

PLEASANT VIEW SCHOOL DISTRICT

14004 ROAD 184 PORTERVILLE, CALIFORNIA 93257
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June 16th, 2023

BOARD OF TRUSTEES

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A regular scheduled meeting of the Pleasant View Elementary School District Governing Board will be held June 20th, 2023 at 4:30 pm in the Library at Pleasant View Elementary.

AGENDA:

CALL TO ORDER - ROLL CALL:

- A. Welcome
- B. Pledge of allegiance
- C. Roll Call

AGENDA ITEMS - The Board reserves the right to change the order of items in order to expedite the conduct of business or provide convenience for those appearing before the Board. The Brown Act allows 2/3 of the board members present, as opposed to 2/3 of the entire board, to add an item to the agenda if the item is urgent and arose after posting of the agenda.

Approval of Agenda - Action Item

PUBLIC COMMENT: Members of the public may address the Board on any agenda or other item of interest during the public comment period. The public may also address the agenda items at any time they are taken up by the Board. The Board is not able to discuss or take action on any item that is not on the agenda. A reasonable time limit can be imposed on the public input for individuals/issues as deemed necessary. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 784-6769 48 hours in advance of the meeting.

Notice: If documents are distributed to the board members concerning agenda items less than 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at Pleasant View Elementary, 14004 Road 184, Poplar CA

DISTRICT FINANCE:

- A. LCAP Adoption 2023-2024 – Action Item
- B. LCAP Budget Overview for Parents – Action Item
- C. Budget Adoption 2023-2024 – Action Item
- D. LCAP Federal Addendum 2023-2024 – Action Item
- E. Local Indicators Report to the Board 2023-2024 – Action Item
- F. 2023-2024 Budget (Excess of State Recommended Reserves) – Action Item

PERSONNEL:

- A. New Hires and Teaching Assignments 2023-2024
 - i. Diana Hernandez 7th Grade Short Term Permit – Action Item
 - ii. Priscilla Domingo 3rd Grade Short Term Permit – Action Item
 - iii. Amairany Saavedra-Preciado 1st Grade Short Term Permit – Action Item
 - iv. Fidelina Camacho Community Day – Action Item
- B. Gustavo Ramirez ELOP/Community Coordinator – Action Item

CLOSED SESSION: Personnel:(Gov. Code Section 54957) It is the Intention of the Board to Meet in Closed Session to Discuss: Conference with Labor Negotiator Agency Designated Representative Mark Odsather Pleasant View School District Employee Organization - Pleasant View Educators Association)

ADJOURNMENT

PLEASANT VIEW
FALCONS

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
Pleasant View Elementary	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597895840

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pleasant View Elementary School is located in the city of Poplar and serves students in grades TK-8th. The school currently has an enrollment of 437 students, with the majority of our students being Socio-economically disadvantaged and English Learners. Poplar is located on the Eastern side of Tulare County which in two major studies in the last 15 years has listed this area as the most impoverished in the nation. Though Poplar may be looked at in this light, Pleasant View elementary has been a beacon of light for families and children. The Elementary School offers a comprehensive Elementary School curriculum with opportunities for students to participate in a wide range of extracurricular activities. Pleasant View Elementary School District strives to be an innovative leader in education and is dedicated to seeing every child leave our District with the confidence that they can learn to do anything. We believe students should see their learning as a personal journey. We believe students shouldn't be afraid to fail and instead embrace failure as the first step in learning. We want our students to focus on the growth and development of the habits and skills that will lead to their future success. We view our roles as the facilitators of information and our primary responsibilities are to guide them through the process of learning and teach them to be reflective lifelong learners. We value building a strong sense of community with all educational partners, including students, parents, and staff. We believe that creating strong partnerships between schools and families is critical to the success of our students. We have technology in all classrooms with 1:1 Chromebook / iPad devices for all students supporting them in acquiring 21st Century Learning Skills. We recognize the challenges the majority of our students face being socioeconomically disadvantaged and English Learners. However, this just adds to the urgency to begin to re-think what we do and how we do it. The purpose of this plan is to raise the level of performance of all of our students. The goal is for every student to begin to see themselves as learners and to begin to measure their learning by their own individual growth. We see ourselves moving towards a personalized learning system. We see the benefits of students taking ownership of their own learning and building their self-efficacy as well as the habits that lead to success. This plan will enable the district to continue to provide safe, supportive learning environments. It will expand the 21st-century school facilities available and increase the opportunities for support available to students. The plan provides a more concerted effort to reach out and build relationships with families who have not been well connected to their students' schools. The school also recognizes the need to continue to find ways to meet with parents and discuss ways to improve outcomes for their children. Pleasant View is always looking for ways to reach out and partner with our underrepresented families.

We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. The plan also includes more aggressive strategies to close the achievement gap in preparation for High School, especially for students who are English Language Learners, students who are economically disadvantaged, and foster and homeless youth. Finally, the plan includes significant support for the professional development of our teachers as we make some major transitions in the way we approach instruction and assessment. The three-year LCAP plan will undoubtedly be modified each year as we review progress and consider the impact of new strategies, new programs, and new ideas. In addition to LCFF funding, Pleasant View will use the following funds to support the objectives and goals of our Plan, Title I, Title II, Title III, and Title IV. Our Educational Partners have been involved in the construction of the plan and will continue to provide feedback and oversight as we move forward as a district.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on successes and/or progress are based on the most recently available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to the maintenance of actions attributable to successful outcomes. Therefore, our baseline data will be based on the 2022 dashboard. Pleasant View has made great strides to make the school a more welcoming environment for parents and students. Pleasant View is always looking for ways to reach out and partner with our underrepresented families. We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. We continue to plan multiple events throughout the year to try and reach all families. We also utilize our community liaison to reach out to families. The school has multiple measures it uses through a variety of student and parent surveys to measure progress. 100% of parents reported being satisfied with the educational programs at our school. Our target is 94% or greater. 100% of parents of children with special needs reported being satisfied with educational programs at our school. Our target is 90% or greater. • 100% of parents reported feeling welcome at school. The target was 95%. Those of us in the education community know that school climate plays a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. Student School Climate Survey (Combined Results 4th-8th) Target is 90% or greater. •95% of students reported having felt close to someone at school. • 99% of students reported believing that teachers and other grown-ups at school believe they can do a good job.. • 96% of students reported that teachers and other grown-ups care about them. • 93% of students feel like they are a part of this school. • 85% of students report that they are motivated to learn. • 93% of students reported feeling safe at school. In addition, Pleasant View has selected the following metric to show direct mental health services provided to our students by the school psychologist. Our school psychologist reported providing direct services to 36% of our students, our target is greater than 15%. The school also believes Self Efficacy is extremely important to students' long-term outcomes. The school gave a self-efficacy survey to all 4th-8th graders in 2022-2023 (scores 1-4 range). The First score is from the 2021 survey prior to the pandemic and the second is from the 2022 survey. Our student's areas of strength were Academic Achievement 2.67/3.23, Social 2.56/3.08, Self-Regulated Learning 2.20/2.70, and Enlisting Social Resources 2.24/2.81. It's apparent that there was a significant drop in our student's beliefs about themselves after the pandemic. However, the school has made significant progress in addressing students' needs in the last year, moving our students closer to pre-pandemic levels. The district will use this data to focus its work on building communities in the classrooms where students will feel connected and learn how to better access the resources they need to be successful. When it comes to Academic Measures Pleasant View

students are assessed three times a year using the NWEA Map, though the district's students missed yearly goals in Math and reading, our students exceeded their goal in Language Use by 17 points. Pleasant View staff believes that the school is better positioned for continual growth and long-term success of our students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on identified needs are based on the most recently available state and local data, educational partner input. 2022-23 feedback from surveys continues to indicate parents feel that our campuses are safe. We would like to maintain this rating and continue to work with parents and students to make sure they feel that we provide a safe learning environment for ALL students. 2022-23 feedback from surveys continues to indicate students reporting that they feel that they belong and that they feel connected to their school and the people who work at the school. Parent Involvement/Engagement is something we have been working on. We have also worked to get more documents translated into home languages so that parents do not have to rely on their children to relay information home. While 3-year and current 22-23 data show a continuing positive trend, results on the CDE Dashboard show a need for continued improvement and narrowing of gaps. Again an "orange" CAASSP indicator result in ELA and MATH demonstrate the need for continued focus on improvement in those areas. Pleasant View students are assessed three times a year using the NWEA Map, the district's students missed yearly goals in Math by 20 points and Reading by 11 points. We believe this is partly due to the learning loss suffered during the Covid-19 pandemic. The district's results also show a need to continue to provide intervention and professional development to narrow the achievement gaps for all students and to continue to focus on narrowing the gaps for English Learners and Socioeconomically Disadvantaged students. Attention must also be paid to strategies in addressing the needs of students, regardless of English Learner or Socioeconomic status in order to continue to narrow the achievement gap between those groups and other students. Research on focused professional development shows a direct correlation to improved student achievement. We are continuing to invest in professional development and collaboration time for teachers regarding the implementation of curriculum and pedagogy, especially for students with one or more risk factors with a specific focus on students with disabilities, Economically Disadvantaged students, and English Learners. We continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. In reflecting on our student self-efficacy data we can see the impact of the Covid-19 pandemic firsthand. Our student's scores have dropped significantly from pre-pandemic levels and we believe its due to the isolation the pandemic caused. To meet the academic needs of our students in Math and ELA, we are beginning to implement daily targeted reading and math instruction K-8 to provide differentiated support. In addition, to address our students' lack of motivation to learn, we are working toward a more personalized approach to education through project-based learning. The school was identified for differentiated assistance due to high percentages of suspension and chronic absenteeism within our students with disabilities subgroup. To address this, we conducted a needs assessment with the support of the Tulare County Office of Education, brought all educational partners into the conversation, and have determined that the best course of action is to build relationships with our community with particular focus on families of our students with disabilities.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In reviewing our Strengths and Weaknesses, Pleasant View believes that its current plan and actions highlight our district goals that ensure that ALL students develop high self-efficacy, habits, and skills and carry that with them, regardless of the path they choose in life. We want to make sure that, when they graduate from Pleasant View Elementary School District, they have the efficacy, habits, and skills to excel in High School, College, the workforce, or in any field they choose to pursue. The key areas of focus for this year's LCAP is to support our Personalized social-emotional learning strategy as well as our English learners and make sure they are able to fully and meaningfully access and participate in a 21st-century education from early childhood through grade eight. We will also focus on our students who are struggling academically and students who struggle with behavior and who need social-emotional support. We are developing a more personalized approach for students in TK-3rd grades, and have a personalized learning platform for our students in grades 4-8, allowing us to meet the needs of a diverse range of strengths, needs, and identities. We support our English learners by grouping and individualizing their learning so that we can offer differentiated instruction based on their needs. We have planning time set aside during the week for Teachers to look at data and plan to meet the needs of every learner. We continue to fund our Intervention Coordinator and EL Coordinator who monitor the English learners and any other students who are on the Intervention Programs list due to problems with either achievement, behavior, or attendance. To monitor students academically we use programs such as NWEA Map Triennial assessments, Lexia, ReadingPlus, STAR Reading, and STAR Math that allow us to individualize students learning and focus on growth. We also use Thrively to determine each student's unique learning profile and give them access to a broad course of study tailored to their own personal interests. We have 8 days built in the calendar throughout the school year for teachers to take a full day to look at this data and then plan. Pleasant View has become a Paideia school with a focus on student seminars TK-8th to give our students a voice in their learning. On the social-emotional scene, we have a Psychologist, a Triage Social Worker, three behavioral aides, and a Community Liaison who work with our students who are at risk due to academics, attendance, or behavior. All of these personnel work with families when needed to improve communication and to devise plans focused on helping ALL students succeed. Our whole school is focused on building the habits of success and the self-efficacy of our learners. We focus on building strong classroom communities and realize that if our intent is to push students to higher levels of rigor, then their basic needs must be met first. As the district prepares for the implementation of the ELOP and the opening of the community center, our coordinators have been planning and organizing events to engage parents and students, including opportunities aligned to their interests and needs.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Pleasant View Elementary School District (PVEDS) continues to support a collaborative and participatory approach in the LCAP Annual Update and Review process. The involvement process allowed for multiple pathways and opportunities for educational partners to participate.

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input was sought at Board Meetings: September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023 and June 2023.

School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input was sought November 1, 2022(ELAC/DELAC), November 2, 2022 (SSC), February 1, 2023 (SSC), April 3, 2023 (ELAC/DELAC), May 10, 2023 (SSC), May 11, 2023 (ELAC/DELAC), June 7, 2023 (SSC/ELAC/DELAC). Members: Parents of English Learners, district office staff, site teachers, principal & staff.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress was monitored and input was sought. August 2022, September 2022, October 2022, November 2022, February 2023, March 2023, April 2023, May 2023. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input was sought August 2022, September 2022, October 2022, December 2022, February 2023, March 2023, April 2023, May 2023, and June 2023. Members: Superintendent, Principal, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

School Site Classified Leadership Team: Progressed monitored and input sought August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023, and June 2023. Members: Superintendent, Principal, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff.

Community Liaison Monthly Meetings Progressed monitored and input was sought. October 2022, November 2022, January 2023, February 2023, March 2023. Attendees: Pleasant View Staff and Parents

SELPA meetings, September 2022, February 2023, April 2023

Student Surveys: May 2023

Parent Surveys: May 2023

With the above advisory groups, the overall purpose of the LCAP was reviewed specifically focusing on the 8 State Priorities and how the LCAP goals address those priorities. An update was given as to the progress made toward established goals for this year, and current student data was shared. Opportunities for feedback from the groups included collaborative activities as well as surveys specific outreach to parents of low-income, foster youth, special education, and homeless students was a focus. The District used information gathered from these meetings in order to help inform the LCAP moving forward.

A summary of the feedback provided by specific educational partners.

Parent Feedback: Parents indicated they would like more suggestions at home to help support their students. "Please add Spanish books so I can read with my student at home."

Staff /Teacher Feedback: Teachers continue to look for ways to engage families and students in the work they are doing in the classroom and would like to find ways to build a more collaborative environment with parents.

Student Feedback: 24% of students (4th-8th grade) stated they do not reach out to adults to get help with social problems. 43% of students (4th-8th grade) believe students at our school do not stop bullying when it is happening.

School Site Council: "My student has struggled at several other schools, but his life has been changed by coming here. The teachers are helpful, and he enjoys it." Parents have requested that Pleasant View look into building a high school. "I feel very happy with my daughter's teachers because she has gotten ahead with them, has learned a lot, and is happy. Thank you." "Thank you to the teachers for dedicating time at school with my child." "I am very happy and satisfied with all teachers that help with my daughter." Parents inquired about the ELOP program, the Art and Music block grant, expanding the music program, and beginning a drama program. Parents inquired about alternative settings for disruptive students.

ELAC Feedback: Parents inquired about additional instruction support, strategies, and things they could do at home.

SELPA Feedback: No direct feedback from SELPA was provided.

In response, the Superintendent stated, "All of the input/feedback received by parents, students, and staff is being taken back to school and district leadership teams to try and incorporate as much as possible into next year's professional learning at the start of the year." He also stated, "The Districts vision is to build more opportunities for staff, students, and parents to interact outside of the regular school day and build relationships as well as bring more resources into the community, the district has plans to create a community services coordinator to work on these requests specifically."

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After listening to our educational partners, we have incorporated the following actions into the LCAP. The district is looking at starting a community day school and an SDC program to address students with behavioral needs and disabilities. The district is discussing re-organizing and aligning the music program to meet the requests and needs of the community. The district will maintain having two triage social workers to support students and families, three behavioral aides to support students and teachers in the classroom, and the district will also maintain additional teachers to help mitigate learning loss in the classroom. The district will open its community center and launch its ELOP program to provide enrichment, academic support, and activities for students and families in the community.

Goals and Actions

Goal

Goal #	Description
1	Provide every student at PVESD an individualized educational experience focused on Self Efficacy, Habits of Success and the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards that is robust and rigorous as well as extended learning opportunities to accelerate growth. This Action includes LCFF Concentration Add-on Grant funds.

An explanation of why the LEA has developed this goal.

Through the collaborative process, our team has reviewed the rationale associated with this goal and the data aligned to the metrics and has determined that it is still a priority. Educational Partners have identified that building the self-efficacy of all learners is critical to current and future success. Educational partners have identified the Habits of Success that will enable students to become self directed, life-long learners. We have determined the best way to achieve this is through individualizing our students educational experiences, focusing on their social-emotional needs as well as their academic needs. Analysis of student data from the most recent 2018-2019 state assessments shows our students are surpassing projected growth targets in ELA and Math. On the SBAC, projected growth in Math for 4th-8th grade students was 150 points, but our actual growth was 156 points. Similarly, projected growth in ELA for 4th-8th grade students was 136 points, but actual growth was 188 points. In regards to local assessments on the NWEA MAP assessment for math, projected growth for k-8th grade students was 107 points, but observed growth was 101 points. In Reading, projected growth for k-8th grade students was 96 points, but observed growth was 90 points. Finally, in Language, projected growth for 3rd-8th grade students was 43 points and observed growth was 66 points. We believe that our focus on data analysis, collaborative adult learning and planning opportunities, and the use of 1:1 technology for adaptive learning have had a significant impact on student growth. Therefore we plan to continue prioritizing these actions district-wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4th-8th SBAC ELA Growth	4th-8th SBAC ELA Growth of 136+ (2018-2019 Baseline growth 188 points) (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: ELA 83.7 points below	Updated data: ELA 83.7 points below standard- 2022 Dashboard.		4th-8th SBAC ELA Total growth of 408+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4th-8th SBAC Math Growth	4th-8th SBAC Math Growth of 150+ (2018-2019 Baseline growth 156) (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: Mathematics 107.6 points below standard - 2022 Dashboard.	Updated data: Mathematics 107.6 points below standard - 2022 Dashboard.		4th-8th SBAC Math Total Growth of 450+
K-8th NWEA MAP ELA Growth	K-8th NWEA MAP ELA Growth of 96+ (2018-2019 baseline growth 105) (NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)	Students grew 90 points from fall to spring missing ELA growth target by 6 points 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 80 points. Students grew 68 points from fall to spring missing ELA growth target by 12 points. 2022-2023		K-8th NWEA MAP ELA Total Growth of 289+
K-8th NWEA MAP Math Growth	K-8th NWEA MAP MATH Growth of 107+ (2018-2019 baseline growth 117 points) (NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)	Students grew 101 points from fall to spring missing Math growth target by 6 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 97 points.		K-8th NWEA MAP Math Total Growth of 321+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3rd-8th NWEA MAP Language Growth	3rd-8th NWEA MAP Language Growth of 43+ (2018-2019 baseline growth 42 points) (NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)	Students grew 66 points in Language use exceeding Language Use targets by 23 points. 2021-2022	Students grew 79 points from fall to spring missing Math growth target by 18 points. 2022-2023		3rd-8th NWEA MAP Language Total Growth of 131+
% of Teachers will be appropriately assigned. % of Teachers will be fully credentialed.	2020-2021 90% of Teachers are appropriately assigned and fully credentialed.	100% of Teachers are appropriately assigned and 75% fully credentialed. 2021-2022	100% of Teachers are appropriately assigned and 73% fully credentialed. 2022-2023		100% of Teachers will be appropriately assigned and fully credentialed.
All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.	2020-2021 All Students have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.	All Students have adequate standards-aligned materials. Pleasant View provided 1:1 technology to all students. 2021-2022	All Students have adequate standards-aligned materials. Pleasant View provided 1:1 technology to all students. 2022-2023		All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.	2020-2021 All Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.	All Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.2021-2022	All Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.2022-2023		All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.
Pleasant View will fully implement the California State Standards including ELD Standards.	2020-2021 Pleasant View fully implemented the California State Standards.	Pleasant View maintains full implementation of the California State Standards.2021-2022	Pleasant View maintains full implementation of the California State Standards.2022-2023		Pleasant View will maintain full implementation of the California State Standards.
Pleasant View Reclassify 5% of its EL students annually.	2020-2021 Pleasant View reclassified 6% of its EL students.	Pleasant View reclassified 1.5% of its EL students.2021-2022	Pleasant View reclassified 1% of its EL students.2022-2023		Pleasant View will maintain a 5% EL reclassification rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Professional Development (8 Extra Service Days)	<p>#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used:</p> <ul style="list-style-type: none"> To review and analyze data to drive planning for instruction For adult learning 	\$79,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>experiences focused on the instructional core</p> <ul style="list-style-type: none"> • Cross grade level and vertical collaboration 		
1.2	Broad Course of Study/ Early Childhood Staff	<p>We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will offer a Pre-K/TK class with highly qualified Teachers, and hire additional teachers to reduce class: student to teacher ratios. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. We will add teachers for a community day and SDC class. (This Action includes LCFF Concentration Add-on Grant funds)</p>	\$395,000.00	Yes
1.3	Highly Qualified Teachers	<p>We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified</p>	\$10,000.00	Yes
1.4	Curriculum, Technology, Materials, and Supplies	<p>We realize the importance of maintaining adequate standards-aligned materials and access to 1:1 technology device (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices they need to be updated</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and replaced every 3-4 years. We will set aside money every year to accomplish this objective.		

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- 1.1 The eight days added to the certificated work year were used for the following: Trained on Paideia Seminars to teach student how to have discussions around text. This gives students opportunities to develop verbal expression and communication skills. They are taught ways to respectfully disagree, citing evidence from text to support their ideas. Teachers were challenged to pose questions that led students to think deeply about the text, considering author's purpose and elements of the text. The math consultant is contracted for these days to provide support through data analysis, lesson planning, and effective use of math strategies. These days have also been used to analyze data on an ongoing basis. Teachers used writing samples to plan next steps for instruction. The ATLAS protocol is used to evaluate data and determine areas of growth and next steps. Cross grade level and vertical collaboration is consistently utilized to give teachers ongoing opportunities to learn from each other.
- 1.2 The district has a full time music teacher, providing an hour of music instruction per week for students in Pre-K through fourth grades as well as instrumental and choral learning opportunities for students in fifth through eighth grades. Teachers conduct physical education lessons with their grade levels, meeting the required minutes. We did not implement a district wide Art program. However, individual grade levels provided opportunities for students to engage in creative activities to broaden their course of study. The District has a Highly Qualified Teacher teaching the Pre-K/TK class. Extended learning opportunities have been provided for students including the following: Planetarium, Yosemite, Underground Gardens, Fresno Zoo, local dairy, Porterville Art Center, Porterville Fair, Scicon.
- 1.3 The District covered TIPS costs.
- 1.4 The District continues to maintain a 1:1 device to student ratio and updates and/or replaces devices on an ongoing basis. All devices are less than four years old. Due to other one-time moneys being used, the district did not use these funds to replace devices and will reallocate the money for 23-24.

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

- 1.1 No material difference
- 1.2 No material difference
- 1.3 No material difference

1.4 Due to other one-time moneys being used, the district did not use these funds to replace devices and will reallocate the money for 23-24.

An explanation of how effective the specific actions were in making progress toward the goal.

- 1.1 As a result of Paideia training, students are able to express themselves in discussions and verbalize their opinions and ideas in Paideia seminars school-wide. Students are more confident in their communication skills and more willing to participate in class discussions.
- 1.2 Students received an hour of music instruction per week in Pre-K through 4th grade and 5th-8th grade students had instrumental and choral learning opportunities available to them. Physical education minutes were facilitated by grade-level teachers. Students had opportunities to go on field trips to expand their learning.
- 1.3 Teachers with a preliminary credential received support through TIPS.
- 1.4 Every student has access to a device.

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

- 1.1 No changes to planned goals, metrics, outcomes, or actions.
- 1.2 the action was revised to include the following addition "and hire additional teachers to reduce class: student to teacher ratios" (This Action includes LCFF Concentration Add-on Grant funds)
- 1.3 No changes to planned goals, metrics, outcomes, or actions.
- 1.4 No changes to planned goals, metrics, outcomes, or actions.

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.

Goals and Actions

Goal

Goal #	Description
2	Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests with special emphasis on our English learners, special ed students, socio economic disadvantaged students, and foster youth.

An explanation of why the LEA has developed this goal.

Through the collaborative process, our team has reviewed the rationale associated with this goal and the data aligned to the metrics and has determined that it is still a priority. Educational Partners including our SELPA, have identified that building the self-efficacy of all learners is critical to current and future success. Educational Partners have identified the Habits of Success that will enable students to become self-directed lifelong learners. We have determined the best way to achieve this is through individualizing our students' educational experiences, focusing on their social-emotional needs as well as their academic needs. Analysis of student data from 2018-2019 state assessments shows our students are surpassing projected growth targets in ELA and Math. On the SBAC, the projected growth in Math for 4th-8th grade students was 150 points, but our actual growth was 156 points. Similarly, projected growth in ELA for 4th-8th grade students was 136 points, but actual growth was 188 points. In regards to local assessments on the NWEA MAP assessment for math, projected growth for k-8th grade socio-economically disadvantaged students was 107 points, but observed growth was 100 points. In Reading, projected growth for k-8th grade socio-economically disadvantaged students was 96 points, but observed growth was 91 points. Finally, in Language, projected growth for 3rd-8th grade socio-economically disadvantaged students was 43 points and observed growth was 56 points. EL learners assessment for math, projected growth for k-8th grade EL students was 107 points but observed growth was 97 points. In Reading, projected growth for k-8th grade EL students was 96 points, but observed growth was 90 points. Finally, in Language, projected growth for 3rd-8th grade EL students was 43 points and observed growth was 53 points. We believe that our focus on data analysis, collaborative adult learning and planning opportunities, and the use of 1:1 technology for adaptive learning have had a significant impact on student growth. Therefore we plan to continue prioritizing these actions district-wide. We believe that our focus on data analysis, collaborative adult learning and planning opportunities, instructional aides to help facilitate individualized and extended learning opportunities with an emphasis on language development and literacy for students who fall within our at-risk subgroups, and the use of 1:1 technology for adaptive learning has had a significant impact on student growth. The support of a student services coordinator and an ELD/academic coach will help identify students who need intervention and support teachers by providing strategies and resources to meet student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4th-8th SBAC ELA Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	4th-8th SBAC ELA Growth of 136+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: ELA (Socio-economically Disadvantaged, Homeless, and Foster Youth) 86.7 points below standard - 2022 Dashboard.	Updated data: ELA (Socio-economically Disadvantaged, Homeless, and Foster Youth) 86.7 points below standard - 2022 Dashboard.		4th-8th SBAC ELA Total growth of 414+
4th-8th SBAC Math Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	4th-8th SBAC Math Growth of 150+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: Math (Socio-economically Disadvantaged, Homeless, and Foster Youth) 111.4 points below standard - 2022 Dashboard.	Updated data: Math (Socio-economically Disadvantaged, Homeless, and Foster Youth) 111.4 points below standard - 2022 Dashboard.		4th-8th SBAC Math Total Growth of 456+
K-8th NWEA MAP ELA Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	K-8th NWEA MAP ELA Growth of 96+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(NWEA MAP Norm Combined Growth of Grade	Students grew 91 points from fall to spring missing ELA growth target by 5 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 80 points.		K-8th NWEA MAP ELA Total Growth of 295+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Levels K-8th is 96 points)		Students grew 79 points from fall to spring missing ELA growth target by 1 point. 2022-2023		
K-8th NWEA MAP Math Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	K-8th NWEA MAP Math Growth of 107+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)	Students grew 100 points from fall to spring missing Math growth target by 7 points.2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 97 points. Students grew 73 points from fall to spring missing Math growth target by 24 points.2022-2023		K-8th NWEA MAP Math Total Growth of 327+
3rd-8th NWEA MAP Language Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	3rd-8th NWEA MAP Language Growth of 43+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points) 2018-2019 Baseline Growth was 42 points.	Students grew 56 points in Language use exceeding Language Use targets by 13 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 47 points. Students grew 59 points in Language use exceeding Language Use targets by 12 points. 2022-2023		3rd-8th NWEA MAP Language Total Growth of 137+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4th-8th SBAC ELA (EL Students)	4th-8th SBAC ELA Growth of 136+ (EL Students)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points) 2018-2019 Baseline Growth was 154 points.	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: ELA (EL Students) 89.7 points below standard - 2022 Dashboard.	Updated data: ELA (EL Students) 89.7 points below standard - 2022 Dashboard.		4th-8th SBAC ELA Total growth of 414+
4th-8th SBAC Math Growth (EL Students)	4th-8th SBAC Math Growth of 150+ (EL Students)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points) 2018-2019 Baseline Growth was 156 points	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: Math (EL Students) 111.5 points below standard - 2022 Dashboard.	Updated data: Math (EL Students) 111.5 points below standard - 2022 Dashboard.		4th-8th SBAC Math Total Growth of 456+
K-8th NWEA MAP ELA Growth (EL Students)	K-8th NWEA MAP ELA Growth of 96+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points) 2018-2019 Baseline Growth was 108 points	Students grew 90 points from fall to spring missing ELA growth target by 6 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 80 points. Students grew 81 points from fall to spring exceeding ELA growth target by 1 point. 2022-2023		K-8th NWEA MAP ELA Total Growth of 295+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-8th NWEA MAP Math Growth (EL Students)	K-8th NWEA MAP Math Growth of 107+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points) 2018-2019 Baseline Growth was 112 points	Students grew 97 points from fall to spring missing Math growth target by 10 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 97 points. Students grew 81 points from fall to spring missing Math growth target by 16 points. 2022-2023		K-8th NWEA MAP Math Total Growth of 327+
3rd-8th NWEA MAP Language Growth (EL Students)	3rd-8th NWEA MAP Language Growth of 43+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points) 2018-2019 Baseline Growth was 42 points	Students grew 53 points in Language use exceeding Language Use targets by 10 points. 2021-2022	Reestablish baseline 2022-23 due to incorrect calculation of the original data. Updated data: Baseline growth target is 47 points. Students grew 64 points in Language use exceeding Language Use targets by 17 points. 2022-2023		3rd-8th NWEA MAP Language Total Growth of 137+
K-8th EL Students ELPAC	49% of students made progress towards proficiency desired outcome 55%	47.6% of students made progress towards proficiency desired outcome 55%	Pending availability of year-end data 2022-2023		55% of students made progress towards proficiency on the ELPAC Summative Assessment

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	The District will purchase individualized adaptive based assessments and learning programs and materials and supplies for all students to use in math and reading.	\$30,000.00	Yes
2.2	Instructional Aides	The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added.	\$637,000.00	Yes
2.3	Programs/Intervention/Student Services Support Coordinator	The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.	\$90,000.00	Yes
2.4	ELD Coordinator/Academic Coach	The District will provide an ELD coordinator/academic coach that will provide Professional Development, ELD strategies and literacy intervention strategies to staff.	\$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development (Strategies to Mitigate Learning Loss)	Professional development providing intervention strategies to support students' growth in all academic areas.	\$45,000.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- 2.1 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.2 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.3 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.4 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.5 Professional development was facilitated in-house.

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.

- 2.1 No material difference
- 2.2 No material difference
- 2.3 No material difference
- 2.4 No material difference
- 2.5 No material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

- 2.1 Students received individualized instruction in math, reading, and learning with the use of various online learning platforms.
- 2.2 Instructional aides were an integral part of classroom instruction, supporting students with their individual needs.
- 2.3 Our programs/intervention/student services support coordinator monitored and maintained data.
- 2.4 Our ELD coordinator/academic coach supported teachers and instructional aides with ELD strategies and literacy intervention strategies.
- 2.5 The professional development provided to staff was in-house and on a case-by-case basis rather than a whole staff professional development.

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

- 2.1 No changes to planned goal, metrics, outcomes or actions.
- 2.2 No changes to planned goal, metrics, outcomes or actions.
- 2.3 No changes to planned goal, metrics, outcomes or actions.
- 2.4 No changes to planned goal, metrics, outcomes or actions.
- 2.5 No changes to planned goal, metrics, outcomes or actions.

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.

Goals and Actions

Goal

Goal #	Description
3	All students will show growth in their development of social, emotional and cognitive skills.

An explanation of why the LEA has developed this goal.

Through the collaborative process, our team has reviewed the rationale associated with this goal and the data aligned to the metrics and has determined that it is still a priority. Teachers, Parents, and students have shared with us the need for social-emotional support especially as we come out of the pandemic. Many of our parents report feeling isolated. Pleasant View recognizes the importance of mental health and the social-emotional well-being of our students and their families. The effects of Covid-19 and school closures have led to an increase in the mental health and social-emotional needs of our students. Families have also been negatively impacted. Our school psychologist and community liaison are able to identify areas of need and provide support to students and their families. Successfully addressing and mitigating the mental and social-emotional needs of students and their families leads to a healthy level of engagement in social and academic learning experiences. Additionally, our student self-efficacy surveys indicate the need to continue to focus on developing self-efficacy and the habits of success in our students. Therefore, focusing our professional development on social-emotional learning continues to be a priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% School psychologist providing direct services to students.	15% School psychologist providing direct services to students. 2019-2020 Baseline School Psychologist provided direct services to 44% of students and families.	40% of Pleasant View students had direct services provided to them by psychologists and triage social workers. 2021-2022	36% of Pleasant View students had direct services provided to them by psychologists and triage social workers. 2022-2023		Maintain 15% School psychologist providing direct services to students.
Community Liaison/Social worker will organize 8 to 10	Community Liaison/Social worker will organize 8 to 10	2021-2022 10 parent information events were organized by the	2022-2023 15 parent information events were organized by the		Community Liaison/Social worker will maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
parent informational events annually including events related to parent input into school decision-making, inclusive or parents of Unduplicated pupils, and parents of pupils with exceptional needs. (ie...townhalls, Parenting Classes.)	parent informational events annually (ie...Townhalls, Parenting Classes.) 2020-2021 12 parent information events were organized by the Community Liaison/Social Worker	Community Liaison/Social Worker	Community Liaison/Social Worker		organizing 8 to 10 parent informational events annually (ie...Townhalls, Parenting Classes.)
Student self-efficacy survey	Self Efficacy Surveys (Scale of 1-4) 2020-2021 Baseline data Self Efficacy for Academic Achievement 2.41 Self Efficacy for Self Regulated Learning 2.15 Social Self Efficacy 2.34 Self Efficacy for Enlisting Social Resources 2.23	Self Efficacy Surveys (Scale of 1-4) 2021-2022 Data Self Efficacy for Academic Achievement 2.67 (+.26) Self Efficacy for Self Regulated Learning 2.20 (+.05) Social Self Efficacy 2.56 (+.22) Self Efficacy for Enlisting Social Resources 2.23 (+.0) 2021-2022	Self Efficacy Surveys (Scale of 1-4) 2022-2023 Data Self Efficacy for Academic Achievement 3.23 (+.56) Self Efficacy for Self Regulated Learning 2.70 (+.50) Social Self Efficacy 3.08 (+.52) Self Efficacy for Enlisting Social Resources 2.81 (+.58) 2022-2023		Increase Self Efficacy Scores by .50 (Scale of 1-4) Self Efficacy for Academic Achievement > 3.0 Self Efficacy for Self Regulated Learning > 2.65 Social Self Efficacy >2.85 Self Efficacy for Enlisting Social Resources > 2.75

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Psychologist	The District will continue to	\$173,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide a psychologist on staff full time to meet the emotional and behavioral needs of students.		
3.2	Community Services Director	The District will continue to provide a bilingual community services director to provide expanded learning opportunities for students parents and coordinate health, and dental partnerships in the community.	\$53,000.00	Yes
3.3	Professional Development (Social Emotional Learning and Development)	The school district will provide professional development tied to social-emotional learning.	\$5,000.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- 3.1 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 3.2 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 3.3 Professional Development was facilitated in-house and based on specific needs, further professional development will be planned in 23-24.

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.

- 3.1 No material difference
- 3.2 No material difference
- 3.3 No material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

- 3.1 Our psychologist monitored and met with an increased number of students who have struggled with social-emotional challenges post-pandemic. She has also provided support to families struggling with the increased needs of their children.
- 3.2 Our community liaison provided parents with information and opportunities to secure resources, ensuring the basic needs of students were met. This led to students engaging more actively in their education.
- 3.3 The professional development provided to staff was in-house and on a case-by-case basis rather than a whole staff professional development.

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

- 3.1 No changes to planned goal, metrics, outcomes, or actions.
- 3.2 The duties of the community liaison position will be expanded and integrated into a community services director/ELOP coordinator that will be co-funded through LCAP another source.
- 3.3 No changes to planned goal, metrics, outcomes, or actions.

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.

Goals and Actions

Goal

Goal #	Description
4	In order for students to reach their full potential, the District will closely align facilities with their vision for learning and create a climate for students that are clean, healthy, engaging and emotionally and physically safe. The District will provide professional development related to school safety as well as the addition of crossing guards.

An explanation of why the LEA has developed this goal.

Through the collaborative process, our team has reviewed the rationale associated with this goal and the data aligned to the metrics and has determined that it is still a priority. Teachers, Parents, Staff, and Students understand Well-kept and maintained facilities create a school climate where students feel physically and emotionally safe enabling them to engage in social and academic learning experiences. We believe there is a correlation between the school climate that we strive to maintain and our low chronic absenteeism rate, suspension rate, and expulsion rates. When students feel safe at school they want to be at school. Parent surveys support our conclusions and also indicate the need to continuously improve communication with parents and seek to engage them in their child's educational experience both on campus and at home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School attendance rates will be maintained	School attendance rates will be maintained at 96%. or better. 2018-2019 Baseline data was 97.1%	92% attendance rate at P2 2021-2022	91.2% attendance rate at P2 2022-2023		School attendance rates will be maintained at 96%. or better.
Pupil suspension rates	Pupil suspension rate will be maintained at under 3%. 2018-2019 Baseline data was 4.1%	Pupil suspension rate was 2.4% 2021-2022	Pupil suspension rate was 2.3% 2022-2023		Pupil suspension rate will be maintained at under 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The chronic absenteeism rate	The chronic absenteeism rate will be maintained at 5% or fewer. 2018-2019 Baseline data was 5.8%	The chronic absenteeism rate was 8.22% 2021-2022	The chronic absenteeism rate was % 2022-2023		The chronic absenteeism rate will be maintained at 5% or fewer.
Pupil expulsion rates	Pupil expulsion rates will be maintained at less than 1%. 2018-2019 Baseline data was 0%	0% of students were expelled. 2021-2022	0% of students were expelled. 2022-2023		Pupil expulsion rates will be maintained at less than 1%.
The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate. 2018-2019 Baseline data was 0%	0% of students dropped out of school. 2021-2022	0% of students dropped out of school. 2022-2023		The District will maintain a 0% middle school drop out rate.
The District will maintain a facilities score of "good" or better on the annual William's Visit.	The District will maintain a facilities score of "good" or better on the annual William's Visit. 2020-2021 Baseline data score was exemplary.	Pleasant View received a score of "Good" on its Williams Facilities Visit meeting the goal set. 2021-2022	Pleasant View received a score of "Good" on its Williams Facilities Visit meeting the goal set. 2022-2023		The District will maintain a facilities score of "good" or better on the annual William's Visit.
% of Students surveyed will report feeling safe at school.	2019-2020 Baseline data 93% of Students surveyed reported feeling safe at school.	95% of students surveyed reported feeling safe at school. 2021-2022	93% of students surveyed reported feeling safe at school. 2022-2023		95% of students surveyed will report feeling safe at school.
Parent survey (average of questions 1,4,6,7)	2020-2021 Baseline data 99% of Parents surveyed feel the school is a safe and inviting place for their children, where they	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their		Maintain 95% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent survey of Special Education parents (average of questions 1,4,6,7)	2020-2021 Baseline data 99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2021-2022	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2022-2023	concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2022-2023	concerns or questions and are satisfied with the educational programs being offered.
Parent survey of EL students (average of questions 1,4,6,7)	2020-2021 Baseline data 99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2021-2022	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2022-2023	concerns or questions and are satisfied with the educational programs being offered meeting the goal set. 2022-2023	Maintain 95% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.
Teacher and Staff Surveys % of Teachers and Staff feeling safe and	2020-2021 Baseline data 90% of Teachers and Staff will report feeling safe and	92% of Teachers and Staff will report feeling safe and connected to the school meeting	92% of Teachers and Staff will report feeling safe and connected to the school meeting	92% of Teachers and Staff will report feeling safe and connected to the school meeting	Maintain 90% of Teachers and Staff will report feeling safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connected to the school	connected to the school.	the goal set. 2021-2022	the goal set. 2022-2023		and connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities. These future learning spaces will give staff and students greater flexibility to meet their needs of students. By being able to group and provide intervention based on needs.	\$258,000.00	Yes
4.2	Safety	The District will provide additional professional development related to school safety. The District will continue to look at current safety needs and find ways to increase the safety and security of staff and students on campus, in well-maintained facilities.	\$23,825.00	Yes
4.3	Tech Support	The District will maintain its Tech Support AV Specialist	\$121,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Health/Office Clerk	The District will have two .50 FTE part time health/office clerk to better support the well being and health needs of students.	\$210,000.00	Yes
4.5	Library Aide	The District will employ a Library Aide to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition summer hours will be added to keep the library open for students during the summer months.	\$97,100.00	Yes
4.6	Parent Engagement and Communication	The district will look to improve its communication with parents through applications such as Parent Square, our schools website, translation services for documents, surveys, etc.	\$5,000.00	Yes
4.7	Future Facilities Reserve	The district will set aside a reserve of LCAP funds to provide the resources for a future MultiPurpose facility for the school and community as well as equipment for facilities.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- 4.1 The district has invested in 21st classrooms and continues to pay down the debt.
- 4.2 The district provides crossing guards at multiple intersections near the school to ensure students are safe walking to and from school.
- 4.3 The district employed a full-time tech during 22-23.
- 4.4 Two health clerks worked to support the well-being and health needs of students.
- 4.5 A library aide works to provide support to students and teachers related to the library and its services. New books were purchased to ensure all students have access to quality, high interest texts at their reading level. The aide maintained hours over the summer to keep the library open for students interested in reading during summer vacation. She also scheduled daily story time over the summer for students to come hear a story.
- 4.6 Parent Square continues to be a primary tool for communicating with parents about the school schedule and opportunities available to students and families.
- 4.7 No money was allocated.

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

- 4.1 No material difference
- 4.2 No material difference
- 4.3 No material difference
- 4.4 No material difference
- 4.5 No material difference
- 4.6 No material difference
- 4.7 No material difference

An explanation of how effective the specific actions were in making progress toward the goal.

- 4.1 The made its debt payment on the 21st century classrooms.
- 4.2 Crossing guards ensured students were safe walking to and from school.
- 4.3 The tech specialist maintains the efficiency of our technology, trouble shoots problems and maintains equipment with no disruption to daily educational routines.

4.4 The health and well-being of students is managed effectively.

4.5 The library aide kept the library open to students and facilitated increased access to books. She also managed the Accelerated Reader program and promoted reading. Teachers observed increased reading growth compared to last year.

4.6 Parent Square is a primary tool for communicating with parents and families school wide. Teachers use it daily to communicate with individual parents as well as send notifications to the class as a whole. The district sends out information to parents regarding the school schedule, safety alerts, and extended opportunities.

4.7 Not applicable

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

4.1 No changes to planned goal, metrics, outcomes, and actions.

4.2 No changes to planned goal, metrics, outcomes, and actions.

4.3 No changes to planned goal, metrics, outcomes, and actions.

4.4 No changes to planned goal, metrics, outcomes, and actions.

4.5 No changes to planned goal, metrics, outcomes, and actions.

4.6 No changes to planned goal, metrics, outcomes, and actions.

4.7 No changes to planned goal, metrics, outcomes, and actions.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,935,925.00	\$241,127.00

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
43.58%	0.00%	\$0.00	43.58%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The district recognizes that our foster youth, English learners, and low-income students are often at a disadvantage when it comes to accessing and engaging in grade level content and curriculum. Therefore, the district continues to provide intervention and professional development to narrow the achievement gaps for these student groups. Research on focused professional development shows a direct correlation to improved student achievement. We are continuing to invest in professional development and collaboration time for teachers regarding the implementation of curriculum and pedagogy, especially for students with one or more risk factors with a specific focus on foster youth, Economically Disadvantaged students, and English Learners. We continue to invest in targeted support and intervention programs to meet the instructional needs for these student groups at all grade levels. To meet the academic needs of our students in Math and ELA, we are beginning to implement daily targeted reading and math instruction K-8 to provide differentiated support. To provide real-world learning experiences for our foster youth, English learners, and low-income students, we are working toward a more personalized approach to education through project-based learning.

Annually, the District conducts ongoing needs assessments, discussions, educational partners' input meetings, federal program evaluations, school self-study reports, and continued research on evidence-based practices that indicate the following actions and services as the most effective means to accomplish our goals. Unduplicated Pupils (English learners, foster youth, and low-income students) including those

experiencing homelessness are at times the most fragile learners, often having experienced trauma in their young lives, with educational barriers that the majority of other students will never experience. Research shows that by providing the support and services necessary to access the same opportunities for success as all students in the District, we can reduce those barriers, support their social-emotional needs, and bridge the educational gap is caused by factors often outside their control. PVESD and Educational Partners also specifically analyzed the impact of all Goals and Actions in the 2017-20 LCAP. Results of this analysis indicated that some Actions were having a definite positive impact on student achievement. The decision was made by PVESD and its Educational Partners groups to carry these Actions forward into the 2021-24 LCAP. In order to address this achievement gap and improve Unduplicated Pupils (UPs) academic achievement, we are providing actions and services targeting these students directly, with the goal of building their self-efficacy, increasing their engagement in learning, increasing academic support and student achievement, removing barriers to education, addressing social-emotional issues, increasing access to all programs, and improving school-family partnerships English Language Development: Longitudinal data show that EL and RFEP students continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the NWEA MAP and CA School Dashboard. Based on this persistent achievement gap, PVESD will implement the action steps described below. Furthermore, while principally targeted to address the needs of Unduplicated students, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated student group. To more effectively and efficiently deliver Action services directed at Unduplicated students, these Actions will be implemented District/Site wide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented District/Site wide.

Academic Achievement:

Improve performance in English language arts (ELA) and mathematics for all students, is core to ensuring the best possibility of all-around academic success. Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the NWEA MAP and CA School Dashboard. PVESD will build and refine proactive measures for the early identification of students who need academic interventions and support. These measures will be grounded in the facilitation of a formative cycle in which student data will be analyzed on a continual basis in order to provide ongoing support for struggling students. PVESD will implement the action strategies below, as these are practices that are supported by educational research and will provide strong support for our unduplicated students.

Goal 1 Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in

low-SES communities are often under-resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Improving school systems and early intervention programs may help to reduce some of these risk factors; Research indicates that school conditions contribute more to SES differences in learning rates than family characteristics do (Aikens & Barbarin, 2008). Researchers have argued that the classroom environment plays an important role in outcomes. In order to address our classroom environments, the district has decided to implement the following actions. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

Action #1 To Improve the quality of instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used: To review and analyze data to drive planning for instruction, For adult learning experiences focused on the instructional core, Cross grade level, and vertical collaboration. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

Action #2 We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study, and To improve the quality of instructional programs the district will offer a Pre-K/TK class with a highly qualified, and hire additional teachers to reduce class: student to teacher ratios. appropriately certified teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. We will add teachers for a community day and SDC class. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

Action #3 We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

Action #4 We realize the importance of maintaining adequate standards-aligned materials and access to 1:1 technology devices (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices, they need to be updated and replaced every 3-4 years. We will set aside money every year to accomplish this objective. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

Goal 2 Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under-resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Improving school systems and early intervention programs may help to reduce some of these risk factors; The District is focused on a growth model for all students, and a very flexible learning environment designed to meet the needs of our learners. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

Action #1 The District will purchase individualized adaptive-based assessments and learning programs and materials and supplies for all students to use in math and reading. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

Action #2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional

aides will be added. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

Action #3 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

Action #5 Professional development provides intervention strategies to support students' growth in all academic areas.(The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

Goal 4 Schools with a large Socio-economically disadvantaged population lack modern facilities that are aligned with 21st-century learning. In addition, they lack access to technology, reading materials, and the necessary support to enhance their learning experience. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View. The District will use the following actions to address those issues.

Action #1 The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #2 The District will provide additional professional development related to school safety. The District will continue to look at current safety needs and find ways to increase the safety and security of staff and students on campus, in well-maintained facilities. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #3 The District will maintain its Tech Support AV Specialist position. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #5 The District will employ a Library Aide to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition, summer hours will be added to keep the library open for students during the summer months.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #7 Future Facilities will be needed for the expanding learning opportunities the district would like to provide students and families in the community. Pleasant View is a very rural district with very few nearby facilities and resources which students can access to participate in further learning opportunities or receive much needed resources. Through information shared by parents and other educational partners, the district's assessment of needs and resources, and student data, the poverty level of many students and their families make it very challenging to afford extra-curricular or expanded learning opportunities as they cannot afford to participate in pay-for activities such as sports leagues, activities related to Visual and Performing Arts, or off-campus performances/learning trips. Many of these same UP lack transportation or even reliable transportation that would allow them to access these opportunities. Language barriers (62% of district students are English Learners) also hinder the ability to participate in off-campus activities, as many students and families do not feel comfortable outside school settings. Providing on-site school facilities will decrease student access and participation barriers encountered in relation to

expanded opportunities for all-around growth (academic, social, physical, and emotional) and will maximize families having greater access to resources that will increase the potential for a healthier and more successful state of well-being.

These Actions will support the following:

Multi-Tiered Systems of Support:

Through data-driven decision-making, PVEDS will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. The use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:

1. Continue to find ways to individualize our student's learning.
2. Support appropriate inclusion at PVEDS for identified students.
3. Implement a new assessment system focused on the whole child, develop and use habits of success data, and use cognitive skills assessment data to provide targeted interventions and resources to individual students.
4. Provide training and access for teachers and related staff on academic data and learning loss.
5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning.
6. Additional supports in the classroom to differentiate and group students based on need.
7. Flexible learning environments to meet the needs of all learners.
9. Broader course of Study and opportunities to learn outside the classroom.
10. EL students will have at least thirty minutes daily of designated English Language Development (ELD) time.
12. Continue to assign one ELD/ELA Academic Coach to work with all teachers to provide instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to instructional resources, academic assessment, and data analysis, and tiered support for English learner students.
13. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.
14. Use ongoing data to Monitor academic progress in ELA and math for all EL and RFEF students.

15. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation

16. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing instructional assistants, continued professional learning for teachers and assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.

Social-Emotional Learning:

PVESD will continue to focus on building the self-efficacy of all learners and provide a special focus on our UP students. We will build the capacity to improve SEL interventions, decrease the number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students, and students of two or more races), and support and also deepen our relationships with students to help them build their self-efficacy. These actions are being provided on an LEA-wide basis, and we intend to serve as many individuals who are struggling with mental health and social-emotional issues as necessary. To measure the effectiveness of this service, data will be collected through caseload monitoring on the number of direct contacts by school psychologists. The reduction in services needed over time, the increased well-being and achievement of students served, the re-engagement rate in school attendance and active participation, and the increased academic achievement of these struggling students. Because our EL, FY, and LI students face extraordinary challenges and barriers to their education, and because this service meets the needs most associated with chronic stress caused by poverty and trauma, we expect our academic performance for students in these significant subgroups to increase at least at the same rate as all other students.

Goal 3 Research shows that underserved communities do not have the access to mental health resources as those of more affluent areas when. In addition, studies have shown that students in socio-economically disadvantaged areas are at a far greater risk of trauma. When students have increased access to mental health services and strong relationships with adults there is a positive impact on their learning, but more importantly better long-term outcomes as adults. This has led to the district prioritizing the following actions. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

Action #1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.(The district will monitor the effectiveness of this action through direct service logs and through student, staff, and parent surveys)

Action #2 The District will continue to provide a bilingual community service director to provide expanded learning opportunities to students and parents and coordinate health, and dental partnerships in the community. (The district will monitor the effectiveness of this action through direct service logs and through student, staff, and parent surveys))

Action #3 The school district will provide professional development tied to social-emotional learning.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Goal 4 Research studies support that when students feel safe in schools, free from violence and bullying. This enhances their ability to learn. In addition, research also shows that when students and families don't feel isolated it leads to better academic outcomes for students. Having a safe and secure campus with the support to meet the health needs of our students and families led to the following actions. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

Action #2 The District will continue to look at current safety needs and find ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural areas and the district will. The District will provide professional development related to school safety as well as the addition of crossing guards. Add additional staff to improve the safety of students. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #4 The District will have two.50 FTE part-time health/office clerks to better support the well-being and health needs of students.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

Action #6 The district will look to improve its communication with parents through applications such as Parent Square, our school's website, translation services for documents, surveys, etc.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

These Actions will support the following:

1. The commitment to the whole learner, making sure we meet their needs academically, social-emotionally, and any health and wellness needs.
2. Providing mental health resources to our students and families.
3. Providing Health and Dental resources in the community
4. Providing resources and learning opportunities for parents.
5. Provide support in the classrooms for behavioral needs.
6. Provide learning opportunities for all staff around meeting the needs social-emotionally of our students and helping them build the habits of success.
7. Provide resources to teachers and staff to allow for better communication between the school and parents.
8. Building the Self-Efficacy of all learners in the system.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Longitudinal data of English Learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by PVESD NWEA MAP and SBAC results.

Goal 2

Action #4 The District will provide an ELD coordinator/academic coach to help with ELD strategies and literacy intervention.

The Goal and actions listed above are principally directed at providing the following services to our unduplicated student populations (particularly EL students). The services described above will provide the necessary support to improve academic achievement in ELA and mathematics, instructional strategies, research-based programs, and strategies that have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs and strategies, PVESD is committed to continuing to provide in-depth professional learning to all EL Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high-impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional learning, will be an emphasis on continuous Team data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive training on Social-Emotional Learning strategies. This will not only support the instruction occurring inside the classroom but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized support and data reviews. Supported by research, PVESD strongly believes that the combination of the services described above will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding. PVESD through an expansive process (described in the previous prompt response narrative) of identifying the needs of Unduplicated Pupils (UPs) developed Actions that increase or improve services for these students. Based on information gained through the needs assessment process, inclusive of strong input from Educational Partners, these Actions were developed with the intent to mitigate or eliminate the challenges and obstacles experienced by UPs by providing the support necessary to increase the achievement and success outcomes of these students. All Actions (marked "Yes" as Contributing) and components within each Action, whether implemented district/school-wide or specifically targeted to UPs were developed to positively impact students. Through these Actions, PVESD Unified is meeting and exceeding the requirement to increase or improve services for UPs by the Minimum Proportionality Percentage over services provided for all students.

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.

Thanks to the input from a variety of colleagues, community partners, students, and families we developed a plan to support our students, the vast majority of whom are low-income and English learners. With the additional concentration grant add-on funding, we added two additional certificated teachers to help reduce class size and provide targeted intervention in our grade levels that are most in need of support. We also plan to add and part-time art teacher to expand our Arts program in the classroom.

Goal 1 - Action 1.2 "We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study, and To improve the quality of instructional programs the district will offer a Pre-K/TK class with highly qualified Teachers, and hire additional teachers to reduce class: student to teacher ratios. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. We will add teachers for a community day and SDC class. (This Action includes LCFF Concentration Add-on Grant funds)

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	1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,935,925.00			\$419,000.00	\$2,354,925.00	\$1,925,100.00	\$429,825.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Professional Development (8 Extra Service Days)	English Learners Foster Youth Low Income	\$79,000.00							\$79,000.00
1	1.2	Broad Course of Study/ Early Childhood Staff	English Learners Foster Youth Low Income	\$395,000.00							\$395,000.00
1	1.3	Highly Qualified Teachers	English Learners Foster Youth Low Income	\$10,000.00							\$10,000.00
1	1.4	Curriculum, Technology, Materials, and Supplies	English Learners Foster Youth Low Income	\$20,000.00						\$25,000.00	\$45,000.00
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	English Learners Foster Youth Low Income	\$30,000.00							\$30,000.00
2	2.2	Instructional Aides	English Learners Foster Youth Low Income	\$337,000.00						\$300,000.00	\$637,000.00
2	2.3	Programs/Intervention/Student Services Support Coordinator	English Learners Foster Youth Low Income	\$60,000.00						\$30,000.00	\$90,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	ELD Coordinator/Academic Coach	English Learners	\$39,000.00			\$39,000.00	\$78,000.00
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	English Learners Foster Youth Low Income	\$20,000.00			\$25,000.00	\$45,000.00
3	3.1	School Psychologist	English Learners Foster Youth Low Income	\$173,000.00				\$173,000.00
3	3.2	Community Services Director	English Learners Foster Youth Low Income	\$53,000.00				\$53,000.00
3	3.3	Professional Development (Social Emotional Learning and Development)	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$258,000.00				\$258,000.00
4	4.2	Safety	English Learners Foster Youth Low Income	\$23,825.00				\$23,825.00
4	4.3	Tech Support	English Learners Foster Youth Low Income	\$121,000.00				\$121,000.00
4	4.4	Health/Office Clerk	English Learners Foster Youth Low Income	\$210,000.00				\$210,000.00
4	4.5	Library Aide	English Learners Foster Youth Low Income	\$97,100.00				\$97,100.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Parent Engagement and Communication	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.7	Future Facilities Reserve	English Learners Foster Youth Low Income					

2023-24 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
\$4,442,182	\$1,935,925.00	43.58%	0.00%	43.58%	\$1,935,925.00	0.00%	43.58 %	Total:	\$1,935,925.00
								LEA-wide Total:	\$1,896,925.00
								Limited Total:	\$39,000.00
								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 (%)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,000.00	
1	1.2	Broad Course of Study/ Early Childhood Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$395,000.00	
1	1.3	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

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 (%)
2	2.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$337,000.00	
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.4	ELD Coordinator/Academic Coach	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$39,000.00	
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.1	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,000.00	
3	3.2	Community Services Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,000.00	
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$258,000.00	
4	4.2	Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,825.00	
4	4.3	Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,000.00	
4	4.4	Health/Office Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	

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 (%)
4	4.5	Library Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,100.00	
4	4.6	Parent Engagement and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.7	Future Facilities Reserve	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$2,652,663.00	\$2,634,308.00		
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	Certificated Professional Development (8 Extra Service Days)	Yes	\$105,000.00	\$102,500
1	1.2	Broad Course of Study/ Early Childhood Staff	Yes	\$466,772.00	\$464,788
1	1.3	Highly Qualified Teachers	Yes	\$20,000.00	\$16,500
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	\$33,000.00	\$32,000
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	\$60,000.00	\$58,725
2	2.2	Instructional Aides	Yes	\$375,000.00	\$380,000
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	\$110,000.00	\$110,000
2	2.4	ELD Coordinator/Academic Coach	Yes	\$70,000.00	\$67,500
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	\$100,000.00	\$97,020
3	3.1	School Psychologist	Yes	\$150,000.00	\$149,250

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	3.2	Community Services Director	Yes	\$80,000.00	\$77,854
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$20,000.00	\$18,900
4	4.1	Facilities	Yes	\$265,000.00	\$263,850
4	4.2	Safety	Yes	\$20,000.00	\$20,000
4	4.3	Tech Support	Yes	\$125,000.00	\$123,980
4	4.4	Health/Office Clerk	Yes	\$60,000.00	\$61,850
4	4.5	Library Aide	Yes	\$85,000.00	\$82,450
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	\$14,250
4	4.7	Future Facilities Reserve	Yes	\$492,891.00	\$492,891

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Community Services Director	Yes	\$80,000.00	\$80,000		
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$20,000.00	\$20,000		
4	4.1	Facilities	Yes	\$265,000.00	\$263,850		
4	4.2	Safety	Yes	\$20,000.00	\$20,000		
4	4.3	Tech Support	Yes	\$125,000.00	\$123,980		
4	4.4	Health/Office Clerk	Yes	\$60,000.00	\$61,850		
4	4.5	Library Aide	Yes	\$85,000.00	\$82,450		
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	\$14,250		
4	4.7	Future Facilities Reserve	Yes	\$492,891.00	\$492,891		

2022-23 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)
\$3,925,396.00	\$1,840,067	0.00	46.88%	\$2,238,059.00	0.00%	57.01%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant View Elementary

CDS Code: 54 72058 6054217

School Year: 2023-24

LEA contact information:

Mark Odsather

Superintendent

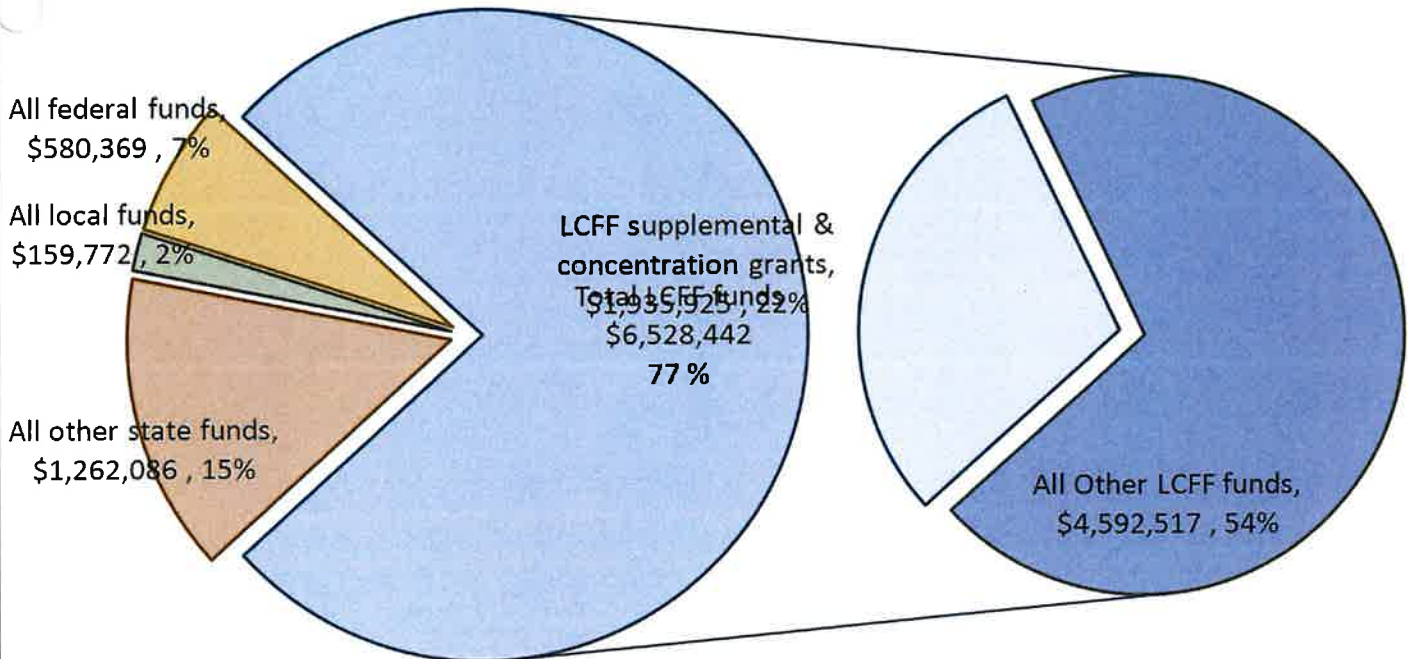
marko@pleasant-view.k12.ca.us

5597895840

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 2023-24 School Year

Projected Revenue by Fund Source

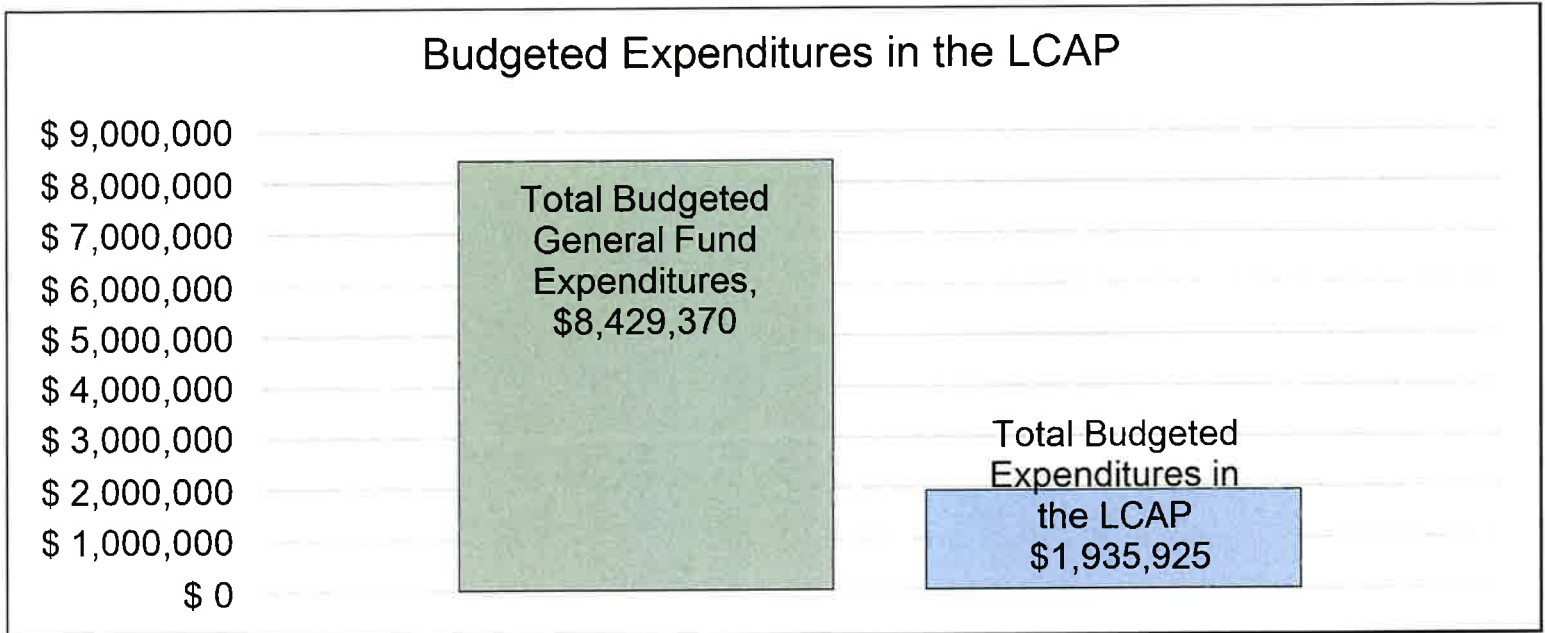


This chart shows the total general purpose revenue Pleasant View Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant View Elementary is \$8,530,669, of which \$6,528,442 is Local Control Funding Formula (LCFF), \$1,262,086 is other state funds, \$159,772 is local funds, and \$580,369 is federal funds. Of the \$6,528,442 in LCFF Funds, \$1,935,925 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 Pleasant View Elementary plans to spend for 2023-24. 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: Pleasant View Elementary plans to spend \$8,429,370 for the 2023-24 school year. Of that amount, \$1,935,925 is tied to actions/services in the LCAP and \$6,493,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

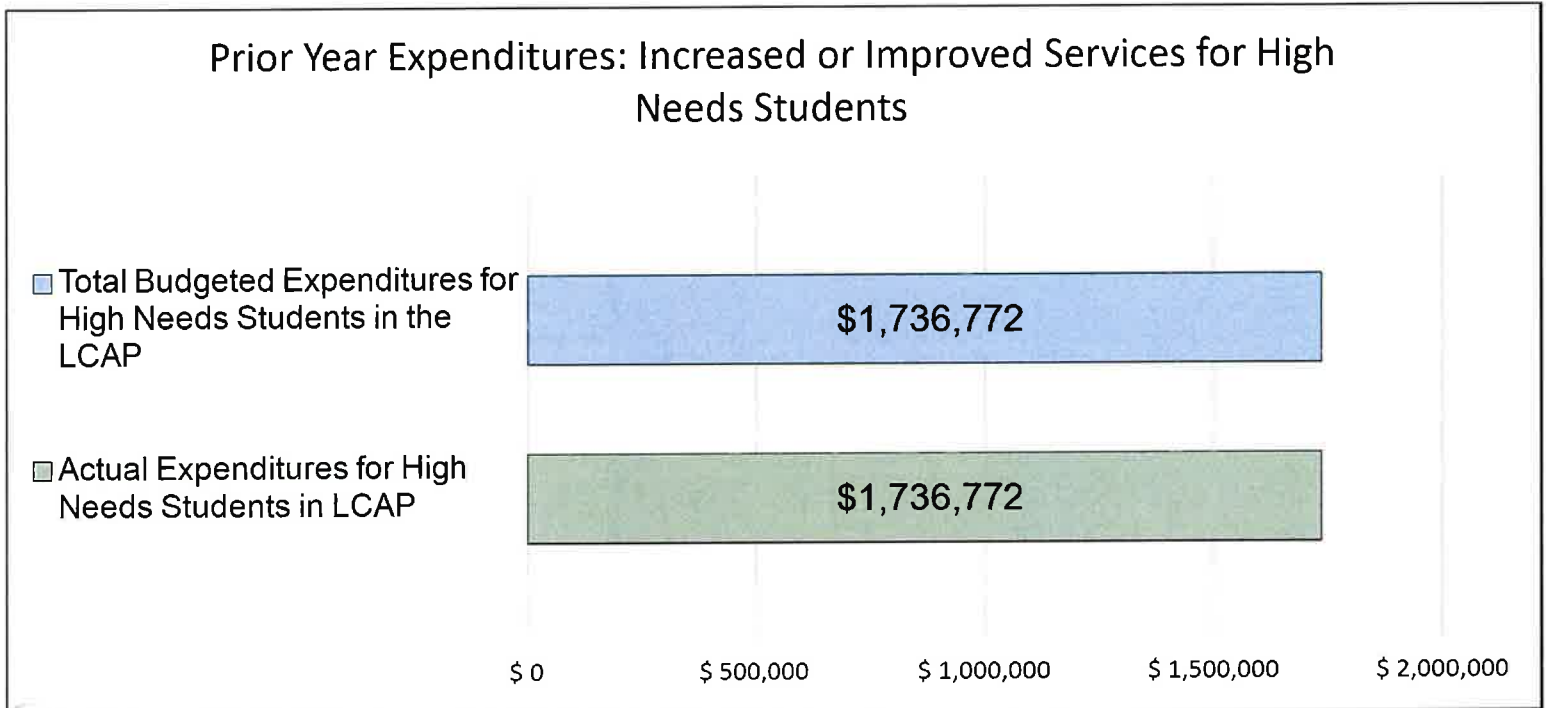
The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP, unless the funds support action or services in the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 82% of the total General Fund expenditures consist of salaries and benefits. These costs account for the human resources required to carry out a vast array of educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pleasant View Elementary is projecting it will receive \$1,935,925 based on the enrollment of foster youth, English learner, and low-income students. Pleasant View Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant View Elementary plans to spend \$1,935,925 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 2022-23



This chart compares what Pleasant View Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant View Elementary 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 2022-23, Pleasant View Elementary's LCAP budgeted \$1,736,772 for planned actions to increase or improve services for high needs students. Pleasant View Elementary actually spent \$1,736,772 for actions to increase or improve services for high needs students in 2022-23.

ANNUAL BUDGET REPORT:

July 1, 2023 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: District Office - 14004 Rd. 184 Porterville

Date: 6/8/23

Adoption Date: 6/20/23

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing: 18900 Ave. 145 Porterville

Place: Library

Date: 6/13/23

Time: 4:30pm

Contact person for additional information on the budget reports:

Name: Niguel Baxter

Title: Business Manager

Telephone: 559-784-6769

E-mail: niguelbaxter@pleasant-view.k12ca.us

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	Budgeted (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	
CRITERIA AND STANDARDS (continued)			Met	Not Met
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	
9	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	
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 (multi-year) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) 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:	06/13/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

This school district is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting:

For additional information on this certification, please contact:

Name: Niguel Baxter
Title: Business Manager
Telephone: 559-784-6769
E-mail: Niguel.Baxter@pleasant-view.k12.ca.us

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2022-23 Estimated Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund	G	
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	

MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		
SIAB	Summary of Interfund Activities - Budget		
01CS	Criteria and Standards Review	GS	GS

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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	6,286,494.00	0.00	6,286,494.00	6,528,442.00	0.00	6,528,442.00	3.8%
2) Federal Revenue		8100-8299	0.00	3,410,752.14	3,410,752.14	0.00	580,369.00	580,369.00	-83.0%
3) Other State Revenue		8300-8599	188,982.50	2,023,908.00	2,212,790.50	189,394.50	1,072,681.00	1,262,085.50	-43.0%
4) Other Local Revenue		8600-8799	104,792.78	79,772.00	184,564.78	80,000.00	79,772.00	159,772.00	-13.4%
5) TOTAL, REVENUES			6,580,169.28	5,514,432.14	12,094,601.42	6,797,836.50	1,732,832.00	8,530,668.50	-29.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,330,568.00	217,473.29	2,548,041.29	2,755,940.00	130,760.00	2,886,700.00	13.3%
2) Classified Salaries		2000-2999	896,404.00	612,798.47	1,509,202.47	925,575.00	592,049.00	1,517,624.00	0.6%
3) Employee Benefits		3000-3999	1,686,685.00	649,828.13	2,336,513.13	1,755,470.00	584,092.00	2,339,562.00	0.1%
4) Books and Supplies		4000-4999	337,264.17	180,149.12	517,433.29	242,993.00	138,658.00	381,651.00	-26.2%
5) Services and Other Operating Expenditures		5000-5999	933,505.00	659,602.87	1,593,107.87	767,325.00	205,459.73	972,784.73	-38.9%
6) Capital Outlay		6000-6999	446,957.37	3,465,410.53	3,912,367.90	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	329,097.26	0.00	329,097.26	331,048.00	0.00	331,048.00	0.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,071.00)	2,071.00	0.00	(3,401.00)	3,401.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,958,428.80	5,787,333.41	12,745,763.21	6,774,950.00	1,854,419.73	8,429,369.73	-33.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(378,260.52)	(272,901.27)	(851,161.79)	22,886.50	78,412.27	101,298.77	-115.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8800-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(755,194.47)	104,032.68	(651,161.79)	(249,626.50)	350,925.27	101,298.77	-115.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
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)			3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
2) Ending Balance, June 30 (E + F1e)			2,250,382.12	924,139.89	3,174,522.01	2,000,755.62	1,275,065.16	3,275,820.78	3.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	924,139.89	924,139.89	0.00	1,275,065.16	1,275,065.16	38.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,250,382.12	0.00	2,250,382.12	2,000,755.62	0.00	2,000,755.62	-11.1%
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				
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				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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		9810	0.00	0.00	0.00				
4) Current Loans		9540	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,691,368.00	0.00	4,691,368.00	4,893,437.00	0.00	4,893,437.00	4.3%
Education Protection Account State Aid - Current Year		8012	1,247,091.00	0.00	1,247,091.00	1,286,970.00	0.00	1,286,970.00	3.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	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	348,035.00	0.00	348,035.00	348,035.00	0.00	348,035.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	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			6,286,494.00	0.00	6,286,494.00	6,528,442.00	0.00	6,528,442.00	3.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,286,494.00	0.00	6,286,494.00	6,528,442.00	0.00	6,528,442.00	3.8%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	15,363.10	15,363.10	0.00	0.00	0.00	-100.0%
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%
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		320,233.58	320,233.58		325,884.00	325,884.00	1.8%
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		24,391.00	24,391.00		24,391.00	24,391.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
Title III, Part A, English Learner Program	4203	8290		35,667.04	35,667.04		48,866.00	48,866.00	37.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3190, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		72,970.35	72,970.35		63,061.00	63,061.00	-13.6%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,942,127.07	2,942,127.07	0.00	118,167.00	118,167.00	-96.0%
TOTAL, FEDERAL REVENUE			0.00	3,410,752.14	3,410,752.14	0.00	580,369.00	580,369.00	-83.0%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
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	181,756.00	181,756.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	14,435.00	0.00	14,435.00	14,947.00	0.00	14,947.00	3.5%
Lottery - Unrestricted and Instructional Materials		8560	67,255.00	26,507.00	93,762.00	67,255.00	26,465.00	93,720.00	0.0%
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%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
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	107,192.50	1,815,645.00	1,922,837.50	107,192.50	1,046,226.00	1,153,418.50	-40.0%
TOTAL, OTHER STATE REVENUE			188,882.50	2,023,908.00	2,212,790.50	189,394.50	1,072,691.00	1,262,085.50	-43.0%
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	12,637.00	12,637.00	0.00	12,637.00	12,637.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	78,000.00	0.00	78,000.00	60,000.00	0.00	60,000.00	-23.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	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									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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	26,792.78	67,135.00	93,927.78	20,000.00	67,135.00	87,135.00	-7.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			104,792.78	79,772.00	184,564.78	80,000.00	79,772.00	159,772.00	-13.4%
TOTAL, REVENUES			6,580,169.29	5,514,432.14	12,094,601.42	6,797,836.50	1,732,832.00	8,530,668.50	-29.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,935,954.00	211,373.29	2,147,327.29	2,317,775.00	130,760.00	2,448,535.00	14.0%
Certificated Pupil Support Salaries		1200	107,464.00	0.00	107,464.00	118,215.00	0.00	118,215.00	10.0%
Certificated Supervisors' and Administrators' Salaries		1300	279,150.00	6,100.00	285,250.00	311,950.00	0.00	311,950.00	9.4%
Other Certificated Salaries		1900	8,000.00	0.00	8,000.00	8,000.00	0.00	8,000.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,330,568.00	217,473.29	2,548,041.29	2,755,940.00	130,760.00	2,886,700.00	13.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	205,573.00	301,262.10	506,835.10	247,925.00	306,099.00	554,024.00	9.3%
Classified Support Salaries		2200	329,465.00	230,000.00	559,465.00	278,225.00	108,275.00	386,500.00	-30.9%
Classified Supervisors' and Administrators' Salaries		2300	93,400.00	1,179.98	94,579.98	106,375.00	94,525.00	200,900.00	112.4%
Clerical, Technical and Office Salaries		2400	201,016.00	0.00	201,016.00	220,550.00	35,850.00	256,400.00	27.6%
Other Classified Salaries		2900	66,950.00	80,356.39	147,306.39	72,500.00	47,300.00	119,800.00	-18.7%
TOTAL, CLASSIFIED SALARIES			896,404.00	612,798.47	1,509,202.47	925,575.00	592,049.00	1,517,624.00	0.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	445,349.00	268,065.73	713,414.73	525,675.00	249,203.00	774,878.00	8.6%
PERS		3201-3202	226,078.00	153,283.10	379,361.10	246,975.00	154,950.00	401,925.00	5.9%
OASDI/Medicare/Alternative		3301-3302	104,118.00	49,665.08	153,783.08	112,900.00	47,335.00	160,235.00	4.2%
Health and Welfare Benefits									
Unemployment Insurance		3501-3502	16,242.00	4,159.40	20,401.40	1,859.00	777.00	2,636.00	-87.1%
Workers' Compensation		3601-3602	71,999.00	17,169.91	89,168.91	55,190.00	12,393.00	68,583.00	-23.1%
OPEB, Allocated		3701-3702	71,734.00	12,922.62	84,656.62	76,183.00	14,660.00	90,843.00	7.3%
OPEB, Active Employees		3751-3752	70,516.00	12,475.00	82,991.00	50,184.00	6,637.00	56,821.00	-31.5%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,696,685.00	549,828.13	2,336,513.13	1,755,470.00	594,092.00	2,339,562.00	0.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	15,000.00	15,000.00	0.00	10,000.00	10,000.00	-33.3%
Materials and Supplies		4300	305,284.17	109,003.06	414,287.23	219,843.00	123,658.00	343,501.00	-17.1%
Noncapitalized Equipment		4400	32,000.00	40,782.96	72,782.96	23,150.00	5,000.00	28,150.00	-61.3%
Food		4700	0.00	15,363.10	15,363.10	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			337,284.17	180,149.12	517,433.29	242,993.00	138,658.00	381,651.00	-26.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	15,585.00	15,664.06	31,249.06	15,500.00	1,321.00	16,821.00	-46.2%
Dues and Memberships		5300	8,200.00	0.00	8,200.00	8,200.00	0.00	8,200.00	0.0%
Insurance		5400 - 5450	68,625.00	0.00	68,625.00	68,625.00	0.00	68,625.00	0.0%
Operations and Housekeeping Services		5500	165,000.00	0.00	165,000.00	155,000.00	0.00	155,000.00	-6.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	70,000.00	13,492.27	83,492.27	67,000.00	20,546.73	87,546.73	4.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	576,595.00	630,446.54	1,207,041.54	423,500.00	183,592.00	607,092.00	-49.7%
Communications		5900	29,500.00	0.00	29,500.00	29,500.00	0.00	29,500.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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, SERVICES AND OTHER OPERATING EXPENDITURES			933,505.00	659,602.87	1,593,107.87	767,325.00	205,459.73	972,784.73	-38.9%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	446,957.37	3,465,410.53	3,912,367.90	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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			446,957.37	3,465,410.53	3,912,367.90	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/PP Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	106,156.26	0.00	106,156.26	103,107.00	0.00	103,107.00	-2.9%
Other Debt Service - Principal		7439	222,941.00	0.00	222,941.00	227,941.00	0.00	227,941.00	2.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			329,097.26	0.00	329,097.26	331,048.00	0.00	331,048.00	0.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(2,071.00)	2,071.00	0.00	(3,401.00)	3,401.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,071.00)	2,071.00	0.00	(3,401.00)	3,401.00	0.00	0.0%
TOTAL, EXPENDITURES			6,958,429.80	5,787,333.41	12,745,763.21	6,774,950.00	1,654,419.73	8,429,369.73	-33.9%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(400,875.00)	400,875.00	0.00	(272,513.00)	272,513.00	0.00	0.0%
Contributions from Restricted Revenues		8990	23,941.05	(23,941.05)	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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	6,286,494.00	0.00	6,286,494.00	6,528,442.00	0.00	6,528,442.00	3.8%
2) Federal Revenue		8100-8299	0.00	3,410,752.14	3,410,752.14	0.00	580,369.00	580,369.00	-83.0%
3) Other State Revenue		8300-8599	188,882.50	2,023,908.00	2,212,790.50	189,394.50	1,072,691.00	1,262,085.50	-43.0%
4) Other Local Revenue		8600-8799	104,792.78	79,772.00	184,564.78	80,000.00	79,772.00	159,772.00	-13.4%
5) TOTAL, REVENUES			6,560,169.28	5,514,432.14	12,094,601.42	6,797,836.50	1,732,832.00	8,530,668.50	-29.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		3,595,618.17	1,293,386.97	4,879,005.14	3,952,831.00	1,056,625.73	5,011,456.73	2.7%
2) Instruction - Related Services	2000-2999		946,535.00	54,089.02	1,000,624.02	1,014,459.00	79,760.00	1,094,219.00	9.4%
3) Pupil Services	3000-3999		598,947.00	303,989.29	902,936.29	640,873.00	167,824.00	808,697.00	-10.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	87,135.00	87,135.00	0.00	94,148.00	94,148.00	8.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		476,050.00	8,108.00	484,158.00	478,063.00	8,562.00	486,625.00	0.5%
8) Plant Services	8000-8999		1,022,182.37	4,040,845.13	5,062,827.50	357,676.00	245,500.00	603,176.00	-88.1%
9) Other Outgo	9000-9999	Except 7600-7699	329,097.26	0.00	329,097.26	331,048.00	0.00	331,048.00	0.6%
10) TOTAL, EXPENDITURES			6,958,429.80	5,787,333.41	12,745,763.21	6,774,950.00	1,654,419.73	8,429,369.73	-33.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(378,260.52)	(272,901.27)	(651,161.79)	22,886.50	78,412.27	101,298.77	-115.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(376,933.95)	376,933.95	0.00	(272,513.00)	272,513.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(755,194.47)	104,032.68	(651,161.79)	(249,626.50)	350,925.27	101,298.77	-115.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
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)			3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,005,576.59	820,107.21	3,825,683.80	2,250,382.12	924,139.89	3,174,522.01	-17.0%
2) Ending Balance, June 30 (E + F1e)			2,250,382.12	924,139.89	3,174,522.01	2,000,755.62	1,275,065.16	3,275,820.78	3.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	924,139.89	924,139.89	0.00	1,275,065.16	1,275,065.16	38.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,250,382.12	0.00	2,250,382.12	2,000,755.62	0.00	2,000,755.62	-11.1%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	0.00	593,983.00
5810	Other Restricted Federal	614.00	614.00
6266	Educator Effectiveness, FY 2021-22	135,744.00	0.00
8300	Lottery: Instructional Materials	27,795.80	27,795.80
6547	Special Education Early Intervention Preschool Grant	38,635.00	51,787.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	132,102.73	0.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	181,756.00	181,756.00
7311	Classified School Employee Professional Development Block Grant	4,341.00	4,341.00
7435	Learning Recovery Emergency Block Grant	300,624.00	300,624.00
9010	Other Restricted Local	101,527.36	114,164.36
Total, Restricted Balance		924,139.89	1,275,065.16

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,150.53	4,150.53	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,150.53	4,150.53	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,150.53	4,150.53	0.0%
2) Ending Balance, June 30 (E + F1e)			4,150.53	4,150.53	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	4,150.53	4,150.53	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
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 Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
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 - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
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					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
(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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(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	2022-23 Estimated Actuals	2023-24 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,150.53	4,150.53	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,150.53	4,150.53	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,150.53	4,150.53	0.0%
2) Ending Balance, June 30 (E + F1e)			4,150.53	4,150.53	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	4,150.53	4,150.53	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	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	4,150.53	4,150.53
Total, Restricted Balance		4,150.53	4,150.53

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	430,000.00	450,000.00	4.7%
3) Other State Revenue		8300-8599	95,000.00	100,000.00	5.3%
4) Other Local Revenue		8600-8799	97.00	500.00	415.5%
5) TOTAL, REVENUES			525,097.00	550,500.00	4.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	170,460.00	171,275.00	0.5%
3) Employee Benefits		3000-3999	88,556.00	53,838.00	-39.2%
4) Books and Supplies		4000-4999	252,000.00	264,000.00	4.8%
5) Services and Other Operating Expenditures		5000-5999	69,081.00	69,081.00	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	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			580,097.00	558,194.00	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(55,000.00)	(7,694.00)	-86.0%
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)			(55,000.00)	(7,694.00)	-86.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	94,642.08	39,642.08	-58.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			94,642.08	39,642.08	-58.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			94,642.08	39,642.08	-58.1%
2) Ending Balance, June 30 (E + F1e)			39,642.08	31,948.08	-19.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,642.08	31,948.08	-19.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
		9120	0.00		
b) in Banks					
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	430,000.00	450,000.00	4.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			430,000.00	450,000.00	4.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	95,000.00	100,000.00	5.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			95,000.00	100,000.00	5.3%
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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	97.00	500.00	415.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			97.00	500.00	415.5%
TOTAL, REVENUES			525,097.00	550,500.00	4.8%
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	170,460.00	171,275.00	0.5%
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			170,460.00	171,275.00	0.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	43,275.00	10,625.00	-75.4%
OASDI/Medicare/Alternative		3301-3302	13,075.00	13,150.00	0.6%
Health and Welfare Benefits		3401-3402	21,075.00	21,425.00	1.7%
Unemployment Insurance		3501-3502	875.00	88.00	-89.9%
Workers' Compensation		3601-3602	3,931.00	2,325.00	-40.9%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	3,500.00	3,400.00	-2.9%
OPEB, Active Employees		3751-3752	2,825.00	2,825.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			88,556.00	53,838.00	-39.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	29,500.00	26,500.00	-10.2%
Noncapitalized Equipment		4400	2,500.00	2,500.00	0.0%
Food		4700	220,000.00	235,000.00	6.8%
TOTAL, BOOKS AND SUPPLIES			252,000.00	264,000.00	4.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	15,000.00	15,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	31,000.00	31,000.00	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	22,581.00	22,581.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			69,081.00	69,081.00	0.0%
CAPITAL OUTLAY					
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
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			580,097.00	558,194.00	-3.8%
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		7819	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		8865	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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8890	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	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	430,000.00	450,000.00	4.7%
3) Other State Revenue		8300-8599	95,000.00	100,000.00	5.3%
4) Other Local Revenue		8600-8799	97.00	500.00	415.5%
5) TOTAL, REVENUES			525,097.00	550,500.00	4.8%
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		473,116.00	455,906.00	-3.6%
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		106,981.00	102,286.00	-4.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			580,097.00	558,194.00	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(55,000.00)	(7,694.00)	-86.0%
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)			(55,000.00)	(7,694.00)	-86.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	94,642.08	39,642.08	-58.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			94,642.08	39,642.08	-58.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			94,642.08	39,642.08	-58.1%
2) Ending Balance, June 30 (E + F1e)			39,642.08	31,948.08	-19.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,642.08	31,948.08	-19.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	39,642.08	31,948.08
Total, Restricted Balance		39,642.08	31,948.08

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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	49,032.60	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			49,032.60	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(49,032.60)	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)			(49,032.60)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	49,032.60	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			49,032.60	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			49,032.60	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	0.00	0.00	0.0%
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	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			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
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	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	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
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	49,032.60	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			49,032.60	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			49,032.60	0.00	-100.0%
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					
From: All Other Funds 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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	2022-23 Estimated Actuals	2023-24 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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) Pupll 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		49,032.60	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			49,032.60	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(49,032.60)	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)			(49,032.60)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	49,032.60	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			49,032.60	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			49,032.60	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	1,972,317.67	0.00	-100.0%
4) Other Local Revenue		8600-8799	6,161.46	0.00	-100.0%
5) TOTAL, REVENUES			1,978,479.13	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	139,542.60	0.00	-100.0%
6) Capital Outlay		6000-6999	1,967,337.30	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,106,879.90	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(128,400.77)	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)			(128,400.77)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	128,400.77	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			128,400.77	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			128,400.77	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	1,972,317.67	0.00	-100.0%
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			1,972,317.67	0.00	-100.0%
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	1,161.46	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	5,000.00	0.00	-100.0%
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			6,161.46	0.00	-100.0%
TOTAL, REVENUES			1,978,479.13	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	139,542.60	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			139,542.60	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	1,967,337.30	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			1,967,337.30	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,106,879.90	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					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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 (e - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	1,972,317.67	0.00	-100.0%
4) Other Local Revenue		8600-8799	6,161.46	0.00	-100.0%
5) TOTAL, REVENUES			1,978,479.13	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		2,106,879.90	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,106,879.90	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(128,400.77)	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)			(128,400.77)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	128,400.77	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			128,400.77	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			128,400.77	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance	0.00	0.00

**Budget, July 1
Average Daily Attendance**

54 72058 000000
Form A
E8B98S49RU(2023-24)

Pleasant View Elementary
Tulare County

Description	2022-23 Estimated Actuals			2023-24 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)	395.62	395.62	442.83	395.00	395.00	422.28
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)	395.62	395.62	442.83	395.00	395.00	422.28
5. 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 A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	395.62	395.62	442.83	395.00	395.00	422.28
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 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	2022-23 Estimated Actuals			2023-24 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						
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)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00

Budget, July 1
2022-23 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

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	2,548,041.29	301	0.00	303	2,548,041.29	305	0.00		307	2,548,041.29	309
2000 - Classified Salaries	1,509,202.47	311	42,821.00	313	1,466,381.47	315	84,125.00		317	1,382,256.47	319
3000 - Employee Benefits	2,336,513.13	321	117,329.62	323	2,219,183.51	325	59,177.00		327	2,160,006.51	329
4000 - Books, Supplies Equip Replace. (6500)	517,433.29	331	25,364.10	333	492,069.19	335	125,284.17		337	366,785.02	339
5000 - Services . . . & 7300 - Indirect Costs	1,593,107.87	341	431,363.60	343	1,161,744.27	345	127,095.00		347	1,034,649.27	349
TOTAL					7,887,419.73	365	TOTAL			7,491,738.56	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	2,147,327.29	375
2. Salaries of Instructional Aides Per EC 41011.	2100	506,835.10	380
3. STRS.	3101 & 3102	593,463.30	382
4. PERS.	3201 & 3202	135,678.84	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	73,879.20	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	453,697.29	385
7. Unemployment Insurance.	3501 & 3502	13,461.16	390
8. Workers' Compensation Insurance.	3601 & 3602	58,508.39	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	56,162.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	4,039,012.57	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).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	4,039,012.57	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.	53.91%	
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)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	53.91%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.09%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	7,491,738.56	
5. Deficiency Amount (Part III, Line 3 times Line 4)	456,246.88	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Budget, July 1
2023-24 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

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	2,886,700.00	301	0.00	303	2,886,700.00	305	0.00		307	2,886,700.00	309	
2000 - Classified Salaries	1,517,624.00	311	47,300.00	313	1,470,324.00	315	87,800.00		317	1,382,524.00	319	
3000 - Employee Benefits	2,339,562.00	321	125,697.00	323	2,213,865.00	325	60,870.00		327	2,152,995.00	329	
4000 - Books, Supplies Equip Replace. (6500)	381,651.00	331	9,226.00	333	372,425.00	335	79,150.00		337	293,275.00	339	
5000 - Services . & 7300 - Indirect Costs	972,784.73	341	1,668.00	343	971,116.73	345	61,465.00		347	909,651.73	349	
TOTAL					7,914,430.73	365				TOTAL	7,625,145.73	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	2,448,535.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	554,024.00	380
3. STRS.	3101 & 3102	654,457.00	382
4. PERS.	3201 & 3202	145,250.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	79,860.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	439,235.00	385
7. Unemployment Insurance.	3501 & 3502	1,920.00	390
8. Workers' Compensation Insurance.	3601 & 3602	49,558.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	33,457.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	4,406,296.00	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).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	4,406,296.00	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.	57.79%	
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)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	57.79%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	2.21%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	7,625,145.73	
5. Deficiency Amount (Part III, Line 3 times Line 4)	168,515.72	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	12,745,763.21
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,410,752.14
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	87,135.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,661,090.20
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	329,097.26
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
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	0.00

<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				<p>2,077,322.46</p>
<p>D. Plus additional MOE expenditures:</p>	<p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p> <p>All</p>	<p>All</p>	<p>1000-7143, 7300-7439</p> <p>minus 8000-8699</p>	<p>55,000.00</p>
<p>2. Expenditures to cover deficits for student body activities</p>	<p>Manually entered. Must not include expenditures in lines A or D1.</p>			
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				<p>7,312,688.61</p>
<p>Section II - Expenditures Per ADA</p>				<p>2022-23 Annual ADA/Exps. Per ADA</p>
<p>A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)</p>				<p>395.62</p>
<p>B. Expenditures per ADA (Line I.E divided by Line II.A)</p>				<p>18,484.12</p>

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.)	5,884,482.31	14,172.30
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)	5,884,482.31	14,172.30
B. Required effort (Line A.2 times 90%)	5,296,034.08	12,755.07
C. Current year expenditures (Line I.E and Line II.B)	7,312,688.61	18,484.12
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>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.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	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) 105,023.00
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) 6,204,077.27

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) 1.69%

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. Entry required

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) 297,125.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	27,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
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)	12,921.74
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)	337,046.74
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	337,046.74
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	4,879,005.14
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,000,624.02
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	850,950.19
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	87,135.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	159,385.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
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)	648.00
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)	751,678.26
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)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	329,097.00
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)	8,058,522.61
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)	4.18%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	4.18%

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)

337,046.74

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

52,420.14

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 (5.79%) 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 (5.79%) times Part III, Line B19) or (the highest rate used to recover costs from any program (1.27%) times Part III, Line B19); zero if positive

0.00

0.00

D. Preliminary carry-forward adjustment (Line C1 or C2)

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:

not applicable

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not applicable

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not applicable

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)

0.00

Approved indirect cost rate: 5.79%
Highest rate used in any program: 1.27%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	318,468.58	1,765.00	0.55%
01	4035	24,085.00	306.00	1.27%

Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

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	22,872.17		116,288.80	139,160.97
2. State Lottery Revenue	8560	67,255.00		26,507.00	93,762.00
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. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		90,127.17	0.00	142,795.80	232,922.97
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	88,284.17		15,000.00	103,284.17
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	995.00			995.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			100,000.00	100,000.00
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)		89,279.17	0.00	115,000.00	204,279.17
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	848.00	0.00	27,795.80	28,643.80

D. COMMENTS:

Explanation needed for amounts in shaded cells for Resource 6300.

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.

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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/Revenue Limit Sources	8010-8099	6,528,442.00	-1.49%	6,431,237.00	1.60%	6,534,295.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	189,394.50	0.27%	189,900.00	0.27%	190,410.00
4. Other Local Revenues	8600-8799	80,000.00	0.00%	80,000.00	0.00%	80,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(272,513.00)	-1.01%	(269,764.00)	0.93%	(272,278.00)
6. Total (Sum lines A1 thru A5c)		6,525,323.50	-1.44%	6,431,373.00	1.57%	6,532,427.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,755,940.00		2,810,899.00
b. Step & Column Adjustment				54,959.00		56,058.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,755,940.00	1.99%	2,810,899.00	1.99%	2,866,957.00
2. Classified Salaries						
a. Base Salaries				925,575.00		944,087.00
b. Step & Column Adjustment				18,512.00		18,882.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	925,575.00	2.00%	944,087.00	2.00%	962,969.00
3. Employee Benefits	3000-3999	1,755,470.00	2.90%	1,806,311.00	2.56%	1,852,560.00
4. Books and Supplies	4000-4999	242,993.00	3.54%	251,595.00	3.02%	259,193.00
5. Services and Other Operating Expenditures	5000-5999	767,325.00	-14.18%	658,488.00	3.02%	678,375.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	331,048.00	-1.24%	326,947.00	0.38%	328,197.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,401.00)	29.29%	(4,397.00)	-82.58%	(766.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		6,774,950.00	0.28%	6,793,930.00	2.26%	6,947,485.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(249,626.50)		(362,557.00)		(415,058.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,250,382.12		2,000,755.62		1,638,198.62
2. Ending Fund Balance (Sum lines C and D1)		2,000,755.62		1,638,198.62		1,223,140.62
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	2,000,755.62		1,638,198.62		1,223,140.62
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,000,755.62		1,638,198.62		1,223,140.62
E. AVAILABLE RESERVES						
1. General Fund						
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	2,000,755.62		1,638,198.62		1,223,140.62
(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)		2,000,755.62		1,638,198.62		1,223,140.62
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.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	580,369.00	-31.61%	396,922.00	0.00%	396,922.00
3. Other State Revenues	8300-8599	1,072,691.00	0.00%	1,072,691.00	0.00%	1,072,691.00
4. Other Local Revenues	8600-8799	79,772.00	0.00%	79,772.00	0.00%	79,772.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	272,513.00	-1.01%	269,764.00	0.93%	272,278.00
6. Total (Sum lines A1 thru A5c)		2,005,345.00	-9.28%	1,819,149.00	0.14%	1,821,663.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				130,760.00		21,777.00
b. Step & Column Adjustment				746.00		761.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(109,729.00)		(326.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	130,760.00	-83.35%	21,777.00	2.00%	22,212.00
2. Classified Salaries						
a. Base Salaries				592,049.00		498,403.00
b. Step & Column Adjustment				8,500.00		8,670.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(102,146.00)		(593.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	592,049.00	-15.82%	498,403.00	1.62%	506,480.00
3. Employee Benefits	3000-3999	584,092.00	-12.62%	510,402.00	1.39%	517,481.00
4. Books and Supplies	4000-4999	138,658.00	-17.62%	114,226.00	-5.94%	107,443.00
5. Services and Other Operating Expenditures	5000-5999	205,459.73	-73.06%	55,360.00	0.78%	55,793.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	3,401.00	29.29%	4,397.00	-82.58%	766.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,654,419.73	-27.19%	1,204,565.00	0.47%	1,210,175.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		350,925.27		614,584.00		611,488.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		924,139.89		1,275,065.16		1,889,649.16
2. Ending Fund Balance (Sum lines C and D1)		1,275,065.16		1,889,649.16		2,501,137.16
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	1,275,065.16		1,889,649.16		2,501,137.16
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)		1,275,065.16		1,889,649.16		2,501,137.16
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.						
Reduction in salaries are due to one time pay using one time funds						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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/Revenue Limit Sources	8010-8099	6,528,442.00	-1.49%	6,431,237.00	1.60%	6,534,295.00
2. Federal Revenues	8100-8299	580,369.00	-31.61%	396,922.00	0.00%	396,922.00
3. Other State Revenues	8300-8599	1,262,085.50	0.04%	1,262,591.00	0.04%	1,263,101.00
4. Other Local Revenues	8600-8799	159,772.00	0.00%	159,772.00	0.00%	159,772.00
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	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,530,668.50	-3.28%	8,250,522.00	1.26%	8,354,090.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,886,700.00		2,832,676.00
b. Step & Column Adjustment				55,705.00		56,819.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(109,729.00)		(326.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,886,700.00	-1.87%	2,832,676.00	1.99%	2,889,169.00
2. Classified Salaries						
a. Base Salaries				1,517,624.00		1,442,490.00
b. Step & Column Adjustment				27,012.00		27,552.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(102,146.00)		(593.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,517,624.00	-4.95%	1,442,490.00	1.87%	1,469,449.00
3. Employee Benefits	3000-3999	2,339,562.00	-0.98%	2,316,713.00	2.30%	2,370,041.00
4. Books and Supplies	4000-4999	381,651.00	-4.15%	365,821.00	0.22%	366,636.00
5. Services and Other Operating Expenditures	5000-5999	972,784.73	-26.62%	713,848.00	2.85%	734,168.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	331,048.00	-1.24%	326,947.00	0.38%	328,197.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
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				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,429,369.73	-5.11%	7,998,495.00	1.99%	8,157,660.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		101,298.77		252,027.00		196,430.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,174,522.01		3,275,820.78		3,527,847.78
2. Ending Fund Balance (Sum lines C and D1)		3,275,820.78		3,527,847.78		3,724,277.78
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	1,275,065.16		1,889,649.16		2,501,137.16
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	2,000,755.62		1,638,198.62		1,223,140.62
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,275,820.78		3,527,847.78		3,724,277.78
E. AVAILABLE RESERVES						
1. General Fund						
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	2,000,755.62		1,638,198.62		1,223,140.62
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)		2,000,755.62		1,638,198.62		1,223,140.62
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		23.74%		20.48%		14.99%
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?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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)						
2. District ADA		0.00		0.00		0.00
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)		395.00		395.00		395.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,429,369.73		7,998,495.00		8,157,660.00
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)		8,429,369.73		7,998,495.00		8,157,660.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		337,174.79		319,939.80		326,306.40
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		80,000.00		80,000.00		80,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		337,174.79		319,939.80		326,306.40
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: 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):	395.00	
District's ADA Standard Percentage Level:	2.0%	

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 (2020-21)				
District Regular	457	457		
Charter School				
Total ADA	457	457	N/A	Met
Second Prior Year (2021-22)				
District Regular	457	457		
Charter School				
Total ADA	457	457	N/A	Met
First Prior Year (2022-23)				
District Regular	443	443		
Charter School		0		
Total ADA	443	443	0.0%	Met
Budget Year (2023-24)				
District Regular	422			
Charter School	0			
Total ADA	422			

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):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	471	438		
Charter School				
Total Enrollment	471	438	7.0%	Not Met
Second Prior Year (2021-22)				
District Regular	450	426		
Charter School				
Total Enrollment	450	426	5.3%	Not Met
First Prior Year (2022-23)				
District Regular	433	413		
Charter School				
Total Enrollment	433	413	4.6%	Not Met
Budget Year (2023-24)				
District Regular	420			
Charter School				
Total Enrollment	420			

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)

At the time of budget adoption, enrollment was estimated to remain similar to prior years. Due to COVID and return to in person instruction, actual enrollment has proven to drop lower than expected.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. 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)

In all prior years, enrollment was estimated to keep a steady drop compared to prior years. Due to COVID and return to in person instruction, actual enrollment has proven to drop lower than expected.

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	457	438	
Charter School		0	
Total ADA/Enrollment	457	438	104.4%
Second Prior Year (2021-22)			
District Regular	413	426	
Charter School	0		
Total ADA/Enrollment	413	426	97.0%
First Prior Year (2022-23)			
District Regular	396	413	
Charter School			
Total ADA/Enrollment	396	413	95.8%
Historical Average Ratio:			99.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			99.6%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	395	420		
Charter School	0			
Total ADA/Enrollment	395	420	94.0%	Met
1st Subsequent Year (2024-25)				
District Regular	395	420		
Charter School				
Total ADA/Enrollment	395	420	94.0%	Met
2nd Subsequent Year (2025-26)				
District Regular	395	420		
Charter School				
Total ADA/Enrollment	395	420	94.0%	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 gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, 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 gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	442.83	422.28	401.52	395.21
b. Prior Year ADA (Funded)		442.83	422.28	401.52
c. Difference (Step 1a minus Step 1b)		(20.55)	(20.76)	(6.31)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(4.64%)	(4.92%)	(1.57%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		6,286,494.00	6,528,442.00	6,431,237.00
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(4.64%)	(4.92%)	(1.57%)
LCFF Revenue Standard (Step 3, plus/minus 1%):		-5.64% to -3.64%	-5.92% to -3.92%	-2.57% to -0.57%

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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	348,035.00	348,035.00	348,035.00	348,035.00
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	6,286,494.00	6,528,442.00	6,431,237.00	6,534,295.00
District's Projected Change in LCFF Revenue:		3.85%	(1.49%)	1.60%
LCFF Revenue Standard		-5.64% to -3.64%	-5.92% to -3.92%	-2.57% to -0.57%
Status:		Not Met	Not Met	Not 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)

LCFF Revenue Standards are outside of range in current and outyears due to a combination of increase in COLA and a drop in funded ADA

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	4,106,409.97	5,994,327.40
Second Prior Year (2021-22)	4,143,240.20	5,341,440.21	77.6%
First Prior Year (2022-23)	4,913,657.00	6,958,429.80	70.6%
	Historical Average Ratio:		72.2%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	68.2% to 76.2%	68.2% to 76.2%	68.2% to 76.2%

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	5,436,985.00	6,774,950.00	80.3%
1st Subsequent Year (2024-25)	5,561,297.00	6,793,930.00	81.9%	Not Met
2nd Subsequent Year (2025-26)	5,682,486.00	6,947,485.00	81.8%	Not 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 NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The increase in Salaries is due to a 10% increase on the salary schedule per tentative bargaining agreement. Expenditures have a decrease as one time funding was expended in prior year that is not projected in current or out years. Salaries and benefits are projected to remain steady in out years.

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(4.64%)	(4.92%)	(1.57%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-14.64% to 5.36%	-14.92% to 5.08%	-11.57% to 8.43%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-9.64% to 0.36%	-9.92% to 0.08%	-6.57% to 3.43%

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 (2022-23)	3,410,752.14		
Budget Year (2023-24)	580,369.00	(82.98%)	Yes
1st Subsequent Year (2024-25)	396,922.00	(31.61%)	Yes
2nd Subsequent Year (2025-26)	396,922.00	0.00%	No

Explanation:
(required if Yes)

PY 22/23 includes one time ESSER and ELOP funding (3212-3219). 23/24 includes remaining 3213 funding and carry over of title funds.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	2,212,790.50		
Budget Year (2023-24)	1,262,085.50	(42.96%)	Yes
1st Subsequent Year (2024-25)	1,262,591.00	.04%	No
2nd Subsequent Year (2025-26)	1,263,101.00	.04%	No

Explanation:
(required if Yes)

PY 22/23 includes one time funding: Kitchen Infrastructure (7032), AMIM (6762) and Learning Recovery (7435) totaling 951k

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	184,564.78		
Budget Year (2023-24)	159,772.00	(13.43%)	Yes
1st Subsequent Year (2024-25)	159,772.00	0.00%	No
2nd Subsequent Year (2025-26)	159,772.00	0.00%	No

Explanation:
(required if Yes)

PY 22/23 includes a higher interest estimate. In budget and out years, district is being conservative by projecting a lower interest and donations.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	517,433.29		
Budget Year (2023-24)	381,651.00	(26.24%)	Yes
1st Subsequent Year (2024-25)	365,821.00	(4.15%)	No
2nd Subsequent Year (2025-26)	366,636.00	.22%	No

Explanation:
(required if Yes)

PY 22/23 includes supplies paid out of one time funding. Out years is projected to remain steady.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	1,593,107.87		
Budget Year (2023-24)	972,784.73	(38.94%)	Yes
1st Subsequent Year (2024-25)	713,848.00	(26.62%)	Yes
2nd Subsequent Year (2025-26)	734,168.00	2.85%	No

Explanation:
(required if Yes)

PY 22/23 includes services for new construction paid out of one time funding. Budget year 23/24 included services paid out of remaining one time ESSER III funding. Out years projected to remain steady.

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 (2022-23)	5,808,107.42		
Budget Year (2023-24)	2,002,226.50	(65.53%)	Not Met
1st Subsequent Year (2024-25)	1,819,285.00	(9.14%)	Met
2nd Subsequent Year (2025-26)	1,819,795.00	.03%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	2,110,541.16		
Budget Year (2023-24)	1,354,435.73	(35.83%)	Not Met
1st Subsequent Year (2024-25)	1,079,669.00	(20.29%)	Not Met
2nd Subsequent Year (2025-26)	1,100,804.00	1.96%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

PY 22/23 includes one time ESSER and ELOP funding (3212-3219). 23/24 includes remaining 3213 funding and carry over of title funds.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

PY 22/23 includes one time funding: Kitchen Infrastructure (7032), AMIM (6762) and Learning Recovery (7435) totaling 951k

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

PY 22/23 includes a higher interest estimate. In budget and out years, district is being conservative by projecting a lower interest and donations.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

PY 22/23 includes supplies paid out of one time funding. Out years is projected to remain steady.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

PY 22/23 includes services for new construction paid out of one time funding. Budget year 23/24 included services paid out of remaining one time ESSER III funding. Out years projected to remain steady.

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?

No

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)

0.00

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)

8,086,835.73

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution*
to the Ongoing and Major
Maintenance Account

c. Net Budgeted Expenditures and Other Financing Uses

8,086,835.73

242,605.07

245,500.00

Status
Met

* 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 reserves¹ as a percentage of total expenditures and other financing uses² 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 (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
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)	254,811.44	302,872.21	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	2,967,647.53	2,702,704.38	2,250,382.12
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)	3,222,458.97	3,005,576.59	2,250,382.12
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	8,106,702.30	7,741,643.88	12,745,763.21
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	8,106,702.30	7,741,643.88	12,745,763.21
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	39.8%	38.8%	17.7%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	13.3%	12.9%	5.9%

¹Available 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.

²A 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 (2020-21)	(137,492.48)	5,994,327.40	2.3%	Met
Second Prior Year (2021-22)	(216,882.38)	5,341,440.21	4.1%	Met
First Prior Year (2022-23)	(755,194.47)	6,958,429.80	10.9%	Not Met
Budget Year (2023-24) (Information only)	(249,626.50)	6,774,950.00		

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)

In 22/23 the district had various construction projects that caused an increase in expenses to capital outlay.

9. **CRITERION: 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 400,000
0.3%	400,001 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):

District's Fund Balance Standard Percentage Level:

9A. 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)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2020-21)	2,953,046.13	3,359,951.45	N/A	Met
Second Prior Year (2021-22)	3,024,538.33	3,222,458.97	N/A	Met
First Prior Year (2022-23)	2,859,537.54	3,005,576.59	N/A	Met
Budget Year (2023-24) (Information only)	2,250,382.12			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. 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)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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 \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	395	395	395
District's Reserve Standard Percentage Level:	4%	4%	4%

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 and, if Yes, enter data for item 2a and 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?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	8,429,369.73	7,998,495.00	8,157,660.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	8,429,369.73	7,998,495.00	8,157,660.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	337,174.79	319,939.80	326,306.40
6. Reserve Standard - by Amount			

	(\$80,000 for districts with 0 to 1,000 ADA, else 0)	80,000.00	80,000.00	80,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	337,174.79	319,939.80	326,306.40

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	2,000,755.62	1,638,198.62	1,223,140.62
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)	2,000,755.62	1,638,198.62	1,223,140.62
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	23.74%	20.48%	14.99%
District's Reserve Standard (Section 10B, Line 7):		337,174.79	319,939.80	326,306.40
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

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?

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?

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)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(400,875.00)			
Budget Year (2023-24)	(272,513.00)	(128,362.00)	(32.0%)	Not Met
1st Subsequent Year (2024-25)	(269,764.00)	(2,749.00)	(1.0%)	Met
2nd Subsequent Year (2025-26)	(272,278.00)	2,514.00	.9%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	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)

22/23 includes a one time contribution increase in RRM due to construction on site.

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 commitments¹ 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:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation	34	LCAP 010-07200	010-07200-0-0000-91000-74380/74390	3,625,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023
QZAB	9	General Fund	010-0000-0-0000-91000-74380/74390	729,413
TOTAL:				4,354,413

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation	255,956	257,906	254,806	255,056
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
QZAB	72,941	72,941	72,941	72,941
Total Annual Payments:	328,897	330,847	327,747	327,997
Has total annual payment increased over prior year (2022-23)?		Yes	No	No

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)

Long Term commitments will be funded out of LCAP and General Fund

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)

2. For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

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?

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	1,134,718.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	1,134,718.00
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	6/30/2021

5. OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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)	153,889.00	153,889.00	153,889.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	26,944.00	26,944.00	26,944.00
d. Number of retirees receiving OPEB benefits	4.00	4.00	4.00

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)

No

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:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	27.5	26	26	26

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.

District is in negotiations and has a 10% tentative salary increase. The district has included 10% increase in the budget for 23/24

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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 multyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

21400

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

241000	0	0
--------	---	---

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
457089	470802	484926
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
----	--	--

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
55705	56819	57955
2.0%	2.0%	2.0%

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

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.):

SBB. 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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	36.24	36.24	36.24	36.24

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

District does not have a bargaining unit for classified staff, however there is a tentative 10% salary increase for both Certificated and Classified staff. 10% salary increase has been budgeted for the 23/24 FY.

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

	14700		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

7. Amount included for any tentative salary schedule increases

	147000	0	0
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

Classified (Non-management) Health and Welfare (H&W) Benefits

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

	Yes	Yes	Yes
308698	317958	327497	
100.0%	100.0%	100.0%	
3.0%	3.0%	3.0%	

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

	No		
--	----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

	Yes	Yes	Yes
27012	27552	28104	
2.0%	2.0%	2.0%	

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

	No	No	No
No	No	No	

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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	3.7	3.7	3.7	3.7

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:

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")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Cost of a one percent increase in salary and statutory benefits			

4. Amount included for any tentative salary schedule increases

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of H&W benefit changes included in the budget and MYPs?			
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are step & column adjustments included in the budget and MYPs?			
Cost of step and column adjustments			
Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
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?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 13, 2023

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)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
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?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)**

Federal Addendum Template

School Year

Date of Board Approval

LEA Name

Pleasant View Elementary

CDS Code:

54 72058 6054217

Link to the LCAP:

(optional)

www.pleasant-view.org

For which ESSA programs apply to your LEA?

Choose From:

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.)

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.

Pleasant View Elementary School District has taken a comprehensive approach to budget and the strategic planning that is required by the LCAP. The District has chosen to concentrate federal funds in the areas of para-educators to help support students in the classroom as well as support personnel for teachers and professional development of staff. Pleasant View Elementary School District analyzed data from the (21-22) NWEA MAP, ELPAC assessments and has identified writing, grammar, and math as major areas of concern going into the 2022-2023 school year. Based on this information, the Pleasant View School District has developed a staff development plan to improve teaching writing, grammar, and math in order to improve student performance in these areas.

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 staff development activities funded by Federal dollars align to the goals of the District as outlined in the LCAP, specifically "Goal 1: Improve student achievement by focusing on the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards." The funds will be spent to train teachers and para-professionals on best instructional practices in writing, grammar and mathematics as well as research-based instructional strategies to support English Learners through Designated and Integrated English Language Development.

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.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A-B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

[Redacted area]

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pleasant View Elementary School District is a small school district with one CDS code but two sites. The Pleasant View TK-4 site in Poplar and the 5th-8th grade site located a mile outside of the community. Staffing disparities is not a concern for Pleasant View Elementary School District.

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: <ul style="list-style-type: none">• 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.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>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:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations, Title 5, Section 80005[b]</i>)</p>
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 the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Parent and family engagement is an extremely important aspect of the Pleasant View Elementary strategic plan and is represented by its own goal. "Goal 3: improve participation, increase learning opportunities and fully engage parents in the education of their students." Under this goal, parents and the community will be given opportunities to give input to the strategic planning process and to learn strategies and information that supports their students academically, socially, and emotionally. In order to keep parents and stakeholders informed and to provide ongoing parent education, notifications and newsletters will be sent home in their home language. We have invited parents to participate in focus groups to get their feedback and understand their priorities regarding student academic services and family/community services pertaining to legal, medical, social, cultural, and adult center services. This information will be used as we plan parent and family engagement opportunities.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The parent and family engagement policy was jointly developed and agreed on by District representatives, including administrators and teachers, and parents and family members through the School Site Council and ELAC/DELAC. The District provides assistance to parents on an ongoing basis throughout the school year. At the beginning of the school year, teachers present an overview of the academic expectations to parents at Back to School Night. Additionally, parent conferences are conducted twice a year, at which time, teachers share with parents, in detail, the California State Standards as well as state and local assessments. Teachers also share the most recent test results for their child. Teachers provide examples of reports and teach parents how to interpret the reports so that parents are able to see the amount of growth being made in their children.

Teachers also share ways to help their children at home. Grade level teams send newsletters to parents with information about what their students are currently learning and how to reinforce these topics at home. The District plans to invite parent representatives to Professional Development training days to provide an opportunity for parents to share their areas of concern regarding student achievement, school climate, parent/teacher communication. All teachers, administrators and support staff will be present. School personnel will stress the importance of working together as partners and the value we place on parents in our district. In addition, the school provides monthly meetings on topics such as early literacy, nutrition, bullying, suicide prevention, academic indicators of success. Team building activities will be conducted to build trust and relationships between parents and staff.

Each grade level will have the opportunity to take all parents and students on outside the classroom experience in order to provide an opportunity to build relationships and meet with each parent to discuss goals for each child. Pleasant View also participates in the Save the Children program, and the VROOM parent education programs, which provide parent learning opportunities and resources to parents of children ages 0-5. In order to keep parents and stakeholders informed, and to provide ongoing parent education, notifications and newsletters will be sent home in the students' home language. The Parent and Family Engagement Policy is distributed to parents and family members via the Parent and Student Handbook, in their home language. The District Community Liaison will meet with parents and family members of migratory children before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption. The District will provide opportunities for the informed participation of parents and family member with disabilities by providing reasonable accommodations. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The Pleasant View Elementary School District (PVESD) continues to support a collaborative and participatory approach in the LCAP, Annual Update and LEA Addendum. The involvement process allowed for multiple pathways and opportunities for stakeholders to participate. Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: 8/22, 9/22, 10/22, 11/22, 12/22, 1/23, 2/23, 3/23, 4/23, 5/23, 6/23. School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought 11/22, 2/23, 5/23, 6/23. Members: Parents of English Learners, district office staff, site teachers, principals & staff. Wellness Committee meeting: 8/22 (Superintendent, Principal, Teachers, Parents, Classified Staff, Community Liaison, Family Healthcare Network Personnel, Triage Social Worker and other county representatives. Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. 8/22, 9/22, 11/22, 1/23, 1/23, 2/23, 3/23, 4/23, 5/23, 6/23. Members: Superintendent/Principal and Teachers. School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought 8/2, 9/22, 10/22, 11/22, 12/22, 1/23, 2/23, 3/23, 4/23, 5/23 and 6/23. Members: Superintendent, Principal, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator. School Site Classified Leadership Team: Progress monitored and input sought 8/22, 9/22, 10/22, 11/22, 12/22, 1/23, 2/23, 3/23, 4/23, 5/23 and 6/23. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff. SELPA progress monitor and input sought 4/23 and 5/23. Community Liaison Monthly Meetings Progress monitored and input sought. Student Survey, Parent Survey: 3/23, 4/23, 5/23.

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.

SWP: The District monitors student achievement through the use of the NWEA MAP assessment, CAASP, and other local monitoring tools. Upon review of this data, the Intervention and Programs Support Personnel identify students who are struggling academically. Students are then placed into intervention programs that are aligned to their specific academic needs. Adjustments are made throughout the school year to reflect individual student's academic growth and changing needs. In addition to the classroom teachers, instructional aides will provide support to students to create more individualized instructional opportunities. To ensure that effective instructional strategies are being used to meet the needs of these students, TK through eighth-grade teachers and instructional aides will receive support and training from the literacy coach throughout the school year. In addition to the intervention that is conducted during the school year, the District's Summer School program offers extended learning opportunities to students. Teachers and instructional aides provide support to students as another way of ensuring that student's academic needs are met.

District-wide, the achievement data shows that there is a continued need for improvement in grammar, writing, and math. Teachers and instructional aides will participate in professional development in order to strengthen their content knowledge in these areas and learn effective instructional strategies tied to differentiation and targeted instruction, to name a few.

Because we do not have the CAASP test results yet, the District is using the current NWEA MAP assessment data along with local assessment and monitoring tools to implement the above mentioned actions during the 2023-2024 school year.

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:

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:

To ensure that homeless children and youths within our district are enrolled in our schools and have regular attendance, the District Community Liaison as well as our Save the Children personnel are constantly monitoring and reaching out to the parents and/or guardians who are either new to the community or have children who are of school age but are not enrolled in the district. The District Community Liaison monitors the needs of these students and the District provides backpacks and school supplies. The Community Liaison also helps connect homeless children and youths to resources they are in need of such as clothing, medical services, and counseling services.

Our school district services a small community of which there are no emergency shelters or motels. Therefore, there is no need to transport homeless children or youths from such temporary housing structures. Students who live within the community walk to school or have the opportunity to ride the school bus. Any children living in temporary dwellings within the community have the opportunity to ride the school bus or walk to school. If needed, the school district will adjust bus routes to accommodate students in temporary dwellings who may need transportation in order to attend school, at any time within the school year.

The District recognizes the importance of stability for these students and allows students who have moved out of the district to continue to attend Pleasant View.

In addition, our office personnel is trained to identify homeless children and youths who seek to enroll in our district. Once they are identified, these students are allowed to attend classes immediately and participate fully in all school activities. The office personnel works diligently to help them obtain the necessary enrollment documentation as quickly as possible.

To ensure that all of our students achieve academic success, including homeless children and youth, the district has a strong and proactive Response to Intervention model. Students who are new to the district are assessed immediately to determine their academic levels, in order to ensure that they receive instruction that is differentiated to meet their needs. We believe in challenging our students with a very robust curriculum, while at the same time, we strongly believe in supporting every student through intervention to ensure that they receive the support they need to be successful.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Pleasant View Elementary School District works closely with the Tulare County Office of Education to ensure the best possible transitions for students moving out county run pre-school programs. Communication systems have been developed so that Pleasant View better understands the needs of incoming students and can provide training to staff, communication with parents, and orientations for students.

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:

Pleasant View Elementary School District closely coordinates with the Porterville Unified School District to help all students successfully transition to the high school district. The District works with counselors at local High Schools to provide presentations around enrollment and options in the high schools. These presentations highlight pathway options provided in PUSD that emphasize different career choices.

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:

NA

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Pleasant View School District believes in providing its teachers, principals, and other school leaders with differentiated and meaningful growth opportunities. This includes professional growth opportunities that all staff will participate in as well as adult learning opportunities that are specific to the needs of the individual. The system the LEA has in place for identifying needed professional growth and improvement for teachers, principals, and other school leaders (school psychologist, resource specialist, instructional coach, etc.) is an ongoing evaluation of the system itself. This is done through the Instructional Rounds process, analysis of district-wide student data, and classroom observations. The District provides ongoing professional development opportunities throughout the school year, including eight full days of professional and weekly early dismissal days. During these days, adult learning is conducted based on the most recent Instructional Rounds findings, student data analysis, and classroom observations. During these days, teachers are given an opportunity to collaborate and learn from each other. In addition, teachers, instructional aides, instructional coaches, and principals meet during morning planning time at least twice a week to plan effective lessons, interventions, and differentiated instruction.

The following are planned professional growth and improvement opportunities that will be funded primarily through Title II part A for this school year.

Pleasant View Elementary School District continues to focus on Writing, Grammar, and Math as major areas of concern based on current NWEA MAP data and other local assessments. This continues to be an area for growth across the district. All staff, including teachers, principals, instructional aides, and other school leaders will participate in staff development focused on improving student writing and grammar. This will be conducted at the beginning of the year and throughout the year. Professional development will also be conducted in math throughout the school year, with an emphasis on alignment of instructional practice to content standards and outcomes.

Professional growth and improvement opportunities for teachers include:

The District will provide induction support (TIPS) for new teachers to ensure they are highly qualified.

The District promotes opportunities for teachers to participate in professional development opportunities through the County Office of Education. Teachers within the district attend math, technology, and ELA trainings, based on their self-generated professional growth goals.

Teachers are also encouraged to seek out professional learning/growth opportunities outside of the District and County resources. Relevant learning opportunities can be funded by the District to support professional growth.

After teachers have returned from a training, they share their learning/key points with the rest of the staff, to provide an opportunity for all staff to benefit from their learning.

Professional growth and improvement opportunities for principals include:

The District administration meets bi-monthly with the Summit Learning mentor to analyze data, learn leadership strategies to effectively support teachers, identify resources to support teachers, and plan next steps for staff and leadership.

The principal also participates in all trainings conducted within the District to ensure that they are able to fully support all teachers.

The principal meets regularly with the ELA consultant, math consultant, and the teacher leadership team to discuss and brainstorm areas of concern and need, in order to address them on a timely basis.

The District promotes opportunities for principals to participate in professional development opportunities through the County Office of Education.

The principal is also encouraged to seek out professional learning/growth opportunities outside of the District and County resources. Relevant learning opportunities can be funded by the District to support professional growth.

School Leaders (Instructional coach, School Psychologist, Testing Coordinator, School Librarian)

Other School Leaders are encouraged to seek out and attend professional growth opportunities, specific to their role within the District, that will enhance and extend their learning/growth.

School leaders regularly attend meetings and trainings at the county and state level.

School leaders also attend teacher trainings that are conducted within the District, in order to ensure that they are able to work with and support teachers as they implement to strategies learned within the training.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Pleasant View School District is a small district with only one CDS code and two sites. Therefore, the funding we receive is able to be used to meet the needs of all students within the district that need specific supports tied to Title II, Part A funding. These funds are being spent on staff development focusing on the alignment of math standards to instructional practice and instructional outcomes in the classroom, with an emphasis on differentiating and providing intervention for any students identified as needing these supports. These funds are also being used for staff development in writing and grammar. These have also been identified, based on District and State assessments, as areas of need school wide. Again, an emphasis on providing differentiation and intervention support will be a priority for students as the writing and grammar strategies are implemented.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

This is part of the normal operations of the Pleasant View Elementary School District. Each year staff analyzes data from both State and local assessments, develops action plans, implements the plans, and then reflects on what has worked and what needs to be adjusted. Pleasant View uses data from the NWEA MAP, State CAASP, adaptive based learning programs and from local curriculum assessments to determine the growth of our students. The District consults with the TCOE Differentiated Assistance and has conducted a needs assessment to determine areas of focus. Throughout this process, the District works closely with and seeks input regularly from teachers through representatives from the Pleasant View Educators Association. The District also seeks input on an ongoing basis from teachers, principals, paraprofessionals, parents, and community members through committees such as School Site Council, the English Learner Advisory Committee, and the District Wellness Committee. In addition, input from specialized instructional support personnel, including the resource specialist and instructional coach, are provided during monthly intervention team meetings. During the 2021-2022 school year, the District met with the above-named committees on the following dates (month/year):

School Site Council and ELAC: 11/22, 2/23, 5/23, 6/23

District Wellness Committee: 8/22

District Leadership Team (PVEA): 8/22, 9/22, 10/22, 11/22, 12/22, 1/23, 2/23, 3/23, 4/23, 5/23, 6/23

District Leadership Team and Instructional Support Team: 8/22, 9/22, 10/22, 11/22, 12/22, 1/23, 2/23, 3/23, 4/23, 5/23, 6/23

TITLE III, PART A

Title III Professional Development

SSA 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has developed a multi-year, multi-phase plan for professional development and collaboration. Each adult learning experience will be attended by all classroom teachers, instructional aides, principals, instructional coaches, and the community liaison. The plan addresses each of the core components of the ELA/ELD Framework. The core components will be addressed in the following phases: Year 1: Understanding the Standards, Enacting the Key Themes of ELA/Literacy and ELD Instruction, Exploring Approaches to Teaching and Learning, Evaluating Teaching and Learning; Year 2: Addressing the Needs of Diverse Learners, Establishing the Context for Learning; Year 3: Integrating 21st Century Learning, and Sharing the Responsibility. In addition to the above, instructional coaches will meet with grade levels to help them interpret the ELPAC scores and plan effective Designated and Integrated ELD lessons to support English Learners at every language level access the core curriculum. Instructional coaches will conduct observations during Designated and Integrated ELD and provide feedback throughout the school year, to ensure that SDAIE and other effective strategies are being implemented to support our English Learners, on an ongoing basis.

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:

Pleasant View Elementary School District did not receive Title III Immigrant Students funds in 2022-2023 and we are not planning to receive the funds in 2023-2024.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - o are focused on English learners and consistent with the purposes of Title III;
 - o enhance the core program; and
 - o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that our English Learners develop English language proficiency and meet the State academic standards in a timely manner, the district will ensure the following take place:

- All English Learners receive Integrated ELD instruction throughout the school day, in addition to their regularly scheduled thirty minutes of Designated ELD instructional time.
- Instructional aides will be trained in SDAIE and other ELD strategies to help in providing Integrated ELD throughout the school day. The training will take place at the beginning of the school year and during professional development opportunities throughout the year.

Designated instructional aides will be assigned specifically to work with English Learners.

- English Learners who have been identified through the District RTI process receive individualized and/or small group support through in class and/or pull-out intervention utilizing one or more of the following programs: Phonics for Reading, Read Live, Edmark, Lexia, Reading Plus,

Dreambox

- Student progress is monitored regularly and adjustments are made as needed.
- The first 30 minutes of the school day are used for Designated ELD instruction for TK through 8th grade. Students are grouped by proficiency levels, as determined by ELPAC and other measures. A variety of instructional resources are available to the teachers in planning for instruction. These include English language support materials from the current District adopted reading programs, technology programs, protocols to support student collaboration and communication and other materials aligned with the California Common Core and ELD Standards.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The implementation of programs to support English Learners and increase English language proficiency will be monitored and student achievement measured through the following:

- Ongoing classroom/lesson observations and monitoring of lesson plans by administration
- Yearly monitoring of ELPAC assessment data and CAASP results by the District Leadership
- Review of English Learner Profiles by District Leadership and Teachers
- Ongoing monitoring of NWEA MAP Assessments, and local assessments throughout the school year by District Leadership and Teachers

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Pleasant View Elementary School District (PVESD) continues to support a collaborative and participatory approach in the LCAP, Annual Update and LEA Addendum. The involvement process allowed for multiple pathways and opportunities for stakeholders to participate.

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023 and June 2023. School Site Council & Advisory Council Meetings (ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought November, 2022, February 2023, May 2023, June 2023. Members: Parents of English Learners, district office staff, site teachers, principals & staff.

Wellness Committee meeting: February 2023 (Superintendent, Principal, Teachers, Parents, Classified Staff, Community Liaison, Family Healthcare Network Personnel, Triage Social Worker and other county representatives. Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought.

August 2022, September 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023. Members: Superintendent/Principal and Teachers. School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023. Members: Superintendent, Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator. School Site Classified Leadership Team: Progress monitored and input sought August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff. SELPA progress monitor and input sought April 2023 and May 2023.

Community Liaison Monthly Meetings Progress monitored and input sought. October 2023, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023. Attendees: Pleasant View Staff and Parents.

Student Surveys: May 2023, Parent Surveys: May 2023.

The above advisory groups will meet regularly in 2023-2024 to review implementation and progress and make changes as needed.

The district completed the LEA Self Assessment (LEASA). Pleasant View Elementary School District has a vision of 1:1 technology for all of its students. The district also realizes the need to update and replace its inventory of devices. Pleasant View will use its Title IV funding if eligible and if funded to maintain a 1:1 student to technology ratio. We decided that this is the best way to expand and widen the educational opportunities for our students giving them access to a well-rounded education. In addition, it is aligned to our strategy to more effectively use technology in the classroom.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any measures or data points used to examine needs for improvement of the Title IV, Part A priority content areas.]

What activities will be included within the support for a well-rounded education?

[Enter a description of the activities to be included within the support for a well-rounded education.]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning.]

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any measures or data points used to examine needs for improvement of the Title IV, Part A priority content areas.]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students.]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning.]

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

LOCAL INDICATORS REPORT 6/03/2023

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Beginning Development

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Those of us in the education community know that student and family partnerships play a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. The implementation of the (LCFF) has placed a renewed emphasis on students, families and educators working together as partners. Pleasant View has made great strides to make the school a more welcoming environment for parents and students. The school hosts monthly meetings on a variety of educationally related topics to give stakeholders access to information and provide them with an opportunity to ask questions and provide input. The school also recognizes the need to continue to find ways to meet with parents and discuss ways to improve outcomes for their children. Pleasant View is always looking for ways to reach out and partner with our underrepresented families. We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. We continue to plan multiple events throughout the year to try and reach all families. We also utilize our community liaison to reach out to families. The metrics have been established in our LCAP in Goal 3 and are present in our actions and services within this goal. Pleasant View recognizes the ongoing need to continually reflect and make changes to how we build relationships and engage our parents and students in this process.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Exploration And Research Phase

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Those of us in the education community know that student and family partnerships play a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. The implementation of the (LCFF) has placed a renewed emphasis on students, families and educators working together as partners. Pleasant View has made great strides to make the school a more welcoming environment for parents and students. The school hosted a back to school night followed by a family fun night giving parents and staff a greater opportunity to begin building relationships. The school has scheduled student showcase nights, where parents can come and see student work. Many field trips have been planned to include as many parents as possible to again provide opportunities for parents and staff to begin to build relationships. The school has started a welcoming committee to provide tours to new families and students to explain and answer questions about the education environment at Pleasant View. The school has identified the greater need to partner with parents. To inform them of the progress of their child academically and social emotionally. There is also a need to seek parents' goals for their children in this process. The school has multiple measures it uses through a variety of student and parent surveys to measure progress. Pleasant View is always looking for ways to reach out and partner with our underrepresented families. We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. We continue to plan multiple events throughout the year to try and reach all families. We also utilize our community liaison to reach out to families. The school has multiple measures it uses through a variety of student and parent surveys to measure progress. 100% of parents reported being satisfied with educational programs at our school. Our target is 94% or greater. 100% of parents of children with special needs reported being satisfied with educational programs at our school. Our target is 90% or greater. • 100% of parents reported feeling welcome at school. The target was 95%. The metrics have been established in our LCAP in Goal 3 and are present in our actions and services within this goal. Pleasant View recognizes the ongoing need to continually reflect and make changes to how we build relationships and engage our parents and students in this process.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Beginning Development

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Beginning Development

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Beginning Development

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Those of us in the education community know that student and family partnerships play a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. The implementation of the (LCFF) has placed a renewed emphasis on students, families and educators working together as partners. Pleasant View has made great strides to make the school a more welcoming environment for parents and students to provide input into this process. Pleasant View continues to work alongside the advisory groups at the school to bring them the information they need to make the most informed decisions about the school and their child. Pleasant View continues to be future focused on the skills and knowledge, students will need in the future. The challenge is to educate parents and advisory groups as to what those skills and knowledge will be and how that translates into the education of their child. Pleasant View knows that its extremely important that advisory groups and staff engage all stakeholders in the process of making decisions for the school. The school has planned many activities to engage parents and students this school year in order to begin building the capacity of these stakeholders to make the decisions to drive improvement for all learners. Pleasant View is always looking for ways to reach out and partner with our underrepresented families. We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. We continue to plan multiple events throughout the year to try and reach all families. We also utilize our community liaison to reach out to families. The school has multiple measures it uses through a variety of student and parent surveys to measure progress. 92% of parents reported being involved in making decisions that affect their child's education. Our target is 90% or greater. • 96% of parents reported being informed of the goals and objectives of the instructional programs. That compares to 93% from last year. Our target is 90% or greater. • The metrics have been established in our LCAP in Goal 3 and are present in our actions and services within this goal. Pleasant View recognizes the ongoing need to continually reflect and make changes to how we build relationships and engage our parents and students in this process.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Those of us in the education community know that school climate plays a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. Pleasant View Elementary School District has chosen the following as our local measures from our annual school climate student survey as well as our direct services provided to students by the school psychologist. We felt that our measures best represent perceptions that our students have about the atmosphere and expectations staff have created for them. This survey is given to all students 4th-8th grade annually and reported to the Local Governing School Board. These measures will be looked at annually and included in our local LCAP actions and services or used in the needs assessment of the district when it comes to planning. Parent/Guardian Input Measure: Student School Climate Survey (Combined Results 4th-8th) Target is 90% or greater. •95% of students reported having felt close to someone at school. • 99% of students reported believing that teachers and other grown-ups at school believe they can do a good job.. • 96% of students reported that teachers and other grown-ups care about them. • 93% of students feel like they are a part of this school. • 85% of students report that they are motivated to learn. • 93% of students reported feeling safe at school. In addition, Pleasant View has selected the following metric to show direct mental health services provided to our students by the school psychologist. Our school psychologist reported providing direct services to 36% of our students. Target is greater than 15%. The school also believes Self Efficacy is extremely important to students long-term outcomes. The school gave a self-efficacy survey to all 4th-8th graders in 2022-2023 (scores 1-4 range). The First score is from the 2022 and the second is from the 2023 survey. Our students areas of strength were Academic Achievement 2.67/3.23 and Social 2.56/3.08, Self-Regulated Learning 2.20/2.70, and Enlisting Social Resources 2.24/2.81. It's apparent that there was a significant drop in our student's beliefs about themselves after the pandemic. However, the school has made significant progress in addressing students' needs in the last year, moving our students closer to pre-pandemic levels. The district will use this data to focus its work on building communities in the classrooms where students will feel connected and learn how to better access the resources they need to be successful. The implementation of the (LCFF) has placed a renewed emphasis on students and educators working together as partners. The measures have been established in our LCAP in Goal 6 and are present in our actions and services within this goal. Pleasant View recognizes the ongoing need to continually reflect and make changes to how we build relationships and engage our students in taking ownership of their learning.

