00	222,584.00	-3.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	5,000.00	0.00	-100.0%
Travel and Conferences		5200	430.00	5,900.00	1,272.1%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	4,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,583,542.00	1,580,855.00	-0.2%
Professional/Consulting Services and Operating Expenditures		5800-5899	21,867.00	14,952.00	-31.6%
Communications		5900	300.00	300.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,615,139.00	1,606,007.00	-0.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,678,534.00	8,937,235.00	3.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,189,012.00	679,964.00	-42.8%
(a) TOTAL, INTERFUND TRANSFERS IN			1,189,012.00	679,964.00	-42.8%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,189,012.00	679,964.00	-42.8%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	6,367,635.00	6,378,504.00	0.2%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,472,652.00	1,866,717.00	26.8%
4) Other Local Revenue		8600-8799	27,299.00	12,050.00	-55.9%
5) TOTAL, REVENUES			7,867,586.00	8,257,271.00	5.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		6,558,593.00	6,946,037.00	5.9%
2) Instruction - Related Services	2000-2999		899,356.00	970,484.00	7.9%
3) Pupil Services	3000-3999		818,867.00	616,256.00	-24.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		62.00	0.00	-100.0%
8) Plant Services	8000-8999		401,656.00	404,458.00	0.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,678,534.00	8,937,235.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(810,948.00)	(679,964.00)	-16.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,189,012.00	679,964.00	-42.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,189,012.00	679,964.00	-42.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			378,064.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	378,064.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	378,064.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	378,064.00	New
2) Ending Balance, June 30 (E + F1e)			378,064.00	378,064.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	378,064.00	378,064.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	219,839.00	219,839.00
6546	Mental Health-Related Services	40,114.00	40,114.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	118,111.00	118,111.00
Total, Restricted Balance		378,064.00	378,064.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,323,457.00	1,323,457.00	0.0%
3) Other State Revenue		8300-8599	5,281,393.00	7,691,426.00	45.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			6,604,850.00	9,014,883.00	36.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	6,604,850.00	9,014,883.00	36.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,604,850.00	9,014,883.00	36.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,310.00	70,310.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,310.00	70,310.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			70,310.00	70,310.00	0.0%
2) Ending Balance, June 30 (E + F1e)			70,310.00	70,310.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	70,310.00	70,310.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	1,323,457.00	1,323,457.00	0.0%
TOTAL, FEDERAL REVENUE			1,323,457.00	1,323,457.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	5,281,393.00	7,691,426.00	45.6%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,281,393.00	7,691,426.00	45.6%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			6,604,850.00	9,014,883.00	36.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	1,323,457.00	1,323,457.00	0.0%
To County Offices		7212	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	5,281,393.00	7,691,426.00	45.6%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			6,604,850.00	9,014,883.00	36.5%
TOTAL, EXPENDITURES			6,604,850.00	9,014,883.00	36.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,323,457.00	1,323,457.00	0.0%
3) Other State Revenue		8300-8599	5,281,393.00	7,691,426.00	45.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			6,604,850.00	9,014,883.00	36.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	6,604,850.00	9,014,883.00	36.5%
10) TOTAL, EXPENDITURES			6,604,850.00	9,014,883.00	36.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,310.00	70,310.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,310.00	70,310.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			70,310.00	70,310.00	0.0%
2) Ending Balance, June 30 (E + F1e)			70,310.00	70,310.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	70,310.00	70,310.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6500	Special Education	70,310.00	70,310.00
Total, Restricted Balance		70,310.00	70,310.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	516,780.00	625,750.00	21.1%
3) Other State Revenue		8300-8599	2,783,649.00	2,544,112.00	-8.6%
4) Other Local Revenue		8600-8799	8,774,637.00	8,200,000.00	-6.5%
5) TOTAL, REVENUES			12,075,066.00	11,369,862.00	-5.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	809,229.00	105,066.00	-87.0%
2) Classified Salaries		2000-2999	5,398,747.00	4,851,343.00	-10.1%
3) Employee Benefits		3000-3999	2,857,867.00	3,301,177.00	15.5%
4) Books and Supplies		4000-4999	1,519,516.00	672,112.00	-55.8%
5) Services and Other Operating Expenditures		5000-5999	2,766,902.00	1,828,133.00	-33.9%
6) Capital Outlay		6000-6999	558,506.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	236,036.00	233,257.00	-1.2%
9) TOTAL, EXPENDITURES			14,146,803.00	10,991,088.00	-22.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,071,737.00)	378,774.00	-118.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	(500,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,571,737.00)	(121,226.00)	-95.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,505,617.00	1,933,880.00	-57.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,505,617.00	1,933,880.00	-57.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,505,617.00	1,933,880.00	-57.1%
2) Ending Balance, June 30 (E + F1e)			1,933,880.00	1,812,654.00	-6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,930,673.00	1,809,447.00	-6.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,207.00	3,207.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	516,780.00	625,750.00	21.1%
TOTAL, FEDERAL REVENUE			516,780.00	625,750.00	21.1%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	2,482,187.00	2,482,187.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	301,462.00	61,925.00	-79.5%
TOTAL, OTHER STATE REVENUE			2,783,649.00	2,544,112.00	-8.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	130,878.00	100,000.00	-23.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	8,103,783.00	8,100,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	539,976.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,774,637.00	8,200,000.00	-6.5%
TOTAL, REVENUES			12,075,066.00	11,369,862.00	-5.8%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	637,995.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	93,637.00	105,066.00	12.2%
Certificated Supervisors' and Administrators' Salaries		1300	77,597.00	0.00	-100.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			809,229.00	105,066.00	-87.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	187,043.00	287,509.00	53.7%
Classified Support Salaries		2200	100,466.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	774,085.00	715,426.00	-7.6%
Clerical, Technical and Office Salaries		2400	110,140.00	0.00	-100.0%
Other Classified Salaries		2900	4,227,013.00	3,848,408.00	-9.0%
TOTAL, CLASSIFIED SALARIES			5,398,747.00	4,851,343.00	-10.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	240,207.00	112,916.00	-53.0%
PERS		3201-3202	1,121,359.00	1,266,896.00	13.0%
OASDI/Medicare/Alternative		3301-3302	362,521.00	391,560.00	8.0%
Health and Welfare Benefits		3401-3402	1,053,102.00	1,452,451.00	37.9%
Unemployment Insurance		3501-3502	2,856.00	2,666.00	-6.7%
Workers' Compensation		3601-3602	77,822.00	74,688.00	-4.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,857,867.00	3,301,177.00	15.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	14,811.00	0.00	-100.0%
Materials and Supplies		4300	1,030,232.00	620,112.00	-39.8%
Noncapitalized Equipment		4400	474,473.00	52,000.00	-89.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,519,516.00	672,112.00	-55.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	1,716,794.00	1,004,000.00	-41.5%
Travel and Conferences		5200	37,849.00	6,900.00	-81.8%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	30,211.00	7,000.00	-76.8%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,038.00	38,000.00	64.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	41,502.00	36,100.00	-13.0%
Professional/Consulting Services and Operating Expenditures		5800	903,633.00	719,008.00	-20.4%
Communications		5900	13,875.00	17,125.00	23.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,766,902.00	1,828,133.00	-33.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	34,728.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	385,392.00	0.00	-100.0%
Equipment		6400	138,386.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			558,506.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	236,036.00	233,257.00	-1.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			236,036.00	233,257.00	-1.2%
TOTAL, EXPENDITURES			14,146,803.00	10,991,088.00	-22.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	500,000.00	500,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			500,000.00	500,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(500,000.00)	(500,000.00)	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	516,780.00	625,750.00	21.1%
3) Other State Revenue		8300-8599	2,783,649.00	2,544,112.00	-8.6%
4) Other Local Revenue		8600-8799	8,774,637.00	8,200,000.00	-6.5%
5) TOTAL, REVENUES			12,075,066.00	11,369,862.00	-5.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		11,391,044.00	9,102,637.00	-20.1%
2) Instruction - Related Services	2000-2999		1,742,595.00	1,485,883.00	-14.7%
3) Pupil Services	3000-3999		209,439.00	149,311.00	-28.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		236,036.00	233,257.00	-1.2%
8) Plant Services	8000-8999		567,689.00	20,000.00	-96.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,146,803.00	10,991,088.00	-22.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,071,737.00)	378,774.00	-118.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	(500,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,571,737.00)	(121,226.00)	-95.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,505,617.00	1,933,880.00	-57.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,505,617.00	1,933,880.00	-57.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,505,617.00	1,933,880.00	-57.1%
2) Ending Balance, June 30 (E + F1e)			1,933,880.00	1,812,654.00	-6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,930,673.00	1,809,447.00	-6.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,207.00	3,207.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5066	Early Education: ARP California State Preschool Program - Rate Supplements	259,172.00	259,172.00
7810	Other Restricted State	895,926.00	895,926.00
9010	Other Restricted Local	775,575.00	654,349.00
Total, Restricted Balance		1,930,673.00	1,809,447.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,400,474.00	6,689,537.00	4.5%
3) Other State Revenue		8300-8599	7,898,772.00	8,022,228.00	1.6%
4) Other Local Revenue		8600-8799	829,120.00	704,444.00	-15.0%
5) TOTAL, REVENUES			15,128,366.00	15,416,209.00	1.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	4,338,541.00	4,735,432.00	9.1%
3) Employee Benefits		3000-3999	2,706,727.00	3,092,763.00	14.3%
4) Books and Supplies		4000-4999	5,223,422.00	5,223,422.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	458,271.00	456,458.00	-0.4%
6) Capital Outlay		6000-6999	468,571.00	2,200,000.00	369.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	235,000.00	235,000.00	0.0%
9) TOTAL, EXPENDITURES			13,430,532.00	15,943,075.00	18.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,697,834.00	(526,866.00)	-131.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,697,834.00	(526,866.00)	-131.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,528,763.00	21,226,597.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,528,763.00	21,226,597.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,528,763.00	21,226,597.00	8.7%
2) Ending Balance, June 30 (E + F1e)			21,226,597.00	20,699,731.00	-2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,028,625.00	20,501,573.00	-2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	197,972.00	198,158.00	0.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	6,400,474.00	6,689,537.00	4.5%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,400,474.00	6,689,537.00	4.5%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	7,898,772.00	8,022,228.00	1.6%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			7,898,772.00	8,022,228.00	1.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	175,230.00	174,696.00	-0.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	653,704.00	529,562.00	-19.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	186.00	186.00	0.0%
TOTAL, OTHER LOCAL REVENUE			829,120.00	704,444.00	-15.0%
TOTAL, REVENUES			15,128,366.00	15,416,209.00	1.9%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	3,220,443.00	3,597,563.00	11.7%
Classified Supervisors' and Administrators' Salaries		2300	711,539.00	777,391.00	9.3%
Clerical, Technical and Office Salaries		2400	404,559.00	358,478.00	-11.4%
Other Classified Salaries		2900	2,000.00	2,000.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			4,338,541.00	4,735,432.00	9.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	916,169.00	1,028,838.00	12.3%
OASDI/Medicare/Alternative		3301-3302	286,195.00	335,650.00	17.3%
Health and Welfare Benefits		3401-3402	1,443,740.00	1,661,998.00	15.1%
Unemployment Insurance		3501-3502	1,931.00	2,189.00	13.4%
Workers' Compensation		3601-3602	55,886.00	61,282.00	9.7%
OPEB, Allocated		3701-3702	2,806.00	2,806.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,706,727.00	3,092,763.00	14.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	497,126.00	497,126.00	0.0%
Noncapitalized Equipment		4400	37,351.00	37,351.00	0.0%
Food		4700	4,688,945.00	4,688,945.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,223,422.00	5,223,422.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	20,498.00	20,498.00	0.0%
Dues and Memberships		5300	5,262.00	5,262.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	360,151.00	360,151.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(10,548.00)	(12,361.00)	17.2%
Professional/Consulting Services and Operating Expenditures		5800	77,327.00	77,327.00	0.0%
Communications		5900	5,581.00	5,581.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			458,271.00	456,458.00	-0.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	368,571.00	200,000.00	-45.7%
Equipment Replacement		6500	100,000.00	2,000,000.00	1,900.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			468,571.00	2,200,000.00	369.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	235,000.00	235,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			235,000.00	235,000.00	0.0%
TOTAL, EXPENDITURES			13,430,532.00	15,943,075.00	18.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,400,474.00	6,689,537.00	4.5%
3) Other State Revenue		8300-8599	7,898,772.00	8,022,228.00	1.6%
4) Other Local Revenue		8600-8799	829,120.00	704,444.00	-15.0%
5) TOTAL, REVENUES			15,128,366.00	15,416,209.00	1.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		13,195,532.00	15,708,075.00	19.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		235,000.00	235,000.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			13,430,532.00	15,943,075.00	18.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,697,834.00	(526,866.00)	-131.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,697,834.00	(526,866.00)	-131.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,528,763.00	21,226,597.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,528,763.00	21,226,597.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,528,763.00	21,226,597.00	8.7%
2) Ending Balance, June 30 (E + F1e)			21,226,597.00	20,699,731.00	-2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,028,625.00	20,501,573.00	-2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	197,972.00	198,158.00	0.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	20,024,096.00	19,308,520.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	1,004,529.00	1,193,053.00
Total, Restricted Balance		21,028,625.00	20,501,573.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,500,000.00	1,500,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60,000.00	50,000.00	-16.7%
5) TOTAL, REVENUES			1,560,000.00	1,550,000.00	-0.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	7,368.00	1,800,000.00	24,330.0%
5) Services and Other Operating Expenditures		5000-5999	2,439,727.00	1,550,000.00	-36.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,447,095.00	3,350,000.00	36.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(887,095.00)	(1,800,000.00)	102.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(887,095.00)	(1,800,000.00)	102.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,688,095.00	1,801,000.00	-33.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,688,095.00	1,801,000.00	-33.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,688,095.00	1,801,000.00	-33.0%
2) Ending Balance, June 30 (E + F1e)			1,801,000.00	1,000.00	-99.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,801,000.00	1,000.00	-99.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	1,500,000.00	1,500,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,500,000.00	1,500,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	60,000.00	50,000.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			60,000.00	50,000.00	-16.7%
TOTAL, REVENUES			1,560,000.00	1,550,000.00	-0.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	7,368.00	1,800,000.00	24,330.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			7,368.00	1,800,000.00	24,330.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,438,727.00	1,550,000.00	-36.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,439,727.00	1,550,000.00	-36.5%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,447,095.00	3,350,000.00	36.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,500,000.00	1,500,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60,000.00	50,000.00	-16.7%
5) TOTAL, REVENUES			1,560,000.00	1,550,000.00	-0.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,447,095.00	3,350,000.00	36.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,447,095.00	3,350,000.00	36.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(887,095.00)	(1,800,000.00)	102.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(887,095.00)	(1,800,000.00)	102.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,688,095.00	1,801,000.00	-33.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,688,095.00	1,801,000.00	-33.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,688,095.00	1,801,000.00	-33.0%
2) Ending Balance, June 30 (E + F1e)			1,801,000.00	1,000.00	-99.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,801,000.00	1,000.00	-99.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,418,267.00	5,089,254.00	-6.1%
5) TOTAL, REVENUES			5,418,267.00	5,089,254.00	-6.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	118,487.00	119,461.00	0.8%
3) Employee Benefits		3000-3999	66,214.00	68,407.00	3.3%
4) Books and Supplies		4000-4999	1,802,457.00	4,514,718.00	150.5%
5) Services and Other Operating Expenditures		5000-5999	201,370.00	200,000.00	-0.7%
6) Capital Outlay		6000-6999	4,147,004.00	950,000.00	-77.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,335,532.00	5,852,586.00	-7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(917,265.00)	(763,332.00)	-16.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(917,265.00)	(763,332.00)	-16.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,505,870.00	13,588,605.00	-6.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,505,870.00	13,588,605.00	-6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,505,870.00	13,588,605.00	-6.3%
2) Ending Balance, June 30 (E + F1e)			13,588,605.00	12,825,273.00	-5.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,569,471.00	12,806,139.00	-5.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	19,134.00	19,134.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	4,319,118.00	4,240,605.00	-1.8%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	398,649.00	348,649.00	-12.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	700,000.00	500,000.00	-28.6%
Other Local Revenue					
All Other Local Revenue		8699	500.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,418,267.00	5,089,254.00	-6.1%
TOTAL, REVENUES			5,418,267.00	5,089,254.00	-6.1%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	118,487.00	119,461.00	0.8%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			118,487.00	119,461.00	0.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	31,490.00	31,538.00	0.1%
OASDI/Medicare/Alternative		3301-3302	9,017.00	9,138.00	1.3%
Health and Welfare Benefits		3401-3402	24,014.00	25,999.00	8.3%
Unemployment Insurance		3501-3502	58.00	59.00	1.7%
Workers' Compensation		3601-3602	1,627.00	1,673.00	2.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			66,214.00	68,407.00	3.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,802,457.00	4,514,718.00	150.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,802,457.00	4,514,718.00	150.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	250.00	1,000.00	300.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	141,281.00	140,000.00	-0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	59,839.00	59,000.00	-1.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			201,370.00	200,000.00	-0.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	19,652.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	4,127,352.00	950,000.00	-77.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,147,004.00	950,000.00	-77.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,335,532.00	5,852,586.00	-7.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,418,267.00	5,089,254.00	-6.1%
5) TOTAL, REVENUES			5,418,267.00	5,089,254.00	-6.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		6,335,532.00	5,852,586.00	-7.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,335,532.00	5,852,586.00	-7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(917,265.00)	(763,332.00)	-16.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(917,265.00)	(763,332.00)	-16.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,505,870.00	13,588,605.00	-6.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,505,870.00	13,588,605.00	-6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,505,870.00	13,588,605.00	-6.3%
2) Ending Balance, June 30 (E + F1e)			13,588,605.00	12,825,273.00	-5.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,569,471.00	12,806,139.00	-5.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	19,134.00	19,134.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	13,569,471.00	12,806,139.00
Total, Restricted Balance		13,569,471.00	12,806,139.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	318.00	0.00	-100.0%
5) TOTAL, REVENUES			318.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			316.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			316.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,067.00	2,383.00	15.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,067.00	2,383.00	15.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,067.00	2,383.00	15.3%
2) Ending Balance, June 30 (E + F1e)			2,383.00	2,383.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	316.00	316.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,067.00	2,067.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	318.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			318.00	0.00	-100.0%
TOTAL, REVENUES			318.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	318.00	0.00	-100.0%
5) TOTAL, REVENUES			318.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			316.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			316.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,067.00	2,383.00	15.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,067.00	2,383.00	15.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,067.00	2,383.00	15.3%
2) Ending Balance, June 30 (E + F1e)			2,383.00	2,383.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	316.00	316.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,067.00	2,067.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7710	State School Facilities Projects	316.00	316.00
Total, Restricted Balance		316.00	316.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,786,542.00	8,754,655.00	-0.4%
5) TOTAL, REVENUES			8,786,542.00	8,754,655.00	-0.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	4,894,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	31,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	75,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	7,940,525.00	8,897,550.00	12.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			12,940,525.00	8,897,550.00	-31.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,153,983.00)	(142,895.00)	-96.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,153,983.00)	(142,895.00)	-96.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,271,041.00	13,117,058.00	-24.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,271,041.00	13,117,058.00	-24.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,271,041.00	13,117,058.00	-24.1%
2) Ending Balance, June 30 (E + F1e)			13,117,058.00	12,974,163.00	-1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,064,427.00	12,921,532.00	-1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	52,631.00	52,631.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	8,504,655.00	8,504,655.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	281,887.00	250,000.00	-11.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,786,542.00	8,754,655.00	-0.4%
TOTAL, REVENUES			8,786,542.00	8,754,655.00	-0.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,894,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,894,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	31,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,000.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	75,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			75,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	2,820,525.00	2,982,550.00	5.7%
Other Debt Service - Principal		7439	5,120,000.00	5,915,000.00	15.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,940,525.00	8,897,550.00	12.1%
TOTAL, EXPENDITURES			12,940,525.00	8,897,550.00	-31.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,786,542.00	8,754,655.00	-0.4%
5) TOTAL, REVENUES			8,786,542.00	8,754,655.00	-0.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		5,000,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	7,940,525.00	8,897,550.00	12.1%
10) TOTAL, EXPENDITURES			12,940,525.00	8,897,550.00	-31.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,153,983.00)	(142,895.00)	-96.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,153,983.00)	(142,895.00)	-96.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,271,041.00	13,117,058.00	-24.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,271,041.00	13,117,058.00	-24.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,271,041.00	13,117,058.00	-24.1%
2) Ending Balance, June 30 (E + F1e)			13,117,058.00	12,974,163.00	-1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,064,427.00	12,921,532.00	-1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	52,631.00	52,631.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	13,064,427.00	12,921,532.00
Total, Restricted Balance		13,064,427.00	12,921,532.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,570,563.00	1,570,563.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,277,599.00	18,277,599.00	0.0%
5) TOTAL, REVENUES			19,848,162.00	19,848,162.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	24,596,080.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			24,596,080.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,747,918.00)	19,848,162.00	-518.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,747,918.00)	19,848,162.00	-518.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,760,471.00	20,012,553.00	-19.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,760,471.00	20,012,553.00	-19.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,760,471.00	20,012,553.00	-19.2%
2) Ending Balance, June 30 (E + F1e)			20,012,553.00	39,860,715.00	99.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	20,012,553.00	39,860,715.00	99.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	1,570,563.00	1,570,563.00	0.0%
TOTAL, FEDERAL REVENUE			1,570,563.00	1,570,563.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	17,919,429.00	17,919,429.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	286,653.00	286,653.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	71,517.00	71,517.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,277,599.00	18,277,599.00	0.0%
TOTAL, REVENUES			19,848,162.00	19,848,162.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	16,365,000.00	0.00	-100.0%
Bond Interest and Other Service Charges		7434	8,231,080.00	0.00	-100.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			24,596,080.00	0.00	-100.0%
TOTAL, EXPENDITURES			24,596,080.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,570,563.00	1,570,563.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,277,599.00	18,277,599.00	0.0%
5) TOTAL, REVENUES			19,848,162.00	19,848,162.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	24,596,080.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			24,596,080.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,747,918.00)	19,848,162.00	-518.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,747,918.00)	19,848,162.00	-518.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,760,471.00	20,012,553.00	-19.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,760,471.00	20,012,553.00	-19.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,760,471.00	20,012,553.00	-19.2%
2) Ending Balance, June 30 (E + F1e)			20,012,553.00	39,860,715.00	99.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	20,012,553.00	39,860,715.00	99.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5810	Other Restricted Federal	0.00	1,570,563.00
9010	Other Restricted Local	20,012,553.00	38,290,152.00
Total, Restricted Balance		20,012,553.00	39,860,715.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	53,120,813.00	57,390,634.00	8.0%
5) TOTAL, REVENUES			53,120,813.00	57,390,634.00	8.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	365,844.00	367,955.00	0.6%
3) Employee Benefits		3000-3999	206,435.00	210,678.00	2.1%
4) Books and Supplies		4000-4999	1,269.00	1,269.00	0.0%
5) Services and Other Operating Expenses		5000-5999	57,133,602.00	61,840,732.00	8.2%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			57,707,150.00	62,420,634.00	8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,586,337.00)	(5,030,000.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,700,000.00	4,320,000.00	16.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,700,000.00	4,320,000.00	16.8%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(886,337.00)	(710,000.00)	-19.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	16,911,711.00	16,025,374.00	-5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,911,711.00	16,025,374.00	-5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			16,911,711.00	16,025,374.00	-5.2%
2) Ending Net Position, June 30 (E + F1e)			16,025,374.00	15,315,374.00	-4.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	16,025,374.00	15,315,374.00	-4.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	397,825.00	470,000.00	18.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	52,674,383.00	56,870,634.00	8.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	48,605.00	50,000.00	2.9%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			53,120,813.00	57,390,634.00	8.0%
TOTAL, REVENUES			53,120,813.00	57,390,634.00	8.0%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	193,937.00	193,936.00	0.0%
Clerical, Technical and Office Salaries		2400	171,065.00	174,019.00	1.7%
Other Classified Salaries		2900	842.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			365,844.00	367,955.00	0.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	99,490.00	97,140.00	-2.4%
OASDI/Medicare/Alternative		3301-3302	27,735.00	28,149.00	1.5%
Health and Welfare Benefits		3401-3402	74,181.00	80,053.00	7.9%
Unemployment Insurance		3501-3502	177.00	185.00	4.5%
Workers' Compensation		3601-3602	4,852.00	5,151.00	6.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			206,435.00	210,678.00	2.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,269.00	1,269.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,269.00	1,269.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,800.00	1,800.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	3,795,000.00	4,520,527.00	19.1%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs - Interfund		5750	249.00	249.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	53,333,553.00	57,315,156.00	7.5%
Communications		5900	1,000.00	1,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			57,133,602.00	61,840,732.00	8.2%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			57,707,150.00	62,420,634.00	8.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	3,700,000.00	4,320,000.00	16.8%
(a) TOTAL, INTERFUND TRANSFERS IN			3,700,000.00	4,320,000.00	16.8%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(a - b + c - d + e)			3,700,000.00	4,320,000.00	16.8%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	53,120,813.00	57,390,634.00	8.0%
5) TOTAL, REVENUES			53,120,813.00	57,390,634.00	8.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		57,707,150.00	62,420,634.00	8.2%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			57,707,150.00	62,420,634.00	8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,586,337.00)	(5,030,000.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,700,000.00	4,320,000.00	16.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,700,000.00	4,320,000.00	16.8%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(886,337.00)	(710,000.00)	-19.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	16,911,711.00	16,025,374.00	-5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,911,711.00	16,025,374.00	-5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			16,911,711.00	16,025,374.00	-5.2%
2) Ending Net Position, June 30 (E + F1e)			16,025,374.00	15,315,374.00	-4.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	16,025,374.00	15,315,374.00	-4.4%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	20,598.23	20,598.23	21,066.63	20,214.91	20,214.91	20,728.05
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	20,598.23	20,598.23	21,066.63	20,214.91	20,214.91	20,728.05
5. District Funded County Program ADA						
a. County Community Schools	554.04	554.05	554.04	554.04	554.04	554.04
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	554.04	554.05	554.04	554.04	554.04	554.04
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	21,152.27	21,152.28	21,620.67	20,768.95	20,768.95	21,282.09
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	544.60	544.60	544.60	529.20	529.20	529.20
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	544.60	544.60	544.60	529.20	529.20	529.20
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	544.60	544.60	544.60	529.20	529.20	529.20

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	110,913,679.00	0.00	110,913,679.00	0.00	0.00	110,913,679.00
Work in Progress	12,750,723.00		12,750,723.00	12,058,524.00	594,156.00	24,215,091.00
Total capital assets not being depreciated	123,664,402.00	0.00	123,664,402.00	12,058,524.00	594,156.00	135,128,770.00
Capital assets being depreciated:						
Land Improvements		0.00	0.00	0.00	0.00	0.00
Buildings	646,154,763.00	0.00	646,154,763.00	12,954,160.00	0.00	659,108,923.00
Equipment	31,087,517.00		31,087,517.00	430,847.00	0.00	31,518,364.00
Total capital assets being depreciated	677,242,280.00	0.00	677,242,280.00	13,385,007.00	0.00	690,627,287.00
Accumulated Depreciation for:						
Land Improvements		0.00	0.00			0.00
Buildings	(278,556,965.00)	0.00	(278,556,965.00)	(16,100,464.00)	0.00	(294,657,429.00)
Equipment	(26,870,527.00)	0.00	(26,870,527.00)	(1,029,936.00)		(27,900,463.00)
Total accumulated depreciation	(305,427,492.00)	0.00	(305,427,492.00)	(17,130,400.00)	0.00	(322,557,892.00)
Total capital assets being depreciated, net excluding lease and subscription assets	371,814,788.00	0.00	371,814,788.00	(3,745,393.00)	0.00	368,069,395.00
Lease Assets		0.00	0.00			0.00
Accumulated amortization for lease assets		0.00	0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets		0.00	0.00			0.00
Accumulated amortization for subscription assets		0.00	0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	495,479,190.00	0.00	495,479,190.00	8,313,131.00	594,156.00	503,198,165.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

PLACENTIA-YORBA LINDA USD
2026-27 BUDGET ADOPTION
CASHFLOW

	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total	Budget
A. BEGINNING CASH		79,070,165	83,118,878	75,877,423	65,465,064	38,231,863	40,417,134	107,718,715	79,239,802	62,406,876	59,585,179	92,844,554	96,125,150			
B. RECEIPTS																
Revenue Limit Sources																
Principal Apportionment	8010-8019	4,718,495	4,718,495	9,557,393	8,493,292	8,493,292	9,557,393	8,493,292	8,493,292	9,557,393	8,493,292	8,493,292	9,557,393	-	98,626,311	98,626,311
Property Taxes	8020-8079	5,000,000	-	4,000,000	500,000	22,000,000	68,000,000	7,000,000	500,000	15,000,000	50,000,000	7,000,000	15,436,025	-	194,436,025	194,436,025
Miscellaneous Funds	8080-8099	-	-	(100,302)	-	(8,596)	-	(68,766)	(68,766)	(236,240)	(2,960,404)	43,991	(3,057,487)		(6,456,570)	(6,456,570)
Federal Revenue	8100-8299	-	47,272	1,055,561	69,348	189,142	1,249,494	11,747	-	145,199	4,000,000	-	706,150	2,596,002	10,069,914	10,069,914
Other State Revenue	8300-8599	2,719,957	1,979,566	5,129,745	7,844,448	5,746,943	6,703,568	3,705,847	5,659,804	7,622,186	6,088,284	19,995,843	19,553,332	4,004,741	96,754,263	96,754,263
Other Local Revenue	8600-8799	249,731	339,730	784,696	957,962	748,341	931,343	500,000	416,825	431,087	376,348	900,354	1,565,259		8,201,676	8,201,676
Interfund Transfers In	8910-8929	-	-	-	-	-	-	-	-	-	-	-	500,000		500,000	500,000
All Other Financing Sources	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL RECEIPTS		12,688,183	7,085,063	20,427,092	17,865,050	37,169,121	86,441,797	19,642,120	15,001,154	32,519,624	65,997,520	36,433,480	44,260,672	6,600,743	402,131,620	402,131,619
C. DISBURSEMENTS																
Certificated Salaries	1000-1999	955,662	2,394,146	14,308,171	14,939,972	14,872,019	250,305	28,328,033	14,717,902	14,520,908	14,329,464	14,329,464	14,329,464	3,303,961	151,579,470	151,579,470
Classified Salaries	2000-2999	(327,332)	3,481,122	3,683,451	5,355,655	6,021,656	5,585,543	4,686,435	5,403,562	5,732,162	5,178,527	5,632,450	6,632,450	4,732,526	61,798,205	61,798,205
Employee Benefits	3000-3999	3,200,459	1,686,568	5,323,590	11,646,627	8,619,901	8,345,893	11,031,032	5,524,432	8,641,835	8,373,244	8,941,835	25,941,835	4,115,917	111,393,167	111,393,167
Books and Supplies	4000-4999	173,007	1,272,839	1,701,203	934,423	1,620,021	1,546,124	1,401,345	1,613,811	2,999,371	1,510,227	864,651	1,782,451	999,155	18,418,629	18,418,629
Services	5000-5999	1,363,028	3,375,819	2,942,218	3,389,958	2,240,439	2,286,563	1,369,175	2,874,371	2,118,361	2,652,542	2,608,028	3,874,371	2,837,996	33,932,868	33,932,868
Capital Outlay	6000-6599	31,843	69,076	47,820	87,486	667,394	183,976	59,575	170,961	254,345	144,141	26,457	350,000	492,152	2,585,226	2,585,226
Other Outgo	7000-7499	(3,749,508)	400,793	1,186,842	5,447,790	942,422	941,813	945,438	929,042	774,339	550,000	750,000	1,074,081		10,193,051	10,193,051
Interfund Transfers Out	7600-7629	3,700,000	-	-	-	-	-	300,000	600,000	300,000	-	-	99,964		4,999,964	4,999,964
All Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL DISBURSEMENTS		5,347,159	12,680,363	29,193,295	41,801,909	34,983,851	19,140,216	48,121,033	31,834,080	35,341,321	32,738,145	33,152,885	54,084,616	16,481,707	394,900,579	394,900,580
D. BALANCE SHEET TRANSACTIONS																
Assets																
SUBTOTAL ASSETS (calc)		3,300,372	1,650,186	1,650,186	-	-	-	-	-	-	-	-	-	6,600,743	6,600,743	
Liabilities																
SUBTOTAL LIABILITIES (calc)		6,592,683	3,296,341	3,296,341	3,296,341	-	-	-	-	-	-	-	-	16,481,707	16,481,707	
Nonoperating																
Suspense Clearing	9910-9999	-	-	-	-	-	-	-	-	-	-	-	-		-	
TOTAL BALANCE SHEET TRANSACTIONS		(3,292,311)	(1,646,156)	(1,646,156)	(3,296,341)	-	-	-	-	-	-	-	-	(9,880,964)	(9,880,964)	
F. NET INCREASE/DECREASE (B-C+D)		4,048,713	(7,241,455)	(10,412,359)	(27,233,201)	2,185,271	67,301,581	(28,478,913)	(16,832,925)	(2,821,697)	33,259,375	3,280,595	(9,823,944)	(9,880,964)	(2,649,923)	
. ENDING CASH (A+E)		83,118,878	75,877,423	65,465,064	38,231,863	40,417,134	107,718,715	79,239,802	62,406,876	59,585,179	92,844,554	96,125,150	86,301,206			

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1301 E. Orangethorpe Ave., Placentia, CA 92870

Date: 5/28/2026

Public Hearing:

Place: 1301 E. Orangethorpe Ave., Placentia, CA 92870

Date: 6/2/2026

Time: 5:30 pm

Adoption Date: 6/16/2026

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____ Title: _____

Contact person for additional information on the budget reports:

Name: Phuong Tran

Title: Director of Fiscal Services

Telephone: 714-985-8431

E-mail: ptran@pylusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/16/2026	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		X
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

○ This school district is self-insured for workers' compensation claims through the JPA identified below:

_____

◉ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/16/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Printed Name	Title

For additional information on this certification, please contact:

Elaine Marshall	Director of Risk Management
Name	Title
emarshall@pylus.org	714-985-8776
Email	Telephone

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	151,390,399.00	301	0.00	303	151,390,399.00	305	3,262,509.00		307	148,127,890.00	309
2000 - Classified Salaries	61,678,783.00	311	17,259.00	313	61,661,524.00	315	6,437,031.00		317	55,224,493.00	319
3000 - Employee Benefits	108,191,301.00	321	1,636,180.00	323	106,555,121.00	325	4,316,887.00		327	102,238,234.00	329
4000 - Books, Supplies Equip Replace. (6500)	28,095,631.00	331	27,689.00	333	28,067,942.00	335	2,812,684.00		337	25,255,258.00	339
5000 - Services. . . & 7300 - Indirect Costs	33,655,661.00	341	33,080.00	343	33,622,581.00	345	4,347,152.00		347	29,275,429.00	349
				TOTAL	381,297,567.00	365			TOTAL	360,121,304.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	123,839,652.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	18,768,308.00	380
3. STRS	3101 & 3102	34,892,873.00	382
4. PERS	3201 & 3202	3,834,217.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	3,324,625.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	25,668,064.00	385
7. Unemployment Insurance	3501 & 3502	110,103.00	390
8. Workers' Compensation Insurance	3601 & 3602	2,071,190.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		212,509,032.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		243,186.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		212,265,846.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		58.94%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	58.94%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	360,121,304.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	151,579,470.00	301	0.00	303	151,579,470.00	305	3,361,290.00		307	148,218,180.00	309
2000 - Classified Salaries	61,798,205.00	311	0.00	313	61,798,205.00	315	6,590,619.00		317	55,207,586.00	319
3000 - Employee Benefits	111,393,167.00	321	1,414,988.00	323	109,978,179.00	325	4,012,442.00		327	105,965,737.00	329
4000 - Books, Supplies Equip Replace. (6500)	19,919,662.00	331	0.00	333	19,919,662.00	335	4,538,018.00		337	15,381,644.00	339
5000 - Services. . . & 7300 - Indirect Costs	33,464,611.00	341	1,000,000.00	343	32,464,611.00	345	4,511,181.00		347	27,953,430.00	349
				TOTAL	375,740,127.00	365			TOTAL	352,726,577.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	123,946,050.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	17,574,044.00	380
3. STRS	3101 & 3102	35,325,290.00	382
4. PERS	3201 & 3202	3,985,883.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	3,454,996.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	27,661,396.00	385
7. Unemployment Insurance	3501 & 3502	93,957.00	390
8. Workers' Compensation Insurance	3601 & 3602	2,064,516.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	214,106,132.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	181,689.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	213,924,443.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	60.65%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	60.65%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	352,726,577.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	248,507,850.00	0.00	248,507,850.00	6,179,297.00	10,340,600.00	244,346,547.00	6,985,000.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	79,900,000.00	0.00	79,900,000.00	0.00	4,725,000.00	75,175,000.00	5,120,000.00
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability	58,679,722.00		58,679,722.00	5,412,216.00	6,280,225.00	57,811,713.00	
Compensated Absences Payable	4,602,106.00	0.00	4,602,106.00	0.00	125,486.00	4,476,620.00	420,810.00
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	391,689,678.00	0.00	391,689,678.00	11,591,513.00	21,471,311.00	381,809,880.00	12,525,810.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	412,568,282.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	11,221,548.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	5,818,926.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	111,000.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	4,889,012.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	73,000.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				10,891,938.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				390,454,796.00

Section II - Expenditures Per ADA	2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	21,696.88
B. Expenditures per ADA (Line I.E divided by Line II.A)	17,995.90

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	379,158,924.00	17,236.24
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	379,158,924.00	17,236.24
B. Required effort (Line A.2 times 90%)	341,243,031.60	15,512.62
C. Current year expenditures (Line I.E and Line II.B)	390,454,796.00	17,995.90
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 11,010,535.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 315,416,599.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 3.49%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 7,704,184.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 4,376,648.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	33,110.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	1,500,434.03
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	13,614,376.03
9. Carry-Forward Adjustment (Part IV, Line F)	(342,765.33)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	13,271,610.70
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	251,327,982.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	43,533,437.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	31,522,929.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	652,571.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	1,916,960.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,812,182.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	75,650.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	746,824.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	41,491,944.97
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	11,635,467.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	8,038,016.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	392,753,962.97
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	3.47%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	3.38%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.	
Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.	
A. Indirect costs incurred in the current year (Part III, Line A8)	13,614,376.03
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	1,242,437.01
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.87%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.87%) times Part III, Line B19) or (the highest rate used to recover costs from any program (3.89%) times Part III, Line B19); zero if positive	(342,765.33)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(342,765.33)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	3.38%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-171382.66) is applied to the current year calculation and the remainder ($-171382.67) is deferred to one or more future years:	3.42%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-114255.11) is applied to the current year calculation and the remainder ($-228510.22) is deferred to one or more future years:	3.44%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(342,765.33)

Approved indirect cost rate: 3.87%

Highest rate used in any program: 3.89%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	6,062,124.00	234,604.00	3.87%
01	3010	3,387,763.00	131,106.00	3.87%
01	3310	4,793,889.00	185,524.00	3.87%
01	3311	69,317.00	2,683.00	3.87%
01	3315	115,529.00	4,471.00	3.87%
01	3327	17,116.00	662.00	3.87%
01	3345	1,892.00	73.00	3.86%
01	3385	60,587.00	2,345.00	3.87%
01	3395	14,366.00	556.00	3.87%
01	3550	113,281.00	4,384.00	3.87%
01	4035	847,720.00	32,807.00	3.87%
01	4127	356,055.00	13,779.00	3.87%
01	4201	144,543.00	5,594.00	3.87%
01	4203	507,078.00	19,624.00	3.87%
01	5630	123,315.00	4,772.00	3.87%
01	6010	877,214.00	33,948.00	3.87%
01	6211	192,276.00	7,441.00	3.87%
01	6266	1,941,939.00	75,153.00	3.87%
01	6383	217,786.00	8,428.00	3.87%
01	6387	1,879,197.00	72,725.00	3.87%
01	6388	589,684.00	22,821.00	3.87%
01	6515	2,187.00	85.00	3.89%
01	6546	1,678,530.00	64,959.00	3.87%
01	6547	1,886,801.00	73,019.00	3.87%
01	6762	5,235,360.00	202,608.00	3.87%
01	6770	5,418,819.00	54,188.00	1.00%
01	7311	107,120.00	4,146.00	3.87%
01	7339	986,810.00	38,190.00	3.87%
01	7399	480,513.00	18,596.00	3.87%
01	7412	74,942.00	2,900.00	3.87%
01	7435	5,776,451.00	223,549.00	3.87%
01	7810	280,457.00	10,640.00	3.79%
01	9010	11,211,785.00	64,351.00	0.57%
12	5025	513,419.00	3,554.00	0.69%

12	6105	2,389,705.00	92,482.00	3.87%
12	9010	8,670,418.00	140,000.00	1.61%
13	5310	8,038,016.00	235,000.00	2.92%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00	2,993,150.23	0.00	2,993,150.23
2. State Lottery Revenue	8560	4,085,546.00		1,802,347.00	5,887,893.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		4,085,546.00	2,993,150.23	1,802,347.00	8,881,043.23
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	3,349,356.00		0.00	3,349,356.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	736,190.00		0.00	736,190.00
4. Books and Supplies	4000-4999	0.00		1,623,093.00	1,623,093.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			30,000.00	30,000.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			149,254.00	149,254.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		4,085,546.00	0.00	1,802,347.00	5,887,893.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	0.00	2,993,150.23	0.00	2,993,150.23

D. COMMENTS:

The expenditures in Object Code 5700 and 5800 include printing and license services

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Current LEA:	30-66647-0000000 Placentia-Yorba Linda Unified	
Selected SELPA:	BI	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
BI	Northeast Orange	

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,614,745.00)	0.00	(471,036.00)				
Other Sources/Uses Detail					500,000.00	4,889,012.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,583,542.00	0.00	0.00	0.00				
Other Sources/Uses Detail					1,189,012.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	41,502.00	0.00	236,036.00	0.00				
Other Sources/Uses Detail					0.00	500,000.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(10,548.00)	235,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	249.00	0.00						
Other Sources/Uses Detail					3,700,000.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,625,293.00	(1,625,293.00)	471,036.00	(471,036.00)	5,389,012.00	5,389,012.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,604,843.00)	0.00	(468,257.00)				
Other Sources/Uses Detail					500,000.00	4,999,964.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,580,855.00	0.00	0.00	0.00				
Other Sources/Uses Detail					679,964.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	36,100.00	0.00	233,257.00	0.00				
Other Sources/Uses Detail					0.00	500,000.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(12,361.00)	235,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	249.00	0.00						
Other Sources/Uses Detail					4,320,000.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	1,617,204.00	(1,617,204.00)	468,257.00	(468,257.00)	5,499,964.00	5,499,964.00		

Multiyear Projections

Placentia - Yorba Linda Unified School District
2026-27 Publication Budget and Multi Year Projections

	2025-26	2026-27	2027-28	2028-29
REVENUES	**Estimated Actuals**	**Budget**	**Projection**	**Projection**
LCFF Sources *Less transfer to Deferred Maintenance	278,788,634	286,605,766	292,615,464	296,788,901
Federal Revenues	11,284,480	10,069,914	10,069,914	10,069,914
Other State Revenues	76,985,109	96,754,263	75,251,845	75,251,845
Other Local Revenues	13,668,320	8,201,676	8,201,676	8,201,676
Total Revenues	**380,726,543**	**401,631,619**	**386,138,899**	**390,312,336**
EXPENDITURES				
Certificated Salaries	151,390,399	151,579,470	150,266,432	152,400,939
Classified Salaries	61,678,783	61,798,205	62,002,833	62,491,856
Employee Benefits	108,191,301	111,393,167	114,214,600	115,660,059
Books and Supplies	28,010,018	18,418,629	14,208,092	11,229,856
Services, Other Operating Expenses	34,126,697	33,932,868	31,519,651	31,999,617
Capital Outlay	5,855,836	2,585,226	2,585,226	2,585,226
Other Outgo	10,218,738	10,661,308	11,001,749	11,331,045
Direct Support/Indirect Costs	(471,036)	(468,257)	(454,761)	(454,761)
Total Expenditures	**399,000,736**	**389,900,616**	**385,343,822**	**387,243,837**
Excess (Deficits) of Revenues over Expenditures	**(18,274,193)**	**11,731,003**	**795,077**	**3,068,499**
OTHER FINANCE SOURCES/USES				
Interfund Transfer In	500,000	500,000	500,000	500,000
Interfund Transfer Out	4,889,012	4,999,964	5,473,227	5,948,427
Total Other Financing Sources/Uses	(4,389,012)	(4,499,964)	(4,973,227)	(5,448,427)
Increase (Decrease) in Fund Balance	**(22,663,205)**	**7,231,039**	**(4,178,150)**	**(2,379,928)**
FUND BALANCE & RESERVES				
Beginning Fund Balance	119,450,756	96,787,551	104,018,590	99,840,440
Ending Fund Balance	96,787,551	104,018,590	99,840,440	97,460,512

Placentia - Yorba Linda Unified School District
2026-27 Publication Budget and Multi Year Projections

	2025-26	2026-27	2027-28	2028-29
COMPONENTS OF ENDING FUND BALANCE	**Estimated Actuals**	**Budget**	**Projection**	**Projection**
Revolving Cash	169,000	169,000	169,000	169,000
Stores	168,953	168,953	168,953	168,953
Prepaid Expenditures	3,179	3,179	3,179	3,179
Restricted	31,335,375	30,079,621	15,373,102	6,858,116
Commited for Site C/O	250,000	-	-	-
Commited for Capital Outlay - Transp	1,200,000	-	-	-
Commited for Facility Master Plan	1,000,000	-	-	-
Commited for Worker's Comp AB218	1,700,000	-	-	-
Committed for Textbook Adoption	5,000,000	5,000,000	5,000,000	5,000,000
Committed for Declining Enrollment	10,000,000	10,000,000	10,000,000	10,000,000
Committed for Deficit Mitigation	5,572,069	19,107,779	30,044,501	35,942,038
Contingency Reserve	20,194,487	19,745,029	19,540,852	19,659,613
Reserve for Economic Uncertainties	20,194,487	19,745,029	19,540,852	19,659,613
Reserve for Economic Uncertainty Balance %	**5.0%**	**5.0%**	**5.0%**	**5.0%**

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	286,605,766.00	2.10%	292,615,464.00	1.43%	296,788,901.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	10,576,918.00	0.00%	10,576,918.00	0.00%	10,576,918.00
4. Other Local Revenues	8600-8799	6,934,664.00	0.00%	6,934,664.00	0.00%	6,934,664.00
5. Other Financing Sources						
a. Transfers In	8900-8929	500,000.00	0.00%	500,000.00	0.00%	500,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(41,133,410.00)	2.98%	(42,360,441.00)	3.17%	(43,703,720.00)
6. Total (Sum lines A1 thru A5c)		263,483,938.00	1.82%	268,266,605.00	1.05%	271,096,763.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				107,916,411.00		108,607,687.00
b. Step & Column Adjustment				1,491,276.00		1,495,148.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(800,000.00)		1,887,857.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	107,916,411.00	0.64%	108,607,687.00	3.11%	111,990,692.00
2. Classified Salaries						
a. Base Salaries				37,214,741.00		37,560,303.00
b. Step & Column Adjustment				345,562.00		349,143.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	37,214,741.00	0.93%	37,560,303.00	0.93%	37,909,446.00
3. Employee Benefits	3000-3999	68,345,471.00	3.64%	70,833,180.00	3.50%	73,312,244.00
4. Books and Supplies	4000-4999	5,079,702.00	-4.92%	4,829,702.00	0.00%	4,829,702.00
5. Services and Other Operating Expenditures	5000-5999	20,637,380.00	-7.90%	19,007,143.00	0.79%	19,157,143.00
6. Capital Outlay	6000-6999	2,250,351.00	0.00%	2,250,351.00	0.00%	2,250,351.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,432,548.00	3.26%	10,772,989.00	3.06%	11,102,285.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,879,423.00)	-15.06%	(1,596,346.00)	-3.62%	(1,538,585.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	4,999,964.00	9.47%	5,473,227.00	8.68%	5,948,427.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		254,997,145.00	1.07%	257,738,236.00	2.80%	264,961,705.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		8,486,793.00		10,528,369.00		6,135,058.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		65,452,176.00		73,938,969.00		84,467,338.00
2. Ending Fund Balance (Sum lines C and D1)		73,938,969.00		84,467,338.00		90,602,396.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	341,132.00		341,132.00		341,132.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	34,107,779.00		45,044,502.00		50,942,038.00
d. Assigned	9780	19,745,029.00		19,540,852.00		19,659,613.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,745,029.00		19,540,852.00		19,659,613.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		73,938,969.00		84,467,338.00		90,602,396.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,745,029.00		19,540,852.00		19,659,613.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		19,745,029.00		19,540,852.00		19,659,613.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

In 2026–27, additional savings are projected from certificated retiree savings. In 2028–29, after the expiration of the Covid-9 funds, some certificated positions will be funded through the Unrestricted General Fund.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	10,069,914.00	0.00%	10,069,914.00	0.00%	10,069,914.00
3. Other State Revenues	8300-8599	86,177,345.00	-24.95%	64,674,927.00	0.00%	64,674,927.00
4. Other Local Revenues	8600-8799	1,267,012.00	0.00%	1,267,012.00	0.00%	1,267,012.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	41,133,410.00	2.98%	42,360,441.00	3.17%	43,703,720.00
6. Total (Sum lines A1 thru A5c)		138,647,681.00	-14.62%	118,372,294.00	1.13%	119,715,573.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				43,663,059.00		41,658,745.00
b. Step & Column Adjustment				349,717.00		354,871.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,354,031.00)		(1,603,369.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	43,663,059.00	-4.59%	41,658,745.00	-3.00%	40,410,247.00
2. Classified Salaries						
a. Base Salaries				24,583,464.00		24,442,530.00
b. Step & Column Adjustment				114,845.00		139,880.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(255,779.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	24,583,464.00	-0.57%	24,442,530.00	0.57%	24,582,410.00
3. Employee Benefits	3000-3999	43,047,696.00	0.78%	43,381,420.00	-2.38%	42,347,815.00
4. Books and Supplies	4000-4999	13,338,927.00	-29.69%	9,378,390.00	-31.76%	6,400,154.00
5. Services and Other Operating Expenditures	5000-5999	13,295,488.00	-5.89%	12,512,508.00	2.64%	12,842,474.00
6. Capital Outlay	6000-6999	334,875.00	0.00%	334,875.00	0.00%	334,875.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	228,760.00	0.00%	228,760.00	0.00%	228,760.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,411,166.00	-19.10%	1,141,585.00	-5.06%	1,083,824.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		139,903,435.00	-4.88%	133,078,813.00	-3.64%	128,230,559.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,255,754.00)		(14,706,519.00)		(8,514,986.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		31,335,375.00		30,079,621.00		15,373,102.00
2. Ending Fund Balance (Sum lines C and D1)		30,079,621.00		15,373,102.00		6,858,116.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	30,079,621.00		15,373,102.00		6,858,116.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		30,079,621.00		15,373,102.00		6,858,116.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

In 2027-28, after the expiration of the Covid-19 funds, some certificated position will be funded through the Unrestricted General Fund

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	286,605,766.00	2.10%	292,615,464.00	1.43%	296,788,901.00
2. Federal Revenues	8100-8299	10,069,914.00	0.00%	10,069,914.00	0.00%	10,069,914.00
3. Other State Revenues	8300-8599	96,754,263.00	-22.22%	75,251,845.00	0.00%	75,251,845.00
4. Other Local Revenues	8600-8799	8,201,676.00	0.00%	8,201,676.00	0.00%	8,201,676.00
5. Other Financing Sources						
a. Transfers In	8900-8929	500,000.00	0.00%	500,000.00	0.00%	500,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		402,131,619.00	-3.85%	386,638,899.00	1.08%	390,812,336.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				151,579,470.00		150,266,432.00
b. Step & Column Adjustment				1,840,993.00		1,850,019.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(3,154,031.00)		284,488.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	151,579,470.00	-0.87%	150,266,432.00	1.42%	152,400,939.00
2. Classified Salaries						
a. Base Salaries				61,798,205.00		62,002,833.00
b. Step & Column Adjustment				460,407.00		489,023.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(255,779.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	61,798,205.00	0.33%	62,002,833.00	0.79%	62,491,856.00
3. Employee Benefits	3000-3999	111,393,167.00	2.53%	114,214,600.00	1.27%	115,660,059.00
4. Books and Supplies	4000-4999	18,418,629.00	-22.86%	14,208,092.00	-20.96%	11,229,856.00
5. Services and Other Operating Expenditures	5000-5999	33,932,868.00	-7.11%	31,519,651.00	1.52%	31,999,617.00
6. Capital Outlay	6000-6999	2,585,226.00	0.00%	2,585,226.00	0.00%	2,585,226.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,661,308.00	3.19%	11,001,749.00	2.99%	11,331,045.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(468,257.00)	-2.88%	(454,761.00)	0.00%	(454,761.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	4,999,964.00	9.47%	5,473,227.00	8.68%	5,948,427.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		394,900,580.00	-1.03%	390,817,049.00	0.61%	393,192,264.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		7,231,039.00		(4,178,150.00)		(2,379,928.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		96,787,551.00		104,018,590.00		99,840,440.00
2. Ending Fund Balance (Sum lines C and D1)		104,018,590.00		99,840,440.00		97,460,512.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	341,132.00		341,132.00		341,132.00
b. Restricted	9740	30,079,621.00		15,373,102.00		6,858,116.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	34,107,779.00		45,044,502.00		50,942,038.00
d. Assigned	9780	19,745,029.00		19,540,852.00		19,659,613.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,745,029.00		19,540,852.00		19,659,613.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		104,018,590.00		99,840,440.00		97,460,512.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,745,029.00		19,540,852.00		19,659,613.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		19,745,029.00		19,540,852.00		19,659,613.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		9,014,883.00		9,014,883.00		9,014,883.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		20,744.11		20,327.44		19,975.89
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		394,900,580.00		390,817,049.00		393,192,264.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		394,900,580.00		390,817,049.00		393,192,264.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		11,847,017.40		11,724,511.47		11,795,767.92
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		11,847,017.40		11,724,511.47		11,795,767.92
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	20,744
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	21,731	22,689		
Charter School				
Total ADA	**21,731**	**22,689**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	21,356	22,215		
Charter School	702	702		
Total ADA	**22,058**	**22,917**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	20,735	21,067		
Charter School	697	545		
Total ADA	**21,432**	**21,611**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	20,728			
Charter School	529			
Total ADA	**21,257**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 20,744

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment dete preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	22,596	22,704		
Charter School				
Total Enrollment	**22,596**	**22,704**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	21,551	21,946		
Charter School	753	753		
Total Enrollment	**22,304**	**22,699**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	21,777	21,723		
Charter School	747	572		
Total Enrollment	**22,524**	**22,295**	**1.0%**	**Not Met**
Budget Year (2026-27)				
District Regular	21,335			
Charter School	560			
Total Enrollment	**21,895**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: (required if NOT met)

Enrollment declined in 2025-26 is more than district projected

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All date are extracted or calculated. Data should reflect district regular end charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	21,543	22,704	
Charter School		0	
Total ADA/Enrollment	**21,543**	**22,704**	**94.9%**
Second Prior Year (2024-25)			
District Regular	20,771	21,946	
Charter School	702	753	
Total ADA/Enrollment	**21,474**	**22,699**	**94.6%**
First Prior Year (2025-26)			
District Regular	20,598	21,723	
Charter School	545	572	
Total ADA/Enrollment	**21,143**	**22,295**	**94.8%**
		Historical Average Ratio:	94.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.3%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other date are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	20,215	21,335		
Charter School	529	560		
Total ADA/Enrollment	**20,744**	**21,895**	**94.7%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	19,810	20,947		
Charter School	518	548		
Total ADA/Enrollment	**20,327**	**21,495**	**94.6%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	19,469	20,559		
Charter School	507	536		
Total ADA/Enrollment	**19,976**	**21,095**	**94.7%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. **CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	22,165.27	21,811.29	21,546.06	21,191.40
b.	Prior Year ADA (Funded)		22,165.27	21,811.29	21,546.06
c.	Difference (Step 1a minus Step 1b)		(353.98)	(265.23)	(354.66)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.60%)	(1.22%)	(1.65%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		286,656,269.00	294,484,270.00	300,669,592.00
b1.	COLA percentage		2.30%	4.31%	3.30%
b2.	COLA amount (proxy for purposes of this criterion)		6,593,094.19	12,692,272.04	9,922,096.54
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	4.31%	3.30%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.70%	3.09%	1.65%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-0.30% to 1.70%**	**2.09% to 4.09%**	**0.65% to 2.65%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	190,481,315.00	194,436,025.00	194,436,025.00	194,436,025.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	285,278,103.00	293,062,336.00	299,048,450.00	303,218,311.00
District's Projected Change in LCFF Revenue:		2.73%	2.04%	1.39%
LCFF Revenue Standard		**-0.30% to 1.70%**	**2.09% to 4.09%**	**0.65% to 2.65%**
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation: (required if NOT met)	The projected change in LCFF revenue exceeds the standard in 2026–27 and 2027–28 due to the ongoing Super COLA of 4.31%

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	222,314,651.16	253,851,440.40	87.6%
Second Prior Year (2024-25)	225,211,869.20	258,663,148.73	87.1%
First Prior Year (2025-26)	216,367,941.00	246,593,291.00	87.7%
		Historical Average Ratio:	87.5%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**84.5% to 90.5%**	**84.5% to 90.5%**	**84.5% to 90.5%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	213,476,623.00	249,997,181.00	85.4%	Met
1st Subsequent Year (2027-28)	217,001,170.00	252,265,009.00	86.0%	Met
2nd Subsequent Year (2028-29)	223,212,382.00	259,013,278.00	86.2%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.70%	3.09%	1.65%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.30% to 10.70%**	**-6.91% to 13.09%**	**-8.35% to 11.65%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.30% to 5.70%	-1.91% to 8.09%	-3.35% to 6.65%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	11,284,480.00		
Budget Year (2026-27)	10,069,914.00	(10.76%)	Yes
1st Subsequent Year (2027-28)	10,069,914.00	0.00%	No
2nd Subsequent Year (2028-29)	10,069,914.00	0.00%	No

Explanation: (required if Yes)
The decrease in Federal revenues in 2026-27 is primarily due to deferred program revenues recognized in 2025-26 but not included in 2026-27.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	76,985,109.00		
Budget Year (2026-27)	96,754,263.00	25.68%	Yes
1st Subsequent Year (2027-28)	75,251,845.00	(22.22%)	Yes
2nd Subsequent Year (2028-29)	75,251,845.00	0.00%	No

Explanation: (required if Yes)
The increase in Other State Revenues is due to the Special Education base rate increase and the one-time Student Support and Professional Development Block Grant.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	13,668,320.00		
Budget Year (2026-27)	8,201,676.00	(39.98%)	Yes
1st Subsequent Year (2027-28)	8,201,676.00	0.00%	No
2nd Subsequent Year (2028-29)	8,201,676.00	0.00%	No

Explanation: (required if Yes)
The decrease in Local Revenues for 2026–27 is due to one-time revenues received in 2025–26 (CalSHAPE), as well as other local revenues that are not budgeted until receipt.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	28,010,018.00		
Budget Year (2026-27)	18,418,629.00	(34.24%)	Yes
1st Subsequent Year (2027-28)	14,208,092.00	(22.86%)	Yes
2nd Subsequent Year (2028-29)	11,229,856.00	(20.96%)	Yes

Explanation: (required if Yes)
Books and supplies are expected to decrease in all out-years due to the expiration of one-time COVID-19 funds in 2026–27, 2027–28, and 2028–29.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	34,126,697.00		
Budget Year (2026-27)	33,932,868.00	(.57%)	No
1st Subsequent Year (2027-28)	31,519,651.00	(7.11%)	Yes
2nd Subsequent Year (2028-29)	31,999,617.00	1.52%	No

Explanation: (required if Yes)
The cost of the Facility Master Plan is a one-time expenditure in 2026–27.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2025-26)	101,937,909.00		
Budget Year (2026-27)	115,025,853.00	12.84%	Not Met
1st Subsequent Year (2027-28)	93,523,435.00	(18.69%)	Not Met
2nd Subsequent Year (2028-29)	93,523,435.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2025-26)	62,136,715.00		
Budget Year (2026-27)	52,351,497.00	(15.75%)	Not Met
1st Subsequent Year (2027-28)	45,727,743.00	(12.65%)	Not Met
2nd Subsequent Year (2028-29)	43,229,473.00	(5.46%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be mede to bring tha projectad operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	The decrease in Federal revenues in 2026-27 is primarily due to deferred program revenues recognized in 2025-26 but not included in 2026-27.
Explanation: Other State Revenue (linked from 6B if NOT met)	The increase in Other State Revenues is due to the Special Education base rate increase and the one-time Student Support and Professional Development Block Grant.
Explanation: Other Local Revenue (linked from 6B if NOT met)	The decrease in Local Revenues for 2026–27 is due to one-time revenues received in 2025–26 (CalSHAPE), as well as other local revenues that are not budgeted until receipt.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standerd must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	Books and supplies are expected to decrease in all out-years due to the expiration of one-time COVID-19 funds in 2026–27, 2027–28, and 2028–29.
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	The cost of the Facility Master Plan is a one-time expenditure in 2026–27.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 9,014,883.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	379,264,368.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	379,264,368.00	11,377,931.04	11,380,000.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	20,462,740.00	20,194,487.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	19,214,067.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	19,214,067.00	20,462,740.00	20,194,487.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	384,281,330.27	409,937,669.97	403,889,748.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	6,644,724.22	5,086,731.96	6,604,850.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	390,926,054.49	415,024,401.93	410,494,598.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	4.9%	4.9%	4.9%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.6%**	**1.6%**	**1.6%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	6,919,873.26	256,665,840.40	N/A	Met
Second Prior Year (2024-25)	(6,467,608.57)	265,315,449.73	2.4%	Not Met
First Prior Year (2025-26)	(1,002,227.00)	251,482,303.00	.4%	Met
Budget Year (2026-27) (Information only)	8,486,793.00	254,997,145.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

The deficit spending in 2024–25 is caused by a lower COLA, increased costs associated with step and column salary increases, as well as rising health and welfare costs.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 21,298

District's Fund Balance Standard Percentage Level: 1.0%

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	65,077,952.00	66,002,138.69	N/A	Met
Second Prior Year (2024-25)	69,228,831.00	72,922,011.95	N/A	Met
First Prior Year (2025-26)	62,713,361.00	66,454,403.00	N/A	Met
Budget Year (2026-27) (Information only)	65,452,176.00			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	86,301,206.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Educetion Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4.	20,744	20,327	19,976
Subsequent Years, Form MYP, Line F2, if evaileble.)			
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	9,014,883.00	9,014,883.00	9,014,883.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter date for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	394,900,580.00	390,817,049.00	393,192,264.00
2. Plus: Special Educetion Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	394,900,580.00	390,817,049.00	393,192,264.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	11,847,017.40	11,724,511.47	11,795,767.92
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**11,847,017.40**	**11,724,511.47**	**11,795,767.92**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	19,745,029.00	19,540,852.00	19,659,613.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	19,745,029.00	19,540,852.00	19,659,613.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.00%	5.00%	5.00%
	District's Reserve Standard (Section 10B, Line 7):	**11,847,017.40**	**11,724,511.47**	**11,795,767.92**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected availeble reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter date in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Yeer deta will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(48,301,835.00)			
Budget Yeer (2026-27)	(41,133,410.00)	(7,168,425.00)	(14.8%)	Not Met
1st Subsequent Year (2027-28)	(42,360,441.00)	1,227,031.00	3.0%	Met
2nd Subsequent Year (2028-29)	(43,703,720.00)	1,343,279.00	3.2%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	500,000.00			
Budget Year (2026-27)	500,000.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	500,000.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	500,000.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	4,889,012.00			
Budget Year (2026-27)	4,999,964.00	110,952.00	2.3%	Met
1st Subsequent Year (2027-28)	5,473,227.00	473,263.00	9.5%	Met
2nd Subsequent Year (2028-29)	5,948,427.00	475,200.00	8.7%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

The projected contribution to Special Education in 2026–27 is significantly lower than in 2025–26 due to the increase in the 2026–27 base rate.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation	8	COPs	7439	70,055,000
General Obligation Bonds	13	Tax Collections	7439	182,382,472
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				252,437,472

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation	7,940,525	8,268,600	8,254,850	8,390,400
General Obligation Bonds	12,437,705	29,050,890	21,804,253	22,923,344
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	20,378,230	37,319,490	30,059,103	31,313,744
Has total annual payment increased over prior year (2025-26)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: (required if Yes to increase in total annual payments)

The increase in annual GO Bond payments reported reflects the total scheduled bond payments before accounting for other funding sources. The amounts do not include expected federal subsidy payments or funds the District has already set aside since 2012 for the Qualified School Construction Bond (QSCB) program. As a result, the District's actual net cost is expected to be lower than the amounts shown.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation: (required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	56,931,810.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	56,931,810.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	8/29/2025

5. OPEB Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,417,794.00	1,502,573.00	1,792,439.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	2,820,264.00	3,334,435.00	4,013,990.00
d. Number of retirees receiving OPEB benefits	122.00	122.00	122.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

Effective July 1, 2024, Placentia-Yorba Linda USD declared membership in the Protected Insurance Program for Schools ("PIPS") JPA. The PIPS workers' compensation program has a unique structure in that it integrates risk transfer and risk retention by its self-insured members. This unique structure provides catestrophic protection and transfers the risk to reinsurance carriers at the 99% actuarially determined probability level. The District does not have a self-insured retention, as the program provides first-dollar coverage.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	8,239,549.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs	3,025,998.00	3,025,998.00	3,025,998.00
b. Amount contributed (funded) for self-insurance programs	3,025,998.00	3,025,998.00	3,025,998.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	1,114.00	1,104.00	1,094.00	1,084.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Salary and benefit negotiations settled for the 2025-26 only, not for the budget year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	1,612,153		
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	27,905	30,137	32,548
3.	Percent of H&W cost paid by employer	90.0%	90.0%	90.0%
4.	Percent projected change in H&W cost over prior year	10.0%	10.0%	10.0%

Certificated (Non-management) Prior Year Settlements				
Are any new costs from prior year settlements included in the budget?		Yes		
	If Yes, amount of new costs included in the budget and MYPs	0	0	0

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	1,922,860	1,942,377	1,962,092
3.	Percent change in step & column over prior year	1.5%	1.5%	1.5%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	1,305.00	1,305.00	1,305.00	1,305.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 16, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification: Jun 16, 2026

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2025 End Date: Jun 30, 2027

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	No	No	No
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement	856,548	865,113	873,765
% change in salary schedule from prior year (may enter text, such as "Reopener")	1.3%	1.3%	1.3%

Identify the source of funding that will be used to support multiyear salary commitments:

General Fund - LCFF

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits	678,820	

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	27,905	30,137	32,548
3. Percent of H&W cost paid by employer	90.0%	90.0%	90.0%
4. Percent projected change in H&W cost over prior year	10.0%	10.0%	10.0%

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?	Yes		
If Yes, amount of new costs included in the budget and MYPs	0	0	0

If Yes, explain the nature of the new costs:

For 2025-26, the salary and benefit negotiation settled for 2.5%

Classified (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	678,820	688,206	694,489
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	218.00	218.00	218.00	218.00

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 16, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	Yes
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments: (optional)	1) Superintendent: Dr. Kym Leblanc-Esparza, started on 10/6/2025, and 2) Chief Business Officer: Dr. John Pappalardo, started on 12/15/2025

End of School District Budget Criteria and Standards Review

Assigned & Unnassigned
Fund Balance

2026-27 Proposed Budget

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for the budget.

District: Placentia-Yorba Linda Unified School District

Combined Assigned and Unassigned Fund Balances			
Fund	**Fund Description**	**2026-27**	
01	General Fund/County School Service Fund	$73,597,837.00	Fund 01, Objects 9780/9789/9790
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Fund 17 Objects 9780/9789/9790
	Total Assigned and Unassigned Fund Balance	$73,597,837.00	
	District Standard Reserve Level	3.0%	Form 01CS Line 10B-4
	Less: Reserve for Economic Uncertainties	$11,847,017.40	Form 01CS Line 10B-7
	Fund Balance that Requires a Statement of Reasons	**$61,750,819.60**	

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level			
Form	**Fund**	**2026-27**	**Reasons**
01	General Fund/County School Service Fund	$ 5,000,000.00	Committed for Textbook Adoption
		$ 10,000,000.00	Committed for Declining Enrollment
		$ 19,107,779.00	Committed for Deficit Mitigation
		$ 19,745,029.00	Contingency Reserve
		$ 7,898,011.60	Additional 2% Economic Uncertainty
17	Special Reserve Fund for Other Than Capital Outlay Projects	$ -	
	(Insert Lines above as needed)		
	Total of Substantiated Needs	**$ 61,750,819.60**	

EDUCATION PROTECTION ACCOUNT (EPA), RESOLUTION NO. 25-33

Background

On November 6, 2012, the voters of California approved Proposition 30, which includes Article XIII, Section 36. The provisions in Article XIII, Section 36(e) create an Education Protection Account (EPA) the state general fund to receive and disburse revenues derived from incremental increases in taxes. Before June 30 of each year, the Director of Finance shall estimate the total amount of revenues, less refunds derived from the increases in tax rates, that will be available for transfer into the EPA during the fiscal year.

The district is required to determine how the monies received from the Education Protection Account are spent in the schools within its jurisdiction, and the governing board must make the spending determination in an open session of a public meeting.

Financial Impact

No cost to district

Administrator

Dr. John Pappalardo, Chief Business Officer

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 25-33

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Placentia-Yorba Linda Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Placentia-Yorba Linda Unified School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2026.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Expenditures through: June 30, 2026

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	4,324,120.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		4,324,120.00
EXPENDITURES AND OTHER FINANCING USES		
(Functions 1000-9999)	**Function Codes**	
Instruction	1000-1999	4,324,120.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,324,120.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

AB 1200/2756 FINANCIAL DISCLOSURE: ASSOCIATION OF PLACENTIA LINDA EDUCATORS (APLE)

Background

The Board will be voting on the proposed 2025-26 collective bargaining agreement with the Association of Placentia Linda Educators (APLE) to certify a 2.5% increase ongoing for the 2025-26 fiscal year, retroactive to July 1, 2025.

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 a 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

School District - Bargaining Unit:	Placentia Yorba Linda Unified School District - Association of Placentia Linda Educators (APLE)
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2025 (date) and ending: June 30, 2026 (date)

The Governing Board will act upon this agreement on: June 16, 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**	$ 130,777,320	$ 3,269,433		
	Increase (Decrease)		2.50%	0.00%	
2	**Step and Column**	$ -	$ -	$ -	$ -
	Increase (Decrease) Due to movement plus		0.00%	0.00%	
3	**Other Compensation -** Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.)	$ -	$ -	$ -	$ -
	Description of other compensation:		0.00%	0.00%	
	1) Eliminate Column I and II of the Certificated Salary schedule 2) New SLP salary schedule reflects current salary plus stipend 3) Memorialize the past practice of SDC Release Time.		$ -	$ -	$ -
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare etc.	$ 28,770,980	$ 719,275	$ -	
			2.50%	0.00%	
5	**Health/Welfare Plans**	$ -	$ -	$ -	$ -
			0.00%	0.00%	
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 159,548,300	$ 3,988,708	$ -	$ -
7	**Total Number of Represented Employees**	1,114	1,114		
8	**Total Compensation Average Cost per Employee**	$ 143,221	$ 3,581	$ -	$ -

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"?

   An increase of 2.5% to all salary schedules and hourly rate, retroactive to July 1, 2025.

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.

    Special Education MOU: Eligible unit members shall receive an annual stipend in the amount of $1,000 for each year, for the 2026-27 and 2027-28 school years only, unless extended by mutual written agreement of the Parties.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefi Yes [ ] No [X]

    If yes, please describe the cap amount.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

The noncompensation items are listed in the attached Tentative Agreement signed on May 19, 2026
1) Article XII: Transfers
2) Article XVI: Professional Day: a) Move I(2) to become new "H" and re-letter the rest of the Article, and b) The Association and District agree to annually meet and negotiate the amount of authorized TOSA's - meet prior to February 1st, of each year.
3) Article XVIII: General Provisions: Pause Special Education Advisory Committee for the 2026-27 school year

C. What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.
N/A

E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s) "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its 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: **Association of Placentia Linda Educators (APLE)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 6/16/2026)	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)	278,788,634	-	-	278,788,634
Remaining Revenues (8100-8799)	19,493,277	-	-	19,493,277
TOTAL REVENUES	298,281,911	-	-	298,281,911
EXPENDITURES				
Certificated Salaries (1000-1999)	113,115,181	2,600,463	-	115,715,644
Classified Salaries (2000-2999)	36,162,300	-	780,754	36,943,054
Employee Benefits (3000-3999)	67,090,460	572,102	280,369	67,942,931
Books and Supplies (4000-4999)	4,589,790	-	-	4,589,790
Services, Other Operating Expenses (5000-5999)	16,755,661	-	-	16,755,661
Capital Outlay (6000-6599)	972,238	-	-	972,238
Other Outgo (7100-7299) (7400-7499)	9,999,428	-	-	9,999,428
Direct Support/Indirect Cost (7300-7399)	(2,091,767)	-	-	(2,091,767)
Other Adjustments				
TOTAL EXPENDITURES	246,593,291	3,172,565	1,061,123	250,826,979
OPERATING SURPLUS (DEFICIT)	51,688,620	(3,172,565)	(1,061,123)	47,454,932
TRANSFERS IN & OTHER SOURCES (8910-8979)	500,000	-	-	500,000
TRANSFERS OUT & OTHER USES (7610-7699)	4,889,012	-	-	4,889,012
CONTRIBUTIONS (8980-8999)	(48,301,835)	(816,143)	(621,683)	(49,739,661)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(1,002,227)	(3,988,708)	(1,682,806)	(6,673,741)
BEGINNING BALANCE	66,454,403			66,454,403
Prior-Year Adjustments/Restatements (9793/9795)	-			-
CURRENT-YEAR ENDING BALANCE	65,452,176	(3,988,708)	(1,682,806)	59,780,663
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	341,132	-	-	341,132
Restricted Reserves (9740)	-	-	-	-
Stabilization Arrangements (9750)	-	-	-	-
Other Commitments (9760)	24,722,070	(4,387,578)	(1,851,086)	18,483,407
Other Assignments (9780)	20,194,487	199,435	84,140	20,478,062
Reserve for Economic Uncertainties (9789)	20,194,487	199,435	84,140	20,478,062
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: **Association of Placentia Linda Educators (APLE)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 6/16/2026)	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)	$ 82,444,632	$ -	$ -	$ 82,444,632
TOTAL REVENUES	$ 82,444,632	$ -	$ -	$ 82,444,632
EXPENDITURES				
Certificated Salaries (1000-1999)	38,275,218	$ 668,970	$ -	$ 38,944,188
Classified Salaries (2000-2999)	25,516,483	$ -	$ 457,423	$ 25,973,906
Employee Benefits (3000-3999)	41,100,841	$ 147,173	$ 164,260	$ 41,412,274
Books and Supplies (4000-4999)	23,420,228	$ -	$ -	$ 23,420,228
Services, Other Operating Expenses (5000-5999)	17,371,036	$ -	$ -	$ 17,371,036
Capital Outlay (6000-6599)	4,883,598	$ -	$ -	$ 4,883,598
Other Outgo (7100-7299) (7400-7499)	219,310	$ -	$ -	$ 219,310
Direct Support/Indirect Cost (7300-7399)	1,620,731	$ -	$ -	$ 1,620,731
Other Adjustments				
TOTAL EXPENDITURES	$ 152,407,445	$ 816,143	$ 621,683	$ 153,845,271
OPERATING SURPLUS (DEFICIT)	$ (69,962,813)	$ (816,143)	$ (621,683)	$ (71,400,639)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 48,301,835	$ 816,143	$ 621,683	$ 49,739,661
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (21,660,978)	$ -	$ -	$ (21,660,978)
BEGINNING BALANCE	$ 52,996,353			$ 52,996,353
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 31,335,375	$ -	$ -	$ 31,335,375
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ -	$ -	$ -	$ -
Restricted Reserves (9740)	$ 31,335,375	$ -	$ -	$ 31,335,375
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: **Association of Placentia Linda Educators (APLE)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 6/16/2026)	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)	$ 278,788,634	$ -	$ -	$ 278,788,634
Remaining Revenues (8100-8799)	$ 101,937,909	$ -	$ -	$ 101,937,909
TOTAL REVENUES	$ 380,726,543	$ -	$ -	$ 380,726,543
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 151,390,399	$ 3,269,433	$ -	$ 154,659,832
Classified Salaries (2000-2999)	$ 61,678,783	$ -	$ 1,238,177	$ 62,916,960
Employee Benefits (3000-3999)	$ 108,191,301	$ 719,275	$ 444,629	$ 109,355,205
Books and Supplies (4000-4999)	$ 28,010,018	$ -	$ -	$ 28,010,018
Services, Other Operating Expenses (5000-5999)	$ 34,126,697	$ -	$ -	$ 34,126,697
Capital Outlay (6000-6599)	$ 5,855,836	$ -	$ -	$ 5,855,836
Other Outgo (7100-7299) (7400-7499)	$ 10,218,738	$ -	$ -	$ 10,218,738
Direct Support/Indirect Cost (7300-7399)	$ (471,036)	$ -	$ -	$ (471,036)
Other Adjustments				
TOTAL EXPENDITURES	$ 399,000,736	$ 3,988,708	$ 1,682,806	$ 404,672,250
OPERATING SURPLUS (DEFICIT)	$ (18,274,193)	$ (3,988,708)	$ (1,682,806)	$ (23,945,707)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 500,000	$ -	$ -	$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 4,889,012	$ -	$ -	$ 4,889,012
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (22,663,205)	$ (3,988,708)	$ (1,682,806)	$ (28,334,719)
BEGINNING BALANCE	$ 119,450,756			$ 119,450,756
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 96,787,551	$ (3,988,708)	$ (1,682,806)	$ 91,116,038
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 341,132	$ -	$ -	$ 341,132
Restricted Reserves (9740)	$ 31,335,375	$ -	$ -	$ 31,335,375
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ 24,722,070	$ (4,387,578)	$ (1,851,086)	$ 18,483,407
Other Assignments (9780)	$ 20,194,487	$ 199,435	$ 84,140	$ 20,478,062
Reserve for Economic Uncertainties (9789)	$ 20,194,487	$ 199,435	$ 84,140	$ 20,478,062
Unassigned/Unappropriated (9790)	$ -	$ -	$ -	$ -

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: **Association of Placentia Linda Educators (APLE)**

	2025-26 Total Current Budget After Settlement	2026-27 First Subsequent Year After Settlement	2027-28 Second Subsequent Year After Settlement
REVENUES			
Local Control Funding Formula Sources (8010-8099)	$ 278,788,634	$ 286,605,766	$ 292,615,464
Remaining Revenues (8100-8799)	$ 101,937,909	$ 115,025,853	$ 93,523,435
TOTAL REVENUES	$ 380,726,543	$ 401,631,619	$ 386,138,899
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 154,659,832	$ 158,167,377	$ 160,222,591
Classified Salaries (2000-2999)	$ 62,916,960	$ 64,912,220	$ 67,011,445
Employee Benefits (3000-3999)	$ 109,355,205	$ 113,720,974	$ 118,893,608
Books and Supplies (4000-4999)	$ 28,010,018	$ 18,418,629	$ 14,208,092
Services, Other Operating Expenses (5000-5999)	$ 34,126,697	$ 33,932,868	$ 31,519,651
Capital Outlay (6000-6999)	$ 5,855,836	$ 2,585,226	$ 2,585,226
Other Outgo (7100-7299) (7400-7499)	$ 10,218,738	$ 10,661,308	$ 11,001,749
Direct Support/Indirect Cost (7300-7399)	$ (471,036)	$ (468,257)	$ (454,761)
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 404,672,250	$ 401,930,346	$ 404,987,601
OPERATING SURPLUS (DEFICIT)	$ (23,945,707)	$ (298,727)	$ (18,848,702)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 500,000	$ 500,000	$ 500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 4,889,012	$ 4,999,964	$ 5,473,227
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (28,334,719)	$ (4,798,691)	$ (23,821,929)
BEGINNING BALANCE	$ 119,450,756	$ 91,116,038	$ 86,317,347
CURRENT-YEAR ENDING BALANCE	$ 91,116,038	$ 86,317,347	$ 62,495,418
COMPONENTS OF ENDING BALANCE:			
Nonspendable Reserves (9711-9719)	$ 341,132	$ 341,132	$ 341,132
Restricted Reserves (9740)	$ 31,335,375	$ 22,494,627	$ 17,226,006
Stabilization Arrangements (9750)	$ -	$ -	$ -
Other Commitments (9760)	$ 18,483,407	$ 22,788,558	$ 3,882,198
Other Assignments (9780)	$ 20,478,062	$ 20,346,515	$ 20,523,041
Reserve for Economic Uncertainties (9789)	$ 20,478,062	$ 20,346,515	$ 20,523,041
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)	$ 409,561,262	$ 406,930,310	$ 410,460,828
b.	State Standard Minimum Reserve Percentage for this District **enter** percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 12,286,838	$ 12,207,909	$ 12,313,825

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	$ 20,478,062	$ 20,346,515	$ 20,523,041
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	$ 20,478,062	$ 20,346,515	$ 20,523,041
h.	Reserve for Economic Uncertainties Percentage	5.00%	5.00%	5.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2025-26	Yes	X	No	
2026-27	Yes	X	No	
2027-28	Yes	X	No	

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 6, Page 1 (i.e., increase was partially budgeted), explain the variance below:

   N/A

6. Please include any additional comments and explanations of Page 4 as necessary:

   N/A

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of the Placentia-Yorba Linda Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Association of Placentia Linda Educators (APLE) Bargaining Unit, during the term of the agreement from July 1, 2025 to June 30, 2026.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment Categories:	**Budget Adjustment Increase (Decrease)**
Revenues/Other Financing Sources	-
Expenditures/Other Financing Uses	*3,988,708*
Ending Balance Increase (Decrease)	*(3,988,708)*

N/A __X__ (No budget revisions necessary)

District Superintendent (Signature)	**Date**
Chief Business Officer (Signature)	**Date**

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

	6/16/2026
District Superintendent (or Designee) (Signature)	**Date**
	6/16/2026
President or Clerk of Governing Board (Signature)	**Date**
John Pappalardo, Chief Business Officer	714-985-8419
Contact Person	**Phone**

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 16, 2026

APPROVE THE TENTATIVE AGREEMENT BETWEEN THE ASSOCIATION OF PLACENTIA-LINDA EDUCATORS (APLE) AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (PYLUSD)

Background
The Board adopted Master Certificated Employment agreement between the Placentia-Yorba Linda Unified School District and the Association of Placentia Linda Educators (APLE).

The Association of Placentia Linda Educators and District have reached a Tentative Agreement for the 2025-2026 school year. Inclusive in this agreement are the changes and additions included as part of this agreement.

The agenda item presents for Board consideration approval of the Tentative Agreement between APLE and the PYLUSD.

Financial Impact
Approval of this agreement will assist the District in meeting our financial obligations.

Administrator
Chad McGough, Assistant Superintendent of Human Resources

TENTATIVE AGREEMENT BETWEEN THE ASSOCIATION OF PLACENTIA-LINDA EDUCATORS AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

May 19, 2026

Article 1: Agreement:

a. This agreement is entered into this 19th of May 2026 ….This agreement shall remain in effect until June 30, 2028….For the 2026-2027 school years,...For the 2027-2028 school year;.

Article 12: Transfers:

a. F. 1 - Teaching assignments prior to the last two weeks of the current school year.

Article 14 Wages and Benefits:

a. An increase of 2.5% to all salary schedules and hourly rate, retroactive to July 1, 2025.
    a. See attached MOU
b. Renumber salary schedules

Article 16 Professional Day:

a. Move I(2) to become the new "H" and re-letter the rest of the Article.

b. The Association and District agree to annually meet and negotiate the amount of authorized TOSA's - meet prior to February 1st, of each year.

Article 18: General Provisions:

a. Pause Special Education Advisory Committee for the 2026-27 school year.

MOUs Attached:

a. Elementary PE
b. Transitional Kindergarten
c. Association Presidential Release
d. Elementary SDC
e. SDC Pre-School
f. Class Size Reduction
g. Consulting Teachers

Jim Fox
APLE Negotiating Chair

5/19/26
Date:

Chad McGough
Assistant Superintendent
Human Resources

5/19/26
Date:

MEMORANDUM OF UNDERSTANDING BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT ("District") AND ASSOCIATION OF PLACENTIA-LINDA EDUCATORS ("APLE")

May 19, 2026

The Placentia-Yorba Linda Unified School District ("District") and Association of Placenta-Linda Educators ("Association"), jointly known as the Parties ("Parties"), enter into this tentative agreement regarding salary compensation for the 2025-26 school year.

The Parties agree to an on-schedule increase, retroactive to July 1, 2025, of two point five percent (2.5%) on current base salary for all salary schedules, for a total compensation increase of two point five percent (2.5%) for the 2025-26 school year.

Unit Members who retire into STRS or PERS before May 15, 2026, will be eligible for a prorated off-schedule payment.

Unit Members who are not in paid status, will be eligible for a prorated payment.

This concludes negotiations for Salary for the 2025-26 school year.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

MEMORANDUM OF UNDERSTANDING Between the Placentia-Yorba Linda Unified School District And the Association of Placentia-Linda Educators (APLE)

May 19. 2026

This Memorandum of Understanding (MOU) is to establish the rate of pay for consulting teachers in the induction program. Consulting teachers will be compensated at the contractual rate of $55/Hr for 40 hours for 1 candidate, 60 hours for 2 candidates, and 80 hours for 3 candidates per academic year. This MOU is limited to the single issue stated in this MOU.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

MEMORANDUM OF UNDERSTANDING BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT AND ASSOCIATION OF PLACENTIA-LINDA EDUCATORS

May 19, 2026

This MOU is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators regarding Article XI(A), Class Size.

It is understood by both parties that during the 2026-2027, 2027-2028, and 2028-2029 school years, the Class Size Maximums stated below affirm the parties' specific agreement as it pertains to Article XI of the Collective Bargaining Agreement covering the period of July 1, 2026 through June 30, 2029. The parties hereby agree that this agreement constitutes a "collectively bargained alternative average class enrollment for each school site" in grades TK through 3 in accordance with California Education Code section 42238.02 (d)(3)(D).

Elementary	Maximum
• Transitional Kindergarten	24
• Kindergarten	32
• Grades 1-3	32

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

This Memorandum of Understanding shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.

Jim Fox
APLE Negotiating Chair

5/19/26
Date:

Chad McGough
Assistant Superintendent
Human Resources

5/19/26
Date:

Memorandum of Understanding Between the Placentia-Yorba Linda Unified School District And the Association of Placentia Linda Educators

May 19, 2026

The Placentia-Yorba Linda Unified School District (PYLUSD) is implementing Inclusion Preschool at various elementary schools beginning with the 2022-2023 school year. The District and the Association of Placentia Linda Educators (APLE) agree to implement the following supports for SDC Preschool Teachers.

SDC Preschool Teachers shall:

- Be responsible and have the final decision for the grading, accommodations and modification of curriculum development, parent contact, behavior modification support, and IEP implementation and monitoring of the mainstreamed students.
- Receive release time in accordance with the contract and minimally equivalent to the time provided to unit members in grades K-6. In providing beyond the required minutes of release time, no make-up for missed days will be provided, unless the unit member were to fall below the guaranteed 240 minutes every ten working days in accordance with the language in the contract.
- Receive five sub days during the school year for the purpose of completing assessments and/or preparation.
- Perform drop-off and dismissal duty for their students on a daily basis.
- Receive 45 minutes of co-planning time twice a week.
- Provide 45 minutes of social skill development in a general education setting twice a week at their school site.
- Participate in a weekly professional learning community (PLC) according to the PLC MOU in the current collective bargaining agreement and ongoing professional development through the District.

The following schedule will apply for District Inclusion Preschools:

7:25 am - 8:45 am	Release Time
8:45 am - 9:00 am	Drop-off Duty
9:00 am - 12:30 pm	Instruction (15-minute Recess/Teacher Break)
12:30 pm - 12:45 pm	Dismissal Duty
12:45 pm - 1:30 pm	Teacher Lunch

1:30 pm - 2:15 pm	Co-planning (2 days/week), Social Skills (2 days/week), Wed: PLC

The following schedule will apply for Head Start Inclusion Preschool:

7:25 am - 7:45 am	Release Time
7:45 am - 8:00 am	Drop-off Duty
8:00 am - 12:00 pm	Instruction (15-minute Recess/Teacher Break)
12:00 pm - 12:15 pm	Dismissal Duty
12:15 pm - 1:00 pm	Teacher Lunch
1:00 pm - 1:30 pm	Release Time
1:30 pm - 2:15 pm	Co-planning (2 days/week), Social Skills (2 days/week), Wed: PLC

Jim Fox
APLE Negotiating Chair

Date: 5/14/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

MEMORANDUM OF UNDERSTANDING Between the Placentia-Yorba Linda Unified School District And the Association of Placentia-Linda Educators (APLE)

May 19, 2026

The Placentia-Yorba Linda Unified School District (PYLUSD) provides release time for all Elementary SDC Teachers in accordance with the Collective Bargaining Agreement. The district and Association of Placentia-Linda Educators (APLE) hereby enter into this Memorandum of Understanding regarding unused release time at the end of the year.

The unit member shall receive the current substitute teacher pay for any unused release time that is not utilized.

Except as expressly modified herein, the agreement between the parties shall be unchanged.

This memorandum of understanding shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

Memorandum of Understanding Between the Placentia-Yorba Linda Unified School District
And the Association of Placentia-Linda Educators

May 19, 2026

The Placentia-Yorba Linda Unified School District (PYLUSD) and the Association of Placentia-Linda Educators (APLE) hereby enter this Memorandum of Understanding (MOU) regarding Article VI, Section F of the Collective Bargaining Agreement (CBA).

The Association of Placentia-Linda Educators has informed the Placentia-Yorba Linda Unified School District that it intends to release Jeremy Kelly, President, for 100% of the school year. Pursuant to this notice, the following is agreed:

1. Jeremy Kelly, President of APLE, shall be on a 100% release/leave in 2026-2027 to serve as APLE President and shall receive all salary, contributions and benefits of an active employee.
2. 50% of the release time shall be considered contractual release pursuant to Article IV, Section F of the current collective bargaining agreement.
3. 50% of the release time shall be given pursuant to California Education Code Section 44987 and shall be fully reimbursed by APLE.
4. The District shall invoice the Association twice per year for each ½ of the school year.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

Memorandum of Understanding Expanded Day Transitional Kindergarten Pilot

May 19, 2026

The Placentia-Yorba Linda Unified School District ("District") will be piloting an Expanded Day Transitional Kindergarten in elementary schools for the duration of the 2026-2027 school year. With this in mind, the District and the Association of Placentia-Linda Educators ("APLE") agree to implement the following supports for expanded day transitional kindergarten pilot teachers.

Expanded Day Transitional Kindergarten (TK) pilot teachers shall:

- Receive release time in accordance with the contract and equivalent to the time provided in grades K-6. In providing 360 minutes every two weeks of release time, no make-up for
  missed days will be provided, unless the unit member were to fall below the guaranteed 240 minutes every ten days in accordance with the language in the contract.
- Receive Class Size Reduction through additional personnel, under the direction of the certificated TK teacher, to meet the staffing ratio as required by law. The District will be responsible for ensuring that the TK program meets the staffing ratio as required by law.
- Be provided a one-time, lump sum of $500 to purchase additional materials.
- Be guaranteed developmentally appropriate "play to learn" time as an integral part of the TK program.
- Be assigned recess and dismissal duty on the TK playground on an equitable basis, with no additional assignment of recess and dismissal duties of other grade levels on the main campus.
- Be provided certificated personnel to support the first two weeks of school.
- Receive one substitute day each trimester for the purpose of completing TK assessments.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

Memorandum of Understanding Between the Placentia-Yorba Linda Unified School District And the Association of Placentia-Linda Educators

May 19, 2026

The Placentia-Yorba Linda Unified School District (PYLUSD) and the Association of Placentia Linda Educators (APLE) hereby enter into this Memorandum of Understanding regarding hourly pay for elementary physical education teachers on days when their scheduled aide, or a substitute aide, is not available.

The current collective bargaining agreement states the class size for elementary PE, with aide accommodations. Due to the shortage of available aides, many elementary PE classes scheduled to have an aide, are not having an aide or a substitute aide available for the PE teacher.

For the 2026-27 school year, all unit members teaching elementary PE, shall be paid the hourly rate for any class in which a scheduled aide was not available, and no substitute aide could be found at the start of the class.

On-going, this practice shall be discussed during APLE/DO 2026-27 contract negotiations.

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

THIS MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN THE ASSOCIATION OF PLACENTIA-LINDA EDUCATORS ("APLE") AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT ("DISTRICT") REGARDING THE SPECIAL EDUCATION COMMITTEE AND TEMPORARY SPECIAL EDUCATION STIPEND FOR 2026-2027 AND 2027-2028 SCHOOL YEARS.

MAY 19, 2026

The Placentia-Yorba Linda Unified School District ("District") and the Association of Placentia-Linda Educators ("Association" or "APLE"), collectively referred to as the "Parties," enter into this Memorandum of Understanding ("MOU") regarding the establishment of a Special Education Committee and a temporary Special Education Assignment Stipend for the 2026–2027 and 2027–2028 school years.

1. Purpose
   - 1.1. The purpose of this MOU is to establish a collaborative structure for the District and Association to review, discuss, and make recommendations regarding special education workload matters and program support needs. The Parties recognize the importance of supporting students with disabilities, ensuring legally compliant services, maintaining high-quality instructional programs, and supporting certificated unit members assigned to special education and related service roles.
   - 1.2. The Parties further recognize that special education workload concerns may include, but are not limited to, caseload demands, IEP timelines, service delivery, collaboration with general education teachers, scheduling, documentation, assessment responsibilities, and the implementation of supports for students with IEPs in both special education and general education settings.

2. Term of Agreement
   - 2.1. This MOU shall be effective beginning July 1, 2026, and shall remain in effect through June 30, 2028, unless extended, modified, or terminated by mutual written agreement of the Parties.
   - 2.2. This MOU is intended to apply only to the 2026–2027 and 2027–2028 school years and shall not establish a binding past practice or continuing obligation beyond the expiration date unless expressly agreed to in writing by the Parties.

Part A

3. Establishment of Special Education Committee

3.1. The District and Association agree to establish a Special Education Committee for the purpose of reviewing and discussing workload-related issues and supports connected to special education programs and services.

4. Areas of Discussion

4.1. The Committee may discuss and review matters related to:

4.1.1. Special Day Class (SDC) workload and program support;

4.1.2. Resource Specialist Program (RSP) workload and program support;

4.1.3. Designated Instruction and Services (DIS) and related service provider workload;

4.1.4. Collaboration classes and co-teaching models;

4.1.5. Certificated Classroom Support;

4.1.6. Support for students with IEPs in general education classroom settings;

4.1.7. IEP case management responsibilities and timelines;

4.1.8. Assessment, reporting, and documentation demands;

4.1.9. Scheduling of IEP meetings and service delivery;

4.1.10. Caseload and workload considerations;

4.1.11. Communication and collaboration among special education staff, general education staff, related service providers, site administration, and District departments;

4.1.12. Training and professional development needs;

4.1.13. Compliance-related expectations; and

4.1.14. Other matters mutually agreed upon by the Parties.

5. Committee Composition

5.1. The Committee shall include representatives appointed by both the District and APLE.

5.1.1. District Representatives may include, but are not limited to:

5.1.1.1. Special Education administrator(s);

5.1.1.2. Educational Services representative(s);

5.1.1.3. Human Resources representative(s);

5.1.1.4. Site administrator representative(s); and

5.1.1.5. Other District representatives as determined appropriate by the District.

5.1.2. Association Representatives may include, but are not limited to:

5.1.2.1. President;

5.1.2.2. Executive Director

5.1.2.3. Director at Large

5.1.3. Other Association Representatives may include, but are not limited to:

5.1.3.1. SDC teachers;
5.1.3.2. RSP teachers;
5.1.3.3. DIS/related service providers;
5.1.3.4. General education teachers assigned to collaboration or co-teaching models; and
5.1.3.5. Other certificated unit members supporting students with IEPs.

5.2. Co-Chairs

5.2.1. The Committee shall be co-chaired by one District representative and one APLE representative.

6. Committee Meetings and Process

6.1. Meeting Schedule

6.1.1. The Committee shall meet at least six (6) times, per year, during the 2026–2027 and 2027–2028 school years, unless otherwise mutually agreed. Additional meetings may be scheduled by mutual agreement of the co-chairs.

6.2. Agenda Development

6.2.1. Meeting agendas shall be developed collaboratively by the District and APLE co-chairs. Committee members for the subsequent meeting may submit proposed agenda items to the co-chairs in advance of scheduled meetings.

6.3. Meeting Notes

6.3.1. The Committee shall maintain general meeting notes identifying topics discussed, information reviewed, and any recommendations developed. Meeting notes shall not be used for evaluative or disciplinary purposes.

6.4. Advisory Role

6.4.1. The Committee is advisory in nature. The Committee may review information, discuss concerns, and make recommendations; however, it shall not have authority to modify the Collective Bargaining Agreement, alter Board policy, change employee assignments, or bind either Party to negotiable changes unless such changes are subsequently agreed to in writing through the collective bargaining process.

7. Committee Recommendations

7.1. The Committee may develop recommendations related to special education workload, staffing supports, professional development, scheduling, communication systems, compliance procedures, or other matters within the scope of this MOU.

7.2. Any recommendation that involves wages, hours, working conditions, caseload language, staffing ratios, compensation, or other negotiable matters shall be referred to the Parties' bargaining teams for consideration.

7.3. The Committee shall provide a summary of its discussions and any recommendations to the District and APLE bargaining teams no later than:

7.3.1. May 15, 2027, for the 2026–2027 school year; and

7.3.2. May 15, 2028, for the 2027–2028 school year.

Part B

8. Special Education Assignment Stipend

8.1. For the duration of this MOU only, the District and Association agree to establish a temporary annual stipend for eligible certificated unit members assigned to eligible special education assignments.

9. Eligible Assignments

9.1. Eligible unit members shall include certificated employees on the certificated salary schedule who are assigned to one or more of the following roles:

9.1.1. Education Specialist; and/or

9.1.2. Designated Instruction and Services (DIS)

10. Amount of Stipend

10.1. Eligible unit members shall receive an annual stipend in the amount of One thousand dollars ($1,000) for each year of this MOU.

10.2. The stipend shall be paid for the 2026–2027 and 2027–2028 school years only, unless extended by mutual written agreement of the Parties.

11. Proration

11.1. The stipend shall be prorated based on the employee's FTE and length of time served in an eligible assignment during the applicable school year.

11.2. Employees who serve in an eligible assignment for only a portion of the school year shall receive a prorated stipend based on the number of months or workdays served in the eligible assignment.

12. Multiple Eligible Assignments

12.1. A unit member assigned to more than one qualifying role shall receive only one stipend per school year.

13. Payment Timing

13.1. The stipend shall be paid in two equal payments, for each applicable school year, or on payroll dates mutually agreed upon by the Parties.

14. Nature of Stipend

14.1. This stipend is intended to recognize the additional workload, compliance responsibilities, collaboration demands, service delivery obligations, and case management duties associated with qualifying special education assignments while the committee is in process of reviewing workload and other matters contained in this MOU.

14.2. The stipend shall not be added to the salary schedule and shall not be considered part of base salary for purposes of salary schedule placement, step advancement, or calculation of other stipends.

15. Compliance with Law and Contract

15.1. This MOU shall be implemented in accordance with:

15.1.1. The Collective Bargaining Agreement

15.1.2. California Education Code

15.1.3. Applicable laws and regulations

15.2. In the event of a conflict between this MOU and the Collective Bargaining Agreement, the terms of the Agreement shall prevail unless expressly modified herein.

16. Term and Duration

16.1. This MOU shall be effective upon ratification by both parties and shall remain in effect through June 30, 2028, unless extended or modified, in writing, by mutual agreement.

16.2. Either party may request to reopen this MOU with written notice.

17. Non-Precedent Setting

17.1. This MOU shall not establish a past practice or precedent beyond its stated purpose and duration.

18. Signatures

Jim Fox
APLE Bargaining Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

MEMORANDUM OF UNDERSTANDING BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT ("District") AND ASSOCIATION OF PLACENTIA-LINDA EDUCATORS ("APLE")

May 19, 2026

The Placentia-Yorba Lind Unified School District ("District") and the Association of Placentia-Linda Educators (APLE), jointly known as Parties ("Parties"), enter into this Memorandum of Understanding regarding classroom visits and non-evaluative support.

Unless otherwise noted in this document, all provisions outlined in the Collective Bargaining Agreement and agreed upon MOU's shall remain in effect.

1. PURPOSE
   1.1. The purpose of this Memorandum of Understanding ("MOU"), is to coach and provide professional growth opportunities for site and district administrators by establishing expectations and procedures regarding team classroom visits conducted by District personnel, site administrators, and site staff for the purpose of supporting District and site initiatives.

2. This MOU is intended to:
   2.1. Promote collaboration and professional learning
   2.2. Support implementation of District initiatives
   2.3. Ensure clarity regarding the non-evaluative and non-disciplinary nature of such visits
   2.4. Coach and support district and site leadership

3. DEFINITIONS
   3.1. Classroom Visit: A non-evaluative observation or visit conducted for the purpose of supporting instructional practices, programs, or District/site initiatives.
   3.2. Host Teacher: The certificated employee whose classroom is being visited.
   3.3. Visitor: District personnel, site administrators, instructional staff, or other designated personnel participating in classroom visits under this MOU.
   3.4. Support Service Provider: Any non-evaluative staff member, including but not limited to instructional coaches, District TOSAs, specialists, or program support staff, providing assistance or guidance.

4. NON-EVALUATIVE AND NON-DISCIPLINARY NATURE
   - 4.1. Classroom visits conducted under this MOU shall be strictly non-evaluative and non-disciplinary.
   - 4.2. Information obtained during such visits:
     - 4.2.1. Shall not be used for in-formal or formal evaluation purposes.
     - 4.2.2. Shall not be placed in any personnel file.
     - 4.2.3. Shall not be used as the basis for disciplinary action, except as required by law.
     - 4.2.4. Participation in classroom visits under this MOU shall not be used to circumvent evaluation procedures outlined in the Collective Bargaining Agreement.

5. PURPOSE AND SCOPE OF CLASSROOM VISITS
   - 5.1. Classroom visits may occur for the following purposes:
     - 5.1.1. Supporting District or site initiatives
     - 5.1.2. Observing instructional strategies related to program implementation
     - 5.1.3. Facilitating collaboration and professional learning
     - 5.1.4. Identifying and sharing best practices
   - 5.2. Visits shall not be used to:
     - 5.2.1. Monitor individual teacher performance for evaluation
     - 5.2.2. Document deficiencies for disciplinary purposes
     - 5.2.3. Conduct "informal evaluations" outside of contract provisions

6. PROCEDURES FOR CLASSROOM VISITS
   - 6.1. Classroom visits pertaining to this MOU shall not be more than twice per month, per unit member, without expressed permission from the unit member.
   - 6.2. Classroom visits shall be conducted in a manner that:
     - 6.2.1. Minimizes disruption to instruction
     - 6.2.2. Respects the professional environment of the classroom
     - 6.2.3. Maintains confidentiality of student information
     - 6.2.4. Classroom visits shall not include probationary unit members
   - 6.3. The host teacher shall be:
     - 6.3.1. Notified via email, from the site administrator, five school days in advance of the visit; and
     - 6.3.2. Provided the purpose of the visit and maximum number of visitors
   - 6.4. Classroom visits may include multiple visitors, provided the visit remains non-disruptive;and
     - 6.4.1. All classroom visits under this MOU shall include the Deputy Superintendent; and

6.4.2. After all site visits under this MOU, as follow-up, the Assistant Superintendent of Human Resources shall conduct a site visit to gather feedback regarding the classroom visit; and

6.4.3. The Association will gather feedback regarding classroom visitations to monitor the MOU.

7. FEEDBACK AND COMMUNICATION

7.1. Any feedback provided to the host teacher shall be:

7.1.1. Informal

7.1.2. Supportive in nature

7.1.3. Focused on professional growth

7.2. Written feedback, if provided:

7.2.1. Shall be shared directly with the host teacher

7.2.2. Shall not be retained in personnel files

7.2.3. Shall not be used in evaluation or discipline

8. SUPPORT SERVICE PROVIDER PROVISION

8.1. Support Service Providers may enter classrooms to:

8.1.1. With the prior approval of the Host Teacher the Support Service Provider may model instructional strategies

8.1.2. Provide coaching and collaboration

8.1.3. Assist with implementation of programs or interventions

8.2. All support provided by Support Service Providers shall be:

8.2.1. Non-evaluative

8.2.2. Non-disciplinary

8.2.3. Focused on collaboration and professional growth

8.3. Information gathered or observed by Support Service Providers:

8.3.1. Shall not be used for evaluation or discipline

8.3.2. Shall remain confidential, except as required by law

8.3.3. Shall be used to support the site goals

8.4. Participation in Support Services shall not:

8.4.1. Replace or modify formal evaluation procedures

8.4.2. Be used as documentation for disciplinary action

9. DATA COLLECTION AND STORAGE

9.1. Any information retained during Classroom Visits shall not include:

9.1.1. Teacher names or other identifying information

9.1.2. Classroom numbers or locations

9.1.3. Student names or other identifying information

10. COMPLIANCE WITH LAW AND CONTRACT

10.1. This MOU shall be implemented in accordance with:

10.1.1. The Collective Bargaining Agreement
10.1.2. California Education Code
10.1.3. Applicable laws and regulations

10.2. In the event of a conflict between this MOU and the Collective Bargaining Agreement, the terms of the Agreement shall prevail unless expressly modified herein.

11. TERM AND DURATION

11.1. This MOU shall be effective upon ratification by both parties and shall remain in effect through June 30, 2027, unless extended or modified, in writing, by mutual agreement.

11.2. This MOU shall include four (4) elementary sites, two (2) middle school sites, and one (1) high school site.

11.3. Either party may request to reopen this MOU with written notice.

12. NON-PRECEDENT SETTING

12.1. This MOU shall not establish a past practice or precedent beyond its stated purpose and duration.

12. SIGNATURES

Jim Fox
APLE Negotiating Chair

Date: 5/19/26

Chad McGough
Assistant Superintendent
Human Resources

Date: 5/19/26

MEMORANDUM OF UNDERSTANDING BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (“District”) AND ASSOCIATION OF PLACENTIA-LINDA EDUCATORS (“APLE”)

May 19, 2026

The Placentia-Yorba Linda Unified School District (“District”) and Association of Placenta-Linda Educators (“Association”), jointly known as the Parties (“Parties”), enter into this tentative agreement regarding salary compensation for the 2025-26 school year.

The Parties agree to an on-schedule increase, retroactive to July 1, 2025, of two point five percent (2.5%) on current base salary for all salary schedules, for a total compensation increase of two point five percent (2.5%) for the 2025-26 school year.

Unit Members who retire into STRS or PERS before May 15, 2026, will be eligible for a prorated off-schedule payment.

Unit Members who are not in paid status, will be eligible for a prorated payment.

This concludes negotiations for Salary for the 2025-26 school year.

_____ _____

Jim Fox
APLE Negotiating Chair

Date:

_____ _____

Chad McGough
Assistant Superintendent
Human Resources

Date:

ARTICLE XIV
WAGES
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2025-2026
2.5%

	III BA	IV BA+45 OR MA	V BA+60 INC MA OR MA+15 OR BA+75* OR	
STEP				**STEP**
1	$63,437	$66,927	$70,415	**1**
2	$66,610	$70,415	$74,221	**2**
3	$69,782	$73,904	$78,030	**3**
4	$72,954	$77,397	$81,835	**4**
5	$76,125	$80,883	$85,640	**5**
6	$79,297	$84,373	$89,449	**6**
7	$82,470	$87,861	$93,256	**7**
8	$85,640	$91,351	$97,060	**8**
9	$88,812	$94,840	$100,867	**9**
10	$91,986	$98,329	$104,673	**10**
11	$95,157	$101,817	$108,480	**11**
12	$98,329	$105,306	$112,286	**12**
13	$101,502	$108,797	$116,093	**13**
17	$104,673	$112,286	$119,898	**17**
21	$107,844	$115,774	$123,705	**21**
25			$137,644	**25**

Stipend of $1,500 for earned Doctorate from an accredited institution

To move to column V without a Master's degree, the unit member must submit a comprehensive educational plan to the Professional Growth Committee for approval.

Certificated Contract located here

ARTICLE XIV

WAGES

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

SPEECH LANGUAGE PATHOLOGIST (SLP) SALARY SCHEDULE

2025/2026 2.5%

SPEECH LANGUAGE PATHOLOGIST (SLP)	
STEP	
1	$77,108
2	$80,914
3	$84,724
4	$88,527
5	$92,332
6	$96,142
7	$99,949
8	$103,754
9	$107,561
10	$111,367
11	$115,173
12	$118,979
13	$122,786
17	$126,592
21	$130,399
25	$144,336

Stipend of $1,500 for earned Doctorate from an accredited institution

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 16, 2026

APPROVE THE AGREEMENT FOR THE PLACENTIA LINDA UNIFIED MANAGERS (PLUM) AND THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT (PYLUSD) FOR THE 2025-2026 AND 2026-2027 SCHOOL YEARS

Background

The Board reviews and recommends changes to the agreement between the Placentia-Yorba Linda Unified School District and the Placentia Linda Unified Managers (PLUM).

To coincide with the tentative agreement reached between Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators, PLUM will receive a two point five percent (2.5%) increase on the current base salary for the 2025-2026 school year, retroactive to July 1, 2025. PYLUSD and PLUM agree to an on-schedule increase of one point two five (1.25%) on the current base salary for all salary schedules, for a total compensation increase of one point two five percent (1.25%) for the 2026-27 school year.

PLUM includes confidential, principals, assistant principals, counselors, psychologists, program specialists, mental health clinicians, wellness specialists, occupational/physical therapists, deans, classified managers, executive directors, directors, public & media specialist, chief technology officer, administrators, coordinators, supervisors (classified/certificated), superintendent, deputy superintendent, chief business officer, assistant superintendent, and board members (board members per Ed Code 35120, 5% increase limitation).

Financial Impact

Approval of this agreement will assist the District in meeting our financial obligations.

Administrator

Chad McGough, Assistant Superintendent, Human Resources

MEMORANDUM OF UNDERSTANDING BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT ("District") AND THE PLACENTIA-LINDA UNIFIED MANAGERS ("PLUM")

June 12, 2026

The Placentia-Yorba Linda Unified School District ("District") and Placentia-Linda Unified Managers, jointly known as the Parties ("Parties"), enter into this tentative agreement regarding salary compensation for the 2025-26 and 2026-2027 school years.

The Parties agree to an on-schedule increase, retroactive to July 1, 2025, of two point five percent (2.5%) on the current base salary for all salary schedules, for a total compensation increase of two point five percent (2.5%) for the 2025-26 school year.

The Parties agree to an on-schedule increase of one point two five percent (1.25%) on the current base salary for all salary schedules, for a total compensation increase of one point two five percent (1.25%) for the 2026-27 school year.

> Unit Members who are not in paid status as of June 12, 2026 or who have retired into STRS or PERS, will be eligible for a prorated payment.

In the event a bargaining unit receives a higher total compensation package during the 2026-2027 school year, that percentage will be matched to reflect the higher amount and receive an equal percent increase.

This concludes negotiations for Salary for the 2025-26 and 2026-2027 school years.

Erica Kadhom
PLUM President

6.12.26
Date:

Chad McGough
Assistant Superintendent
Human Resources

4/12/26
Date:

CERTIFICATED MANAGEMENT SALARY SCHEDULE
07/01/25-06/30/26 (2.5% Increase)

Position	Days	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Exec Director	226	0	191,140	195,912	200,814	205,835	210,980	216,252	221,662
Director I	224	1	165,489	169,623	173,865	178,212	182,664	187,231	191,915
High School/Continuation Principal	224	14	165,489	169,623	173,865	178,212	182,664	187,231	191,915
**HS Principal (Esp/El Dorado)	220	1	165,489	169,623	173,865	178,212	182,664	187,231	191,915
Assistant Director	222	3	158,725	162,691	166,761	170,929	175,199	179,590	184,075
Administrator	215	4	148,601	152,319	156,123	160,028	164,030	168,130	172,332
Continuation Principal	219	2	144,670	148,289	151,999	155,796	159,689	163,685	167,773
K-12 Principal	214	5	144,670	148,289	151,999	155,796	159,689	163,685	167,773
Middle School Principal	214	5	144,670	148,289	151,999	155,796	159,689	163,685	167,773
Elementary Principal	210	7	141,775	145,317	148,952	152,676	156,493	160,406	164,416
H.S. Asst. Principal	213	6	137,265	140,693	144,212	147,815	151,514	155,301	159,184
Coordinator	210	8	127,042	130,223	133,476	136,810	140,232	143,738	147,334
Middle Sch Asst. Prin.	204	9	126,168	129,323	132,555	135,870	139,268	142,749	146,316
Elem. Asst. Principal	204	10	123,433	126,514	129,682	132,925	136,242	139,650	143,145
Program Specialist	205	18	119,647	122,637	125,703	128,845	132,064	135,374	138,754
Supervisor	200	11	116,733	119,652	122,641	125,706	128,846	132,070	135,369
High School/Athl Director	200	13	116,725	119,652	122,638	125,703	128,843	132,070	135,368
Secondary Counselor	200	12	115,976	118,871	121,848	124,891	128,020	131,216	134,496
Dean/Activities Director	200	12	115,976	118,871	121,848	124,891	128,020	131,216	134,496
Psychologists	196	15	111,059	117,252	120,185	123,189	126,266	129,430	139,295
Mental Health Clinician	196	17	111,059	117,252	120,185	123,189	126,266	129,430	132,662
Elementary Counselor	185	19	107,278	109,956	112,709	115,523	118,419	121,374	124,409
Wellness Specialist	185	16	104,139	109,945	115,511	118,398	121,358	124,393	127,501
Assistant Superintendent	224		241,644	247,685	253,877	260,224	266,730	273,398	280,233
Chief Business Officer	224		267,909	274,607	281,472	288,509	295,722	303,115	310,693
Deputy Superintendent	224		296,644	304,060	311,662	319,453	327,439	335,625	344,016

Longevity
17 Yrs- $2099
21 Yrs- $6300
25 Yrs- $10136

*Longevity paid periodically as earned and paid on a continual monthly basis.
*Longevity begins on the anniversary of the employees 17th year. CCR 571(a)(1) & CCR 571.1(1)
Longevity Pay-Additional compensation to employees who have been with an employer, or in a specific job classification, for a certain minimum period of time exceeding 17 years.
*Annual Doctoral Stipend-$1500 paid periodically as earned, paid on a monthly basis.

Board Approved - TBD

Placentia Yorba Linda Unified School District

Classified Management Annual Salary Schedule

25-00 **Effective Date 7/1/2025-6/30/2026** (2.5% Increase)

Position	Months	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Exec Director	12	0	$ 191,140	$ 195,912	$ 200,814	$ 205,837	$ 210,980	$ 216,252	$ 221,663
Chief Technology Officer	12	20	$ 191,139	$ 195,912	$ 200,815	$ 205,837	$ 210,979	$ 216,252	$ 221,663
Director 1	12	1	$ 165,489	$ 169,624	$ 173,865	$ 178,212	$ 182,664	$ 187,231	$ 191,915
Director 2	12	2	$ 136,314	$ 139,729	$ 143,217	$ 146,801	$ 150,464	$ 154,227	$ 158,084
Assistant Director I (previously Director 3)	12	3	$ 105,970	$ 108,615	$ 111,337	$ 114,122	$ 116,968	$ 119,898	$ 122,897
Assistant Director 2 (previously Director 4)	12	5	$ 121,534	$ 124,574	$ 127,682	$ 130,876	$ 134,148	$ 137,505	$ 140,941
Athletic Director	12	13	$ 121,534	$ 124,574	$ 127,682	$ 130,876	$ 134,148	$ 137,505	$ 140,941
Public and Media Relations Specialist	12	4	$ 100,671	$ 103,189	$ 105,770	$ 108,409	$ 111,120	$ 113,903	$ 116,747
Administrator	12	5	$ 111,356	$ 114,142	$ 116,989	$ 119,916	$ 122,914	$ 125,989	$ 129,137
Occupational Specialist/Physical Therapist	12	5	$ 121,534	$ 124,574	$ 127,682	$ 130,876	$ 134,148	$ 137,505	$ 140,941
Supervisor 1	12	6	$ 100,671	$ 103,189	$ 105,770	$ 108,409	$ 111,120	$ 113,903	$ 116,747
Supervisor 2	12	7	$ 97,673	$ 100,114	$ 102,618	$ 105,184	$ 107,812	$ 110,505	$ 113,268
Supervisor 3	12	8	$ 89,249	$ 91,476	$ 93,766	$ 96,110	$ 98,511	$ 100,975	$ 103,501
Supervisor 4	12	9	$ 83,718	$ 85,808	$ 87,951	$ 90,163	$ 92,409	$ 94,720	$ 97,091
Administrative Assistant	12	8	$ 89,249	$ 91,476	$ 93,766	$ 96,110	$ 98,511	$ 100,975	$ 103,501
Assistant Planner	12	10	$ 71,439	$ 73,226	$ 75,061	$ 76,934	$ 78,859	$ 80,826	$ 82,852
Pre-School Director	12	11	$ 75,696	$ 77,589	$ 79,530	$ 81,517	$ 83,556	$ 85,645	$ 87,786
Manager	12	12	$ 54,936	$ 56,310	$ 57,717	$ 59,161	$ 60,643	$ 62,154	$ 63,712
Legal Counsel	12	14	$ 241,644	$ 247,685	$ 253,877	$ 260,224	$ 266,730	$ 273,397	$ 280,233

Longevity Class. Management
10 Yrs- $1615
15 Yrs- $3232
20 Yrs- $6870

Annual Doctoral Stipend - $1500 - paid periodically as earned, paid on a monthly basis. The doctoral stipend is available to all classified managers who posses a doctoral d
If only one employee qualifies for the stipend, it does not meet the CalPERS definition of "special compensation" (CCR, Title 2, §571) and is not reportable for retirement s
credit.

*Longevity paid periodically as earned and paid monthly per fiscal year.

*Longevity paid on their anniversay year.

CCR 571(a)(1) & CCR 571.1(1) Longevity Pay - Additional compensation to employees who have been with an employer, or in a specified job classification, for a

Revised & Board Approved: 1/20/26

Placentia Yorba Linda Unified School District
Classified Confidential Management Annual Salary Schedule
Effective 07/01/25-06/30/26 2.5%

26-00

Position	Months	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Executive Assistant to Superintendent	12	0014	$ 101,234	$ 103,764	$ 106,357	$ 109,017	$ 111,742	$ 114,534	$ 117,398
Admin. Secretary	12	0015	$ 81,222	$ 83,252	$ 85,332	$ 87,466	$ 89,653	$ 91,894	$ 94,190
Department Secretary	12	0016	$ 75,538	$ 77,428	$ 79,363	$ 81,347	$ 83,382	$ 85,466	$ 87,603
Personnel Technician	12	0017	$ 73,572	$ 75,458	$ 77,394	$ 79,329	$ 81,311	$ 83,344	$ 85,427
Personnel Technician	11	0018	$ 68,103	$ 69,806	$ 71,552	$ 73,341	$ 75,173	$ 77,053	$ 78,979
Confidential Clerk	12	0019	$ 49,906	$ 51,153	$ 52,433	$ 53,743	$ 55,085	$ 56,462	$ 57,874

Longevity

Years of Continuous Service	Longevity	Max contribution
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%

* The percentage is applied to the current step and range of the

*Longevity paid periodically as earned and paid on a continual monthly basis.

*Longevity begins on the anniversary of the employees 7th year.

CCR 571(a)(1) & **CCR 571.1(1)** Longevity Pay - Additional compensation to employees who have been with an employer, or in a specified job classification, for a

Board Approved: ----

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
Board of Education Regular Meeting
June 16, 2026

APPROVE THE CHANGES TO THE CLASSIFIED SALARY SCHEDULE BEGINNING THE 2026-2027 SCHOOL YEAR

Background
The Placentia-Yorba Linda Unified School District (PYLUSD) and the California School Employees Association (CSEA) Chapter 293, through their bargaining process, negotiate changes to the classified salary schedule.

At the June 2, 2026, Board of Education Meeting, the board approved the Tentative Agreement between PYLUSD and CSEA. In the Tentative Agreement an increase to the classified salary was approved, allowing a 1.25% increase beginning July 1, 2026. The revised salary schedule was not provided for approval at the June 2, 2026, Board of Education Meeting. Attached is the revised salary schedule for the consideration of the board. (Exhibit A).

Financial Impact
Approval of this agreement will assist the District meeting our financial obligations.

Administrator
Chad McGough, Assistant Superintendent of Human Resources

Placentia-Yorba Linda Unified School District — Classified Salary

Schedule — Effective 7/1/26-6/30/27 - 1.25%

.	Step 1		Step 2		Step 3		Step 4		Step 5	
No.	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly
11	$3,056	$17.63	$3,211	$18.52	$3,371	$19.45	$3,544	$20.43	$3,721	$21.48
12	$3,132	$18.05	$3,291	$18.98	$3,457	$19.95	$3,632	$20.94	$3,816	$22.02
13	$3,211	$18.52	$3,371	$19.45	$3,544	$20.43	$3,721	$21.48	$3,910	$22.57
14	$3,291	$18.98	$3,457	$19.95	$3,632	$20.94	$3,816	$22.02	$4,010	$23.11
15	$3,371	$19.45	$3,544	$20.43	$3,721	$21.48	$3,910	$22.57	$4,109	$23.70
16	$3,457	$19.95	$3,632	$20.94	$3,816	$22.02	$4,010	$23.11	$4,212	$24.30
17	$3,544	$20.43	$3,721	$21.48	$3,910	$22.57	$4,109	$23.70	$4,317	$24.89
18	$3,632	$20.94	$3,816	$22.02	$4,010	$23.11	$4,212	$24.30	$4,425	$25.55
19	$3,721	$21.48	$3,910	$22.57	$4,109	$23.70	$4,317	$24.89	$4,536	$26.14
20	$3,816	$22.02	$4,010	$23.11	$4,212	$24.30	$4,425	$25.55	$4,647	$26.82
21	$3,910	$22.57	$4,109	$23.70	$4,317	$24.89	$4,536	$26.14	$4,766	$27.49
22	$4,010	$23.11	$4,212	$24.30	$4,425	$25.55	$4,647	$26.82	$4,884	$28.17
23	$4,109	$23.70	$4,317	$24.89	$4,536	$26.14	$4,766	$27.49	$5,007	$28.89
24	$4,212	$24.30	$4,425	$25.55	$4,647	$26.82	$4,884	$28.17	$5,131	$29.62
25	$4,317	$24.89	$4,536	$26.14	$4,766	$27.49	$5,007	$28.89	$5,261	$30.35
26	$4,425	$25.55	$4,647	$26.82	$4,884	$28.17	$5,131	$29.62	$5,393	$31.10
27	$4,536	$26.14	$4,766	$27.49	$5,007	$28.89	$5,261	$30.35	$5,525	$31.88
28	$4,647	$26.82	$4,884	$28.17	$5,131	$29.62	$5,393	$31.10	$5,665	$32.67
29	$4,766	$27.49	$5,007	$28.89	$5,261	$30.35	$5,525	$31.88	$5,807	$33.49
30	$4,884	$28.17	$5,131	$29.62	$5,393	$31.10	$5,665	$32.67	$5,952	$34.34
31	$5,007	$28.89	$5,261	$30.35	$5,525	$31.88	$5,807	$33.49	$6,099	$35.18
32	$5,131	$29.62	$5,393	$31.10	$5,665	$32.67	$5,952	$34.34	$6,251	$36.08
33	$5,261	$30.36	$5,525	$31.88	$5,807	$33.49	$6,099	$35.18	$6,408	$36.97
34	$5,393	$31.10	$5,665	$32.67	$5,952	$34.34	$6,251	$36.08	$6,570	$37.91
35	$5,525	$31.88	$5,807	$33.49	$6,099	$35.18	$6,408	$36.97	$6,732	$38.83
36	$5,665	$32.67	$5,952	$34.34	$6,251	$36.08	$6,570	$37.91	$6,900	$39.81
37	$5,807	$33.49	$6,099	$35.18	$6,408	$36.97	$6,732	$38.83	$7,073	$40.82
38	$5,952	$34.34	$6,251	$36.08	$6,570	$37.91	$6,900	$39.81	$7,251	$41.84
39	$6,099	$35.18	$6,408	$36.97	$6,732	$38.83	$7,073	$40.82	$7,432	$42.88
40	$6,251	$36.08	$6,570	$37.91	$6,900	$39.81	$7,251	$41.84	$7,618	$43.93
41	$6,408	$36.97	$6,732	$38.83	$7,073	$40.82	$7,432	$42.88	$7,807	$45.04
42	$6,570	$37.91	$6,900	$39.81	$7,251	$41.84	$7,618	$43.93	$8,003	$46.17
43	$6,732	$38.83	$7,073	$40.82	$7,432	$42.88	$7,807	$45.04	$8,202	$47.32
44	$6,900	$39.81	$7,251	$41.84	$7,618	$43.93	$8,003	$46.17	$8,408	$48.50
45	$7,073	$40.82	$7,432	$42.88	$7,807	$45.04	$8,202	$47.32	$8,618	$49.74
46	$7,251	$41.84	$7,618	$43.93	$8,003	$46.17	$8,408	$48.50	$8,834	$50.96
47	$7,432	$42.88	$7,807	$45.04	$8,202	$47.32	$8,618	$49.74	$9,055	$52.23
48	$7,618	$43.93	$8,003	$46.17	$8,408	$48.50	$8,834	$50.96	$9,282	$53.55
49	$7,807	$45.04	$8,202	$47.32	$8,618	$49.74	$9,055	$52.23	$9,511	$54.89
50	$8,003	$46.17	$8,408	$48.50	$8,834	$50.96	$9,282	$53.55	$9,749	$56.24

Board approved 6/16/26