

PLEASANT VIEW SCHOOL DISTRICT

14004 ROAD 184 PORTERVILLE, CALIFORNIA 93257

TELEPHONE (559) 784-6769 FAX (559) 784-6819

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT

MINUTES

REGULAR BOARD MEETING

BOARD OF TRUSTEES

Alexander Garcia
President & Clerk

Thomas Barcellos
Vice President

Davy Gobel

Rusty Gobel

Rachele Alcantar

Mark Odsather
District Superintendent

Kimberly Parrish
Principal

Niguel Baxter
Business Manager

June 21st, 2022

Pleasant View Cafeteria

18900 Ave 145

Porterville, CA

CALL TO ORDER - ROLL CALL: Alex Garcia, called the meeting to order, at 4:30 pm and the following were in attendance:

BOARD:

Tom Barcellos

Davy Gobel

Alex Garcia

Rachele Alcantar

Rusty Gobel

OTHER:

Mark Odsather (Superintendent)

AGENDA: On a motion by Tom Barcellos and a second by Davy Gobel the board approved the Agenda. (5-0) (Ayes; Alex Garcia, Tom Barcellos, Davy Gobel, Rachele Alcantar, Rusty Gobel)

PUBLIC COMMENT: No Comment

DISTRICT FINANCE:

1. On a motion by Rusty Gobel and a second by Rachele Alcantar the board voted to approve the 2022-2023 Budget Overview for Parents and the 2022-2023 LCAP (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit A)
2. On a motion by Rachele Alcantar and a second by Davy Gobel the board voted to approve the 2022-2023 Budget (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit B)
3. M. Odsather presented the LCAP Federal Addendum to the board for discussion and review. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the LCAP Federal Addendum. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit C)
4. On a motion by Davy Gobel and second by Rachele Alcantar the board voted to approve budget revisions with control #62454962. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit D)
5. M. Odsather presented the Local Indicators Report to the Board for review and discussion. (Exhibit E)

PLEASANT VIEW
FALCONS

6. M. Odsather presented the bids for the Modernization project to the board for review and discussion. M. Odsather stated that the bids exceeded the modernization grant award amount given to the district from the state. M. Odsather stated that if the district proceeds with the project it would have to fund the difference between the grant of \$2.3 million and the bids which were in the \$3.6 to \$3.7 million range. M. Odsather stated that the reserves along with additional state funding in the budget should be able to cover the costs and the district could look at value engineering parts of the project. M. Odsather stated that if the district proceeds that at the end of the project the district would be kicked out of the state facilities program for three years. M. Odsather stated that another option would be to decline the funding and wait for six months and re-bid the project or to decline the finding and start over again with another project, but that would take another 5 years based on prior experience. M. Odsather stated that like the other project had the state had the money when the district applied the facilities would have been built at no additional cost to the district. M. Odsather stated that JTS bid was \$3,617,500 and Sierra Range Construction was \$3,703,000. (Exhibit F)
7. On a motion by Tom Barcellos and a second by Davy Gobel the board voted to approve the bid by JTS modular for the PVE modernization project. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit G)
8. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the The contract with Education Consulting Services for SARB services (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit H)
9. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve Resolution #16 in the Matter of Increase in School Facilities Fees, Approval of CEQA exemption (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit I)
10. On a motion by Tom Barcellos and a second by Davy Gobel the board voted to approve Resolution #17 in the Matter of Authorizing Inter-Fund Transfers in Accordance with the Budget. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit J)

PERSONNEL:

1. M. Odsather presented the job description for the Community Services/ELOP coordinator position and salary schedule to the board for review and approval. On a motion by Tom Barcellos and a second by Davy Gobel the board approved the Community Services/ELOP coordinator job description and salary schedule. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit K/L)
2. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the Night Custodian salary schedule. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit L)

CLOSED SESSION: On a motion by Tom Barcellos and a second by Davy Gobel the board voted to move into closed session to discuss a confidential personnel matter at 4:51 pm (5-0) (Ayes; Alex Garcia, Davy Gobel, Tom Barcellos, Rachele Alcantar, Rusty Gobel) On a motion by Tom Barcellos and a second by Davy Gobel the board voted to move out of closed session at 5:58 pm (5-0) (Ayes; Alex Garcia, Davy Gobel, Tom Barcellos, Rachele Alcantar, Rusty Gobel)

REPORT: No action Taken

ADJOURNMENT:

1. On a motion by Davy Gobel and a second by Tom Barcellos the board voted to adjourn. At 4:59pm (3-0) (Ayes; Alex Garcia, Davy Gobel, Tom Barcellos; Absent; Rachele Alcantar, Rusty Gobel)



Alex Garcia, President & Clerk
or Tom Barcellos, Vice President

Respectfully submitted,

Mark Odsather,
Secretary

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant View Elementary

CDS Code: 54 72058 6054217

School Year: 2022-23

LEA contact information:

Mark Odsather

Superintendent

marko@pleasant-view.k12.ca.us

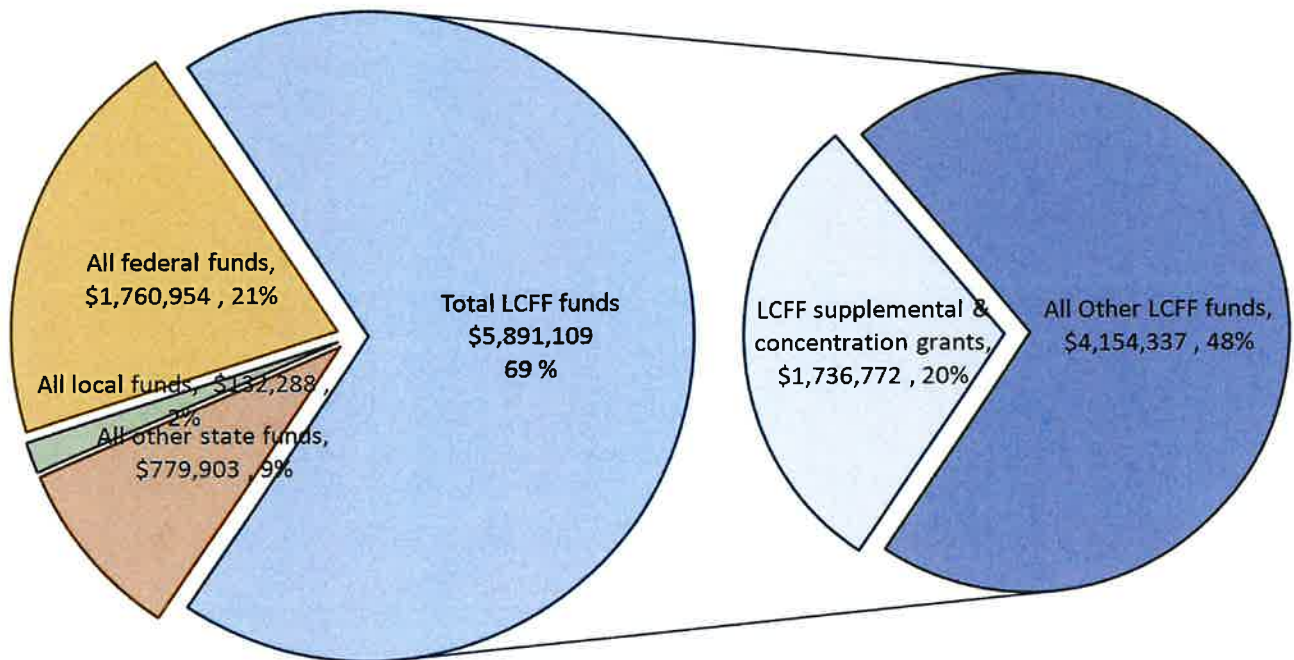
5597895840

Exhibit A 6-21-22

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 2022-23 School Year

Projected Revenue by Fund Source



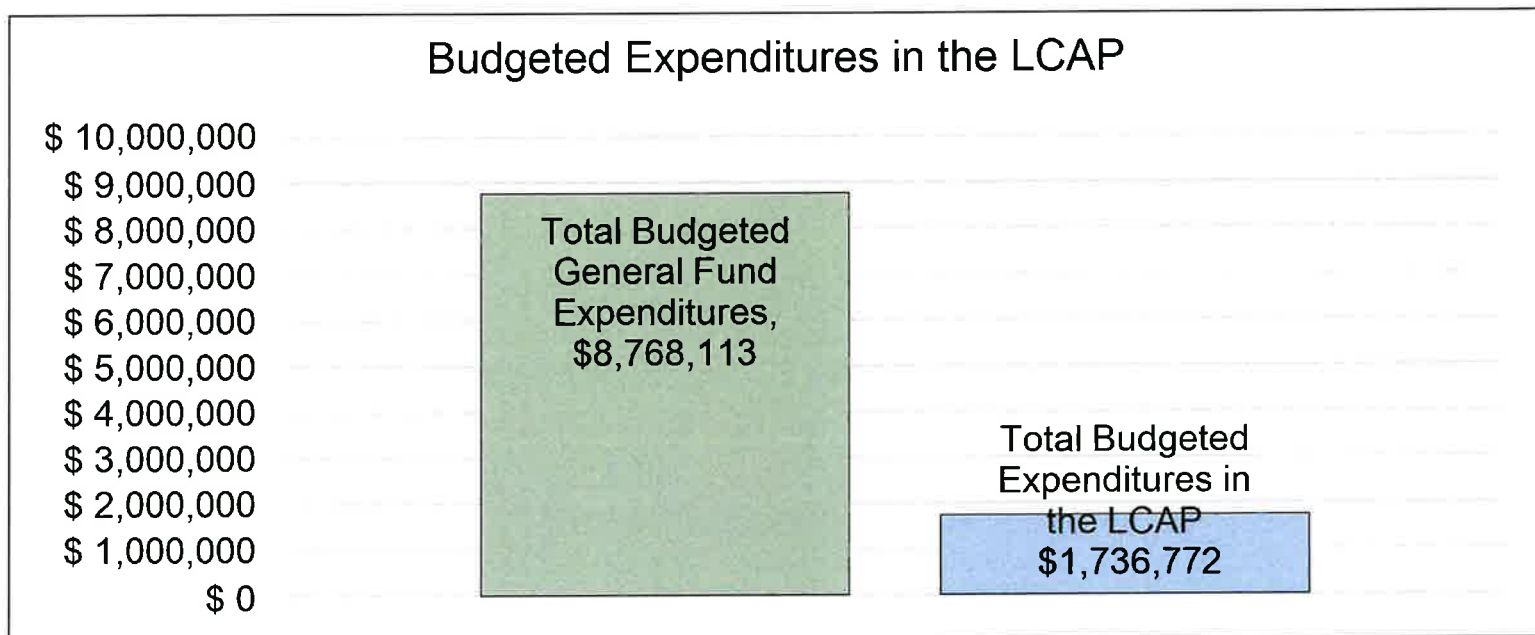
This chart shows the total general purpose revenue Pleasant View Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant View Elementary is \$8,564,254, of which \$5,891,109 is Local Control Funding Formula (LCFF), \$779,903 is other state funds,

\$132,288 is local funds, and \$1,760,954 is federal funds. Of the \$5,891,109 in LCFF Funds, \$1,736,772 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 2022-23. 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 \$8,768,113 for the 2022-23 school year. Of that amount, \$1,736,772 is tied to actions/services in the LCAP and \$7,031,341 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 2022-23 School Year

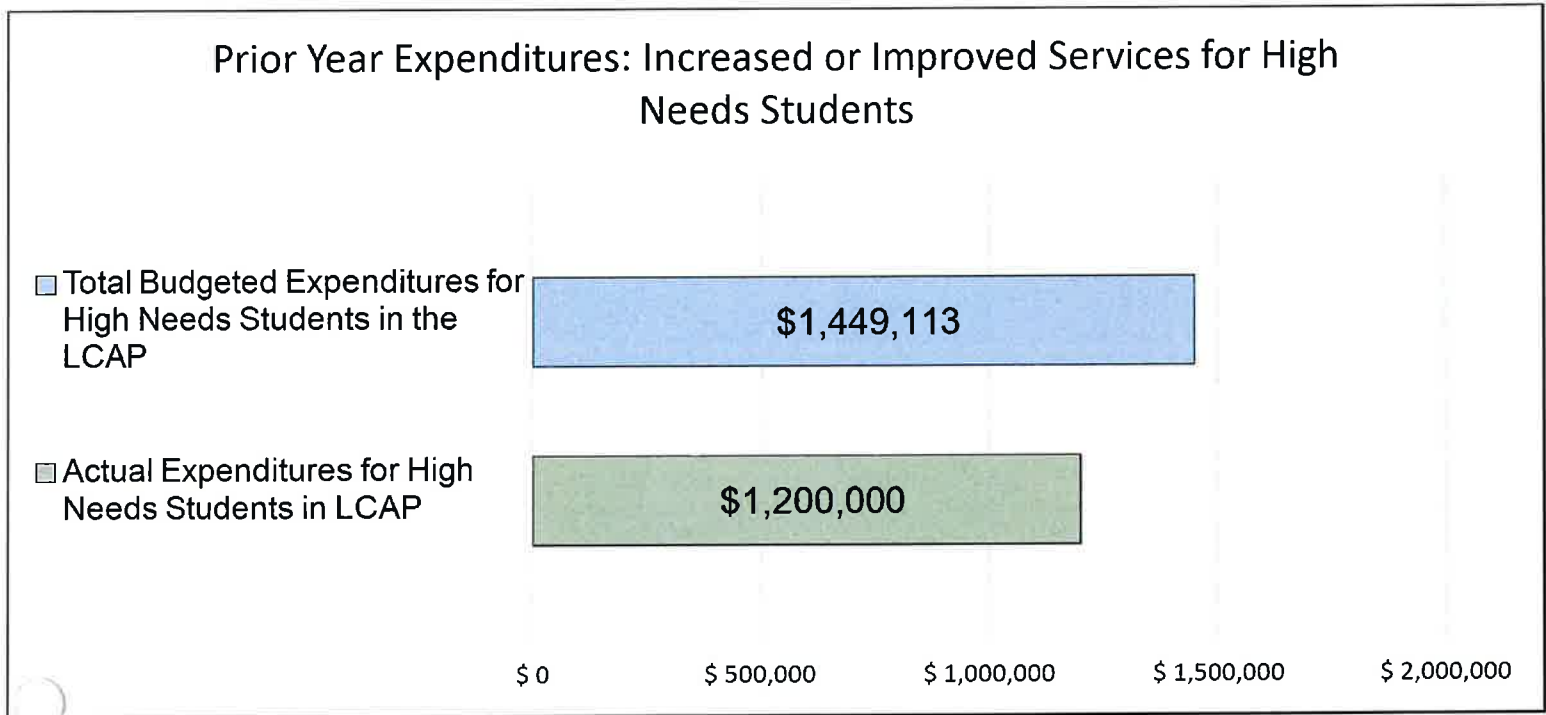
In 2022-23, Pleasant View Elementary is projecting it will receive \$1,736,772 based on the enrollment of foster youth, English learner, and low-income students. Pleasant View Elementary must describe how it intends to

increase or improve services for high needs students in the LCAP. Pleasant View Elementary plans to spend \$1,736,772 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 2021-22



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 2021-22, Pleasant View Elementary's LCAP budgeted \$1,449,113 for planned actions to increase or improve services for high needs students. Pleasant View Elementary actually spent \$1,200,000 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-249,113 had the following impact on Pleasant View Elementary's ability to increase or improve services for high needs students:

There were no differences in actions actions and services for high needs students in 2021-2022, Other one time revenue sources were used to cover the costs of some actions and services. There was no impact on services provided to high needs students in 2021-2022.

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pleasant View Elementary
CDS Code:	54 72058 6054217
LEA Contact Information:	Name: Mark Odsather Position: Superintendent Email: marko@pleasant-view.k12.ca.us Phone: 5597895840
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$5,891,109
LCFF Supplemental & Concentration Grants	\$1,736,772
All Other State Funds	\$779,903
All Local Funds	\$132,288
All federal funds	\$1,760,954
Total Projected Revenue	\$8,564,254

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,768,113
Total Budgeted Expenditures in the LCAP	\$1,736,772
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,736,772
Expenditures not in the LCAP	\$7,031,341

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,449,113
Actual Expenditures for High Needs Students in LCAP	\$1,200,000

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$-249,113

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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

	<p>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.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22.</p>	<p>There were no differences in actions and services for high needs students in 2021-2022, Other one time revenue sources were used to cover the costs of some actions and services. There was no impact on services provided to high needs students in 2021-2022.</p>

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant View Elementary	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597846769

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In addition to the engagement of all partners and colleagues as noted in the 2021–2022 LCAP from August–May 2020–2021. We expanded our efforts to engage our partners in several ways during the 2021–2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our monthly leadership team meetings, our SSC/ELAC meetings that students, administration, community partners, classified staff, certificated staff, parents and guardians. On January 18, 2022, we had our LCAP community engagement meeting that was open to district colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals 1,2,3 & 4. Recovering from learning loss is a priority for Pleasant View, and is evident in this planned use of funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

15% concentration grant add-on (targeted funds for unduplicated students) 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.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

COVID Emergency Relief Funds (CARES, ESSER I, ESSER II) and Expanded Learning Opportunities (ELO-G) were used to support professional development, staff planning and preparation in light of the pandemic. We also dedicated these funds to expanded summer school programming, instructional materials, and one-time technology purchases, as well as additional classroom space. In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our monthly leadership team meetings, our SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians. On January 18, 2022, we had our LCAP community engagement meeting that was open to colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals 1,2,3 & 4 to address the learning loss of our students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Successes and Challenges for ESSER III Our number one priority is to keep students and staff safe at all times. To this end, PVESD has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. PVESD has hired additional teachers to reduce class size and provide targeted intervention and support to our students. We recognize the learning loss caused by the pandemic and believe the extra support and targeted intervention will allow our students to recover those losses quickly. In addition PVESD has allocated ESSER III monies to add additional classroom space and modernize some classrooms for cohorting and social distancing measures as well as to be able to provide targeted intervention.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

PVESD considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. The additional funding sources such as CARES, ESSER I, ESSER II and ESSER III complement the LCAP in the following areas.
Goal 1 - Providing every student at PVESD with an individualized learning program.

- Goal 2- Every student will receive individualized as well as extended educational opportunities
- Goal 3 - All students will show growth in their social, emotional, and cognitive skills
- Goal 4 - All students will have a safe, clean, healthy, and engaging school climate along with school facilities to support it.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 [2022-23]

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 452 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. 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. 98% 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%. 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 2nd-8th) Target is 90% or greater. •94% of students reported having felt close to someone at school. • 96% of students reported believing that teachers and other grown-ups at school believe they can do a good job.. • 90% of students reported that teachers and other grown-ups care about them. • 90% of students feel like they are a part of this school. • 78% of students report that they are motivated to learn. • 95% of students reported feeling safe at school. Historically we have been well over 90% we feel the drop in motivation is connected to Distance Learning and the Covid-19 Pandemic. In addition, Pleasant View has selected the following metric to show direct mental health services provided to our students by the school psychologist reported providing direct services to 40% of our students. Target is greater than 15%. The school also believes Self Efficacy is extremely important to student long-term outcomes. The school gave a self-efficacy survey to all 4th-8th graders in 2021-2022 (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 2.41/2.67 and Social 2.34/2.56. It's apparent that there has been a significant drop in our student's beliefs about themselves. We attribute this drop to the COVID-19 Pandemic and Distance Learning. 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 by a few points our students exceeded their goals in Language Use by 23 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, and any relevant 2019 Dashboard information still applicable to addressing identified needs through LCAP actions. 2021-22 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. 2021-22 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 18-19 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 7 points and Reading by 6 points. We believe this is partly due to the learning loss of 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. Our student's two weakest areas were in Self-Regulated Learning 2.15/2.20 and Enlisting Social Resources 2.23/2.23. We know as students return in the fall that social-emotional learning needs to be a priority in all classrooms. The district understands the need to assemble a comprehensive mental health team to respond to needs as they arise.

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.

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 (PVESD) 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 sought at Board Meetings: September 2021, October 2021, November 2021, December 2021, February 2022, March 2022, April 2022, May 2022 and June 2022.

School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought October 21st, 2021, December 8th, 2021, December 15th, 2021, February 8th, 2022, February 9th, 2022, May 11th 2022, May 25, 2022. Members: Parents of English Learners, district office staff, site teachers, principal & staff.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. August 2021, September 2021, October 2021, November 2021, February 2022, March 2022, April 2022, May 2022. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2021, September 2021, October 2021, December 2021, February 2022, March 2022, April 2022, May 2022 and June 2022. Members: Superintendent, Principal, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

School Site Classified Leadership Team: Progressed monitored and input sought August 2021, September 2021, October 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022 and June 2022. Members: Superintendent, Principal, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff.

Community Liaison Monthly Meetings Progressed monitored and input sought. October 2021, November 2021, January 2022, February 2022, March 2022,. Attendees: Pleasant View Staff and Parents

SELPA meetings, September 2021, November 2021, April 2022

Student Surveys: May 2022

Parent Surveys: May 2022

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.

Parents mentioned that it would be helpful for teachers to explain things like class goals and the Accelerated Reader program, during Back to School Night. also added that it would be helpful if the parents could learn more about the Summit Learning platform from the teachers. Parents were interested in if we have data to show the additional teachers are making a difference? Parents also suggested providing at-home assistance for English Learners. "The instructional aides have been extremely supportive for our students. I have seen so much growth in my daughter because of the help she is getting from the instructional aides. It would be nice if our aides were more involved in the training opportunities." "Parents may not be able to know everything, but communication can be improved between teachers and parents." Parents also asked about an orientation for parents to know about the programs provided by the school and how to support students at home. 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. In response, the Superintendent stated, "All of the input received 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 specifically work on these requests."

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 will add 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 add additional teachers to help mitigate learning loss in the classroom. The district has applied for a state pre-school program and will hire an additional pre-school teacher and instructional aide to support a full day Preschool program. The district will look to add a community coordinator to plan activities in the community year round to bring parents and families together.

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.

An explanation of why the LEA has developed this goal.

Educational Partners have identified that building the self-efficacy of all learners is critical to current and future success. Stakeholders 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)	Pending availability of 2021-2022 year-end data.			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)	Pending availability of 2021-2022 year-end data.			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			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			K-8th NWEA MAP Math Total Growth of 321+
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			3rd-8th NWEA MAP Language Total Growth of 131+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers will be appropriately assigned and fully credentialed.	2020-2021 90% of Teachers are appropriately assigned and fully credentialed.	75% of Teachers are appropriately assigned and fully credentialed. 2021-2022			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 will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.
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 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.	2020-2021 Pleasant View fully implemented the California State Standards.	Pleasant View maintains full implementation of the California State Standards.2021-2022			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 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 experiences focused on the instructional core • Cross grade level and vertical collaboration 	\$105,000.00	Yes
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.(This Action includes LCFF Concentration Add-on Grant funds)</p>	\$466,772.00	Yes
1.3	Highly Qualified Teachers	<p>We realize the importance of having Highly Qualified and fully credentialed teachers appropriately</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 and replaced every 3-4 years. We will set aside money every year to accomplish this objective.</p>	\$33,000.00	Yes

Goal Analysis [2021-22]

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 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 1.2 The district was able to hire additional teachers in the 2021-2022 school year to reduce class: student to teacher ratios.
- 1.3 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 1.4 There are no substantive differences between planned Actions and implemented Actions under this Goal.

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 22-23.

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.

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)	Pending availability of year-end data. 2021-2022			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)	Pending availability of year-end data.2021-2022			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 Levels K-8th is 96 points)	Students grew 91 points from fall to spring missing ELA growth target by 5 points. 2021-2022			K-8th NWEA MAP ELA Total Growth of 295+
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	Students grew 100 points from fall to spring missing Math growth target by 7 points.2021-2022			K-8th NWEA MAP Math Total Growth of 327+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3rd-8th NWEA MAP Language Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	Norm Combined Growth of Grade Levels K-8th is 107 points) 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			3rd-8th NWEA MAP Language Total Growth of 137+
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.	Pending availability of year-end data. 2021-2022			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	Pending availability of year-end data. 2021-2022			4th-8th SBAC Math Total Growth of 456+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
K-8th NWEA MAP ELA Growth (EL Students)	Baseline Growth was 156 points 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			K-8th NWEA MAP ELA Total Growth of 295+
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			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			3rd-8th NWEA MAP Language Total Growth of 137+
K-8th EL Students ELPAC	49% of students made progress towards proficiency desired outcome 55%	Pending availability of year-end data.2021-2022			55% of students made progress towards proficiency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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.	\$60,000.00	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.	\$375,000.00	Yes
2.3	Programs/Intervention/Student Services Support Coordinator	The District will provide a program/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.	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$70,000.00	Yes
2.5	Professional Development (Strategies to Mitigate Learning Loss)	Professional development providing intervention strategies to support students' growth in all academic areas.	\$100,000.00	Yes

Goal Analysis [2021-22]

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 Moneys were not used and will be reallocated for 22-23.

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.

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			Maintain 15% School psychologist providing direct services to students.
Community Liaison/Social worker will organize 8 to 10 parent informational events annually	Community Liaison/Social worker will organize 8 to 10 parent informational events annually	2021-2022 10 parent information events were organized by the Community Liaison/Social Worker			Community Liaison/Social worker will maintain organizing 8 to 10 parent informational

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
(ie...townhalls, Parenting Classes.)	(ie... Townhalls, Parenting Classes.) 2020-2021 12 parent information events were organized by the Community Liaison/Social Worker				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			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 provide a psychologist on staff full time to meet the emotional and behavioral needs of students.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$80,000.00	Yes
3.3	Professional Development (Social Emotional Learning and Development)	The school district will provide professional development tied to social-emotional learning.	\$20,000.00	Yes

Goal Analysis [2021-22]

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 22-23.

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 Moneys were not used and will be reallocated for 22-23.

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.

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			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 will be maintained at under 3%.
The chronic absenteeism rate	The chronic absenteeism rate will be maintained at 5%	The chronic absenteeism rate was 8.22% 2021-2022			The chronic absenteeism rate will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	or fewer. 2018-2019 Baseline data was 5.8%				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			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			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			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			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 can express their concerns or questions and are satisfied with	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			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

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			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.
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			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 connected to the school	2020-2021 Baseline data 90% of Teachers and Staff will report feeling safe and connected to the school.	92% of Teachers and Staff will report feeling safe and connected to the school meeting the goal set. 2021-2022			Maintain 90% of Teachers and Staff will report feeling safe 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.	\$265,000.00	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.	\$20,000.00	Yes
4.3	Tech Support	The District will maintain its Tech Support AV Specialist position.	\$125,000.00	Yes
4.4	Health/Office Clerk	The District will have two .50 FTE part time health/office clerk	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to better support the well being and health needs of students.		
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.	\$85,000.00	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.	\$15,000.00	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.	\$492,891.00	Yes

Goal Analysis [2021-22]

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 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 4.2 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 4.3 The district used other one-time funding to hire a full time tech for the 2021-2022 school year.
- 4.4 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 4.5 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 4.6 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 4.7 No money was allocated. There are no substantive differences between planned Actions and implemented Actions under this Goal.

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 The district used one-time money to cover the cost of the tech position so funds will be reallocated for 22-23.
- 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. Our health aide played an integral part in contact tracing and managing our response to Covid.
- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,736,772	\$227,888.00

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
42.89%	12.56%	\$492,891.00	55.45%

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.

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 RFEF 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 and support 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. (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.

These Actions will support the following:

Multi-Tiered Systems of Support:

Through data-driven decision-making, PVESD 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 PVESD 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 RFEP 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:

PVEDSD 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. The district calculated that there is a Carryover requirement in the amount of \$492,891.00 for 21-22. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2022-23 LCAP.

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. (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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,249,663.00			\$403,000.00	\$2,652,663.00	\$1,626,772.00	\$1,025,891.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
1	1.1	Certificated Professional Development (8 Extra Service Days)	English Learners Foster Youth Low Income	\$105,000.00						
1	1.2	Broad Course of Study/ Early Childhood Staff	English Learners Foster Youth Low Income	\$466,772.00						\$466,772.00
1	1.3	Highly Qualified Teachers	English Learners Foster Youth Low Income	\$20,000.00						\$20,000.00
1	1.4	Curriculum, Technology, Materials, and Supplies	English Learners Foster Youth Low Income	\$10,000.00					\$23,000.00	\$33,000.00
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	\$60,000.00
2	2.2	Instructional Aides	English Learners Foster Youth Low Income	\$175,000.00					\$200,000.00	\$375,000.00
2	2.3	Programs/Intervention/Student Services Support Coordinator	English Learners Foster Youth Low Income	\$55,000.00					\$55,000.00	\$110,000.00
2	2.4	ELD Coordinator/Academic Coach	English Learners	\$35,000.00					\$35,000.00	\$70,000.00
2	2.5	Professional Development	English Learners Foster Youth	\$40,000.00					\$60,000.00	\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Strategies to Mitigate Learning Loss)	Low Income					
3	3.1	School Psychologist	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
3	3.2	Community Services Director	English Learners Foster Youth Low Income	\$80,000.00				\$80,000.00
3	3.3	Professional Development (Social Emotional Learning and Development)	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$265,000.00				\$265,000.00
4	4.2	Safety	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.3	Tech Support	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
4	4.4	Health/Office Clerk	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
4	4.5	Library Aide	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
4	4.6	Parent Engagement and Communication	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
4	4.7	Future Facilities Reserve	English Learners Foster Youth Low Income	\$492,891.00				\$492,891.00

2022-23 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 — 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
\$4,049,177.00	\$1,736,772	42.89%	12.56%	55.45%	\$2,249,663.00	0.00%	55.56 %	Total:	\$2,249,663.00
								LEA-wide Total:	\$2,249,663.00
								Limited Total:	\$0.00
								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	\$105,000.00	
1	1.2	Broad Course of Study/ Early Childhood Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,772.00	
1	1.3	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
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	
2	2.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	

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	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.4	ELD Coordinator/Academic Coach	Yes	LEA-wide	English Learners	All Schools	\$35,000.00	
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.1	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
3	3.2	Community Services Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,000.00	
4	4.2	Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.3	Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
4	4.4	Health/Office Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
4	4.5	Library Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
4	4.6	Parent Engagement and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
4	4.7	Future Facilities Reserve	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$492,891.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,840,113.00	\$1,635,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	\$100,000.00	98,000.00
1	1.2	Broad Course of Study/ Early Childhood Staff (Hired additional teachers (This Action includes LCFF Concentration Add-on Grant funds the cost of expenditures is reflective in the budget	Yes	\$305,000.00	235,000.00
1	1.3	Highly Qualified Teachers	Yes	\$25,000.00	19,000.00
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	\$50,000.00	40,000.00
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	\$60,000.00	50,000.00
2	2.2	Instructional Aides	Yes	\$325,000.00	320,000.00
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	\$100,000.00	90,000
2	2.4	ELD Coordinator/Academic Coach	Yes	\$70,000.00	65,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	\$125,113.00	125,000.00
3	3.1	School Psychologist	Yes	\$150,000.00	150,000.00
3	3.2	Community Liaison	Yes	\$20,000.00	20,000.00
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$25,000.00	0.00
4	4.1	Facilities	Yes	\$250,000.00	253,000.00
4	4.2	Safety	Yes	\$25,000.00	18,500.00
4	4.3	Tech Support	Yes	\$80,000.00	29,000.00
4	4.4	Health/Office Clerk	Yes	\$55,000.00	55,000.00
4	4.5	Library Aide	Yes	\$60,000.00	60,000.00
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	7,500.00
4	4.7	Future Facilities Reserve	Yes	\$0.00	0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
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)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	\$100,000.00	98,000.00	0.00%	
1	1.2	Broad Course of Study/ Early Childhood Staff (Hired additional teachers (This Action includes LCFF Concentration Add-on Grant funds the cost of expenditures is reflective in the budget	Yes	\$305,000.00	215,000.00		
1	1.3	Highly Qualified Teachers	Yes	\$25,000.00	18,500.00		
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	\$25,000.00	20,000		
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	\$30,000.00	28,500.00		
2	2.2	Instructional Aides	Yes	\$175,000.00	175,000.00		
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	\$50,000.00	50,000		
2	2.4	ELD Coordinator/Academic Coach	Yes	\$35,000.00	35000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	\$25,113.00	25,000.00		
3	3.1	School Psychologist	Yes	\$150,000.00	150,000.00		
3	3.2	Community Liaison	Yes	\$20,000.00	20,000.00		
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$25,000.00	0.00		
4	4.1	Facilities	Yes	\$250,000.00	253,000.00		
4	4.2	Safety	Yes	\$25,000.00	20,000.00		
4	4.3	Tech Support	Yes	\$80,000.00	0.00		
4	4.4	Health/Office Clerk	Yes	\$55,000.00	55,000.00		
4	4.5	Library Aide	Yes	\$60,000.00	60,000.00		
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	12,500.00		
4	4.7	Future Facilities Reserve	Yes	0	0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — 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	\$1,728,391.00	0.00	44.03%	\$1,235,500.00	0.00%	31.47%	\$492,891.00	12.56%

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/fg/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 succinctly 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 at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as 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 credentialled 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 LCPF 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

Exhibit B 6-21-22

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in 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 Road 184 in
Porterville CA

Date: June 09, 2022

Public Hearing:

Place: Cafeteria at 18900 Ave
145, Porterville CA

Date: June 14, 2022

Time: 04:30 PM

Adoption Date: June 21, 2022

Signed: 
Clerk/Secretary of
the Governing
Board
(Original signature
required)

Contact person for additional information on the budget reports:

Name: Niguel Baxter

Title: Business Manager

Telephone: 559-784-6769

E-mail: nigulebaxter@pleasant-view.k12.ca.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 (multiyear) commitments or debt agreements?		X

		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) 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)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:	X	
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
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
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 14, 2022	
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



Date of Meeting: Jun 23, 2022

Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Niguel Baxter

Title: Business Manager

Telephone: 559-784-6769

E-mail: Niguelbaxter@pleasant-view.k12.ca.us

G = General Ledger Data; S =
Supplemental Data

Form	Description	Data Supplied For:	
		2021-22 Estimated Actuals	2022-23 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	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	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		

Pleasant View Elementary
Tulare County

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
CHG	Change Order Form		
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	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

2022-23 Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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		8010-8089	5,758,947.00	0.00	5,758,947.00	5,891,109.00	0.00	5,891,109.00	2.3%
2) Federal Revenue		8100-8299	0.00	1,651,078.84	1,651,078.84	0.00	1,760,954.00	1,760,954.00	6.7%
3) Other State Revenue		8300-8599	259,761.00	992,606.26	1,252,367.26	84,947.00	694,956.00	779,903.00	-37.7%
4) Other Local Revenue		8600-8799	35,753.13	88,341.00	124,094.13	63,531.00	68,757.00	132,288.00	6.6%
5) TOTAL, REVENUES			6,054,461.13	2,732,026.10	8,786,487.23	6,039,587.00	2,524,687.00	8,564,274.00	-2.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,187,981.00	516,427.33	2,704,408.33	2,304,671.00	191,249.00	2,495,920.00	-7.7%
2) Classified Salaries		2000-2999	874,056.60	431,080.55	1,305,137.15	803,475.00	599,172.00	1,402,647.00	28.9%
3) Employee Benefits		3000-3899	1,467,445.68	708,764.18	2,176,209.86	1,646,146.00	684,873.00	2,331,019.00	7.1%
4) Books and Supplies		4000-4999	295,945.92	240,847.06	536,792.98	254,197.00	96,767.00	350,964.00	-34.6%
5) Services and Other Operating Expenditures		5000-5999	652,958.59	380,506.81	1,033,465.40	656,568.00	253,528.00	910,096.00	-10.2%
6) Capital Outlay		6000-6999	0.00	876,939.00	876,939.00	0.00	936,603.00	936,603.00	8.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	329,769.77	0.00	329,769.77	340,864.00	0.00	340,864.00	3.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,239.00)	2,239.00	0.00	(2,239.00)	2,239.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,605,918.56	3,138,803.93	8,742,722.49	6,003,682.00	2,764,431.00	8,768,113.00	0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			448,542.57	(404,777.83)	43,764.74	35,905.00	(239,764.00)	(203,859.00)	-565.8%
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	36,000.00	0.00	36,000.00	36,000.00	0.00	36,000.00	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	(775,464.00)	775,464.00	0.00	(296,818.00)	296,818.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(811,464.00)	775,464.00	(36,000.00)	(332,818.00)	296,818.00	(36,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(362,921.43)	370,686.17	7,764.74	(296,913.00)	57,054.00	(239,859.00)	-3,189.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
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)			3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
2) Ending Balance, June 30 (E + F1e)			2,859,537.54	782,124.61	3,641,662.15	2,562,624.54	839,178.61	3,401,803.15	-6.6%
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	782,124.61	782,124.61	0.00	839,178.61	839,178.61	7.3%
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	2,859,537.54	0.00	2,859,537.54	2,562,624.54	0.00	2,562,624.54	-10.4%
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				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		4,297,636.00	0.00	4,297,636.00	4,466,247.00	0.00	4,466,247.00	3.9%
Education Protection Account State Aid - Current Year	8012		1,133,297.00	0.00	1,133,297.00	1,096,848.00	-0.00	1,096,848.00	-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		328,014.00	0.00	328,014.00	328,014.00	0.00	328,014.00	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 41804)									
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			5,758,947.00	0.00	5,758,947.00	5,891,109.00	0.00	5,891,109.00	2.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	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			5,758,947.00	0.00	5,758,947.00	5,891,109.00	0.00	5,891,109.00	2.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	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		9220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds									
Flood Control Funds		9270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		9280	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%

2022-23 Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
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		328,214.82	328,214.82		335,514.00	335,514.00	2.2%
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		54,406.11	54,406.11		25,627.00	25,627.00	-52.9%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		49,472.81	49,472.81		32,058.00	32,058.00	-35.2%
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, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		47,053.00	47,053.00		34,865.00	34,865.00	-25.9%
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	1,171,932.10	1,171,932.10	0.00	1,332,890.00	1,332,890.00	13.7%
TOTAL, FEDERAL REVENUE			0.00	1,651,078.84	1,651,078.84	0.00	1,760,954.00	1,760,954.00	6.7%
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	44,836.00	44,836.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	14,994.00	0.00	14,994.00	14,465.00	0.00	14,465.00	-3.5%
Lottery - Unrestricted and Instructional Materials		8560	68,591.00	22,406.00	90,997.00	67,482.00	26,910.00	94,392.00	3.7%
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									
After School Education and Safety (ASES)	6010	8590	0.00	0.00	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	176,176.00	925,364.26	1,101,540.26	3,000.00	656,046.00	671,046.00	-39.1%
TOTAL, OTHER STATE REVENUE			259,761.00	992,606.26	1,252,367.26	84,947.00	694,956.00	779,903.00	-37.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	11,424.00	11,424.00	0.00	6,217.00	6,217.00	-45.6%
Penalties and Interest from Delinquent Non-LCFF Taxes		8628	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									
Interest		8680	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(27,778.07)	0.00	(27,778.07)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
Fees and Contracts									
Adult Education Fees		8571	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8572	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	38,531.20	76,917.00	115,448.20	38,531.00	62,540.00	101,071.00	-12.5%
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	5500	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			35,753.13	88,341.00	124,094.13	63,531.00	68,757.00	132,288.00	6.6%
TOTAL, REVENUES			6,054,461.13	2,732,026.10	8,786,487.23	6,030,587.00	2,524,667.00	8,564,254.00	-2.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,813,031.00	502,359.13	2,315,390.13	1,918,886.00	185,215.00	2,104,101.00	-9.1%
Certificated Pupil Support Salaries		1200	105,375.00	2,800.00	108,175.00	107,484.00	0.00	107,484.00	-0.7%
Certificated Supervisors' and Administrators' Salaries		1300	263,575.00	11,268.20	274,843.20	272,321.00	6,034.00	278,355.00	1.3%
Other Certificated Salaries		1800	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,187,981.00	516,427.33	2,704,408.33	2,304,671.00	191,249.00	2,495,920.00	-7.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	174,100.00	215,050.27	389,150.27	205,573.00	404,051.00	609,624.00	56.7%
Classified Support Salaries		2200	255,081.60	81,946.70	337,028.30	250,835.00	94,092.00	344,927.00	2.3%
Classified Supervisors' and Administrators' Salaries		2300	53,925.00	0.00	53,925.00	80,653.00	26,000.00	106,653.00	97.8%
Clerical, Technical and Office Salaries		2400	190,950.00	0.00	190,950.00	200,468.00	0.00	200,468.00	5.0%
Other Classified Salaries		2800	0.00	134,083.58	134,083.58	65,948.00	75,029.00	140,977.00	5.1%
TOTAL, CLASSIFIED SALARIES			674,056.60	431,080.55	1,105,137.15	803,475.00	599,172.00	1,402,647.00	26.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	364,318.00	344,882.43	709,200.43	443,676.00	299,016.00	742,692.00	4.7%
PERS		3201-3202	149,519.70	91,849.99	241,369.69	202,602.00	152,012.00	354,614.00	46.9%
OASDI/Medicare/Alternative		3301-3302	84,839.31	40,531.25	125,370.56	96,201.00	48,615.00	144,816.00	15.5%
Health and Welfare Benefits		3401-3402	588,742.00	177,441.18	766,183.18	671,591.00	135,431.00	807,022.00	5.3%
Unemployment Insurance		3501-3502	24,933.16	7,678.65	32,609.81	15,527.00	3,956.00	19,483.00	-40.3%
Workers' Compensation		3601-3602	60,766.32	20,457.06	81,223.38	71,283.00	18,156.00	89,439.00	10.1%
OPEB, Allocated		3701-3702	56,887.15	19,200.62	76,087.77	69,832.00	16,180.00	86,012.00	15.7%
OPEB, Active Employees		3751-3752	4,112.00	6,625.00	10,737.00	75,434.00	9,507.00	84,941.00	691.1%
Other Employee Benefits		3801-3902	133,328.04	0.00	133,328.04	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			1,467,445.68	708,764.18	2,176,209.86	1,646,146.00	684,873.00	2,331,019.00	7.1%
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	40,000.00	40,000.00	0.00	15,000.00	15,000.00	-62.5%
Materials and Supplies		4300	227,445.92	157,510.37	384,956.29	213,697.00	76,767.00	290,464.00	-24.5%
Noncapitalized Equipment		4400	68,500.00	43,336.69	111,836.69	40,500.00	5,000.00	45,500.00	-59.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			295,945.92	240,847.06	536,792.98	254,197.00	96,767.00	350,964.00	-34.6%
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	9,100.00	11,168.00	20,268.00	9,100.00	3,401.00	12,501.00	-38.3%

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
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	59,500.00	0.00	59,500.00	53,100.00	0.00	53,100.00	-9.2%
Operations and Housekeeping Services		5500	120,000.00	0.00	120,000.00	120,000.00	0.00	120,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	55,000.00	10,000.00	65,000.00	54,000.00	7,500.00	61,500.00	-5.4%
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	338,958.59	338,338.81	678,297.40	348,168.00	242,627.00	590,795.00	-12.9%
Communications		5900	63,200.00	0.00	63,200.00	64,000.00	0.00	64,000.00	1.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			652,958.59	360,505.81	1,013,465.40	656,568.00	253,528.00	910,096.00	-10.2%
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	834,275.00	834,275.00	0.00	900,000.00	900,000.00	7.9%
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	0.00	42,664.00	42,664.00	0.00	36,603.00	36,603.00	-14.2%
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%
TOTAL, CAPITAL OUTLAY			0.00	876,939.00	876,939.00	0.00	936,603.00	936,603.00	6.8%
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	2,722.51	0.00	2,722.51	2,723.00	0.00	2,723.00	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	5500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223		0.00	0.00		0.00	0.00	0.0%
All Other Transfers		7281-7283		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	0.0%
Debt Service									
Debt Service - Interest		7438	109,106.26	0.00	109,106.26	115,200.00	0.00	115,200.00	5.6%
Other Debt Service - Principal		7439	217,941.00	0.00	217,941.00	222,941.00	0.00	222,941.00	2.3%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			329,769.77	0.00	329,769.77	340,864.00	0.00	340,864.00	3.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(2,239.00)	2,239.00	0.00	(2,239.00)	2,239.00	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			(2,239.00)	2,239.00	0.00	(2,239.00)	2,239.00	0.00	0.0%
TOTAL, EXPENDITURES			5,605,918.56	3,136,803.93	8,742,722.49	6,003,582.00	2,764,431.00	8,768,113.00	0.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
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	36,000.00	0.00	36,000.00	36,000.00	0.00	36,000.00	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			36,000.00	0.00	36,000.00	36,000.00	0.00	36,000.00	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%
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%
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	(775,464.00)	775,464.00	0.00	(296,818.00)	296,818.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(775,464.00)	775,464.00	0.00	(296,818.00)	296,818.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (e - b + c - d + e)			(811,464.00)	775,464.00	(36,000.00)	(332,818.00)	296,818.00	(36,000.00)	0.0%

2022-23 Budget, July 1
General Fund / County School Service Fund
Expenditures by Partition

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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	5,758,947.00	0.00	5,758,947.00	5,891,109.00	0.00	5,891,109.00	2.3%
2) Federal Revenue		8100-8299	0.00	1,651,078.84	1,651,078.84	0.00	1,760,954.00	1,760,954.00	6.7%
3) Other State Revenue		8300-8599	259,761.00	992,606.26	1,252,367.26	84,947.00	694,956.00	779,903.00	-37.7%
4) Other Local Revenue		8600-8799	35,753.13	88,341.00	124,094.13	63,531.00	68,757.00	132,288.00	6.6%
5) TOTAL, REVENUES			6,054,461.13	2,732,026.10	8,786,487.23	6,039,587.00	2,524,667.00	8,564,254.00	-2.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction		1000-1999	3,295,861.99	1,587,523.21	4,883,405.20	3,549,823.00	1,261,295.00	4,811,118.00	-1.5%
2) Instruction - Related Services		2000-2999	752,775.00	153,187.74	905,962.74	933,393.00	33,668.00	967,061.00	6.7%
3) Pupil Services		3000-3999	444,280.80	22,692.15	466,972.95	446,887.00	101,634.00	548,521.00	17.5%
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	101,708.83	101,708.83	0.00	82,540.00	82,540.00	-18.8%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	433,361.00	10,776.00	444,137.00	405,217.00	8,276.00	413,493.00	-5.9%
8) Plant Services		8000-8999	349,850.00	1,260,916.00	1,610,766.00	327,498.00	1,278,818.00	1,604,316.00	-0.4%
9) Other Outgo		9000-9999	329,769.77	0.00	329,769.77	340,864.00	0.00	340,864.00	3.4%
10) TOTAL, EXPENDITURES			5,605,918.56	3,136,803.93	8,742,722.49	6,003,682.00	2,764,431.00	8,768,113.00	0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			448,542.57	(404,777.83)	43,764.74	35,905.00	(239,764.00)	(203,859.00)	-565.8%
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	36,000.00	0.00	36,000.00	36,000.00	0.00	36,000.00	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	(775,464.00)	775,464.00	0.00	(296,818.00)	296,818.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(811,464.00)	775,464.00	(36,000.00)	(332,818.00)	296,818.00	(36,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(362,921.43)	370,686.17	7,764.74	(296,913.00)	57,054.00	(239,859.00)	-3,189.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
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)			3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,222,458.97	411,438.44	3,633,897.41	2,859,537.54	782,124.61	3,641,662.15	0.2%
2) Ending Balance, June 30 (E + F1e)			2,859,537.54	782,124.61	3,641,662.15	2,562,624.54	839,178.61	3,401,803.15	-6.6%
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	782,124.61	782,124.61	0.00	839,178.61	839,178.61	7.3%
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	2,859,537.54	0.00	2,859,537.54	2,562,624.54	0.00	2,562,624.54	-10.4%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2800	Expanded Learning Opportunities Program	377,966.00	474,140.00
5810	Other Restricted Federal	614.00	614.00
6286	Educator Effectiveness, FY 2021-22	135,744.00	135,744.00
6300	Library: Instructional Materials	75,347.38	47,257.38
6547	Special Education Early Intervention Preschool Grant	27,582.00	55,184.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	36,803.00	0.00
7029	Child Nutrition: Food Service Staff Training Funds	8,233.00	0.00
7311	Classified School Employee Professional Development Block Grant	4,341.00	4,341.00
8010	Other Restricted Local	115,861.23	121,898.23
Total, Restricted Balance		782,124.61	839,178.61

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	6,063.79	6,063.79	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,063.79	6,063.79	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,063.79	6,063.79	0.0%
2) Ending Balance, June 30 (E + F1e)			6,063.79	6,063.79	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	6,063.79	6,063.79	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) 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	2021-22 Estimated Actuals	2022-23 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 (G9 + 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					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
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%
(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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	2021-22 Estimated Actuals	2022-23 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 - B10)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,063.79	6,063.79	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,063.79	6,063.79	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,063.79	6,063.79	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			6,063.79	6,063.79	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	6,063.79	6,063.79	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	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	6,063.79	6,063.79
Total, Restricted Balance		6,063.79	6,063.79

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	350,000.00	350,000.00	0.0%
3) Other State Revenue		8300-8599	24,000.00	24,000.00	0.0%
4) Other Local Revenue		8600-8799	(158.63)	97.00	-161.1%
5) TOTAL, REVENUES			373,841.37	374,097.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	144,000.00	148,663.00	3.2%
3) Employee Benefits		3000-3999	78,485.27	80,530.00	2.6%
4) Books and Supplies		4000-4999	197,514.42	148,000.00	-25.1%
5) Services and Other Operating Expenditures		5000-5999	43,550.00	38,750.00	-11.0%
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			463,549.69	415,943.00	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(89,708.32)	(41,846.00)	-53.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	36,000.00	36,000.00	0.0%
b) Transfers Out		7500-7629	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			36,000.00	36,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(53,708.32)	(5,846.00)	-89.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	89,776.42	36,068.10	-59.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,776.42	36,068.10	-59.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,776.42	36,068.10	-59.8%
2) Ending Balance, June 30 (E + F1e)			36,068.10	30,222.10	-16.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,068.10	30,222.10	-16.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) 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					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	350,000.00	350,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			350,000.00	350,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	24,000.00	24,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			24,000.00	24,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	96.83	97.00	0.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	(255.46)	0.00	-100.0%
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			(158.63)	97.00	-161.1%
TOTAL, REVENUES			373,841.37	374,097.00	0.1%
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	144,000.00	148,663.00	3.2%
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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			144,000.00	148,663.00	3.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	32,150.00	37,717.00	17.3%
OASDI/Medicare/Alternative		3301-3302	11,050.00	11,374.00	2.9%
Health and Welfare Benefits		3401-3402	23,510.27	21,055.00	-10.4%
Unemployment Insurance		3501-3502	1,600.00	744.00	-58.7%
Workers' Compensation		3601-3602	3,325.00	3,415.00	2.7%
OPEB, Allocated		3701-3702	3,325.00	3,420.00	2.9%
OPEB, Active Employees		3751-3752	3,325.00	2,805.00	-15.6%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			78,485.27	80,530.00	2.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	27,799.14	25,500.00	-8.3%
Noncapitalized Equipment		4400	2,249.20	2,500.00	11.2%
Food		4700	167,466.08	120,000.00	-28.3%
TOTAL, BOOKS AND SUPPLIES			197,514.42	148,000.00	-25.1%
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	20,000.00	15,000.00	-25.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	750.00	750.00	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	22,300.00	22,500.00	0.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			43,550.00	38,750.00	-11.0%
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%
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			463,549.69	415,943.00	-10.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	36,000.00	36,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			36,000.00	36,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8865	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8872	0.00	0.00	0.0%
All Other Financing Sources		8879	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)			36,000.00	36,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	350,000.00	350,000.00	0.0%
3) Other State Revenue		8300-8599	24,000.00	24,000.00	0.0%
4) Other Local Revenue		8600-8799	(158.63)	97.00	-161.1%
5) TOTAL, REVENUES			373,841.37	374,097.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		382,039.42	340,272.00	-10.9%
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		81,510.27	75,671.00	-7.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			463,549.69	415,943.00	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(89,708.32)	(41,846.00)	-53.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	36,000.00	36,000.00	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			36,000.00	36,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(53,708.32)	(5,846.00)	-89.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	89,776.42	36,068.10	-59.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,776.42	36,068.10	-59.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,776.42	36,068.10	-59.8%
2) Ending Balance, June 30 (E + F1e)			36,068.10	30,222.10	-16.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,068.10	30,222.10	-16.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	36,088.10	30,222.10
Total, Restricted Balance		36,088.10	30,222.10

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	3,745,002.40	21,858.40	-99.4%
b) Audit Adjustments		9793	(3,723,144.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			21,858.40	21,858.40	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,858.40	21,858.40	0.0%
2) Ending Balance, June 30 (E + F1e)			21,858.40	21,858.40	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	21,858.40	21,858.40	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		

Pleasant View Elementary
 Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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) 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		9890	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
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					
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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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					
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%
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	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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 Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%
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		8990	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	2021-22 Estimated Actuals	2022-23 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 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,745,002.40	21,858.40	-99.4%
b) Audit Adjustments		9793	(3,723,144.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			21,858.40	21,858.40	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,858.40	21,858.40	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,858.40	21,858.40	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	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	21,858.40	21,858.40
Total, Restricted Balance		21,858.40	21,858.40

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	2,946.84	0.00	-100.0%
5) TOTAL, REVENUES			2,946.84	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	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)			2,946.84	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)			2,946.84	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	38,351.71	41,298.55	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38,351.71	41,298.55	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38,351.71	41,298.55	7.7%
2) Ending Balance, June 30 (E + F1e)			41,298.55	41,298.55	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	41,298.55	41,298.55	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		

2022-23 Budget, July 1
Capital Facilities Fund
Expenditures by Object

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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) 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 (G9 + 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		8575	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	390.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(329.21)	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,886.05	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			2,946.84	0.00	-100.0%
TOTAL, REVENUES			2,946.84	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
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	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
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			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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		7819	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%
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	2021-22 Estimated Actuals	2022-23 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	2,946.84	0.00	-100.0%
5) TOTAL, REVENUES			2,946.84	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		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 -B10)			2,946.84	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)			2,946.84	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	38,351.71	41,298.55	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38,351.71	41,298.55	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38,351.71	41,298.55	7.7%
2) Ending Balance, June 30 (E + F1e)			41,298.55	41,298.55	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	41,298.55	41,298.55	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	2021-22 Estimated Actuals	2022-23 Budget
8010	Other Restricted Local	41,298.55	41,298.55
Total, Restricted Balance		41,298.55	41,298.55

2022-23 Budget, July 1
County School Facilities Fund
Expenditures by Object

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	178.19	0.00	-100.0%
5) TOTAL, REVENUES			178.19	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	70,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			70,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(69,821.81)	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)			(69,821.81)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	206,408.74	136,586.93	-33.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			206,408.74	136,586.93	-33.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			206,408.74	136,586.93	-33.8%
2) Ending Balance, June 30 (E + F1e)			136,586.93	136,586.93	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	136,586.93	136,586.93	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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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) 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 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,950.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(1,771.81)	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			178.19	0.00	-100.0%
TOTAL, REVENUES			178.19	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
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	70,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			70,000.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			70,000.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		6985	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		6971	0.00	0.00	0.0%
Proceeds from Leases		6972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		6973	0.00	0.00	0.0%
All Other Financing Sources		6979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7861	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	2021-22 Estimated Actuals	2022-23 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	178.19	0.00	-100.0%
5) TOTAL, REVENUES			178.19	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		70,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			70,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(69,821.81)	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)			(69,821.81)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	206,408.74	136,586.93	-33.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			206,408.74	136,586.93	-33.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			206,408.74	136,586.93	-33.8%
2) Ending Balance, June 30 (E + F1e)			136,586.93	136,586.93	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	136,586.93	136,586.93	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	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	136,586.83	136,586.83
Total, Restricted Balance		136,586.83	136,586.83

Description	2021-22 Estimated Actuals			2022-23 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)	413.15	413.15	457.27	414.00	414.00	442.56
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)	0.00					
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)	413.15	413.15	457.27	414.00	414.00	442.56
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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	413.15	413.15	457.27	414.00	414.00	442.56
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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	5,891,109.00	2.66%	6,047,939.00	0.37%	6,070,048.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	84,947.00	0.92%	85,725.00	0.56%	86,205.00
4. Other Local Revenues	8600-8799	63,531.00	0.00%	63,531.00	0.00%	63,531.00
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	(296,818.00)	1.87%	(302,354.00)	2.99%	(311,390.00)
6. Total (Sum lines A1 thru A5c)		5,742,769.00	2.65%	5,894,841.00	0.23%	5,908,394.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,304,671.00		2,350,764.00
b. Step & Column Adjustment				46,093.00		47,015.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,304,671.00	2.00%	2,350,764.00	2.00%	2,397,779.00
2. Classified Salaries						
a. Base Salaries				803,475.00		819,545.00
b. Step & Column Adjustment				16,070.00		16,391.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	803,475.00	2.00%	819,545.00	2.00%	835,936.00
3. Employee Benefits	3000-3999	1,646,146.00	1.76%	1,675,054.00	1.93%	1,707,419.00
4. Books and Supplies	4000-4999	254,197.00	3.14%	262,179.00	1.97%	267,344.00
5. Services and Other Operating Expenditures	5000-5999	656,568.00	3.14%	677,184.00	1.97%	690,525.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	340,864.00	0.00%	340,864.00	0.00%	340,864.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,239.00)	-100.00%		0.00%	1,107.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	36,000.00	-100.00%		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)		6,039,682.00	1.42%	6,125,590.00	1.88%	6,240,974.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(296,913.00)		(230,749.00)		(332,580.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,859,537.54		2,562,624.54		2,331,875.54
2. Ending Fund Balance (Sum lines C and D1)		2,562,624.54		2,331,875.54		1,999,295.54
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	2,562,624.54		2,331,875.54		1,999,295.54
f. Total Components of Ending Fund Balance		2,562,624.54		2,331,875.54		1,999,295.54
(Line D3f must agree with line D2)						
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	2,562,624.54		2,331,875.54		1,999,295.54
(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)		2,562,624.54		2,331,875.54		1,999,295.54
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	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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	1,760,954.00	-14.83%	1,499,806.00	-72.37%	414,461.00
3. Other State Revenues	8300-8599	694,956.00	0.00%	694,956.00	0.00%	694,956.00
4. Other Local Revenues	8600-8799	68,757.00	0.00%	68,757.00	0.00%	68,757.00
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	296,818.00	1.87%	302,354.00	2.99%	311,390.00
6. Total (Sum lines A1 thru A5c)		2,821,485.00	-9.06%	2,565,873.00	-41.95%	1,489,564.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				191,249.00		47,544.00
b. Step & Column Adjustment				501.00		511.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(144,206.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	191,249.00	-75.14%	47,544.00	1.07%	48,055.00
2. Classified Salaries						
a. Base Salaries				599,172.00		625,328.00
b. Step & Column Adjustment				35,710.00		4,954.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(9,554.00)		(19,349.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	599,172.00	4.37%	625,328.00	-2.30%	610,933.00
3. Employee Benefits	3000-3999	684,873.00	-9.86%	617,358.00	-6.41%	577,783.00
4. Books and Supplies	4000-4999	96,767.00	1.58%	98,297.00	1.08%	99,355.00
5. Services and Other Operating Expenditures	5000-5999	253,528.00	-42.26%	146,376.00	-3.25%	141,617.00
6. Capital Outlay	6000-6999	936,603.00	-0.22%	934,588.00	-100.00%	
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	2,239.00	-100.00%		0.00%	1,107.00
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)		2,764,431.00	-10.67%	2,469,491.00	-40.12%	1,478,850.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		57,054.00		96,382.00		10,714.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		782,124.61		839,178.61		935,560.61
2. Ending Fund Balance (Sum lines C and D1)		839,178.61		935,560.61		946,274.61
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		935,560.61		1,036,274.61
b. Restricted	9740	839,178.61		935,560.61		1,036,274.61
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	0.00		(935,560.61)		(1,126,274.61)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		839,178.61		935,560.61		946,274.61
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
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.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
Negative amounts are for one time salary payments with ESSER funds						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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	5,891,109.00	2.66%	6,047,939.00	0.37%	6,070,048.00
2. Federal Revenues	8100-8299	1,760,954.00	-14.83%	1,499,806.00	-72.37%	414,461.00
3. Other State Revenues	8300-8599	779,903.00	0.10%	780,681.00	0.06%	781,161.00
4. Other Local Revenues	8600-8799	132,288.00	0.00%	132,288.00	0.00%	132,288.00
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)		8,564,254.00	-1.21%	8,460,714.00	-12.56%	7,397,958.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,495,920.00		2,398,308.00
b. Step & Column Adjustment				46,594.00		47,526.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(144,206.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,495,920.00	-3.91%	2,398,308.00	1.98%	2,445,834.00
2. Classified Salaries						
a. Base Salaries				1,402,647.00		1,444,873.00
b. Step & Column Adjustment				51,780.00		21,345.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(9,554.00)		(19,349.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,402,647.00	3.01%	1,444,873.00	0.14%	1,446,869.00
3. Employee Benefits	3000-3999	2,331,019.00	-1.66%	2,292,412.00	-0.31%	2,285,202.00
4. Books and Supplies	4000-4999	350,964.00	2.71%	360,476.00	1.73%	366,699.00
5. Services and Other Operating Expenditures	5000-5999	910,096.00	-9.51%	823,560.00	1.04%	832,142.00
6. Capital Outlay	6000-6999	936,603.00	-0.22%	934,588.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	340,864.00	0.00%	340,864.00	0.00%	340,864.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	2,214.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	36,000.00	-100.00%	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)		8,804,113.00	-2.37%	8,595,081.00	-10.18%	7,719,824.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(239,859.00)		(134,367.00)		(321,866.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,641,662.15		3,401,803.15		3,267,436.15
2. Ending Fund Balance (Sum lines C and D1)		3,401,803.15		3,267,436.15		2,945,570.15
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		935,560.61		1,036,274.61
b. Restricted	9740	839,178.61		935,560.61		1,036,274.61
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	2,562,624.54		1,396,314.93		873,020.93
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,401,803.15		3,267,436.15		2,945,570.15
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	2,562,624.54		2,331,875.54		1,999,295.54
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(935,560.61)		(1,126,274.61)
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)		2,562,624.54		1,396,314.93		873,020.93
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		29.11%		16.25%		11.31%
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):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):</p>						
<p>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)</p>		0.00		0.00		0.00
<p>2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>		414.00		414.00		414.00
<p>3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)</p>		8,804,113.00		8,595,081.00		7,719,824.00
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>		8,804,113.00		8,595,081.00		7,719,824.00
<p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p>		4.00%		4.00%		4.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>		352,164.52		343,803.24		308,792.96
<p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p>		75,000.00		75,000.00		75,000.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>		352,164.52		343,803.24		308,792.96
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>		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):

414.00
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	Estimated/Unaudited Actuals	ADA Variance Level	Status
		Funded ADA (Form A, Lines A4 and C4)	Funded ADA (Form A, Lines A4 and C4)	(If Budget is greater than Actuals, else N/A)	
Third Prior Year (2019-20)	District Regular	455	457		
	Charter School				
	Total ADA	455	457	N/A	Met
Second Prior Year (2020-21)	District Regular	457	457		
	Charter School				
	Total ADA	457	457	N/A	Met
First Prior Year (2021-22)	District Regular	457	457		
	Charter School		0		
	Total ADA	457	457	0.0%	Met
Budget Year (2022-23)	District Regular	443			
	Charter School	0			
	Total ADA	443			

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):

414.0

District's Enrollment Standard Percentage Level:

2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, 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	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)	District Regular	474	470	
	Charter School			
	Total Enrollment	474	470	0.8% Met
Second Prior Year (2020-21)	District Regular	471	439	
	Charter School			
	Total Enrollment	471	439	6.8% Not Met
First Prior Year (2021-22)	District Regular	426	403	
	Charter School			
	Total Enrollment	426	403	5.4% Not Met

Budget Year (2022-23)	District Regular	433
	Charter School	
	Total Enrollment	433

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 was 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)

For 20/21 and 22/23 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 was 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	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	457	470	97.3%
	Charter School		0	
	Total ADA/Enrollment	457	470	
Second Prior Year (2020-21)	District Regular	457	439	104.2%
	Charter School	0		
	Total ADA/Enrollment	457	439	
First Prior Year (2021-22)	District Regular	413	403	102.5%
	Charter School			
	Total ADA/Enrollment	413	403	

Historical Average Ratio:

District's ADA to Enrollment Standard (historical average ratio plus 0.5%):

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	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	414	433	95.6%	Met
	Charter School	0			
	Total ADA/Enrollment	414	433		
1st Subsequent Year (2023-24)	District Regular	414	433	95.6%	Met
	Charter School				
	Total ADA/Enrollment	414	433		
2nd Subsequent Year (2024-25)	District Regular	414	433	95.6%	Met
	Charter School				
	Total ADA/Enrollment	414	433		

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.

* 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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	457.27	442.56	428.14	414.00
b. Prior Year ADA (Funded)		457.27	442.56	428.14
c. Difference (Step 1a minus Step 1b)		(14.71)	(14.42)	(14.14)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.22%)	(3.26%)	(3.30%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		5,758,947.00	5,891,109.00	6,047,939.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		377,786.92	316,941.66	243,127.15
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level				
(Step 1d plus Step 2c)		3.3%	2.1%	0.7%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.34% to 4.34%	1.12% to 3.12%	-0.28% to 1.72%

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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	328,014.00	328,014.00	328,014.00	328,014.00
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	5,758,947.00	5,891,109.00	6,047,939.00	6,070,048.00
District's Projected Change in LCFF Revenue:		2.29%	2.66%	.37%
LCFF Revenue Standard		2.34% to 4.34%	1.12% to 3.12%	-0.28% to 1.72%
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD 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)

Due to COLA increase and funded ADA using 3 year average, the district has an increase in LCFF Revenue.

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
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Third Prior Year (2019-20)	4,178,068.42	5,140,984.34
Second Prior Year (2020-21)	4,106,409.97	5,994,327.40	68.5%
First Prior Year (2021-22)	4,329,483.28	5,805,918.56	77.2%
Historical Average Ratio:			75.7%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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):	71.7% to 79.7%	71.7% to 79.7%	71.7% to 79.7%

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	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
	Budget Year (2022-23)	4,754,292.00	6,003,682.00	79.2%
1st Subsequent Year (2023-24)	4,845,363.00	6,125,590.00	79.1%	Met
2nd Subsequent Year (2024-25)	4,941,134.00	6,240,974.00	79.2%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.34%	2.12%	.72%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.66% to 13.34%	-7.88% to 12.12%	-9.28% to 10.72%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.66% to 8.34%	-2.88% to 7.12%	-4.28% to 5.72%

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 (2021-22)	1,651,078.84		
Budget Year (2022-23)	1,760,954.00	6.65%	No
1st Subsequent Year (2023-24)	1,499,806.00	(14.83%)	Yes

2nd Subsequent Year (2024-25)

414,461.00	(72.37%)	Yes
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Explanation:
(required if Yes)

Budget year includes one time ESSER III (3213/3214) Revenue. 1st SY 23/24 includes remaining balance of ESSER III not planned on 22/23. 24/25 goes back to normal Title Fund revenues.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)

1,252,367.26		
779,903.00	(37.73%)	Yes
780,681.00	.10%	No
781,161.00	.06%	No

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Explanation:
(required if Yes)

Prior year 21/22 includes one time revenue for Educator Effectiveness, Kitchen Infrastructure/training, IPI grant and ELO Grant. For 1st subsequent year, the dashboard rate was used for Mandate cost reimbursement making it higher by \$778

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)

124,094.13		
132,288.00	6.60%	No
132,288.00	0.00%	No
132,288.00	0.00%	No

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Explanation:
(required if Yes)

Prior year district budgeted a negative in GASB 31 adjustment that was not included in budget year 22/23, also budget year RDA Pass Through and Save the Children Grant were reduced to be a bit more conservative.

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

First Prior Year (2021-22)

536,792.98		
350,964.00	(34.62%)	Yes
360,476.00	2.71%	No
366,699.00	1.73%	No

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Explanation:
(required if Yes)

First prior year includes one time expense using ESSER and IPI grant funds. 1st subsequent year goes back to normal yearly expenses for Books and Supplies, but increases using the CPI rate of 3.14%

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

First Prior Year (2021-22)

1,013,465.40		
910,096.00	(10.20%)	Yes
823,560.00	(9.51%)	Yes
832,142.00	1.04%	No

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Explanation:
(required if Yes)

Prior year includes one time services paid out of ESSER II and EPO Grant funds, also one time expense out of RRM due to Maintenance Shed project. Budget year includes one time services paid out of ESSER III Funds.

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 (2021-22)	3,027,540.23		
Budget Year (2022-23)	2,673,145.00	(11.71%)	Not Met
1st Subsequent Year (2023-24)	2,412,775.00	(9.74%)	Not Met
2nd Subsequent Year (2024-25)	1,327,910.00	(44.96%)	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	1,550,258.38		
Budget Year (2022-23)	1,261,060.00	(18.65%)	Not Met
1st Subsequent Year (2023-24)	1,184,036.00	(6.11%)	Met
2nd Subsequent Year (2024-25)	1,198,841.00	1.25%	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)

Budget year includes one time ESSER III (3213/3214) Revenue. 1st SY 23/24 includes remaining balance of ESSER III not planned on 22/23. 24/25 goes back to normal Title Fund revenues.

Explanation:

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

Prior year 21/22 includes one time revenue for Educator Effectiveness, Kitchen infrastructure/training, IPI grant and ELO Grant. For 1st subsequent year, the dashboard rate was used for Mandate cost reimbursement making it higher by \$778

Explanation:

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

Prior year district budgeted a negative in GASB 31 adjustment that was not included in budget year 22/23. also budget year RDA Pass Through and Save the Children Grant were reduced to be a bit more conservative.

- 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)

First prior year includes one time expense using ESSER and IPI grant funds. 1st subsequent year goes back to normal yearly expenses for Books and Supplies, but increases using the CPI rate of 3.14%

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

Prior year includes one time services paid out of ESSER II and EPO Grant funds, also one time expense out of RRM due to Maintenance Shed project. Budget year includes one time services paid out of ESSER III Funds.

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 excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 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) 0.00
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

7,208,738.00

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

0.00	3% Required	Budgeted Contribution ¹	
	Minimum Contribution		to the Ongoing and Major
	(Line 2c times 3%)	Maintenance Account	Status

c. Net Budgeted Expenditures and Other Financing Uses

7,208,738.00	216,262.14	276,818.00	Met
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¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	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 (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
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)	251,376.40	254,811.44	0.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,108,696.71	2,967,647.53	2,859,537.54
	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)	3,360,073.11	3,222,458.97	2,859,537.54
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	6,553,506.84	8,106,702.30	8,778,722.49
	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)	6,553,506.84	8,106,702.30	8,778,722.49
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	51.3%	39.8%	32.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):		17.1%	13.3%	10.9%

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.

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	632,072.08	5,140,984.34	N/A	Met
Second Prior Year (2020-21)	(137,492.48)	5,994,327.40	2.3%	Met
First Prior Year (2021-22)	(362,921.43)	5,641,918.56	6.4%	Met
Budget Year (2022-23) (Information only)	(296,913.00)	6,039,682.00		

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)

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 (2019-20)	2,443,210.41	2,728,001.03	N/A	Met
Second Prior Year (2020-21)	2,953,046.13	3,359,951.45	N/A	Met
First Prior Year (2021-22)	3,024,538.33	3,222,458.97	N/A	Met
Budget Year (2022-23) (Information only)	2,859,537.54			

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 uses²:

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 \$75,000 (greater of)	0 to 300
4% or \$75,000 (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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	414	414	414
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?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	8,804,113.00	8,595,081.00	7,719,824.00
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)	8,804,113.00	8,595,081.00	7,719,824.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	352,164.52	343,803.24	308,792.96
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	352,164.52	343,803.24	308,792.96

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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)	2,562,624.54	2,331,875.54	1,999,295.54
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	(935,560.61)	(1,126,274.61)
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)	2,562,624.54	1,396,314.93	873,020.93
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	29.11%	16.25%	11.31%
District's Reserve Standard (Section 10B, Line 7):	352,164.52	343,803.24	308,792.96
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2021-22)	(775,464.00)			
Budget Year (2022-23)	(296,818.00)	(478,646.00)	(61.7%)	Not Met
1st Subsequent Year (2023-24)	(302,354.00)	5,536.00	1.9%	Met
2nd Subsequent Year (2024-25)	(311,390.00)	9,036.00	3.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2021-22)	36,000.00			
Budget Year (2022-23)	36,000.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	(36,000.00)	(100.0%)	Not Met
2nd Subsequent Year (2024-25)	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)
- Prior year had a one time contribution to RRM for a maintenance shed project.
- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1c.

NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

Budget year includes one time transfer to cafeteria fund that is expected to be eliminated with the universal meal program.

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 (multi year) 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	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022-23
		Remaining Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation	35	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):

QZAB	10	General Fund	010-00000-0-00000-91000-74380/74390	729,410
TOTAL:				4,354,410

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation	253,906	255,956	257,906	254,806
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:	326,847	328,897	330,847	327,747
Has total annual payment increased over prior year (2021-22)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

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)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial

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

Data must be entered.

a. Total OPEB liability

1,134,718.00

- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

0.00
1,134,718.00
Actuarial
Apr 14, 2022

5.

OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
179,178.00	179,178.00	179,178.00
26,962.00	36,469.00	48,993.00
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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	27.5	27.5	27.5	27.5

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

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

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:	Dec 14, 2021
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?	Yes
	If Yes, date of Superintendent and CBO certification:	Dec 14, 2021
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?	Yes
	If Yes, date of budget revision board adoption:	Dec 14, 2021
4.	Period covered by the agreement:	Begin Date: Jul 01, 2021 End Date: Jun 30, 2023
5.	Salary settlement:	Budget Year 1st Subsequent Year 2nd Subsequent Year
		(2022-23) (2023-24) (2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes Yes Yes

One Year Agreement

Total cost of salary settlement
% change in salary schedule
from prior year

147443		
2.0%		

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:

General Fund and IPI Grant

Negotiations Not Settled

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

--

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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
458702	472463	486637
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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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
45171	46093	47015
2.0%	2.0%	2.0%

Budget Year	1st Subsequent Year	2nd Subsequent Year
-------------	---------------------	---------------------

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

	(2022-23)	(2023-24)	(2024-25)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	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.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	27.6	27.6	27.6	

Data must be entered for all years.

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.

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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

14026

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes	Yes	Yes
-----	-----	-----

2. Total cost of H&W benefits

312315	321315	330954
--------	--------	--------

3. Percent of H&W cost paid by employer

100.0%	100.0%	100.0%
--------	--------	--------

4. Percent projected change in H&W cost over prior year

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		
----	--	--

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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
	51780	21344
2.0%	2.0%	2.0%

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

**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)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	2	2	2	2

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Negotiations Not Settled

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

--

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

--	--	--

4. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Yes	Yes	Yes
35091.6	36144.35	37228.68
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Yes	Yes	Yes
5365	5446	5555
2.0%	2.0%	2.0%

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

No	No	No

Management/Supervisor/Confidential

Other Benefits (mlleage, 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

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes
Jun 14, 2022

2. Adoption date of the LCAP or an update to the LCAP.

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

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.

Exhibit C 6-21-22

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.

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 (as applicable)

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 (<i>as applicable</i>)

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)

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.

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.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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 involved parents and family members in the development of the CSI Plan through the use of our annual parent survey as well as the School Site Council and ELAC/DELAC. During these meetings, achievement data was presented and discussed, along with school climate/culture and any other factors that may contribute to our placement into CSI. Areas of greatest need were determined and steps for improvement were identified.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

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: 9/21, 10/21, 11/21, 12/21, 2/22, 3/22, 4/22, 5/22 and 6/22. School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought 8/21, 9/21, 11/21, 3/22, 5/22, 6/22. Members: Parents of English Learners, district office staff, site teachers, principals & staff. Wellness Committee meeting: 8/21 (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. 8/21, 9/21, 11/21, 1/22, 2/22, 3/22, 4/21, 5/22, 6/22. Members: Superintendent/Principal and Teachers. School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought 8/21, 9/21, 10/21, 11/21, 12/21, 1/22, 2/22, 3/22, 4/22, 5/22 and 6/22. Members: Superintendent, Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator. School Site Classified Leadership Team: Progress monitored and input sought 8/21, 9/21, 10/21, 11/21, 12/21, 1/22, 2/22, 3/22, 4/22, 5/22 and 6/22. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff. SELPA progress monitor and input sought 4/22 and 5/22. Community Liaison Monthly Meetings Progress monitored and input sought. Student Survey, Parent Survey: 3/22, 4/22, 5/22.

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 2022-2023 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. Pleasant View runs a three week Kindercamp during the summer that focuses on school readiness for students transitioning from our Save The Children Early Steps to Success program.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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 LEA and 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)

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

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:

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 participate 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.

In order to promote professional growth and ensure improvement, the District is implementing the use of the iAspire tool while conducting formal and informal observations. This tool will be used to help teachers and administrators identify strengths and weaknesses, in order to develop a professional growth plan and monitor progress towards reaching professional

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The 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:

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: 8/21, 9/21, 11/21, 3/22, 5/22, 6/22

District Wellness Committee: 8/21

District Leadership Team (PVEA): 8/21, 9/21, 10/21, 11/21, 12/21, 1/22, 2/22, 3/22, 4/22, 5/22

District Leadership Team and Instructional Support Team: 8/21, 9/21, 10/21, 11/21, 12/21, 1/22, 2/22, 3/22, 4/22, 5/22

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pleasant View Elementary School District did not receive Title III Immigrant Students funds in 2021-2022 and we are not planning to receive the funds in 2022-2023.

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.

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:

- (C) 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
- (D) meeting the challenging State academic standards.

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)

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.

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: September 2021, October 2021, November 2021, December 2021, February 2022, March 2022, April 2022, May 2022 and June 2022. School Site Council & Advisory Council Meetings (ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought August 2021, October 2021, March 2022. Members: Parents of English Learners, district office staff, site teachers, principals & staff.

Wellness Committee meeting: February 2022 (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 2021, September 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022. Members: Superintendent/Principal and Teachers. School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2021, September 2021, October 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022. Members: Superintendent, Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator. School Site Classified Leadership Team: Progress monitored and input sought August 2021, September 2021, October 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff. SELPA progress monitor and input sought April 2022 and May 2022.

Community Liaison Monthly Meetings Progress monitored and input sought. October 2021, November 2021, December 2021 January 2022, February 2022, March 2022, April 2022, May 2022. Attendees: Pleasant View Staff and Parents. Student Surveys: May 2022, Parent Surveys: May 2022.

The above advisory groups will meet regularly in 2022-2023 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.

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Fund:	0100	General Fund	Account Classification	Approved / Revised	Change Amount	Proposed Budget
Revenues						
LCFF Sources						
			010-00000-0-00000-00000-80110-0	\$0.00	\$4,466,247.00	\$4,466,247.00
			010-00000-0-00000-00000-80410-0	\$0.00	\$328,014.00	\$328,014.00
			010-14000-0-00000-00000-80120-0	\$0.00	\$1,096,848.00	\$1,096,848.00
			Total:	\$0.00	\$5,891,109.00	\$5,891,109.00
Federal Revenues						
			010-30100-2-00000-00000-82900-0	\$0.00	\$13,603.00	\$13,603.00
			010-30100-3-00000-00000-82900-0	\$0.00	\$321,911.00	\$321,911.00
			010-32130-0-00000-00000-82900-0	\$0.00	\$1,000,000.00	\$1,000,000.00
			010-32140-0-00000-00000-82900-0	\$0.00	\$332,890.00	\$332,890.00
			010-40350-3-00000-00000-82900-0	\$0.00	\$25,627.00	\$25,627.00
			010-41260-3-00000-00000-82900-0	\$0.00	\$11,095.00	\$11,095.00
			010-41270-3-00000-00000-82900-0	\$0.00	\$23,770.00	\$23,770.00
			010-42030-3-00000-00000-82900-0	\$0.00	\$32,058.00	\$32,058.00
			Total:	\$0.00	\$1,760,954.00	\$1,760,954.00
Other State Revenues						
			010-00000-0-00000-00000-85500-0	\$0.00	\$14,465.00	\$14,465.00
			010-00000-0-00000-00000-85900-0	\$0.00	\$3,000.00	\$3,000.00
			010-11000-0-00000-00000-85600-0	\$0.00	\$67,482.00	\$67,482.00
			010-26000-0-00000-00000-85900-0	\$0.00	\$377,969.00	\$377,969.00
			010-63000-0-00000-00000-85600-0	\$0.00	\$26,910.00	\$26,910.00
			010-65470-0-50010-00000-85900-0	\$0.00	\$27,592.00	\$27,592.00
			010-76900-0-00000-00000-85900-0	\$0.00	\$262,485.00	\$262,485.00
			Total:	\$0.00	\$779,903.00	\$779,903.00
Other Local Revenues						
			010-00000-0-00000-00000-86600-0	\$0.00	\$25,000.00	\$25,000.00
			010-00000-0-00000-00000-86990-0	\$0.00	\$38,531.00	\$38,531.00
			010-90104-0-00000-00000-86250-0	\$0.00	\$6,217.00	\$6,217.00
			010-90271-2-00000-00000-86990-0	\$0.00	\$62,540.00	\$62,540.00

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Budget Adoption Report

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Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Total Revenues	\$0.00	\$132,288.00	\$132,288.00
Expenditures	\$0.00	\$8,564,254.00	\$8,564,254.00
Certificated Salaries			
010-00000-0-00000-27000-13000-0	\$0.00	\$223,693.00	\$223,693.00
010-00000-0-00000-71500-13000-0	\$0.00	\$48,628.00	\$48,628.00
010-00000-0-00000-72000-19000-0	\$0.00	\$6,000.00	\$6,000.00
010-00000-0-11100-10000-11000-0	\$0.00	\$830,000.00	\$830,000.00
010-00000-0-11100-10000-11002-0	\$0.00	\$50,000.00	\$50,000.00
010-07200-0-11100-10000-11000-0	\$0.00	\$170,559.00	\$170,559.00
010-07200-0-11100-39000-12000-0	\$0.00	\$107,464.00	\$107,464.00
010-07215-0-11100-10000-11000-0	\$0.00	\$139,254.00	\$139,254.00
010-14000-0-11100-10000-11000-0	\$0.00	\$729,073.00	\$729,073.00
010-26000-0-00000-27000-13000-0	\$0.00	\$6,034.00	\$6,034.00
010-26000-0-11100-10000-11000-0	\$0.00	\$19,000.00	\$19,000.00
010-32140-0-11100-10000-11000-0	\$0.00	\$144,206.00	\$144,206.00
010-42030-3-11100-10000-11000-0	\$0.00	\$22,009.00	\$22,009.00
Total:	\$0.00	\$2,495,920.00	\$2,495,920.00
Classified Salaries			
010-00000-0-00000-27000-24000-0	\$0.00	\$167,663.00	\$167,663.00
010-00000-0-00000-36000-22000-0	\$0.00	\$63,697.00	\$63,697.00
010-00000-0-00000-72000-22000-0	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-00000-72000-23000-0	\$0.00	\$54,653.00	\$54,653.00
010-00000-0-00000-82000-22000-0	\$0.00	\$83,602.00	\$83,602.00
010-00000-0-11100-10000-21000-0	\$0.00	\$5,000.00	\$5,000.00
010-07200-0-00000-24200-29000-0	\$0.00	\$65,948.00	\$65,948.00
010-07200-0-00000-27000-24000-0	\$0.00	\$32,803.00	\$32,803.00
010-07200-0-11100-10000-21000-0	\$0.00	\$200,573.00	\$200,573.00
010-07200-0-11100-24203-22000-0	\$0.00	\$43,890.00	\$43,890.00
010-07200-0-11100-31400-22000-0	\$0.00	\$52,646.00	\$52,646.00
010-07200-0-11100-39000-22000-0	\$0.00	\$5,000.00	\$5,000.00
010-07200-0-11100-39000-23000-0	\$0.00	\$26,000.00	\$26,000.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-26000-0-11100-10000-21000-0	\$0.00	\$122,744.00	\$122,744.00
010-26000-0-11100-39000-23000-0	\$0.00	\$26,000.00	\$26,000.00
010-30100-2-11100-10000-21000-0	\$0.00	\$8,211.00	\$8,211.00
010-30100-2-11100-10000-29000-0	\$0.00	\$1,343.00	\$1,343.00
010-30100-3-11100-10000-21000-0	\$0.00	\$192,362.00	\$192,362.00
010-30100-3-11100-10000-29000-0	\$0.00	\$31,460.00	\$31,460.00
010-32140-0-11100-10000-21000-0	\$0.00	\$80,734.00	\$80,734.00
010-81500-0-00000-81100-22000-0	\$0.00	\$94,092.00	\$94,092.00
010-90271-2-81000-59000-29000-0	\$0.00	\$42,226.00	\$42,226.00
Total:	\$0.00	\$1,402,647.00	\$1,402,647.00
010-00000-0-00000-27000-31010-0	\$0.00	\$42,726.00	\$42,726.00
010-00000-0-00000-27000-32020-0	\$0.00	\$42,537.00	\$42,537.00
010-00000-0-00000-27000-33013-0	\$0.00	\$3,244.00	\$3,244.00
010-00000-0-00000-27000-33022-0	\$0.00	\$10,396.00	\$10,396.00
010-00000-0-00000-27000-33023-0	\$0.00	\$2,432.00	\$2,432.00
010-00000-0-00000-27000-34010-0	\$0.00	\$16,669.00	\$16,669.00
010-00000-0-00000-27000-34020-0	\$0.00	\$49,129.00	\$49,129.00
010-00000-0-00000-27000-35010-0	\$0.00	\$1,119.00	\$1,119.00
010-00000-0-00000-27000-35020-0	\$0.00	\$839.00	\$839.00
010-00000-0-00000-27000-36010-0	\$0.00	\$5,138.00	\$5,138.00
010-00000-0-00000-27000-36020-0	\$0.00	\$3,851.00	\$3,851.00
010-00000-0-00000-27000-37010-0	\$0.00	\$5,145.00	\$5,145.00
010-00000-0-00000-27000-37020-0	\$0.00	\$3,857.00	\$3,857.00
010-00000-0-00000-27000-37510-0	\$0.00	\$3,857.00	\$3,857.00
010-00000-0-00000-27000-37520-0	\$0.00	\$6,544.00	\$6,544.00
010-00000-0-00000-36000-32020-0	\$0.00	\$16,160.00	\$16,160.00
010-00000-0-00000-36000-33022-0	\$0.00	\$3,950.00	\$3,950.00
010-00000-0-00000-36000-33023-0	\$0.00	\$924.00	\$924.00
010-00000-0-00000-36000-34020-0	\$0.00	\$20,469.00	\$20,469.00
010-00000-0-00000-36000-35020-0	\$0.00	\$319.00	\$319.00
010-00000-0-00000-36000-36020-0	\$0.00	\$1,463.00	\$1,463.00
010-00000-0-00000-36000-37020-0	\$0.00	\$1,466.00	\$1,466.00
010-00000-0-00000-36000-37520-0	\$0.00	\$2,727.00	\$2,727.00

Employee Benefits

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-71100-34020-0	\$0.00	\$70,184.00	\$70,184.00
010-00000-0-00000-71500-31010-0	\$0.00	\$9,976.00	\$9,976.00
010-00000-0-00000-71500-33013-0	\$0.00	\$758.00	\$758.00
010-00000-0-00000-71500-35010-0	\$0.00	\$262.00	\$262.00
010-00000-0-00000-71500-36010-0	\$0.00	\$1,200.00	\$1,200.00
010-00000-0-00000-71500-37010-0	\$0.00	\$1,119.00	\$1,119.00
010-00000-0-00000-71500-37510-0	\$0.00	\$702.00	\$702.00
010-00000-0-00000-72000-31010-0	\$0.00	\$1,146.00	\$1,146.00
010-00000-0-00000-72000-32020-0	\$0.00	\$13,865.00	\$13,865.00
010-00000-0-00000-72000-33013-0	\$0.00	\$87.00	\$87.00
010-00000-0-00000-72000-33022-0	\$0.00	\$3,389.00	\$3,389.00
010-00000-0-00000-72000-33023-0	\$0.00	\$793.00	\$793.00
010-00000-0-00000-72000-35010-0	\$0.00	\$30.00	\$30.00
010-00000-0-00000-72000-35020-0	\$0.00	\$274.00	\$274.00
010-00000-0-00000-72000-36010-0	\$0.00	\$138.00	\$138.00
010-00000-0-00000-72000-36020-0	\$0.00	\$1,256.00	\$1,256.00
010-00000-0-00000-72000-37010-0	\$0.00	\$138.00	\$138.00
010-00000-0-00000-72000-37020-0	\$0.00	\$1,258.00	\$1,258.00
010-00000-0-00000-82000-32020-0	\$0.00	\$21,210.00	\$21,210.00
010-00000-0-00000-82000-33022-0	\$0.00	\$5,184.00	\$5,184.00
010-00000-0-00000-82000-33023-0	\$0.00	\$1,213.00	\$1,213.00
010-00000-0-00000-82000-34020-0	\$0.00	\$20,469.00	\$20,469.00
010-00000-0-00000-82000-35020-0	\$0.00	\$419.00	\$419.00
010-00000-0-00000-82000-36020-0	\$0.00	\$1,920.00	\$1,920.00
010-00000-0-00000-82000-37020-0	\$0.00	\$1,923.00	\$1,923.00
010-00000-0-00000-82000-37520-0	\$0.00	\$1,558.00	\$1,558.00
010-00000-0-11100-10000-31010-0	\$0.00	\$167,874.00	\$167,874.00
010-00000-0-11100-10000-32010-0	\$0.00	\$1,800.00	\$1,800.00
010-00000-0-11100-10000-33012-0	\$0.00	\$1,800.00	\$1,800.00
010-00000-0-11100-10000-33013-0	\$0.00	\$12,745.00	\$12,745.00
010-00000-0-11100-10000-33022-0	\$0.00	\$310.00	\$310.00
010-00000-0-11100-10000-33023-0	\$0.00	\$73.00	\$73.00
010-00000-0-11100-10000-34010-0	\$0.00	\$193,004.00	\$193,004.00
010-00000-0-11100-10000-35010-0	\$0.00	\$4,395.00	\$4,395.00
010-00000-0-11100-10000-35020-0	\$0.00	\$25.00	\$25.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-11100-10000-36010-0	\$0.00	\$20,184.00	\$20,184.00
010-00000-0-11100-10000-36020-0	\$0.00	\$115.00	\$115.00
010-00000-0-11100-10000-37010-0	\$0.00	\$18,830.00	\$18,830.00
010-00000-0-11100-10000-37020-0	\$0.00	\$25.00	\$25.00
010-00000-0-11100-10000-37510-0	\$0.00	\$25,707.00	\$25,707.00
010-07200-0-00000-24200-32020-0	\$0.00	\$16,732.00	\$16,732.00
010-07200-0-00000-24200-33022-0	\$0.00	\$4,089.00	\$4,089.00
010-07200-0-00000-24200-33023-0	\$0.00	\$957.00	\$957.00
010-07200-0-00000-24200-34020-0	\$0.00	\$17,546.00	\$17,546.00
010-07200-0-00000-24200-35020-0	\$0.00	\$330.00	\$330.00
010-07200-0-00000-24200-36020-0	\$0.00	\$1,515.00	\$1,515.00
010-07200-0-00000-24200-37020-0	\$0.00	\$1,517.00	\$1,517.00
010-07200-0-00000-27000-32020-0	\$0.00	\$8,323.00	\$8,323.00
010-07200-0-00000-27000-33022-0	\$0.00	\$2,034.00	\$2,034.00
010-07200-0-00000-27000-33023-0	\$0.00	\$476.00	\$476.00
010-07200-0-00000-27000-34020-0	\$0.00	\$8,773.00	\$8,773.00
010-07200-0-00000-27000-35020-0	\$0.00	\$165.00	\$165.00
010-07200-0-00000-27000-36020-0	\$0.00	\$754.00	\$754.00
010-07200-0-00000-27000-37020-0	\$0.00	\$755.00	\$755.00
010-07200-0-00000-27000-37520-0	\$0.00	\$1,169.00	\$1,169.00
010-07200-0-11100-10000-31010-0	\$0.00	\$32,577.00	\$32,577.00
010-07200-0-11100-10000-31020-0	\$0.00	\$3,000.00	\$3,000.00
010-07200-0-11100-10000-32020-0	\$0.00	\$50,886.00	\$50,886.00
010-07200-0-11100-10000-33013-0	\$0.00	\$2,474.00	\$2,474.00
010-07200-0-11100-10000-33022-0	\$0.00	\$12,436.00	\$12,436.00
010-07200-0-11100-10000-33023-0	\$0.00	\$2,909.00	\$2,909.00
010-07200-0-11100-10000-34010-0	\$0.00	\$31,583.00	\$31,583.00
010-07200-0-11100-10000-35010-0	\$0.00	\$853.00	\$853.00
010-07200-0-11100-10000-35020-0	\$0.00	\$1,003.00	\$1,003.00
010-07200-0-11100-10000-36010-0	\$0.00	\$3,917.00	\$3,917.00
010-07200-0-11100-10000-36020-0	\$0.00	\$4,607.00	\$4,607.00
010-07200-0-11100-10000-37010-0	\$0.00	\$3,923.00	\$3,923.00
010-07200-0-11100-10000-37020-0	\$0.00	\$4,614.00	\$4,614.00
010-07200-0-11100-10000-37510-0	\$0.00	\$4,207.00	\$4,207.00
010-07200-0-11100-24203-32020-0	\$0.00	\$11,135.00	\$11,135.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-24203-33022-0	\$0.00	\$2,722.00	\$2,722.00
010-07200-0-11100-24203-33023-0	\$0.00	\$637.00	\$637.00
010-07200-0-11100-24203-34020-0	\$0.00	\$17,546.00	\$17,546.00
010-07200-0-11100-24203-35020-0	\$0.00	\$220.00	\$220.00
010-07200-0-11100-24203-36020-0	\$0.00	\$1,008.00	\$1,008.00
010-07200-0-11100-24203-37020-0	\$0.00	\$1,010.00	\$1,010.00
010-07200-0-11100-31400-32020-0	\$0.00	\$13,357.00	\$13,357.00
010-07200-0-11100-31400-33022-0	\$0.00	\$3,265.00	\$3,265.00
010-07200-0-11100-31400-33023-0	\$0.00	\$764.00	\$764.00
010-07200-0-11100-31400-35020-0	\$0.00	\$264.00	\$264.00
010-07200-0-11100-31400-36020-0	\$0.00	\$1,210.00	\$1,210.00
010-07200-0-11100-31400-37020-0	\$0.00	\$1,211.00	\$1,211.00
010-07200-0-11100-39000-31010-0	\$0.00	\$20,526.00	\$20,526.00
010-07200-0-11100-39000-32020-0	\$0.00	\$6,597.00	\$6,597.00
010-07200-0-11100-39000-33013-0	\$0.00	\$1,559.00	\$1,559.00
010-07200-0-11100-39000-33022-0	\$0.00	\$1,612.00	\$1,612.00
010-07200-0-11100-39000-33023-0	\$0.00	\$377.00	\$377.00
010-07200-0-11100-39000-34010-0	\$0.00	\$17,546.00	\$17,546.00
010-07200-0-11100-39000-34020-0	\$0.00	\$8,773.00	\$8,773.00
010-07200-0-11100-39000-35010-0	\$0.00	\$538.00	\$538.00
010-07200-0-11100-39000-35020-0	\$0.00	\$130.00	\$130.00
010-07200-0-11100-39000-36010-0	\$0.00	\$2,468.00	\$2,468.00
010-07200-0-11100-39000-36020-0	\$0.00	\$598.00	\$598.00
010-07200-0-11100-39000-37010-0	\$0.00	\$2,472.00	\$2,472.00
010-07200-0-11100-39000-37020-0	\$0.00	\$598.00	\$598.00
010-07200-0-11100-39000-37510-0	\$0.00	\$2,337.00	\$2,337.00
010-07215-0-11100-10000-31010-0	\$0.00	\$26,598.00	\$26,598.00
010-07215-0-11100-10000-33013-0	\$0.00	\$2,020.00	\$2,020.00
010-07215-0-11100-10000-34010-0	\$0.00	\$40,356.00	\$40,356.00
010-07215-0-11100-10000-35010-0	\$0.00	\$697.00	\$697.00
010-07215-0-11100-10000-36010-0	\$0.00	\$3,198.00	\$3,198.00
010-07215-0-11100-10000-36020-0	\$0.00	\$3,203.00	\$3,203.00
010-07215-0-11100-10000-37010-0	\$0.00	\$5,376.00	\$5,376.00
010-07215-0-11100-10000-37510-0	\$0.00	\$139,253.00	\$139,253.00
010-14000-0-11100-10000-31010-0	\$0.00	\$10,572.00	\$10,572.00
010-14000-0-11100-10000-33013-0	\$0.00	\$10,572.00	\$10,572.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-14000-0-11100-10000-34010-0	\$0.00	\$159,544.00	\$159,544.00
010-14000-0-11100-10000-35010-0	\$0.00	\$3,645.00	\$3,645.00
010-14000-0-11100-10000-36010-0	\$0.00	\$16,743.00	\$16,743.00
010-14000-0-11100-10000-37010-0	\$0.00	\$16,768.00	\$16,768.00
010-14000-0-11100-10000-37510-0	\$0.00	\$21,250.00	\$21,250.00
010-26000-0-00000-27000-31010-0	\$0.00	\$1,153.00	\$1,153.00
010-26000-0-00000-27000-33013-0	\$0.00	\$88.00	\$88.00
010-26000-0-00000-27000-34010-0	\$0.00	\$913.00	\$913.00
010-26000-0-00000-27000-35010-0	\$0.00	\$31.00	\$31.00
010-26000-0-00000-27000-36010-0	\$0.00	\$139.00	\$139.00
010-26000-0-00000-27000-37010-0	\$0.00	\$139.00	\$139.00
010-26000-0-00000-27000-37510-0	\$0.00	\$122.00	\$122.00
010-26000-0-11100-10000-31010-0	\$0.00	\$3,629.00	\$3,629.00
010-26000-0-11100-10000-32020-0	\$0.00	\$31,140.00	\$31,140.00
010-26000-0-11100-10000-33013-0	\$0.00	\$276.00	\$276.00
010-26000-0-11100-10000-33022-0	\$0.00	\$7,610.00	\$7,610.00
010-26000-0-11100-10000-33023-0	\$0.00	\$1,780.00	\$1,780.00
010-26000-0-11100-10000-34020-0	\$0.00	\$35,092.00	\$35,092.00
010-26000-0-11100-10000-35010-0	\$0.00	\$95.00	\$95.00
010-26000-0-11100-10000-35020-0	\$0.00	\$614.00	\$614.00
010-26000-0-11100-10000-36010-0	\$0.00	\$437.00	\$437.00
010-26000-0-11100-10000-36020-0	\$0.00	\$2,819.00	\$2,819.00
010-26000-0-11100-10000-37010-0	\$0.00	\$437.00	\$437.00
010-26000-0-11100-10000-37020-0	\$0.00	\$2,823.00	\$2,823.00
010-26000-0-11100-39000-32020-0	\$0.00	\$6,596.00	\$6,596.00
010-26000-0-11100-39000-33022-0	\$0.00	\$1,612.00	\$1,612.00
010-26000-0-11100-39000-33023-0	\$0.00	\$377.00	\$377.00
010-26000-0-11100-39000-34020-0	\$0.00	\$8,773.00	\$8,773.00
010-26000-0-11100-39000-35020-0	\$0.00	\$130.00	\$130.00
010-26000-0-11100-39000-36020-0	\$0.00	\$597.00	\$597.00
010-26000-0-11100-39000-37020-0	\$0.00	\$598.00	\$598.00
010-30100-2-11100-10000-32020-0	\$0.00	\$2,424.00	\$2,424.00
010-30100-2-11100-10000-33022-0	\$0.00	\$592.00	\$592.00
010-30100-2-11100-10000-33023-0	\$0.00	\$139.00	\$139.00
010-30100-2-11100-10000-34020-0	\$0.00	\$359.00	\$359.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-30100-2-11100-10000-35020-0	\$0.00	\$48.00	\$48.00
010-30100-2-11100-10000-36020-0	\$0.00	\$219.00	\$219.00
010-30100-2-11100-10000-37020-0	\$0.00	\$220.00	\$220.00
010-30100-2-11100-10000-37520-0	\$0.00	\$48.00	\$48.00
010-30100-3-11100-10000-32020-0	\$0.00	\$56,784.00	\$56,784.00
010-30100-3-11100-10000-33022-0	\$0.00	\$13,878.00	\$13,878.00
010-30100-3-11100-10000-33023-0	\$0.00	\$3,245.00	\$3,245.00
010-30100-3-11100-10000-34020-0	\$0.00	\$8,414.00	\$8,414.00
010-30100-3-11100-10000-35020-0	\$0.00	\$1,119.00	\$1,119.00
010-30100-3-11100-10000-36020-0	\$0.00	\$5,141.00	\$5,141.00
010-30100-3-11100-10000-37020-0	\$0.00	\$5,148.00	\$5,148.00
010-30100-3-11100-10000-37520-0	\$0.00	\$1,121.00	\$1,121.00
010-32140-0-11100-10000-31010-0	\$0.00	\$27,545.00	\$27,545.00
010-32140-0-11100-10000-32020-0	\$0.00	\$20,483.00	\$20,483.00
010-32140-0-11100-10000-33013-0	\$0.00	\$2,091.00	\$2,091.00
010-32140-0-11100-10000-33022-0	\$0.00	\$5,005.00	\$5,005.00
010-32140-0-11100-10000-33023-0	\$0.00	\$1,171.00	\$1,171.00
010-32140-0-11100-10000-34010-0	\$0.00	\$35,092.00	\$35,092.00
010-32140-0-11100-10000-35010-0	\$0.00	\$722.00	\$722.00
010-32140-0-11100-10000-35020-0	\$0.00	\$403.00	\$403.00
010-32140-0-11100-10000-36010-0	\$0.00	\$3,312.00	\$3,312.00
010-32140-0-11100-10000-36020-0	\$0.00	\$1,855.00	\$1,855.00
010-32140-0-11100-10000-37010-0	\$0.00	\$3,316.00	\$3,316.00
010-32140-0-11100-10000-37020-0	\$0.00	\$1,855.00	\$1,855.00
010-32140-0-11100-10000-37510-0	\$0.00	\$5,100.00	\$5,100.00
010-42030-3-11100-10000-31010-0	\$0.00	\$4,204.00	\$4,204.00
010-42030-3-11100-10000-33013-0	\$0.00	\$320.00	\$320.00
010-42030-3-11100-10000-35010-0	\$0.00	\$111.00	\$111.00
010-42030-3-11100-10000-36010-0	\$0.00	\$506.00	\$506.00
010-42030-3-11100-10000-37010-0	\$0.00	\$507.00	\$507.00
010-76900-0-00000-27000-31010-0	\$0.00	\$25,049.00	\$25,049.00
010-76900-0-00000-71500-31010-0	\$0.00	\$5,389.00	\$5,389.00
010-76900-0-00000-72000-31010-0	\$0.00	\$648.00	\$648.00
010-76900-0-11100-10000-31010-0	\$0.00	\$215,561.00	\$215,561.00
010-76900-0-11100-10000-31020-0	\$0.00	\$3,523.00	\$3,523.00

Budget Adoption Report

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Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-76900-0-11100-39000-31010-0	\$0.00	\$12,315.00	\$12,315.00
010-81500-0-00000-81100-32020-0	\$0.00	\$23,872.00	\$23,872.00
010-81500-0-00000-81100-33022-0	\$0.00	\$5,834.00	\$5,834.00
010-81500-0-00000-81100-33023-0	\$0.00	\$1,365.00	\$1,365.00
010-81500-0-00000-81100-34020-0	\$0.00	\$29,242.00	\$29,242.00
010-81500-0-00000-81100-35020-0	\$0.00	\$471.00	\$471.00
010-81500-0-00000-81100-36020-0	\$0.00	\$2,161.00	\$2,161.00
010-81500-0-00000-81100-37020-0	\$0.00	\$2,165.00	\$2,165.00
010-81500-0-00000-81100-37520-0	\$0.00	\$3,116.00	\$3,116.00
010-90271-2-81000-59000-32020-0	\$0.00	\$10,713.00	\$10,713.00
010-90271-2-81000-59000-33022-0	\$0.00	\$2,619.00	\$2,619.00
010-90271-2-81000-59000-33023-0	\$0.00	\$613.00	\$613.00
010-90271-2-81000-59000-34020-0	\$0.00	\$17,546.00	\$17,546.00
010-90271-2-81000-59000-35020-0	\$0.00	\$212.00	\$212.00
010-90271-2-81000-59000-36020-0	\$0.00	\$970.00	\$970.00
010-90271-2-81000-59000-37020-0	\$0.00	\$972.00	\$972.00
Total:	\$0.00	\$2,331,019.00	\$2,331,019.00
Books and Supplies			
010-00000-0-00000-27000-43000-0	\$0.00	\$4,000.00	\$4,000.00
010-00000-0-00000-36000-43000-0	\$0.00	\$15,000.00	\$15,000.00
010-00000-0-00000-36000-44000-0	\$0.00	\$1,000.00	\$1,000.00
010-00000-0-00000-72000-43000-0	\$0.00	\$16,000.00	\$16,000.00
010-00000-0-00000-72000-44000-0	\$0.00	\$7,000.00	\$7,000.00
010-00000-0-00000-82000-43000-0	\$0.00	\$40,000.00	\$40,000.00
010-00000-0-11100-10000-43000-0	\$0.00	\$35,000.00	\$35,000.00
010-00000-0-11100-10000-44000-0	\$0.00	\$30,000.00	\$30,000.00
010-07200-0-11100-10000-43000-0	\$0.00	\$43,497.00	\$43,497.00
010-07200-0-11100-24203-43000-0	\$0.00	\$3,000.00	\$3,000.00
010-07200-0-11100-24203-44000-0	\$0.00	\$2,500.00	\$2,500.00
010-07200-0-11100-31400-43000-0	\$0.00	\$200.00	\$200.00
010-07200-0-11100-39000-43000-0	\$0.00	\$2,000.00	\$2,000.00
010-07215-0-11100-10000-43000-0	\$0.00	\$5,000.00	\$5,000.00
010-11000-0-11100-10000-43000-0	\$0.00	\$50,000.00	\$50,000.00
010-30100-3-11100-10000-43000-0	\$0.00	\$500.00	\$500.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-41260-3-11100-10000-43000-0	\$0.00	\$11,095.00	\$11,095.00
010-41270-3-11100-10000-43000-0	\$0.00	\$23,770.00	\$23,770.00
010-42030-3-11100-10000-43000-0	\$0.00	\$4,401.00	\$4,401.00
010-63000-0-11100-10000-42000-0	\$0.00	\$15,000.00	\$15,000.00
010-81500-0-00000-81100-43000-0	\$0.00	\$32,000.00	\$32,000.00
010-81500-0-00000-81100-44000-0	\$0.00	\$5,000.00	\$5,000.00
010-90271-2-81000-59000-43000-0	\$0.00	\$5,001.00	\$5,001.00
Total:	\$0.00	\$350,964.00	\$350,964.00
Services, Other Operating Expenses			
010-00000-0-00000-27000-52000-0	\$0.00	\$3,000.00	\$3,000.00
010-00000-0-00000-27000-54500-0	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-00000-27000-56000-0	\$0.00	\$27,000.00	\$27,000.00
010-00000-0-00000-27000-58000-0	\$0.00	\$30,000.00	\$30,000.00
010-00000-0-00000-27000-59000-0	\$0.00	\$11,000.00	\$11,000.00
010-00000-0-00000-36000-54500-0	\$0.00	\$4,000.00	\$4,000.00
010-00000-0-00000-36000-56000-0	\$0.00	\$22,000.00	\$22,000.00
010-00000-0-00000-36000-57103-0	\$0.00	(\$20,000.00)	(\$20,000.00)
010-00000-0-00000-36000-58000-0	\$0.00	\$7,000.00	\$7,000.00
010-00000-0-00000-71000-53000-0	\$0.00	\$5,000.00	\$5,000.00
010-00000-0-00000-71000-58009-0	\$0.00	\$500.00	\$500.00
010-00000-0-00000-71100-58000-0	\$0.00	\$10,000.00	\$10,000.00
010-00000-0-00000-71500-52000-0	\$0.00	\$3,600.00	\$3,600.00
010-00000-0-00000-71500-53000-0	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-00000-71900-58000-0	\$0.00	\$23,000.00	\$23,000.00
010-00000-0-00000-72000-52000-0	\$0.00	\$2,500.00	\$2,500.00
010-00000-0-00000-72000-54500-0	\$0.00	\$46,000.00	\$46,000.00
010-00000-0-00000-72000-58000-0	\$0.00	\$15,000.00	\$15,000.00
010-00000-0-00000-72000-59000-0	\$0.00	\$23,000.00	\$23,000.00
010-00000-0-00000-73500-58000-0	\$0.00	\$25,000.00	\$25,000.00
010-00000-0-00000-76002-58000-0	\$0.00	\$11,000.00	\$11,000.00
010-00000-0-00000-82000-55000-0	\$0.00	\$120,000.00	\$120,000.00
010-00000-0-00000-82000-56000-0	\$0.00	\$5,000.00	\$5,000.00
010-00000-0-00000-82000-58000-0	\$0.00	\$25,000.00	\$25,000.00
010-00000-0-11100-10000-53000-0	\$0.00	\$1,000.00	\$1,000.00

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-11100-10000-54400-0	\$0.00	\$1,100.00	\$1,100.00
010-00000-0-11100-10000-57103-0	\$0.00	\$20,000.00	\$20,000.00
010-00000-0-11100-10000-58000-0	\$0.00	\$35,000.00	\$35,000.00
010-00000-0-11100-10000-59000-0	\$0.00	\$30,000.00	\$30,000.00
010-00000-0-11100-24202-58000-0	\$0.00	\$4,000.00	\$4,000.00
010-07200-0-00000-24200-58000-0	\$0.00	\$16,000.00	\$16,000.00
010-07200-0-11100-10000-58000-0	\$0.00	\$100,000.00	\$100,000.00
010-07200-0-11100-31400-58000-0	\$0.00	\$25,000.00	\$25,000.00
010-07200-0-11100-39000-53000-0	\$0.00	\$200.00	\$200.00
010-07200-0-11100-39000-58000-0	\$0.00	\$2,000.00	\$2,000.00
010-07215-0-11100-10000-58000-0	\$0.00	\$2,186.00	\$2,186.00
010-11000-0-11100-10000-58000-0	\$0.00	\$17,482.00	\$17,482.00
010-30100-3-11100-10000-58000-0	\$0.00	\$500.00	\$500.00
010-32130-0-00000-85000-58000-0	\$0.00	\$100,000.00	\$100,000.00
010-40350-3-11100-10000-58000-0	\$0.00	\$25,627.00	\$25,627.00
010-63000-0-11100-10000-58000-0	\$0.00	\$40,000.00	\$40,000.00
010-70290-0-00000-37000-52000-0	\$0.00	\$2,233.00	\$2,233.00
010-70290-0-00000-37000-58000-0	\$0.00	\$6,000.00	\$6,000.00
010-81500-0-00000-81100-56000-0	\$0.00	\$7,500.00	\$7,500.00
010-81500-0-00000-81100-58000-0	\$0.00	\$70,000.00	\$70,000.00
010-90271-2-81000-59000-52000-0	\$0.00	\$1,168.00	\$1,168.00
010-90271-2-81000-59000-58000-0	\$0.00	\$500.00	\$500.00
Total:	\$0.00	\$910,096.00	\$910,096.00
Capital Outlay			
010-32130-0-00000-85000-62000-0	\$0.00	\$900,000.00	\$900,000.00
010-70280-0-00000-37000-64000-0	\$0.00	\$36,603.00	\$36,603.00
Total:	\$0.00	\$936,603.00	\$936,603.00
Other Outgo			
010-00000-0-00000-91000-74380-0	\$0.00	\$200.00	\$200.00
010-00000-0-00000-91000-74390-0	\$0.00	\$72,941.00	\$72,941.00
010-00000-0-00000-92000-71420-0	\$0.00	\$2,723.00	\$2,723.00
010-07200-0-00000-91000-74380-0	\$0.00	\$115,000.00	\$115,000.00
010-07200-0-00000-91000-74390-0	\$0.00	\$150,000.00	\$150,000.00

Budget Adoption Report

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Direct Support/Indirect Costs			
010-00000-0-00000-72100-73100-0	\$0.00	\$340,864.00	\$340,864.00
010-30100-3-00000-72100-73100-0	\$0.00	(\$2,239.00)	(\$2,239.00)
Total:	\$0.00	\$2,239.00	\$2,239.00
Total:	\$0.00	\$0.00	\$0.00
Total Expenditures	\$0.00	\$8,768,113.00	\$8,768,113.00
Other Financing Sources/Uses			
Transfers Out			
010-00000-0-00000-93000-76160-0	\$0.00	\$36,000.00	\$36,000.00
Total:	\$0.00	\$36,000.00	\$36,000.00
Contributions			
010-00000-0-00000-00000-89800-0	\$0.00	(\$2,033,590.00)	(\$2,033,590.00)
010-07200-0-00000-00000-89800-0	\$0.00	\$1,508,884.00	\$1,508,884.00
010-07215-0-00000-00000-89800-0	\$0.00	\$227,888.00	\$227,888.00
010-81500-0-00000-00000-89800-0	\$0.00	\$276,818.00	\$276,818.00
010-90271-2-00000-00000-89800-0	\$0.00	\$20,000.00	\$20,000.00
Total:	\$0.00	\$0.00	\$0.00

Budgeted Unappropriated Fund Balance before this adjustment: \$3,641,662.15

Total Adjustment to Unappropriated Fund Balance: (\$239,859.00)

Budgeted Unappropriated Fund Balance after this adjustment: \$3,401,803.15

Budget Adoption Report

Bdg Adoption

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1300 Cafeteria Special Revenue Fund			
Revenues			
Federal Revenues			
130-53100-0-00000-00000-82200-0	\$0.00	\$350,000.00	\$350,000.00
Total:	\$0.00	\$350,000.00	\$350,000.00
Other State Revenues			
130-53100-0-00000-00000-85200-0	\$0.00	\$24,000.00	\$24,000.00
Total:	\$0.00	\$24,000.00	\$24,000.00
Other Local Revenues			
130-53100-0-00000-00000-86600-0	\$0.00	\$97.00	\$97.00
Total:	\$0.00	\$97.00	\$97.00
Total Revenues	\$0.00	\$374,097.00	\$374,097.00
Expenditures			
Classified Salaries			
130-53100-0-00000-37000-22000-0	\$0.00	\$120,123.00	\$120,123.00
130-53100-0-00000-82000-22000-0	\$0.00	\$28,540.00	\$28,540.00
Total:	\$0.00	\$148,663.00	\$148,663.00
Employee Benefits			
130-53100-0-00000-37000-32020-0	\$0.00	\$30,476.00	\$30,476.00
130-53100-0-00000-37000-33022-0	\$0.00	\$7,448.00	\$7,448.00
130-53100-0-00000-37000-33023-0	\$0.00	\$1,742.00	\$1,742.00
130-53100-0-00000-37000-34020-0	\$0.00	\$21,055.00	\$21,055.00
130-53100-0-00000-37000-35020-0	\$0.00	\$601.00	\$601.00
130-53100-0-00000-37000-36020-0	\$0.00	\$2,759.00	\$2,759.00
130-53100-0-00000-37000-37020-0	\$0.00	\$2,763.00	\$2,763.00
130-53100-0-00000-37000-37520-0	\$0.00	\$2,805.00	\$2,805.00
130-53100-0-00000-82000-32020-0	\$0.00	\$7,241.00	\$7,241.00
130-53100-0-00000-82000-33022-0	\$0.00	\$1,770.00	\$1,770.00
130-53100-0-00000-82000-33023-0	\$0.00	\$414.00	\$414.00
130-53100-0-00000-82000-35020-0	\$0.00	\$143.00	\$143.00

Budget Adoption Report

Control Number: 60841468

Account Classification	Approved / Revised	Change Amount	Proposed Budget
130-53100-0-00000-82000-36020-0	\$0.00	\$656.00	\$656.00
130-53100-0-00000-82000-37020-0	\$0.00	\$657.00	\$657.00
Total:	\$0.00	\$80,530.00	\$80,530.00
Books and Supplies			
130-53100-0-00000-37000-43000-0	\$0.00	\$25,000.00	\$25,000.00
130-53100-0-00000-37000-44000-0	\$0.00	\$2,500.00	\$2,500.00
130-53100-0-00000-37000-47000-0	\$0.00	\$120,000.00	\$120,000.00
130-53100-0-00000-82000-43000-0	\$0.00	\$500.00	\$500.00
Total:	\$0.00	\$148,000.00	\$148,000.00
Services, Other Operating Expenses			
130-53100-0-00000-37000-52000-0	\$0.00	\$500.00	\$500.00
130-53100-0-00000-37000-58000-0	\$0.00	\$2,500.00	\$2,500.00
130-53100-0-00000-82000-55000-0	\$0.00	\$15,000.00	\$15,000.00
130-53100-0-00000-82000-56000-0	\$0.00	\$750.00	\$750.00
130-53100-0-00000-82000-58000-0	\$0.00	\$20,000.00	\$20,000.00
Total:	\$0.00	\$38,750.00	\$38,750.00
Total Expenditures	\$0.00	\$415,943.00	\$415,943.00
Other Financing Sources/Uses			
Transfers In			
130-53100-0-00000-00000-89160-0	\$0.00	\$36,000.00	\$36,000.00
Total:	\$0.00	\$36,000.00	\$36,000.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$36,068.10	
Total Adjustment to Unappropriated Fund Balance:		(\$5,846.00)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$30,222.10	

Budget Adoption Report


Control Number: 60841468

Account Classification

Approved / Revised

Change Amount Proposed Budget

At a meeting of the school board on 6/8/2022 the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by:  _____
(County Office Use Only)
Updated at County Office on ____/____/____ by _____

LOCAL INDICATORS REPORT 6/14/2022

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

Exhibit E
C-21-22

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.

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. 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 school has multiple measures it uses through a and has found multiple ways through the last 14 months and the COVID-19 Pandemic to communicate and 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.

Beginning Development

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

Beginning Development

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.

Beginning Development

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. 98% 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.

Exploration And Research Phase

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. • 93% of parents reported being informed of the goals and objectives of the instructional programs. That compares to 90% 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 2nd-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 2nd-8th) Target is 90% or greater. •94% of students reported having felt close to someone at school. • 96% of students reported believing that teachers and other grown-ups at school believe they can do a good job.. • 90% of students reported that teachers and other grown-ups care about them. • 90% of students feel like they are a part of this school. • 78% of students report that they are motivated to learn. • 95% of students reported feeling safe at school. Historically we have been well over 90% we feel the drop in motivation is connected to Distance Learning and the Covid-19 Pandemic. 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 40% of our students. Target is greater than 15%. The school also believes Self Efficacy is extremely important to student long term outcomes. The school gave a self efficacy survey to all 4th-8th graders in 2021-2022 (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 students areas of strength were Academic Achievement 2.41/2.67 and Social 2.34/2.56. Our students two weakest areas were in Self Regulated Learning 2.15/2.20 and Enlisting Social Resources 2.23/2.23. Its apparent that their has been a significant drop in our students beliefs about themselves. We attribute this drop to the COVID-19 Pandemic and Distance Learning. 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.

BID TABULATION

MANGINI ASSOCIATES INC.

PROJECT:

2019 CBC Update (1) New Relo CR Wing at Pleasant View Elementary School

ISSUE DATE: June 8, 2022

BID OPENING LOCATION:

Location

BID DATE: June 7, 2022

OWNER:

Pleasant View Elementary School District

MAI PROJECT NO.: 1603

Bidders	Addenda Received	Bid Form Attachments							Base Bid	
		Bid Form Executed	Bid Bond	Subcontractor / DIR	Non-Collusion	Workman's Comp	Fingerprinting	Sufficient Fund Declaration		DVBE
Sierra Range Construction 109 NW 2nd Avenue Visalia, CA 93291	1	x	x	x	x	x	x	x	x	\$ 3,703,000.00
JTS Construction P.O. Box 41765/7001 McDivitt Dr. Bakersfield, CA 93384-1765		x	x	x	x	x	x	x	x	\$ 3,617,500.00

June 13, 2022

Contract 2022-2023

Agreement between Education Consulting Services, LLC,
and
Pleasant View School District
regarding
Providing Administrative Hearing services pursuant to SARB.

Provision of Administrative Hearing Officers, School Attendance Review Board.

Administrative Hearing Officers from Education Consulting Services, LLC, will chair and/or serve as panel members for District Administrative Hearing Panels (SARB) following the schedule set forth by the District.

Included in the rate for this service is a review of attendance reports & documents with recommendations for processing Truancy Letters One(1), Two(2), Three(3), and SARB Referrals prior to Administrative Hearing dates; provide additional parental handouts / flyers to be included with Truancy letters; facilitating with outside agencies for appearance at SARB hearings as needed; offering social service agency referrals to parents of chronic absence / truancy as needed; proactively meeting with student and/or parent prior to SARB referral (as directed by District); and filing of referrals to the District Attorney of Tulare County when appropriate and recommended by District.

The rate for an Education Consulting Services consultant is based on a yearlong contract for Six (6) half days of service at a rate of \$2,000 for the 2022-2023 school year. District requested time exceeding the half day Education Consulting Services is in attendance, will be billed at \$75 per additional hour(s). District requested SARB consultation beyond the six (6) contracted days will be billed at a minimum rate of \$250 for the first two (2) hours of service and \$75 per hour thereafter. Appearance in Superior Court by a representative of Education Consulting Services, LLC, on behalf of the District will be billed at the above minimum rate of \$250 (2 hours) with \$75 per hour thereafter.

As noted, the District will determine the schedule for SARB hearing panels with recommendations provided from Education Consulting Services. Education Consulting Services, recommends the six (6) half days be scheduled approximately twenty-eight (28) days (5 1/2 weeks) apart from the start of school for attendance, processing Truancy letters and scheduling of SARB hearings. Approximate recommended dates of the six (6) half days could be September 10-15; October 15-25; December 5-10; February 20-28; April 10-15 and May 15-20. These dates are suggestions and final scheduling will be determined by District. It is also recommended that monthly attendance reviews continue to be completed in preparation for SARB referrals.

All correspondence, questions, clarifications, review of documents, etc. that take place outside normal contracted time are always welcomed and encouraged and are part of the contract and therefore will **never** be charged as an additional service fee.

Exhibit H 6-21-22

Other Provisions

Independent Contractor. All support and services will be provided by Education Consulting Services, LLC, partners as independent contractors and not as officers or employees of the District.

All advice given by Education Consulting Services, LLC, partners is to be considered as a support to the District in the areas in which Education Consulting Services, LLC, is contracted. No advice given will be construed as District policy or as a mandate. Advice, support and actions taken by Education Consulting Services, LLC, are based upon professional judgment and not to be used as a basis for liability/litigation purposes.

This agreement may be cancelled by Education Consulting Services, LLC, if the District fails to provide requested support or otherwise prevents Education Consulting Services, LLC, from completing contracted work in accordance with State law, requirements, and agreements set forth in this contract. Compensation for work completed to time of cancellation will be prorated and payable within 20 days of receipt of invoice from Education Consulting Services, LLC.

The District may cancel this contract if Education Consulting Services, LLC, fails to complete satisfactory work as described in this contract. Notice of cancellation must be in writing with a description of cause and an effective cancellation date. Compensation for work completed to time of cancellation date will be prorated and payable within 20 days of receipt of an invoice from Education Consulting Services.

Contract Terms and Conditions

This agreement has been written for the purpose of providing services as noted to Pleasant View School District. Education Consulting Services, LLC, provides these services at the request of the District.

Term of the Contract. This contract is valid from date of receipt by Education Consulting Services, LLC, of the duly executed contract approved by Pleasant View School District Board, through June 30, 2023.

Contract Fee Schedule. Education Consulting Services, LLC, will provide above-described services to Pleasant View School District at the rates noted:

- Six (6) half days @ \$2000 for school year 2022-2023
- \$75 per hour in excess of contracted half day (District requested)
- Additional District requested days @ \$250 minimum (2 hours) and \$75 per hour thereafter (SARB related and/or Superior Court appearance)

Travel and Planning Time. Travel costs and Education Consulting Services, LLC, offsite planning time are included in the daily rate and/or flat rate quoted for specific services. Pursuant to the above notation regarding provision of Administrative Hearing Officers, document review is included in quoted rate.

Miscellaneous Services. The District will provide necessary resources and supplies, ample physical space for any hearings and/or training sessions and substitute time as required.

No additional charges above and beyond those charges specified in this contract will be submitted by Education Consulting Services, LLC, unless additional time and services beyond the work described herein is requested in writing by the District and agreed to by Education Consultant Services, LLC.

Payment Schedule: The District shall remit a check for invoiced amounts, payable to Education Consulting Services, LLC, within twenty (20) days of receipt of invoice.

Invoices for provision of service of Six (6) contracted days will be submitted to the district in two invoices for \$1,000 each on January 15, 2023 & June 15, 2023. Any additional district requested services will be added on to nearest invoice date.

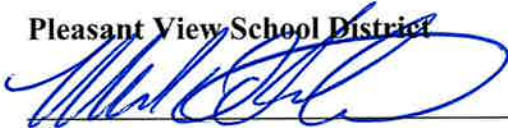
Payments are to be mailed to:
Education Consulting Services, LLC
589 W. Pioneer Way
Hanford, CA 93230

This agreement between the Pleasant View School District and Education Consulting Services, LLC, constitutes a mutual contract, effective on date of Board approval.

Education Consulting Services, LLC

Pleasant View School District

Signature



Signature

Mark Dutra, Partner

Mark Odsather, Superintendent

Date



Date

BEFORE THE GOVERNING BOARD OF THE
PLEASANT VIEW SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA

Exhibit I 6-21-22

In the Matter of)
)
INCREASE IN SCHOOL FACILITIES)
FEES; APPROVAL OF CEQA)
EXEMPTION,)
)

Resolution No. 160

WHEREAS Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS the Pleasant View School District ("District") by agreement with the high school district sharing geographical territory with the District ("Fee-Sharing Agreement"), may levy 70% of the total fees permitted pursuant to Government Code Section 65995 for development in areas in which the District provides school services. The remaining permitted fees shall be allocated to the high school district(s) within whose boundaries the residential, commercial, or industrial development shall occur; and

WHEREAS pursuant to the authority of Government Code section 65995, subdivision (b)(3), the allowable fees authorized by Education Code section 17620 have presently been established by the State Allocation Board ("SAB") in the amount of \$4.79 per square foot for residential development and \$0.78 per square foot for commercial/industrial development ("SAB Authorized Fee Amounts"); and

WHEREAS the governing board ("Board") of the District has caused a study to be prepared by Schoolworks, Inc. entitled 2022 Developer Fee Justification Study (incorporated herein by

reference and hereinafter referred to as the “Study”), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, as well as the cost of the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS, pursuant to Resolution 8 adopted by the Board on the 10th day of May, 2022, the Board adopted the Study and the findings therein regarding the necessity of the fees; and

WHEREAS the Study justifies the District’s imposition of a fee in the amount of \$4.79 per square foot for residential development and \$0.78 per square foot for commercial/ industrial development; and

WHEREAS based upon the Fee-Sharing Agreement and in accordance with the increased level of fees permitted by the SAB pursuant to Government Code section 65995, the District may levy the following fees, which represent a percentage of the SAB Authorized Fee Amounts

1. \$3.35 per square foot of residential development (70% of \$4.79).
2. \$.55 per square foot of commercial or industrial development (70% of \$0.78).

These amounts are justified by the needs of the District alone and do not include the needs of the high school district; and

WHEREAS Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act (“CEQA”) (Pub. Resources Code Section 21000 *et. seq.*); and

WHEREAS upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062 .

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution (“Resolution”), the Board of the District conducted a public hearing at which oral and written presentations were made as part of the Board’s scheduled June 21, 2022 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the Porterville Recorder in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.
2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.
3. The fees are to be used to finance the construction and reconstruction of school facilities.
4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.
5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number

of students that will be generated, and, thus, to the facilities the District must add or reconstruct in order to accommodate the additional students.

6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.

7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and as a direct result of, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2022 Developer Fee Justification Study, dated March 2022, and prepared by Schoolworks, Inc. which documents the need for the fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at the SAB Authorized Fee Amounts, the District, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq., and the Fee-Sharing Agreement, hereby increases fees in the following amounts:

1. \$4.79 per square foot of residential development;
2. \$0.78 per square foot of commercial or industrial development

AND BE IT FURTHER RESOLVED that, if the governing board of the high school district has not implemented a fee equal to the SAB Authorized Fee Amounts or the high school district's share thereof, pursuant to the Fee-Sharing Agreement, the District shall have the right to levy and collect fees equal to the greater of: (i) the District's allocated percentage of the SAB Authorized Fee Amounts pursuant to the Fee-Sharing Agreement; or (ii) the total SAB Authorized Fee Amounts less the fees that the high school district has implemented and is entitled to receive pursuant to the Fee-Sharing Agreement. In no event, however, shall the District's fee imposed pursuant to this Resolution exceed the justified fee set forth in the Study. Upon the high school districts; implementation of a fee equal to the SAB Authorized Fee Amounts, the District and the high school districts shall resume collection and levy of fees in accordance with their respective percentage allocations as set forth in the Fee-Sharing Agreement.

AND BE IT FURTHER RESOLVED that the amount collected on behalf of both the District and the high school district pursuant to this Resolution shall not exceed a total of \$4.79 per square foot for residential development and \$0.78 per square foot of commercial or industrial development, except as otherwise set forth herein.

AND BE IT FURTHER RESOLVED that the increase in the fee shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and

17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fee is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase the fee, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that, in the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the increase in fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

This Resolution is adopted this 21st day of June, 2022 by the following vote:

AYES: Davy Gobel, Patsy Gobel, Tom Brallos, Raulde Alvarez
Alex Garcia

NOES: _____

ABSTENTIONS: _____

ABSENT: _____



Clerk of the Governing Board

Exhibit J - 6-21-22

**RESOLUTION OF THE GOVERNING BOARD OF
PLEASANT VIEW SCHOOL DISTRICT**

In the matter of Authorizing Inter-fund Transfers)
In Accordance with the Budget) RESOLUTION NUMBER 17

WHEREAS, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2022-2023; and,

WHEREAS, the Governing Board of the District approved Inter-fund Transfers between the various funds of the District as recorded in the budget document in accordance with Education Code;

THEREFORE, BE IT RESOLVED that the Governing Board authorizes District Administration to make inter-fund transfers in accordance with the budget, not to exceed the amount of appropriation.


THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of Dusy Gebel, seconded by Dan Gebel, at a regular meeting of the Governing Board on the 21st day of June, 2022 by the following vote.

Ayes: Ton Burtlo, Dusy Gebel, Rahelc Heuser, Dusy Gebel, Ahea Grein

Noes:

Abstentions:

Absent:


Secretary/Clerk of said District Board

Exhibi K
6-21-22

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICE/EXPANDED LEARNING OPPORTUNITIES
COORDINATOR

CLASSIFICATION: Classified Employee
SALARY LEVEL: Classified Salary Schedule
WORK YEAR: 12 Months (260 Days); 40 hours per week (Full time)
Including After School/Breaks/Summer

DEFINITION:

Under the direct supervision of the School Site Administrator / Expanded Learning Opportunities (ELO) Director, the Site Coordinator will ensure that the implementation of both grant based and fee based programs offered before school, after school, school breaks, and summer are in alignment with the California Department of Education Expanded Learning Program Quality Standards. As well as provide support and training, coaching, supervision and ongoing development of all Program Leaders.

SUPERVISOR(S):

Director of Expanded Learning Opportunities
School Site Administrator
Superintendent

QUALIFICATION REQUIREMENTS:

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties

EXAMPLES OF DUTIES: (May differ according to assignment)

The following is a list of duties that are representative of the position and include but are not limited to:

- Organize yearly events calendar connecting community organizations to the school, students, and parents.
- Seek information and understanding of the student's home and community background and the relationship of this background to the student's performance in the school.
- Address the unique needs of students that arise.
- Coordinate with newly arrived families to assess their needs.
- Provide information for families via handouts, websites, school newsletter and procedures.
- Work with administrators, psychologist, parents, students and community officials on ethnic, socio- economic or other related problems.
- Assist administration with special projects, surveys, and reports as assigned.
- Integrating with the school site to meet the needs of the student population and community.
- Engaging and participating with the school site teachers and staff to provide a robust and comprehensive program.
- Provides leadership to a team of ELO Program Leaders to design and implement the before school, after school, breaks and summer programs.
- Provides training, coaching, supervision and development to the ELO Program Leaders.
- Works with school principals, program development specialists, academic coaches, teachers, staff, parents, and the local community to supervise the program at a given location in order to raise family literacy levels, improve academic performance in content standards, strengthen social relationships, and support social emotional learning.
- Increase student exposure to visual and performing arts, and provide meaningful opportunities for children to increase self-esteem by expanding their skills in a variety of areas through a structured program model.

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICE/EXPANDED LEARNING OPPORTUNITIES
COORDINATOR

- Ensures appropriate curriculum implementation and evaluates performance of support staff.
- Collaborates with staff to set goals for improvement of the program to meet program objectives of effectiveness and efficiency.
- Creates optimum conditions for teaching, learning, and working.
- Fosters attitudes in staff and students that facilitate excellent student learning.
- Develops cooperative relationships with parents and community organizations.
- Establishes and maintains a participatory management system through which the organizational affairs and program goals can be carried out successfully.

Essential Duties:

- Review and assists Program Leaders in the development of yearly instructional goals and objectives
- Identify, monitor, and assists Program Leaders in meeting their performance needs
- Review and assist Program Leaders
- Conduct post-observation conferences to assist Program Leaders in improving instructional competencies and provide corrective direction to staff

Evaluates Personnel:

- Rate employee performance and prescribe goals for improvements
- Communicate performance needs, concerns and commendations to staff
- Assist staff in establishing future performance goal

Plan Staff Development:

- Improve the effectiveness and efficiency of all program staff members
- Assess staff performance needs
- Communicate staff development needs to the ELO Program Director and Site Administrator.
- Assist with development and implementation of in-service programs

Monitor student behavior:

- Create optimum conditions for teaching and learning aligning with Site and District PBIS goals
- Develop and implement program-wide student behavior policies and procedures
- Communicate plans and procedures to students and staff
- Evaluate the effectiveness of the program's student behavior policies and procedures
- Monitor student attendance and assure the learning opportunity time for students
- Develop student attendance accounting procedures
- Monitor students' attendance
- Evaluate the effectiveness of the program's student attendance procedures

Create positive school climate:

- Foster positive attitudes of staff and student attitudes that facilitate student engagement and learning
- Develop clear and open channels of communication between administrators, staff, students and parents.
- Develop a system for recognizing student and staff achievements
- Develop a management system with staff participation
- Evaluate the effectiveness of procedures for maintenance of a positive climate
- Develop parent relations that facilitates student engagement and learning through parent- staff communications, cooperation and assistance
- Develop and implement a plan for parent conferences and a plan by which children's behavior and progress are regularly communicated to parents

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICE/EXPANDED LEARNING OPPORTUNITIES
COORDINATOR

- Establish and communicate the availability and accessibility of staff to parents
- Develop and implement a system through which the after school program activities are regularly communicated to parents
- Develop and implement a plan for active team involvement in the program's planning, monitoring, and evaluation consistent with the needs of children, District policy, and State guidelines
- Evaluate the effectiveness of the program's parent relations

Organizes school management:

- Establish and maintain a participatory management system through which the organizational affairs of the program can be carried out efficiently and effectively.
- Establish staff participation, the program's goals and objectives in relationship to the Districts policies and grant needs.
- Establish and maintain with staff participation, an effective site communication system to ensure the seamless delivery of service
- Assist in disaster and safety plans development and participation in safety drills.

Plan and implement the budget consistent with program needs and available resources:

- Assess staff and material needs of the program
- Establish procedure for allocations of the program's financial resources
- Establish budget priorities with participation of staff, in relation to grant guidelines and program needs
- Maintain appropriate accounting records and procedures.
- Manage physical site facility ensuring that the physical plant and equipment facilitates student enrichment
- Conduct periodic assessments of facility needs
- Communicate the facility needs to appropriate District staff
- Ensure responsible use of site facilities

Other Related Duties:

- Attends meetings related to assignment
- Participates in available training to meet new safety and/or technology standards
- Performs other related duties as may be assigned by the supervisor

PHYSICAL EFFORT AND WORK ENVIRONMENT:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICE/EXPANDED LEARNING OPPORTUNITIES
COORDINATOR

- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps, and to respond to emergency situations
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds with assistance
- Work in an indoor and outdoor work environment

REQUIRED QUALIFICATIONS:

Education:

- High School Diploma or GED equivalency to assure the ability to read and write English and perform mathematical calculation at the level required for successful job performance.
- Paraprofessional qualification – by college course units (48 minimum) or passing the paraprofessional test administered by TCOE.

Experience:

- 3 years' experience in a supervisory or managerial position

Licenses and Certificates:

- Possession of a valid California driver's license Class C driver's license
- Paraprofessional Certificate, Pediatric/Adult First Aid (including the Heimlich Maneuver) and CPR within 6 months of employment

Knowledge of:

- Office methods and equipment, including receptionist, telephone, letter and report writing techniques.
- Techniques of student supervision.
- Child Development
- Conflict Resolution
- Needs of Adult learners
- Google products, Apple, Windows XP or Vista operating systems and Microsoft Office Software
- Curriculum Development

Ability to:

- Relate to issues involved in the student and his/her family life style
- Relate well to students and adults and earn their confidence and cooperation
- Understand and carry out assigned work with minimal supervision
- Takes responsibility to use good judgement in recognizing scope of authority
- Analyze situations accurately and adopt an effective course of action
- Use an alpha/numeric keyboard and standard office equipment effectively with a reasonable rate of speed and accuracy to successfully complete assignments
- Learn and use technology and computer software applications as appropriate to the work environment
- Maintain accurate and neat records and reports.
- Compose letters from oral and written instructions.
- Meet schedules and timelines.
- Establish and maintain co-operative relationships with those contacted during the performance of required duties, including students, school personnel, parents, vendors, co-workers, and the community
- Maintain regular attendance and punctuality

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICE/EXPANDED LEARNING OPPORTUNITIES
COORDINATOR

DESIRABLE QUALIFICATIONS:

- Previous experience in a school district or government entity
- Experience with persons of culturally and linguistically diverse backgrounds
- Previous experience in leadership, coaching, and teambuilding skills to strengthen and cultivate relationships
- Experience in conducting training workshops
- Experience in public relations, language, child growth and development, and/or psychology
- Strategic and analytical thinking skills with an ability to solve problems and make decisions
- Ability to use a consultative approach to resolving work related issues
- Ability to continuously seek quality service and process improvements in order to support a mission and strategic vision
- Ability to apply deductive reasoning and draw conclusions in order to solve problems and facilitate decision-making processes

Approved by the Board:

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICES/EXPANDED LEARNING OPPORTUNITIES
PROGRAM LEADER

CLASSIFICATION: Classified Employee
SALARY LEVEL: Classified Salary Schedule
WORK YEAR: 12 Month/260 days; Full Time/ 40 hrs/wk
or 12 Months/226 days; Part Time/ 28.75 hrs/wk
Including After School/Breaks/Summer

DEFINITION:

Under the direct supervision of the Site Administrator and Community Services/Expanded Learning Opportunities (ELO) Coordinator, the Program Leader ensures the implementation of the California Department of Education Quality Standards for Expanded Learning and utilizes standards-based curriculum designed to improve student learning for the identified students being served during school, before school or afterschool programs. Performs other job-related duties as assigned by the supervisor.

SUPERVISOR(S):

Site Administrator
Community Services/Expanded Learning Opportunities (ELO) Coordinator

QUALIFICATION REQUIREMENTS:

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties

EXAMPLES OF DUTIES:(May differ according to assignment)

The following is a list of duties that are representative of the position and include but are not limited to:

Essential Duties

- Integrating with the school site and participating with the school site teachers and staff
- Works with students individually and in groups assisting with specific instructional or learning tasks aligning with Site and District PBIS goals.
- Works directly with students in subject areas such as reading, math, language development, social studies, art, ethnic studies, music, and sports.
- Organizes work areas and prepares materials for students.
- Prepares charts, flashcards, worksheets, art materials, bulletin boards, forms, displays, maps, projects, and similar materials.
- Takes attendance and snack counts.
- Assists with routine clerical duties and operates various office machines
- Assists students with the use of computers, audiovisual aids, and other technology.
- Assists in maintaining a neat and orderly environment.
- Assists site team in the design and implementation of lesson plans.
- Ensures that program goals are being met.
- Actively participates in all training and staff development workshops designed to contribute to professional and personal growth required by the regular school day and the after-school program.
- Supervises students on the playground, and on field trips.
- Assists in the development of and maintains a safe, supportive learning environment.
- Develops positive relationships with students, parents, volunteers and school staff.
- Work effectively with volunteers
- Perform related duties as assigned.

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICES/EXPANDED LEARNING OPPORTUNITIES
PROGRAM LEADER

Other Related Duties (may differ according to the assignment)

- Assists with bus loading and unloading.
- Performs special duties in the areas of independent study, enrichment, or library work.
- May administer minor first aid to students and arrange for follow-up care.
- Participate in available training to meet new safety and/or technology standards
- Attend meetings related to the assignment at the ELO, Site or District Level
- Assist in disaster and safety plans (if applicable)

PHYSICAL EFFORT AND WORK ENVIRONMENT:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at the required speed and accuracy
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines
- Hearing sufficient to communicate in person and hold telephone conversations in the normal range (approximately 60 decibels)
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps, and to respond to emergency situations
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 40 or more pounds
- Typically, an indoor work environment; may require some limited exposure to the outdoor environment in order to supervise students or assist with loading or unloading of school buses or supplies. When working outdoors may be exposed to a wide range of temperatures; with exposure to extreme weather conditions, which include but are limited to; heat, cold, rain, wind, and high humidity.

REQUIRED QUALIFICATIONS:

Education:

- High School Diploma or GED equivalency to assure the ability to read and write English and perform mathematical calculation at the level required for successful job performance.
- Paraprofessional qualification – by college course units (48 minimum) or passing the paraprofessional test administered by TCOE.

Experience:

- Any combinations of training and experience that would preferably involve working with students in an educational setting TK-12.

Licenses and Certificates:

- Possession of a valid California driver's license (*as appropriate to the assignment*)
- Paraprofessional Certificate, Pediatric/Adult First Aid (including the Heimlich Maneuver) and CPR within 6 months of employment

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
JOB DESCRIPTION
COMMUNITY SERVICES/EXPANDED LEARNING OPPORTUNITIES
PROGRAM LEADER

Knowledge of:

- Subject areas assigned.
- Simple arithmetic.
- Techniques of student supervision.

Ability to:

- Understand and carry out assigned work with minimal supervision.
- Make simple mathematical calculations
- Use initiative and judgment in discussing problems with the public and district staff, involving office practices and policies
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California
- Learn and use technology and computer software applications as appropriate to the work environment.
- Maintain accurate and neat records and reports
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Communicate effectively in the English language, both orally and writing.
- Learn, plan, formulate and execute federal, state, district, and departmental policies, procedures, and directives, in accordance with assigned duties.
- Meet schedules and timelines.
- Establish and maintain cooperative relationships with those contacted during the performance of required duties, including students, school personnel, parents, vendors, co-workers, and the community
- Maintain regular attendance and punctuality

DESIRABLE QUALIFICATIONS:

- Current first aid certification within 6 months of employment
- Previous experience in a school district or government entity
- Experience with persons of culturally and linguistically diverse backgrounds
- Previous experience in leadership, coaching, and teambuilding skills to strengthen and cultivate relationships

Board Approved:

Pleasant View School District

2022/2023

The District is adding the following job description and salary schedule as of July 1, 2022:

Community Service / Program Coordinator for ELOP

Program Leader

Custodian – Night Shift

JOB TITLE	Contracted Days	STEP							
		I	II	III	IV	V	VI 10th Year	VII 15th Year	VIII 20th Year
Community Service / Program Coordinator for ELOP	260	\$23.12	\$24.04	\$25.00	\$26.00	\$27.04	\$28.12	\$29.24	\$30.41
Program Leader	226/260	\$15.55	\$16.18	\$16.80	\$17.59	\$18.16	\$19.50	\$20.38	\$21.30
Custodian - Night Shift	196/260	\$17.16	\$17.85	\$18.56	\$19.30	\$20.07	\$20.87	\$21.70	\$22.57

Echob... 7-1-22-22