

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

Thomas Barcellos
President & Clerk

Alexander Garcia
Vice President

Davy Gobel

Rusty Gobel

Rachele Alcantar

June 22nd, 2021
Pleasant View Elementary Cafeteria

18900 Ave 145
Porterville, CA

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

Mark Odsather
District Superintendent
Richard Thornberry
Principal / Programs
Niguel Baxter
Business Manager

BOARD:
Tom Barcellos
Alex Garcia
Rachele Alcantar
Davy Gobel
Rusty Gobel

OTHER:

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

PUBLIC COMMENT: No Comment

Public Hearing:

LCAP (open session): No Comment

CONSIDERATION AND PUBLIC NOTICE OF THE PLEASANT VIEW SCHOOL DISTRICTS LOCAL CONTROL ACCOUNTABILITY PLAN AND LCFF BUDGET OVERVIEW FOR PARENTS (LCAP), 2021-2022 (Exhibit A)

Public Hearing:

District's Budget (open session): No Comment

CONSIDERATION AND PUBLIC NOTICE OF THE PLEASANT VIEW SCHOOL DISTRICTS BUDGET, 2021-2022. Excess of State Recommended Reserves Disclosure for Proposal of 2021-2022 Budget (Exhibit B)

ATTENDANCE:

1. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the Interdistrict attendance agreements (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (On File)
2. M. Odsather stated current enrollment is around 442 and that projected enrollment was still lagging behind prior years. M. Odsather stated that the current K enrollment is 27. M. Odsather stated he isn't sure if the low enrollment is caused by parents not enrolling students due to the pandemic. (Exhibit A)



PLEASANT VIEW
FALCONS

DISTRICT FINANCE:

1. M. Odsather presented the vendor payments to the board for review and discussion On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve Vendor payments; Batch #383 for \$158,093.58; vendor payments; Batch #384 for \$170,500.81; Batch #386 for \$40,405.61; On a motion by Davy Gobel and second by Rusty Gobel. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit D)
2. M. Odsather presented substantiation of need for ending fund balances in excess of the minimum recommended reserves. M. Odsather stated that the reserves of the district were valuable over the last few months as the state deferred district revenues. (Exhibit E)
3. M. Odsather presented Resolution #9 In the Matter of Authorization for County Superintendent of Schools to make year-end Budget Transfers. On a motion by Alex Garcia and a second by Davy Gobel the board voted to approve Resolution #9. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)(Exhibit F)
4. M. Odsather presented Resolution #10 In the Matter of Authorizing Inter-Fund Loan for Cash Flow Purposes. On a motion by Alex Garcia and a second by Davy Gobel the board voted to approve Resolution #10. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit G)
5. M. Odsather presented Resolution #11 In the Matter of Authorizing Inter-Fund Loan Transfers In Accordance with the Budget. On a motion by Davy Gobel and a second by Rusty Gobel the board voted to approve Resolution #11. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit H)
6. On a motion by Davy Gobel and second by Rusty Gobel the board voted to approve May payroll. (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos) (Exhibit I)

OLD BUSINESS:

1. M. Odsather stated that he was told that the district would be going out to bid at the end of June. M. Odsather stated he would probably need a board meeting in July to approve bids, but would let the board know at the next meeting. M. Odsather stated that he was estimating costs of the building would be close to \$350k. However, he was unsure of price increases in materials.
2. M. Odsather shared the new design for the office on the PVW campus. M. Odsather explained that the ESSER monies would allow the district to update the office for better ventilation and flow.
3. M. Odsather stated that the district would pursue using the ESSER monies to replace windows and help to modernize spaces to allow greater flexibility in the classrooms.

NEW BUSINESS:

1. Mr. Thornberry stated that summer enrichment was going well and students were having a lot of fun. M. Thornberry stated that he hasn't seen the drop in summer enrollment that we usually see. M. Odsather presented to the board the survey results from parents and students. M. Odsather stated that the school had seen an overall drop in student self-efficacy scores from prior years. In addition, M. Odsather stated that 99% of parents surveyed report feeling satisfied with the educational program at Pleasant View. 96% of parents reported that their child is safe at school and they feel they can voice their concerns or ask questions about their child's education. M. Odsather stated that the overwhelming responses from parents and students were positive. (Exhibit K)
2. M. Odsather presented 2019-2020 LCAP Annual Update to the board for review and approval. On a motion by Davy Gobel and a second by Rusty Gobel the board voted to approve the 2019-2020 LCAP Annual Update. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit L)
3. M. Odsather presented 2020-2021 Learning Continuity Attendance Plan Annual Update to the board for review and approval. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve the 2020-2021 Learning Continuity Attendance Plan Annual Update (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit L)
4. M. Odsather presented the Local Indicators to the Board for review and discussion. (Exhibit M)
5. M. Odsather presented the Consolidated Application for Federal Funds to the board for discussion and approval. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the Consolidated Application for Federal Funds (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit N)
6. M. Odsather presented the Parent Involvement Policy to the board for discussion and approval. On a motion by Davy Gobel and a second by Rusty Gobel the board voted to approve the updates to the Parent Involvement Policy. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit O)
7. M. Odsather presented the ESSER II and ESSER III planned expenditures to the board for discussion and approval. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve the ESSER II and ESSER III planned expenditures. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit P)
8. M. Odsather presented the ESSER III assurances to the board for discussion and approval. On a motion by Davy Gobel and a second by Rusty Gobel the board voted to approve the ESSER III assurances. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit Q)

9. M. Odsather presented the Pleasant View Wellness Policy to the board for discussion and approval. On a motion by Davy Gobel and a second by Rusty Gobel the board voted to approve the updates to the Pleasant View Wellness Policy. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit R)
10. M. Odsather presented the following Board Policy updates to the board for 2nd read an approval. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the Board Policies (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit S)
 - i. BP 3110 Transfer of Funds
 - ii. BP 3230 & AR 3230 Federal Grant Funds
 - iii. AR 3311.2 Lease-Lease Back Contracts
 - iv. AR 3311.3 Design-Build Contracts
 - v. AR 3320 Claims and Actions Against The District
 - vi. BP 3452 Student Activity Fund
 - vii. BP 3600 Consultants
 - viii. E 4112.9, 4212.9, 4312.9 Employee Notifications
 - ix. AR 4161.2, 4261.2, 4361.2 Personal Leaves
 - x. AR 4161.8, 4261.8, 4361.8 Family Care and Medical Leave
 - xi. BP 6142.8 Comprehensive Health Education
 - xii. BP 7210 Facilities Financing
11. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the Summit Summer Training for new teachers (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)
12. M. Odsather presented the legal services contract with AALRR to the board for review and approval. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the Legal Services Contract with AALRR (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit T)
13. M. Odsather presented the TCOE Library Media Services contract to the board for review and approval. On a motion by Rusty Gobel and a second by Alex Garcia the board voted to approve the TCOE Library Media Services contract (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit U)
14. M. Odsather presented the TCOE Plan for educating expelled youth to the board for review and approval. On a motion by Davy Gobel and a second by Rachele Alcantar the board voted to approve the TCOE Plan for educating expelled youth (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit V)
15. M. Odsather presented the TCOE Plan for a Math Consultant to the board for review and approval. On a motion by Davy Gobel and a second by Rachele Alcantar the board voted to approve the TCOE Plan for a Math Consultant (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel) (Exhibit W)

PERSONNEL:

1. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the hiring of Mrs. Kim Parrish as Principal for Pleasant View Elementary (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)
2. On a motion by Rachele Alcantar and a second by Alex Garcia the board voted to approve the hiring of Camille Valdez 8th Grade, Ivette Valdez 1st Grade, Steve Ulloa 6th Grade and Nick Haskins 5th Grade on a Provisional Internship Permit (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)
3. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve the hiring of Gustavo Ramirez 7th Grade, on a Short Term Permit (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)
4. On a motion by Alex Garcia and a second by Rusty Gobel the board voted to approve the hiring of Gabriele Ibarra 1st grade, Cindy Lopez 2nd Grade, Eric Regaspi 4th Grade. (5-0) (Ayes; Alex Garcia, Rusty Gobel, Tom Barcellos, Rachele Alcantar, Davy Gobel)

ADJOURNMENT:

On a motion by Rusty Gobel and a second by Davy Gobel the board voted to adjourn. At 6:22 pm (5-0) (Ayes; Alex Garcia, Davy Gobel, Rusty Gobel; Rachele Alcantar, Tom Barcellos)



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

Respectfully submitted,

Mark Odsather,
Secretary

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Exhibit A 6-22-21

Local Educational Agency (LEA) Name:	Pleasant View School District
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:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,482,899
LCFF Supplemental & Concentration Grants	\$1,449,113
All Other State Funds	\$713,669
All Local Funds	\$112,637
All federal funds	\$1,426,563
Total Projected Revenue	\$7,735,768

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,571,768
Total Budgeted Expenditures in the LCAP	\$1,840,113
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,840,113
Expenditures not in the LCAP	\$5,731,655

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,262,500
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,260,000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$391,000
2020-21 Difference in Budgeted and Actual Expenditures	-\$2,500

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

	<p>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 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 2020-21 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 2020-21.</p>	<p>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 2020-2021.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant View School District

CDS Code: 54 72058 6054217

School Year: 2021-22

LEA contact information:

Mark Odsather

Superintendent

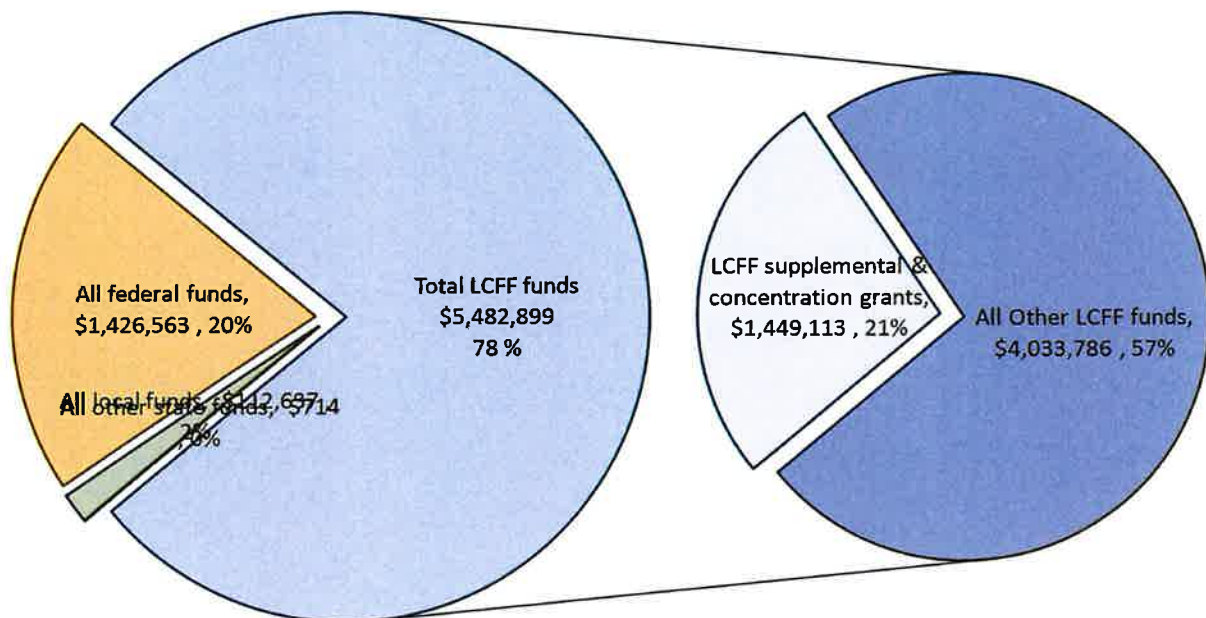
marko@pleasant-view.k12.ca.us

5597895840

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



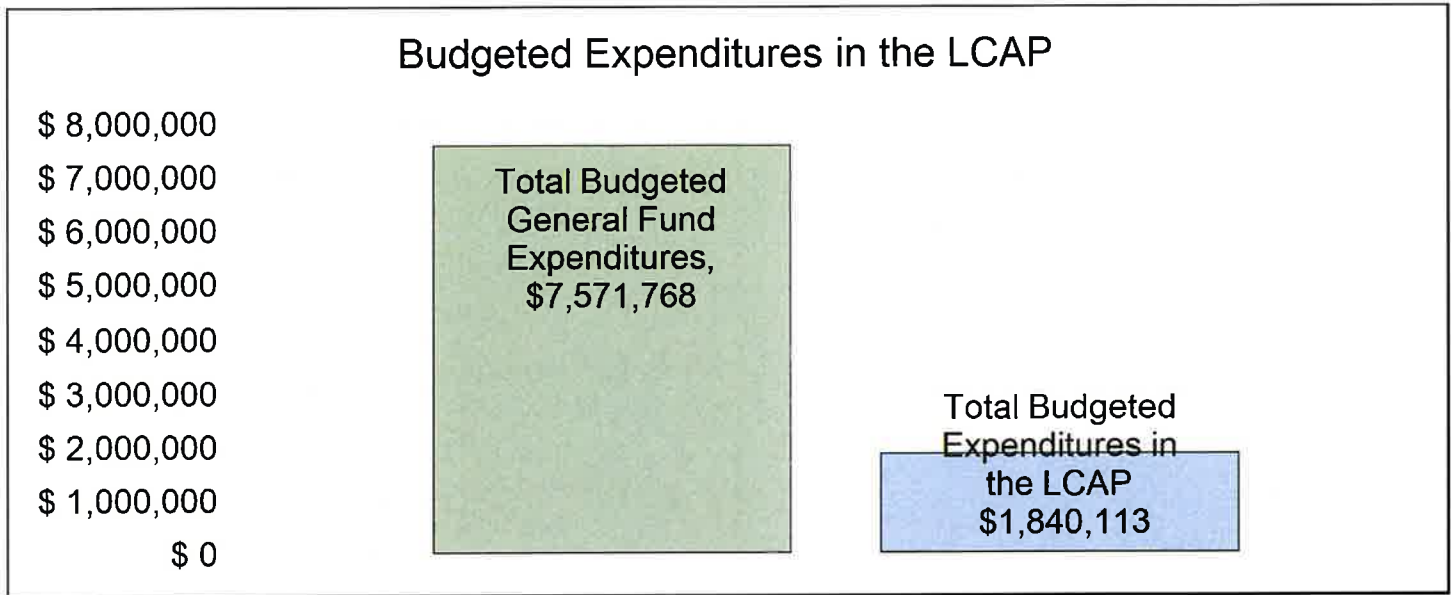
This chart shows the total general purpose revenue Pleasant View School District expects to receive in the coming year from all sources.

The total revenue projected for Pleasant View School District is \$7,735,768, of which \$5,482,899 is Local Control Funding Formula (LCFF), \$713,669 is other state funds, \$112,637 is local funds, and \$1,426,563

is federal funds. Of the \$5,482,899 in LCFF Funds, \$1,449,113 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pleasant View School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pleasant View School District plans to spend \$7,571,768 for the 2021-22 school year. Of that amount, \$1,840,113 is tied to actions/services in the LCAP and \$5,731,655 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 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 2021-22 School Year

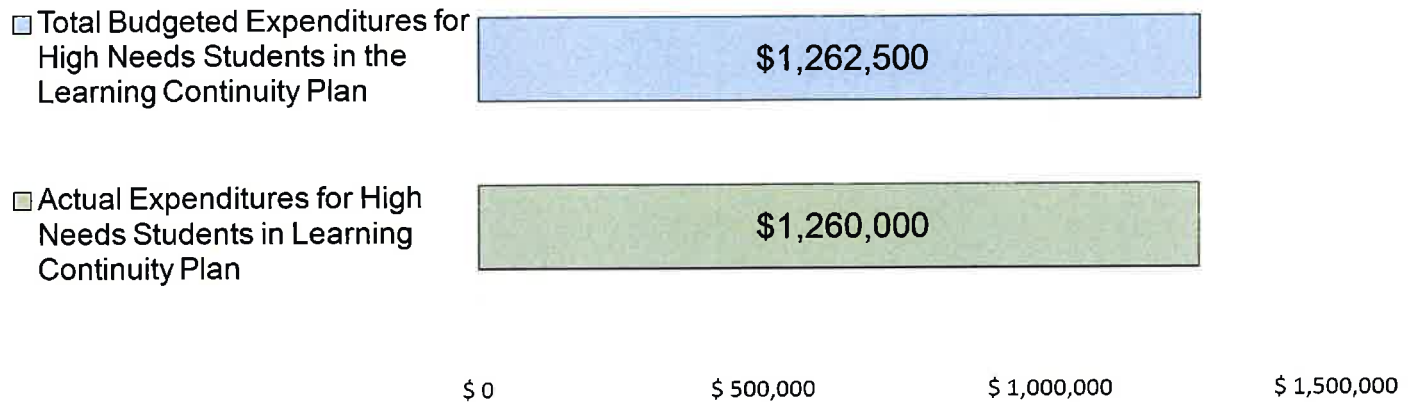
In 2021-22, Pleasant View School District is projecting it will receive \$1,449,113 based on the enrollment of foster youth, English learner, and low-income students. Pleasant View School District must describe

how it intends to increase or improve services for high needs students in the LCAP. Pleasant View School District plans to spend \$1,840,113 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 2020-21

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



This chart compares what Pleasant View School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pleasant View School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pleasant View School District's Learning Continuity Plan budgeted \$1,262,500 for planned actions to increase or improve services for high needs students. Pleasant View School District actually spent \$1,260,000 for actions to increase or improve services for high needs students in 2020-21.

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 2020-2021.

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 School District	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597895840

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The 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 life-long learners. We value building a strong sense of community with all stakeholders, 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 for 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 to build relationships with families who have not been well connected to their students' school. 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 stakeholders 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.

Based on data from the 2019 Dashboard Pleasant View's chronic absenteeism went from "orange" to "green," the suspension rates went from "red" to "yellow," and the ELA and Math ratings went from "red" to "orange." We have made great strides over the last few years with the metrics we have been using. As we have begun to individualize opportunities for our students and helped them to focus on their own growth, we have seen great improvement. We believe we have a vision and a plan for growth for our students and staff that will lead to continual improvement across all metrics.

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.

Based on the most recent results of the 2019 Dashboard indicate overall students were "orange" in ELA, Math, and "yellow" in Suspension. In addition, the district has added incentives for students to improve attendance. The district will also provide workshops for parents of at-risk students on the importance of attendance. When it came to suspension rates Pleasant View scored a "yellow." The rate has steadily declined from 8% to 3.2% due to interventions and support services provided to students, staff, and families. Pleasant View has added behavioral intervention aides and other social-emotional support services as well as professional development support to staff to continue to reduce the suspension rates.

From the district surveys, we see that most students and 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. We would like to see more 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. 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 first hand. Our student's scores have dropped significantly we believe due to the isolation the pandemic caused. 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.

Our district goal has been to 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 work force, 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 making 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 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, DreamBox, 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 the 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. On the social-emotional scene, we have a Psychologist, Community Liaison and TK-4 Triage Social Worker, a 5th-8th grade Triage Social Worker, and two behavioral intervention aides 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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: November 2020, December 2020, February 2021, March 2021, April 2021, May 2021 and June 2021.

School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought October 4th 2020, November 7th 2020, March 6th 2021, May 30th 2021, June 10th 2021. Members: Parents of English Learners, district office staff, site teachers, principals & staff.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. August 2020, September 2020, November 2020, January 2021, February 2021, March 2021, April 2021, May 2021. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2020, September 2020, October 2020, December 2020, February 2021, March 2021, April 2021, May 2021 and June 2021. Members: Superintendent, Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

School Site Classified Leadership Team: Progressed monitored and input sought August 2020, September 2020, October 2020, November 2020, December 2020, January 2021, May 2021 and June 2021. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff.

Community Liaison Monthly Meetings Progressed monitored and input sought. October 2020, November 2020, January 2021, February 2021, March 2021,. Attendees: Pleasant View Staff and Parents

SELPA meetings, September 2020, November 2020, April 2021

Student Surveys: May 2021

Parent Surveys: May 2021

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 stakeholder groups.

We have heard from Students, Parents, School Board and Staff that the social emotional well-being of our students is a concern after the past 16 months and all our stakeholders would like to see additional support provided to our staff and students. All of our stakeholders have also expressed interest in adding additional certificated teachers to help address learning loss. All of our stakeholders have suggested on multiple occasions that more emphasis on early childhood education and a possible preschool would be beneficial to student outcomes.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

After listening to our stakeholders, we have incorporated the following actions into the LCAP. The district will add two triage social workers to support students and families, 2 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.

Goals and Actions

Goal

Goal #	Description
1	Provide every student at PVEDS 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.

Stakeholders 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 2018-2019 state assessments and district 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. On the NWEA MAP assessment for math, projected growth for k-8th grade students was 107 points, but observed growth was 117 points. In Reading, projected growth for k-8th grade students was 96 points, but observed growth was 105 points. Finally, in Language, projected growth for 3rd-8th grade students was 43 points and observed growth was 42 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+ (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)				4th-8th SBAC ELA Total growth of 408+
4th-8th SBAC Math Growth	4th-8th SBAC Math Growth of 150+(SBAC Norm Combined Growth of Grade				4th-8th SBAC Math Total Growth of 450+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Levels 3rd-8th is 150 points)				
K-8th NWEA MAP ELA Growth	K-8th NWEA MAP ELA Growth of 96+(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)				K-8th NWEA MAP ELA Total Growth of 289+
K-8th NWEA MAP Math Growth	K-8th NWEA MAP MATH Growth of 107+(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)				K-8th NWEA MAP Math Total Growth of 321+
3rd-8th NWEA MAP Language Growth	3rd-8th NWEA MAP Language Growth of 43+ (NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)				3rd-8th NWEA MAP Language Total Growth of 131+
% of Teachers will be appropriately assigned and fully credentialed.	75% of Teachers are appropriately assigned and fully credentialed.				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.	All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.				All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vertical collaboration		
2	Broad Course of Study/ Early Childhood Staff	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 Teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.	\$305,000.00	Yes
3	Highly Qualified Teachers	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	\$25,000.00	Yes
4	Curriculum, Technology, Materials, and Supplies	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.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

Stakeholders including our SELPA, 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 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 and district 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. 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)				4th-8th SBAC ELA Total growth of 414+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)				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)				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 Norm Combined Growth of Grade Levels K-8th is 107 points)				K-8th NWEA MAP Math Total Growth of 327+
3rd-8th NWEA MAP Language Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	3rd-8th NWEA MAP Language Growth of 43+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)				3rd-8th NWEA MAP Language Total Growth of 137+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Youth)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)				
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)				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)				4th-8th SBAC Math Total Growth of 456+
K-8th NWEA MAP ELA Growth (EL Students)	K-8th NWEA MAP ELA Growth of 96+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)				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)				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 (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)				3rd-8th NWEA MAP Language Total Growth of 137+
K-8th EL Students ELPAC	16.4% of students performing at Level 4 on the ELPAC Summative Assessment				25% of students performing at Level 4 on the ELPAC Summative Assessment

Actions

Action #	Title	Description	Total Funds	Contributing
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	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.	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$100,000.00	Yes
4	ELD Coordinator/Academic Coach	The District will provide an ELD coordinator/academic coach to help with ELD strategies and literacy intervention.	\$70,000.00	Yes
5	Professional Development (Strategies to Mitigate Learning Loss)	Professional development providing intervention strategies to support students' growth in all academic areas.	\$125,113.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 supports especially as we come out of the pandemic. 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.				Maintain 15% School psychologist providing direct services to students.
Community Liaison/Social worker will organize 8 to 10 parent informational events annually (ie...townhalls, Parenting Classes.)	Community Liaison/Social worker will organize 8 to 10 parent informational events annually (ie...Townhalls, Parenting Classes.)				Community Liaison/Social worker will maintain organizing 8 to 10 parent informational events annually (ie...Townhalls, Parenting Classes.)
Student self-efficacy survey	Self Efficacy Surveys (Scale of 1-4)				Increase Self Efficacy Scores by .50 (Scale of 1-4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 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
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
2	Community Liaison	The District will continue to provide a bilingual community liaison/Social Worker to provide learning opportunities for parents and coordinate health, and dental partnerships in the community.	\$20,000.00	Yes
3	Professional Development (Social Emotional Learning and Development)	The school district will provide professional development tied to social-emotional learning.	\$25,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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.				School attendance rates will be maintained at 96%. or better.
Pupil suspension rates	Pupil suspension rate will be maintained at under 3%.				Pupil suspension rate will be maintained at under 3%.
The chronic absenteeism rate	The chronic absenteeism rate will be maintained at 5% or fewer.				The chronic absenteeism rate will be maintained at 5% or fewer.
Pupil expulsion rates	Pupil expulsion rates will be maintained at less than 1%.				Pupil expulsion rates will be maintained at less than 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate.				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.				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.	93% of Students surveyed reported feeling safe at school.				95% of students surveyed will report feeling safe at school.
Parent survey (average of questions 1,4,6,7)	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.				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 Special Education parents (average of questions 1,4,6,7)	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.				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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey of EL students (average of questions 1, 4, 6, 7)	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.				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	90% of Teachers and Staff will report feeling safe and connected to the school.				Maintain 90% of Teachers and Staff will report feeling safe and connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$250,000.00	Yes
2	Safety	The District will continue to look at current safety needs and find	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural area and the district will. The District will provide professional development related to school safety as well as the addition of crossing guards		
3	Tech Support	The District will maintain its Tech Support AV Specialist position.	\$80,000.00	Yes
4	Health/Office Clerk	The District will have one .50 FTE part time health/office clerk to better support the well being and health needs of students.	\$55,000.00	Yes
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.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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.	\$0.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.89%	1449113

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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, stakeholders 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. 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 giving them the supports 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 caused by factors often outside their control. In order to address this achievement gap and help these students improve their academic achievement, we are providing actions and services targeting these students directly, with the goal of building their self-efficacy, increasing their engagement in learning, increasing academic support and student achievement, removing barriers to education, addressing social-emotional issues, increasing access to all programs, and improving school-family partnerships English Language Development: Longitudinal data show that EL and RFEP students continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the NWEA MAP and CA School Dashboard. Based on this persistent achievement gap, PVESD will implement the action steps described below.

Academic Achievement:
 Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. 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 supports. 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 supports for struggling students. PVESD will implement the action strategies below, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

Goal 1

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

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 Highly Qualified Teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.

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

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.

Goal 2

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.

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.

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.

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

Action #5 Professional development providing intervention strategies to support student's growth in all academic areas.

Goal 4

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.

Action #3 The District will maintain its Tech Support AV Specialist position.

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.

Action #7 Future Facilities Reserve

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, 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 supports for English learner students.
13. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.
14. Use ongoing data to Monitor academic progress in ELA and math for all EL and RFEF students.
15. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation
16. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms.

Focus

on providing instructional assistants, continued professional learning for teachers and assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.

Social-Emotional Learning:

PVESD will continue to focus on building the self-efficacy of all learners and provide a special focus on our UP students. We will build 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

Action #1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.
Action #2 The District will continue to provide a bilingual community liaison/Social Worker to provide learning opportunities to parents and coordinate health, and dental partnerships in the community.
Action #3 The school district will provide professional development tied to social-emotional learning.

Goal 4

Action #2

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.
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.

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 supports 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 1

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

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 Highly Qualified Teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.

Goal 2

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.

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.

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.

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

Action #5 Professional development providing intervention strategies to support student's growth in all academic areas.

The Goals 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 supports 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 supports 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,450,113.00			\$390,000.00	\$1,840,113.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,235,000.00	\$605,113.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Certificated Professional Development (8 Extra Service Days)	\$100,000.00				\$100,000.00
1	2	English Learners Foster Youth Low Income	Broad Course of Study/ Early Childhood Staff	\$305,000.00				\$305,000.00
1	3	English Learners Foster Youth Low Income	Highly Qualified Teachers	\$25,000.00				\$25,000.00
1	4	English Learners Foster Youth Low Income	Curriculum, Technology, Materials, and Supplies	\$25,000.00			\$25,000.00	\$50,000.00
2	1	English Learners Foster Youth Low Income	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	\$30,000.00			\$30,000.00	\$60,000.00
2	2	English Learners Foster Youth Low Income	Instructional Aides	\$175,000.00			\$150,000.00	\$325,000.00
2	3	English Learners Foster Youth Low Income	Programs/Intervention/Student Services Support Coordinator	\$50,000.00			\$50,000.00	\$100,000.00
2	4	English Learners Foster Youth Low Income	ELD Coordinator/Academic Coach	\$35,000.00			\$35,000.00	\$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Professional Development (Strategies to Mitigate Learning Loss)	\$25,113.00			\$100,000.00	\$125,113.00
3	1	English Learners Foster Youth Low Income	School Psychologist	\$150,000.00				\$150,000.00
3	2	English Learners Foster Youth Low Income	Community Liaison	\$20,000.00				\$20,000.00
3	3	English Learners Foster Youth Low Income	Professional Development (Social Emotional Learning and Development)	\$25,000.00				\$25,000.00
4	1	English Learners Foster Youth Low Income	Facilities	\$250,000.00				\$250,000.00
4	2	English Learners Foster Youth Low Income	Safety	\$25,000.00				\$25,000.00
4	3	English Learners Foster Youth Low Income	Tech Support	\$80,000.00				\$80,000.00
4	4	English Learners Foster Youth Low Income	Health/Office Clerk	\$55,000.00				\$55,000.00
4	5	English Learners Foster Youth Low Income	Library Aide	\$60,000.00				\$60,000.00
4	6	English Learners Foster Youth Low Income	Parent Engagement and Communication	\$15,000.00				\$15,000.00
4	7	English Learners Foster Youth Low Income	Future Facilities Reserve					\$0.00

Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$1,450,113.00	\$1,840,113.00
LEA-wide Total:		\$1,450,113.00	\$1,840,113.00
Limited Total:		\$0.00	\$0.00
Schoolwide Total:		\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Professional Development (8 Extra Service Days)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
1	2	Broad Course of Study/ Early Childhood Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$305,000.00	\$305,000.00
1	3	Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	4	Curriculum, Technology, Materials, and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$50,000.00
2	1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$60,000.00
2	2	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	\$325,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Programs/Intervention/Student Services Support Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$100,000.00
2	4	ELD Coordinator/Academic Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$70,000.00
2	5	Professional Development (Strategies to Mitigate Learning Loss)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,113.00	\$125,113.00
3	1	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
3	2	Community Liaison	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
3	3	Professional Development (Social Emotional Learning and Development)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	1	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
4	2	Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	3	Tech Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	4	Health/Office Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
4	5	Library Aide	LEA-wide	English Learners Foster Youth	All Schools	\$60,000.00	\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	6	Parent Engagement and Communication	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	7	Future Facilities Reserve	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:					

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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/lcl/>.

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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.

Exhibit B 6-22-21

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

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.

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:

Public Hearing:

Place: District Office 14004 Road 184 Porterville Ca
Date: June 17, 2021

Place: Cafeteria 18900 Avenue 145 Porten
Date: June 22, 2021
Time: 04:30 PM

Adoption Date: June 29, 2021

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

Contact person for additional information on the budget reports:

Name: Niguel Baxter

Telephone: 559-784-6769

Title: Superintendent

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

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 (2020-21) 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)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 29, 2021	
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	

District: Pleasant View Elementary
 CDS #: 54-72058

2021-22 Budget Attachment

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		2021-22 Budget
01	General Fund/County School Service Fund	Form 01	\$3,216,095.33
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$0.00
Total Assigned and Unassigned Ending Fund Balances			\$3,216,095.33
District Standard Reserve Level		Form 01CS Line	4%
Less District Minimum Recommended Reserve for Economic Uncertainties		Form 01CS Line	\$302,872.21
Remaining Balance to Substantiate Need			\$2,913,223.12
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncert			Amount
Fund	Descriptions		
01	Estimated 3 months of payroll and benefits	\$1,500,000.00	
01	Set aside for a Multi-purpose Room	\$1,413,223.12	
Insert Lines above as needed			
Total of Substantiated Needs		\$2,913,223.12	
Remaining Unsubstantiated Balance		\$0.00	

District: Pleasant View Elementary
 CDS #: 54-72058

2021-22 Budget Attachment

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

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17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$0.00
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District Standard Reserve Level		Form 01CS Line	4%
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Remaining Balance to Substantiate Need			\$2,913,223.12
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncert			Amount
Fund	Descriptions		
01	Estimated 3 months of payroll and benefits		\$1,500,000.00
01	Set aside for a Multi-purpose Room		\$1,413,223.12
	Insert Lines above as needed		
Total of Substantiated Needs			\$2,913,223.12
Remaining Unsubstantiated Balance			\$0.00

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC 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:	\$ <u>0.00</u>

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

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

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

Date of Meeting: Jun 29, 2021

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:	
		2020-21 Estimated Actuals	2021-22 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
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		
	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
IC	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		
SIAB	Summary of Interfund Activities - Budget		
01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
FINANCING SOURCES AND USES									
1) LCFF Sources		8010-8099	5,283,723.00	0.00	5,283,723.00	5,482,899.00	0.00	5,482,899.00	3.8%
2) Federal Revenue		8100-8299	0.00	1,386,243.75	1,386,243.75	0.00	1,426,563.25	1,426,563.25	2.9%
3) Other State Revenue		8300-8599	86,629.00	654,387.95	741,016.95	85,856.00	627,813.00	713,669.00	-3.7%
4) Other Local Revenue		8600-8799	745,846.27	137,058.00	883,004.27	50,000.00	62,637.00	112,637.00	-87.2%
5) TOTAL REVENUES			6,116,268.27	2,177,689.70	8,293,957.97	5,618,755.00	2,117,013.25	7,735,768.25	-6.7%
EXPENDITURES									
1) Certificated Salaries		1000-1999	2,141,425.00	107,020.00	2,248,445.00	2,268,987.00	433,556.00	2,700,543.00	20.1%
2) Classified Salaries		2000-2999	672,137.00	503,666.32	1,175,803.32	604,400.00	443,934.25	1,048,334.25	-10.8%
3) Employee Benefits		3000-3999	1,315,677.13	512,237.15	1,827,914.28	1,400,724.00	700,731.00	2,101,455.00	15.0%
4) Books and Supplies		4000-4999	167,261.63	746,877.91	914,139.54	140,091.00	171,486.00	311,577.00	-65.9%
5) Services and Other Operating Expenditures		5000-5999	705,446.91	256,330.37	961,777.28	464,900.00	157,655.00	622,555.00	-35.3%
6) Capital Outlay		6000-6999	861,885.00	97,693.67	959,578.67	0.00	465,000.00	465,000.00	-51.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	352,304.00	0.00	352,304.00	322,341.00	0.00	322,341.00	-8.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(17,013.00)	17,013.00	0.00	(12,245.00)	12,245.00	0.00	0.0%
9) TOTAL EXPENDITURES			6,199,123.67	2,240,838.42	8,439,962.09	5,187,198.00	2,384,607.25	7,571,805.25	-10.3%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(82,825.40)	(63,148.72)	(145,974.12)	431,557.00	(267,594.00)	163,963.00	-212.3%
OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Contributions		8980-8999	(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%

Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
		Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(335,413.12)	189,439.00	(145,974.12)	191,557.00	(27,594.00)	163,963.00	-212.3%
FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791	3,360,073.11	221,278.61	3,581,351.72	3,024,538.33	410,717.61	3,435,255.94	-4.1%
b) Audit Adjustments	9793	(121.66)	0.00	(121.66)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)		3,359,951.45	221,278.61	3,581,230.06	3,024,538.33	410,717.61	3,435,255.94	-4.1%
d) Other Restatements	9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		3,359,951.45	221,278.61	3,581,230.06	3,024,538.33	410,717.61	3,435,255.94	-4.1%
2) Ending Balance, June 30 (E + F1e)		3,024,538.33	410,717.61	3,435,255.94	3,216,095.33	383,123.61	3,599,218.94	4.8%
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	9718	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740	0.00	410,717.61	410,717.61	0.00	383,123.61	383,123.61	-6.7%
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	302,872.21	0.00	302,872.21	New
Unassigned/Unappropriated Amount	9790	3,024,538.33	0.00	3,024,538.33	2,913,223.12	0.00	2,913,223.12	-3.7%

Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
		Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
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				
	9150	0.00	0.00	0.00				
2) Investments	9200	0.00	0.00	0.00				
3) Accounts Receivable	9290	0.00	0.00	0.00				
4) Due from Grantor Government	9310	0.00	0.00	0.00				
5) Due from Other Funds	9320	0.00	0.00	0.00				
6) Stores	9330	0.00	0.00	0.00				
7) Prepaid Expenditures	9340	0.00	0.00	0.00				
8) Other Current Assets		0.00	0.00	0.00				
9) TOTAL ASSETS								
DEFERRED OUTFLOWS OF RESOURCES								
1) Deferred Outflows of Resources	9490	0.00	0.00	0.00				
2) TOTAL DEFERRED OUTFLOWS								
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								
DEFERRED INFLOWS OF RESOURCES								
1) Deferred Inflows of Resources	9690	0.00	0.00	0.00				
2) TOTAL DEFERRED INFLOWS								
FUND EQUITY								
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)		0.00	0.00	0.00				

Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
JRCES								
	8011	4,093,894.00	0.00	4,093,894.00	4,293,129.00	0.00	4,293,129.00	4.9%
	8012	869,357.00	0.00	869,357.00	869,298.00	0.00	869,298.00	0.0%
	8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8041	320,472.00	0.00	320,472.00	320,472.00	0.00	320,472.00	0.0%
	8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		5,283,723.00	0.00	5,283,723.00	5,482,899.00	0.00	5,482,899.00	3.8%
Subtotal, LCFF Sources								
LCFF Transfers								
	8091	0.00		0.00	0.00		0.00	0.0%
	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		5,283,723.00	0.00	5,283,723.00	5,482,899.00	0.00	5,482,899.00	3.8%
TOTAL LCFF SOURCES								
FEDERAL REVENUE								
	8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8290		319,053.00	319,053.00		324,477.00	324,477.00	1.7%
	8290		0.00	0.00		0.00	0.00	0.0%
	8290		35,802.00	35,802.00		28,655.00	28,655.00	-20.0%
	8290		0.00	0.00		0.00	0.00	0.0%

Department	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
Part A, English Learner Program	4203	8290		65,243.00	65,243.00		36,534.00	36,534.00	-44.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3080, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		97,697.00	97,697.00		24,871.00	24,871.00	-74.5%
Other NCLB / Every Student Succeeds Act		8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		868,448.75	868,448.75	0.00	1,012,026.25	1,012,026.25	16.5%
All Other Federal Revenue	All Other	8290	0.00	1,386,243.75	1,386,243.75	0.00	1,426,563.25	1,426,563.25	2.9%
TOTAL FEDERAL REVENUE									
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	0.00	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							
Mandated Costs Reimbursements		8550	14,715.00	0.00	14,715.00	14,265.00	0.00	14,265.00	-3.1%
Lottery - Unrestricted and Instructional Materials		8560	68,590.00	22,406.00	90,996.00	68,591.00	22,406.00	90,997.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590							
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%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,324.00	631,981.95	635,305.95	3,000.00	605,407.00	608,407.00	-4.2%
TOTAL OTHER STATE REVENUE			86,629.00	654,387.95	741,016.95	65,656.00	627,813.00	713,669.00	-3.7%

Department	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8625	0.00	5,832.00	5,832.00	0.00	0.00	0.00	-100.0%
		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8660	41,486.04	0.00	41,486.04	25,000.00	0.00	25,000.00	-39.7%
		8682	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8688	0.00	15,000.00	15,000.00	0.00	0.00	0.00	-100.0%
		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8699	704,480.23	116,228.00	820,708.23	25,000.00	62,637.00	87,637.00	-86.3%
		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER LOCAL REVENUE									
			745,946.27	137,056.00	883,004.27	50,000.00	62,637.00	112,637.00	-87.2%
TOTAL REVENUES									
			6,116,298.27	2,177,889.70	8,293,987.97	5,618,755.00	2,117,013.25	7,735,768.25	-8.7%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

54 72056 000000
Form 01

asant View Elementary
are County

Section	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
CERTIFICATED SALARIES									
		1100	1,772,185.00	104,470.00	1,876,655.00	1,939,012.00	433,556.00	2,372,568.00	26.4%
Certificated Teachers' Salaries									
		1200	104,805.00	0.00	104,805.00	109,575.00	0.00	109,575.00	4.6%
Certificated Pupil Support Salaries									
		1300	258,435.00	2,550.00	260,985.00	212,400.00	0.00	212,400.00	-18.6%
Certificated Supervisors' and Administrators' Salaries									
		1900	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
Other Certificated Salaries									
TOTAL CERTIFICATED SALARIES			2,141,425.00	107,020.00	2,248,445.00	2,266,987.00	433,556.00	2,700,543.00	20.1%
CLASSIFIED SALARIES									
		2100	161,340.00	332,232.85	493,572.85	143,575.00	214,223.00	357,798.00	-27.5%
Classified Instructional Salaries									
		2200	204,225.00	119,324.45	323,549.45	223,875.00	96,861.25	320,736.25	-0.9%
Classified Support Salaries									
		2300	58,800.00	0.00	58,800.00	53,650.00	0.00	53,650.00	-8.8%
Classified Supervisors' and Administrators' Salaries									
		2400	247,772.00	9,759.02	257,531.02	183,300.00	0.00	183,300.00	-28.8%
Clerical, Technical and Office Salaries									
		2900	0.00	42,350.00	42,350.00	0.00	132,850.00	132,850.00	213.7%
Other Classified Salaries									
TOTAL CLASSIFIED SALARIES			672,137.00	503,666.32	1,175,803.32	604,400.00	443,934.25	1,048,334.25	-10.8%
EMPLOYEE BENEFITS									
		3101-3102	340,400.00	315,749.94	656,149.94	388,750.00	310,469.00	699,219.00	6.6%
STRS									
		3201-3202	134,471.32	89,405.94	223,877.26	137,175.00	96,175.00	233,350.00	4.2%
PERS									
		3301-3302	84,536.90	42,023.75	126,560.65	79,625.00	40,900.00	120,525.00	-4.8%
ASDI/Medicare/Alternative									
Health and Welfare Benefits		3401-3402	615,979.00	33,846.98	649,825.98	565,750.00	179,575.00	745,325.00	14.7%
Unemployment Insurance									
		3501-3502	1,416.30	366.88	1,783.18	35,700.00	10,950.00	46,650.00	2516.1%
Workers' Compensation									
		3601-3602	70,350.04	15,642.88	85,992.92	65,475.00	20,300.00	85,775.00	-0.3%
OPEB, Allocated									
		3701-3702	68,523.57	15,200.78	83,724.35	59,375.00	19,350.00	78,725.00	-6.0%
OPEB, Active Employees									
		3751-3752	0.00	0.00	0.00	68,874.00	23,012.00	91,886.00	New
Other Employee Benefits									
		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EMPLOYEE BENEFITS			1,315,677.13	512,237.15	1,827,914.28	1,400,724.00	700,731.00	2,101,455.00	15.0%
BOOKS AND SUPPLIES									
		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Approved Textbooks and Core Curricula Materials									
		4200	0.00	22,406.00	22,406.00	0.00	50,000.00	50,000.00	123.2%
Books and Other Reference Materials									
		4300	128,761.63	638,330.35	767,091.98	93,000.00	121,486.00	214,486.00	-72.0%
Materials and Supplies									
		4400	38,500.00	86,141.56	124,641.56	47,091.00	0.00	47,091.00	-62.2%
Noncapitalized Equipment									
		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food									
TOTAL BOOKS AND SUPPLIES			167,261.63	746,877.91	914,139.54	140,091.00	171,486.00	311,577.00	-65.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subagreements for Services									
		5200	12,600.00	0.00	12,600.00	9,100.00	3,500.00	12,600.00	0.0%
Travel and Conferences									
		5300	9,000.00	0.00	9,000.00	8,200.00	0.00	8,200.00	-8.9%
Dues and Memberships									
		5400 - 5450	48,529.14	0.00	48,529.14	48,100.00	0.00	48,100.00	1.2%
Insurance									
		5500	95,000.00	0.00	95,000.00	90,000.00	0.00	90,000.00	-5.3%
Operations and Housekeeping Services									
		5600	78,500.00	50,000.00	128,500.00	54,000.00	35,000.00	89,000.00	-30.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements									
		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs									
		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund									
		5800	435,317.77	190,427.37	625,745.14	230,000.00	119,155.00	349,155.00	-44.2%
Professional/Consulting Services and Operating Expenditures									
		5900	26,500.00	15,903.00	42,403.00	24,500.00	0.00	24,500.00	-42.2%
Communications									
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			705,446.91	256,330.37	961,777.28	484,900.00	157,655.00	622,555.00	-35.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	465,000.00	465,000.00	New
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	861,885.00	97,693.67	959,578.67	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CAPITAL OUTLAY			861,885.00	97,693.67	959,578.67	0.00	465,000.00	465,000.00	-51.5%
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 to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	7,050.00	0.00	7,050.00	0.00	0.00	0.00	-100.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
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	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service		7436	109,313.00	0.00	109,313.00	84,000.00	0.00	84,000.00	-41.5%
Debt Service - Interest		7439	235,941.00	0.00	235,941.00	258,341.00	0.00	258,341.00	9.5%
Other Debt Service - Principal									
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			352,304.00	0.00	352,304.00	322,341.00	0.00	322,341.00	-8.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(17,013.00)	17,013.00	0.00	(12,245.00)	12,245.00	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			(17,013.00)	17,013.00	0.00	(12,245.00)	12,245.00	0.00	0.0%
TOTAL EXPENDITURES			6,199,123.67	2,240,838.42	8,439,962.09	5,187,198.00	2,384,607.25	7,571,805.25	-10.3%

Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
	8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Special Reserve Fund								
	8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund								
	8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In								
a) TOTAL, INTERFUND TRANSFERS IN		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
	7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Child Development Fund								
	7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund								
	7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund								
	7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund								
	7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out								
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
	8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Apportionments Emergency Apportionments								
Proceeds								
	8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets								
Other Sources								
	8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs								
	8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long Term Debt Proceeds from Certificates of Participation								
	8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases								
	8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds								
	8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources								
(c) TOTAL, SOURCES		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES								
	7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Funds from Lapsed/Reorganized LEAs								
	7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses								
(d) TOTAL, USES		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
	8980	(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%
Contributions from Unrestricted Revenues								
	8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues								
(e) TOTAL, CONTRIBUTIONS		(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)		(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%

Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
		Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
REVENUES								
1) LCFF Sources	8010-8099	5,283,723.00	0.00	5,283,723.00	5,482,899.00	0.00	5,482,899.00	3.8%
2) Federal Revenue	8100-8299	0.00	1,386,243.75	1,386,243.75	0.00	1,426,563.25	1,426,563.25	2.9%
3) Other State Revenue	8300-8599	86,628.00	654,387.95	741,016.95	85,856.00	627,813.00	713,669.00	-3.7%
4) Other Local Revenue	8600-8799	745,946.27	137,058.00	883,004.27	50,000.00	62,637.00	112,637.00	-87.2%
5) TOTAL REVENUES		6,116,298.27	2,177,689.70	8,293,987.97	5,618,755.00	2,117,013.25	7,735,768.25	-6.7%
EXPENDITURES (Objects 1000-7999)								
1) Instruction	1000-1999	3,034,250.13	1,743,932.07	4,778,182.20	3,184,453.00	1,398,847.00	4,583,300.00	-4.1%
2) Instruction - Related Services	2000-2999	700,914.00	32,632.54	733,546.54	617,600.00	126,502.00	744,102.00	1.4%
3) Pupil Services	3000-3999	1,204,107.11	44,968.05	1,249,075.16	436,399.00	54,633.25	491,032.25	-60.7%
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	85,691.00	85,691.00	0.00	82,637.00	82,637.00	-3.6%
6) Enterprise	6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999	494,865.14	38,178.53	533,043.67	363,055.00	17,788.00	380,843.00	-28.6%
8) Plant Services	8000-8999	412,683.29	295,436.23	708,119.52	263,350.00	704,200.00	967,550.00	36.6%
9) Other Outgo	9000-9999	352,304.00	0.00	352,304.00	322,341.00	0.00	322,341.00	-8.5%
10) TOTAL EXPENDITURES		6,199,123.67	2,240,838.42	8,439,962.09	5,187,198.00	2,384,807.25	7,571,805.25	-10.3%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)		(82,825.40)	(63,148.72)	(145,974.12)	431,557.00	(267,594.00)	163,963.00	-212.3%
OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) 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	(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES		(252,587.72)	252,587.72	0.00	(240,000.00)	240,000.00	0.00	0.0%

Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(335,413.12)	189,439.00	(145,974.12)	191,557.00	(27,594.00)	163,963.00	-212.3%
FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791	3,360,073.11	221,278.61	3,581,351.72	3,024,538.33	410,717.61	3,435,255.94	-4.1%
b) Audit Adjustments	9793	(121.66)	0.00	(121.66)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)		3,359,951.45	221,278.61	3,581,230.06	3,024,538.33	410,717.61	3,435,255.94	-4.1%
d) Other Restatements	9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		3,359,951.45	221,278.61	3,581,230.06	3,024,538.33	410,717.61	3,435,255.94	-4.1%
2) Ending Balance, June 30 (E + F1e)		3,024,538.33	410,717.61	3,435,255.94	3,216,095.33	383,123.61	3,599,218.94	4.8%
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	410,717.61	410,717.61	0.00	383,123.61	383,123.61	-6.7%
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	302,872.21	0.00	302,872.21	New
Unassigned/Unappropriated Amount	9790	3,024,538.33	0.00	3,024,538.33	2,913,223.12	0.00	2,913,223.12	-3.7%

Resource	Description	2020-21		2021-22
		Estimated	Actuals	Budget
5810	Other Restricted Federal		41,041.57	41,041.57
6300	Lottery: Instructional Materials		76,039.86	48,445.86
7311	Classified School Employee Professional Development Block Grant		4,341.00	4,341.00
7425	Expanded Learning Opportunities (ELO) Grant		165,296.50	165,296.50
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta		18,310.50	18,310.50
9010	Other Restricted Local		105,688.18	105,688.18
Total, Restricted Balance			<u>410,717.61</u>	<u>383,123.61</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	302,000.00	300,000.00	-0.7%
3) Other State Revenue		8300-8599	22,000.00	20,000.00	-9.1%
4) Other Local Revenue		8600-8799	1,900.00	0.00	-100.0%
5) TOTAL REVENUES			325,900.00	320,000.00	-1.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	115,250.00	118,300.00	2.6%
3) Employee Benefits		3000-3999	81,959.00	67,050.00	8.2%
4) Books and Supplies		4000-4999	137,400.00	125,051.53	-9.0%
5) Services and Other Operating Expenditures		5000-5999	41,525.00	41,850.00	0.8%
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			356,134.00	352,251.53	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(30,234.00)	(32,251.53)	6.7%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(30,234.00)	(32,251.53)	6.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,485.53	32,251.53	-48.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,485.53	32,251.53	-48.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,485.53	32,251.53	-48.4%
2) Ending Balance, June 30 (E + F1e)			32,251.53	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,251.53	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash			0.00		
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		
2) 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					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	302,000.00	300,000.00	-0.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			302,000.00	300,000.00	-0.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	22,000.00	20,000.00	-9.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			22,000.00	20,000.00	-9.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,000.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	900.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,900.00	0.00	-100.0%
TOTAL REVENUES			325,900.00	320,000.00	-1.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	115,250.00	118,300.00	2.6%
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			115,250.00	118,300.00	2.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
ERS		3201-3202	22,804.00	27,125.00	18.9%
OASDI/Medicare/Alternative		3301-3302	9,044.00	9,125.00	0.9%
Health and Welfare Benefits		3401-3402	24,249.00	20,900.00	-13.8%
Unemployment Insurance		3501-3502	60.00	1,575.00	2525.0%
Workers' Compensation		3601-3602	2,965.00	2,750.00	-7.3%
OPEB, Allocated		3701-3702	2,837.00	2,750.00	-3.1%
OPEB, Active Employees		3751-3752	0.00	2,825.00	New
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			61,959.00	67,050.00	8.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	16,000.00	15,500.00	-3.1%
Noncapitalized Equipment		4400	1,400.00	2,000.00	42.9%
Food		4700	120,000.00	107,551.53	-10.4%
TOTAL, BOOKS AND SUPPLIES			137,400.00	125,051.53	-9.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	100.00	New
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	15,000.00	15,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	250.00	New
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	26,525.00	26,500.00	-0.1%
Communications		5900	0.00	0.00	0.0%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			41,525.00	41,850.00	0.8%
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			356,134.00	352,251.53	-1.1%

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
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%

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	302,000.00	300,000.00	-0.7%
3) Other State Revenue		8300-8599	22,000.00	20,000.00	-9.1%
4) Other Local Revenue		8600-8799	1,900.00	0.00	-100.0%
5) TOTAL REVENUES			325,900.00	320,000.00	-1.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		299,479.00	299,226.53	-0.1%
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		56,655.00	53,025.00	-6.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			356,134.00	352,251.53	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(30,234.00)	(32,251.53)	6.7%
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%

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(30,234.00)	(32,251.53)	6.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,485.53	32,251.53	-48.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,485.53	32,251.53	-48.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,485.53	32,251.53	-48.4%
			32,251.53	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable			0.00	0.00	0.0%
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	32,251.53	0.00	-100.0%
c) Committed			0.00	0.00	0.0%
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned			0.00	0.00	0.0%
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated			0.00	0.00	0.0%
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	32,251.53	0.00
Total, Restricted Balance		32,251.53	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		9791	12,997.30	12,997.30	0.0%
a) As of July 1 - Unaudited					
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,997.30	12,997.30	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,997.30	12,997.30	0.0%
2) Ending Balance, June 30 (E + F1e)			12,997.30	12,997.30	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	12,997.30	12,997.30	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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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		
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		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
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%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
CB, 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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds		8951	0.00	0.00	0.0%
Proceeds from Sale of Bonds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources		8961	0.00	0.00	0.0%
County School Bldg Aid					
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%
		8972	0.00	0.00	0.0%
Proceeds from Leases					
		8973	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds					
		8979	0.00	0.00	0.0%
All Other Financing Sources					
			0.00	0.00	0.0%
TOTAL SOURCES					
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%
			0.00	0.00	0.0%
(d) TOTAL USES					
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
			0.00	0.00	0.0%
(e) TOTAL CONTRIBUTIONS					
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	12,997.30	12,997.30	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,997.30	12,997.30	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,997.30	12,997.30	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	12,997.30	12,997.30	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%

<u>Resource</u>	<u>Description</u>	<u>2020-21 Estimated Actuals</u>	<u>2021-22 Budget</u>
9010	Other Restricted Local	12,997.30	12,997.30
Total, Restricted Balance		<u>12,997.30</u>	<u>12,997.30</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,600.00	0.00	-100.0%
5) TOTAL REVENUES			5,600.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
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)			5,600.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,600.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,309.78	41,909.78	15.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,309.78	41,909.78	15.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			36,309.78	41,909.78	15.4%
2) Ending Balance, June 30 (E + F1e)			41,909.78	41,909.78	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	41,909.78	41,909.78	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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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 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		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	600.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,500.00	0.00	-100.0%
Fees and Contracts Mitigation/Developer Fees		8681	2,500.00	0.00	-100.0%
Other Local Revenue		8699	0.00	0.00	0.0%
All Other Local Revenue		8799	0.00	0.00	0.0%
All Other Transfers In from All Others					
TOTAL OTHER LOCAL REVENUE			5,600.00	0.00	-100.0%
TOTAL REVENUES			5,600.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%
ASDI/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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

July 1 Budget
Capital Facilities Fund
Expenditures by Object

54 72058 000000
Form 25

Pleasant View Elementary
Tulare County

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,600.00	0.00	-100.0%
5) TOTAL REVENUES			5,600.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			5,600.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,600.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,309.78	41,909.78	15.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,309.78	41,909.78	15.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			36,309.78	41,909.78	15.4%
2) Ending Balance, June 30 (E + F1e)			41,909.78	41,909.78	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	41,909.78	41,909.78	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	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	41,909.78	41,909.78
Total, Restricted Balance		<u>41,909.78</u>	<u>41,909.78</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	4,300.00	0.00	-100.0%
5) TOTAL REVENUES			4,300.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
) 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)			4,300.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,300.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	201,312.07	205,612.07	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			201,312.07	205,612.07	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			201,312.07	205,612.07	2.1%
2) Ending Balance, June 30 (E + F1e)			205,612.07	205,612.07	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
a) 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	205,612.07	205,612.07	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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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 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		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	4,300.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,300.00	0.00	-100.0%
TOTAL, REVENUES			4,300.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
		8972	0.00	0.00	0.0%
Proceeds from Leases					
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
		8979	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.0%
(c) TOTAL SOURCES					
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
			0.00	0.00	0.0%
(d) TOTAL USES					
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
			0.00	0.00	0.0%
(e) TOTAL CONTRIBUTIONS					
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	4,300.00	0.00	-100.0%
5) TOTAL REVENUES			4,300.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			4,300.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		8900-8929	0.00	0.00	0.0%
a) Transfers In					
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses		8930-8979	0.00	0.00	0.0%
a) Sources					
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%

July 1 Budget
County School Facilities Fund
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,300.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	201,312.07	205,612.07	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			201,312.07	205,612.07	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			201,312.07	205,612.07	2.1%
2) Ending Balance, June 30 (E + F1e)			205,612.07	205,612.07	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	205,612.07	205,612.07	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	2020-21 Estimated Actuals	2021-22 Budget
7710	State School Facilities Projects	205,612.07	205,612.07
Total, Restricted Balance		205,612.07	205,612.07

Description	2020-21 Estimated Actuals			2021-22 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)	457.27	457.27	457.27	437.00	437.00	457.27
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	457.27	457.27	457.27	437.00	437.00	457.27
5. District Funded County Program ADA						
a. County Community Schools	0.40	0.40	0.40	0.40	0.40	0.40
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)	0.40	0.40	0.40	0.40	0.40	0.40
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	457.67	457.67	457.67	437.40	437.40	457.67
7. Adults In Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Pleasant View Elementary
 Alameda County

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA						
Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

APPROPRIATION	CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
300	Certificated Salaries	2,248,445.00	301	0.00	303	2,248,445.00	305	0.00		307	2,248,445.00	309
300	Classified Salaries	1,175,803.32	311	42,350.00	313	1,133,453.32	315	50,200.00		317	1,083,253.32	319
300	Employee Benefits	1,827,914.28	321	113,707.35	323	1,714,206.93	325	21,284.00		327	1,692,922.93	329
300	Books, Supplies Equip Replace. (6500)	914,139.54	331	16,538.60	333	897,600.94	335	71,406.00		337	826,194.94	339
300	Services . . . & 300 - Indirect Costs	961,777.28	341	56,595.79	343	905,181.49	345	15,450.00		347	889,731.49	349
TOTAL						6,898,887.68	365			TOTAL	6,740,547.68	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

ART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
Teacher Salaries as Per EC 41011	1100	375
Salaries of Instructional Aides Per EC 41011	2100	380
STRS	3101 & 3102	382
PERS.	3201 & 3202	383
OASDI - Regular, Medicare and Alternative	3301 & 3302	384
Health & Welfare Benefits (EC 41372) Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	385
Unemployment Insurance	3501 & 3502	390
Workers' Compensation Insurance	3601 & 3602	392
OPEB, Active Employees (EC 41372)	3751 & 3752	393
Other Benefits (EC 22310)	3901 & 3902	396
1. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		395
2. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		396
3a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		397
4. TOTAL SALARIES AND BENEFITS		
5. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		52.00%
6. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
Percentage spent by this district (Part II, Line 15)	52.00%
Percentage below the minimum (Part III, Line 1 minus Line 2)	8.00%
District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	6,740,547.68
Deficiency Amount (Part III, Line 3 times Line 4)	539,243.81

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

ART I CURRENT FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
000 - Certificated Salaries	2,700,543.00	301	0.00	303	2,700,543.00	305	0.00		307	2,700,543.00	309
000 - Classified Salaries	1,048,334.25	311	41,325.00	313	1,007,009.25	315	71,111.25		317	935,898.00	319
000 - Employee Benefits	2,101,455.00	321	113,677.00	323	1,987,778.00	325	45,216.00		327	1,942,562.00	329
000 - Books, Supplies, Equip Replace. (6500)	311,577.00	331	2,500.00	333	309,077.00	335	107,591.00		337	201,486.00	339
000 - Services... & 300 - Indirect Costs	622,555.00	341	4,000.00	343	618,555.00	345	14,950.00		347	603,605.00	349
TOTAL					6,622,962.25	365			TOTAL	6,384,094.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDF No.
Teacher Salaries as Per EC 41011		1100	375
Salaries of Instructional Aides Per EC 41011		2100	380
STRS		3101 & 3102	382
PERS		3201 & 3202	383
OASDI - Regular, Medicare and Alternative		3301 & 3302	384
Health & Welfare Benefits (EC 41372) include Health, Dental, Vision, Pharmaceutical, and Annuity Plans		3401 & 3402	385
Unemployment Insurance		3501 & 3502	390
Workers' Compensation Insurance		3601 & 3602	392
OPEB, Active Employees (EC 41372)		3751 & 3752	393
Other Benefits (EC 22310)		3901 & 3902	393
1. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)			395
2. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2			
3a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)			396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
4. TOTAL SALARIES AND BENEFITS			397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			64.45%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	64.45%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	6,384,094.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	8,439,962.09
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,386,243.75
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	85,691.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	912,051.72
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	345,254.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	522.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,343,518.72
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	30,234.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,740,433.62

Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		457.67
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,542.74
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	5,731,686.75	12,523.62
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	5,731,686.75	12,523.62
B. Required effort (Line A.2 times 90%)	5,158,518.08	11,271.26
C. Current year expenditures (Line I.E and Line II.B)	5,740,433.62	12,542.74
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

Pleasant View Elementary
 are County

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 165,056.56
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 5,003,381.69

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.30%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

Entry required

III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	287,578.14
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	25,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	20,064.23
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	0.00
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	332,642.37
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	36,274.47
9. Carry-Forward Adjustment (Part IV, Line F)	368,916.84
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	4,702,655.25

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	733,546.54
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	444,190.16
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	0.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	85,691.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	169,085.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	16,380.53
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	587,942.78
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	0.00
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	236,134.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	6,975,625.26
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	4,702,655.25

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B19) 4.77%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B19) 5.29%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>332,642.37</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>41,949.93</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.85%) times Part III, Line B19); zero if negative	<u>36,274.47</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.85%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.25%) times Part III, Line B19); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>36,274.47</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>36,274.47</u>

Approved indirect cost rate: 4.85%
Highest rate used in any program: 5.25%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	303,139.00	15,914.00	5.25%
01	4203	64,144.00	1,099.00	1.71%

July 1 Budget
 2020-21 Estimated Actuals
 LOTTERY REPORT
 Revenues, Expenditures and
 Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	17,357.71		76,039.86	93,397.57
2. State Lottery Revenue	8560	68,590.00		22,406.00	90,996.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		85,947.71	0.00	98,445.86	184,393.57
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	40,000.00		22,406.00	62,406.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	7,500.00			7,500.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				0.00
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		47,500.00	0.00	22,406.00	69,906.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	38,447.71	0.00	76,039.86	114,487.57
D. COMMENTS:					

From this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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	5,482,899.00	-3.38%	5,297,411.00	2.91%	5,451,562.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	85,856.00	0.41%	86,209.00	0.52%	86,661.00
4. Other Local Revenues	8600-8799	50,000.00	0.00%	50,000.00	0.00%	50,000.00
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	(240,000.00)	2.75%	(246,600.00)	2.76%	(253,398.00)
6. Total (Sum lines A1 thru A5c)		5,378,755.00	-3.56%	5,187,020.00	2.85%	5,334,825.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries				2,266,987.00		2,311,427.00
a. Base Salaries				44,440.00		45,329.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,266,987.00	1.96%	2,311,427.00	1.96%	2,356,756.00
2. Classified Salaries				604,400.00		616,488.00
a. Base Salaries				12,088.00		12,330.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	604,400.00	2.00%	616,488.00	2.00%	628,818.00
3. Employee Benefits	3000-3999	1,400,724.00	5.31%	1,475,145.00	2.89%	1,517,833.00
4. Books and Supplies	4000-4999	140,091.00	2.40%	143,453.00	2.23%	146,652.00
5. Services and Other Operating Expenditures	5000-5999	464,900.00	2.40%	476,058.00	2.23%	486,674.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	322,341.00	3.47%	333,516.00	0.17%	334,086.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,245.00)	0.00%	(12,245.00)	0.00%	(12,245.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,187,198.00	3.02%	5,343,842.00	2.15%	5,458,574.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		191,557.00		(156,822.00)		(123,749.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,024,538.33		3,216,095.33		3,059,273.33
2. Ending Fund Balance (Sum lines C and D1)		3,216,095.33		3,059,273.33		2,935,524.33
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	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	302,872.21		328,144.69		294,338.45
2. Unassigned/Unappropriated	9790	2,913,223.12		2,731,128.64		2,641,185.88
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,216,095.33		3,059,273.33		2,935,524.33

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	302,872.21		328,144.69		294,338.45
c. Unassigned/Unappropriated	9790	2,913,223.12		2,731,128.64		2,641,185.88
(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)		3,216,095.33		3,059,273.33		2,935,524.33

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	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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%	1,145,553.00
2. Federal Revenues	8100-8299	1,426,563.25	48.47%	2,118,037.00	-45.91%	260,600.00
3. Other State Revenues	8300-8599	627,813.00	-58.49%	260,600.00	0.00%	62,637.00
4. Other Local Revenues	8600-8799	62,637.00	0.00%	62,637.00	0.00%	
5. Other Financing Sources				0.00	0.00%	0.00
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%	253,398.00
c. Contributions	8980-8999	240,000.00	2.75%	246,600.00	2.76%	1,722,188.00
6. Total (Sum lines A1 thru A5e)		2,357,013.25	14.04%	2,687,874.00	-35.93%	
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries				433,556.00		442,227.00
a. Base Salaries				8,671.00		8,845.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	433,556.00	2.00%	442,227.00	2.00%	451,072.00
2. Classified Salaries				443,934.25		426,438.25
a. Base Salaries				8,879.00		9,056.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				(26,375.00)		
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	443,934.25	-3.94%	426,438.25	2.12%	435,494.25
3. Employee Benefits	3000-3999	700,731.00	3.44%	724,824.00	2.28%	741,370.00
4. Books and Supplies	4000-4999	171,486.00	-26.76%	125,602.00	2.23%	128,403.00
5. Services and Other Operating Expenditures	5000-5999	157,655.00	-18.53%	128,439.00	2.23%	131,303.00
6. Capital Outlay	6000-6999	465,000.00	115.05%	1,000,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	12,245.00	0.00%	12,245.00	0.00%	12,245.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,384,607.25	19.93%	2,859,775.25	-33.57%	1,899,887.25
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(27,594.00)		(171,901.25)		(177,699.25)
D FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		410,717.61		383,123.61		211,222.36
2. Ending Fund Balance (Sum lines C and D1)		383,123.61		211,222.36		33,523.11
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	383,123.61		211,222.36		33,523.11
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance		383,123.61		211,222.36		33,523.11
(Line D3f must agree with line D2)						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Reduce one time classified staff from ELO funds.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<i>(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)</i>						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFE/Revenue Limit Sources	8010-8099	5,482,899.00	-3.38%	5,297,411.00	2.91%	5,451,562.00
2. Federal Revenues	8100-8299	1,426,563.25	48.47%	2,118,037.00	-45.91%	1,145,553.00
3. Other State Revenues	8300-8599	713,669.00	-51.40%	346,809.00	0.13%	347,261.00
4. Other Local Revenues	8600-8799	112,637.00	0.00%	112,637.00	0.00%	112,637.00
5. Other Financing Sources				0.00	0.00%	0.00
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)		7,735,768.25	1.80%	7,874,894.00	-10.39%	7,057,013.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries				2,700,543.00		2,753,654.00
a. Base Salaries				53,111.00		54,174.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,700,543.00	1.97%	2,753,654.00	1.97%	2,807,828.00
2. Classified Salaries				1,048,334.25		1,042,926.25
a. Base Salaries				20,967.00		21,386.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				(26,375.00)		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,048,334.25	-0.52%	1,042,926.25	2.05%	1,064,312.25
3. Employee Benefits	3000-3999	2,101,455.00	4.69%	2,199,969.00	2.69%	2,259,203.00
4. Books and Supplies	4000-4999	311,577.00	-13.65%	269,055.00	2.23%	275,055.00
5. Services and Other Operating Expenditures	5000-5999	622,555.00	-2.90%	604,497.00	2.23%	617,977.00
6. Capital Outlay	6000-6999	465,000.00	115.05%	1,000,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	322,341.00	3.47%	333,516.00	0.17%	334,086.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses				0.00	0.00%	0.00
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		7,571,805.25	8.34%	8,203,617.25	-10.30%	7,358,461.25
C. NET INCREASE (DECREASE) IN FUND BALANCE						
<i>(Line A6 minus line B11)</i>						
		163,963.00		(328,723.25)		(301,448.25)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,435,255.94		3,599,218.94		3,270,495.69
2. Ending Fund Balance (Sum lines C and D1)		3,599,218.94		3,270,495.69		2,969,047.44
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	383,123.61		211,222.36		33,523.11
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				328,144.69		294,338.45
1. Reserve for Economic Uncertainties	9789	302,872.21		2,731,128.64		2,641,185.88
2. Unassigned/Unappropriated	9790	2,913,223.12				
f. Total Components of Ending Fund Balance		3,599,218.94		3,270,495.69		2,969,047.44
<i>(Line D3f must agree with line D2)</i>						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund		0.00		0.00		0.00
a. Stabilization Arrangements	9750			328,144.69		294,338.45
b. Reserve for Economic Uncertainties	9789	302,872.21		2,731,128.64		2,641,185.88
c. Unassigned/Unappropriated	9790	2,913,223.12				
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	9792			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)		0.00		0.00		0.00
a. Stabilization Arrangements	9750			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)		3,216,095.33		3,059,273.33		2,935,524.33
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		42.47%		37.29%		39.89%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?						
	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		437.00		437.00		437.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		7,571,805.25		8,203,617.25		7,358,461.25
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		7,571,805.25		8,203,617.25		7,358,461.25
d. Reserve Standard Percentage Level						
(Refer to Form 01CS, Criterion 10 for calculation details)						
		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		302,872.21		328,144.69		294,338.45
f. Reserve Standard - By Amount						
(Refer to Form 01CS, Criterion 10 for calculation details)						
		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		302,872.21		328,144.69		294,338.45
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	459	455		
Charter School				
Total ADA	459	455	0.9%	Met
Second Prior Year (2019-20)				
District Regular	455	457		
Charter School				
Total ADA	455	457	N/A	Met
First Prior Year (2020-21)				
District Regular	457	457		
Charter School		0		
Total ADA	457	457	0.0%	Met
Budget Year (2021-22)				
District Regular	457			
Charter School	0			
Total ADA	457			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)		474		
District Regular				
Charter School				
Total Enrollment		474	0.6%	Met
Second Prior Year (2019-20)		474		
District Regular				
Charter School				
Total Enrollment		474	0.8%	Met
First Prior Year (2020-21)		471		
District Regular				
Charter School				
Total Enrollment		471	7.0%	Not Met
Budget Year (2021-22)				
District Regular		450		
Charter School				
Total Enrollment		450		

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)

District had declining enrollment and COVID affect actual enrollment for 20-21.

- 1b. **STANDARD MET** - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
 (required if NOT met)

CRITERION: ADA to Enrollment

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	455	471	
Charter School		0	
Total ADA/Enrollment	455	471	96.6%
Second Prior Year (2019-20)			
District Regular	457	470	
Charter School			
Total ADA/Enrollment	457	470	97.2%
First Prior Year (2020-21)			
District Regular	457	438	
Charter School	0		
Total ADA/Enrollment	457	438	104.3%
Historical Average Ratio:			99.4%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			99.9%

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	437	450		
Charter School	0			
Total ADA/Enrollment	437	450	97.1%	Met
1st Subsequent Year (2022-23)				
District Regular	437	450		
Charter School				
Total ADA/Enrollment	437	450	97.1%	Met
2nd Subsequent Year (2023-24)				
District Regular	437	450		
Charter School				
Total ADA/Enrollment	437	450	97.1%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. **STANDARD MET** - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

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

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	457.67	457.67	437.00	437.00
b. Prior Year ADA (Funded)		457.67	457.67	437.00
c. Difference (Step 1a minus Step 1b)		0.00	(20.67)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-4.52%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		5,283,723.00	5,482,899.00	5,297,411.00
b1. COLA percentage		5.07%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		267,884.76	135,975.90	164,749.48
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.48%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		5.07%	-2.04%	3.11%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.07% to 6.07%	-3.04% to -1.04%	2.11% to 4.11%

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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	320,472.00	320,472.00	320,472.00	320,472.00
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Form 01, Objects 8011, 8012, 8020-8089)	5,283,723.00	5,482,899.00	5,297,411.00	5,451,562.00
District's Projected Change in LCFF Revenue:		3.77%	-3.38%	2.91%
LCFF Revenue Standard:		4.07% to 6.07%	-3.04% to -1.04%	2.11% to 4.11%
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. **STANDARD NOT MET** - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

LCFF revenue decrease in 21/22 and 22/23 due to Unduplicated Pupil Percentage decrease.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	4,037,829.55	5,360,350.59	75.3%
Second Prior Year (2019-20)	4,178,068.42	5,140,984.34	81.3%
First Prior Year (2020-21)	4,129,239.13	6,199,123.67	66.6%
	Historical Average Ratio:		74.4%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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):	70.4% to 78.4%	70.4% to 78.4%	70.4% to 78.4%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	4,272,111.00	5,187,198.00	82.4%	Not Met
1st Subsequent Year (2022-23)	4,403,060.00	5,343,842.00	82.4%	Not Met
2nd Subsequent Year (2023-24)	4,503,407.00	5,458,574.00	82.5%	Not Met

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

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

- 1a. **STANDARD NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
 (required if NOT met)

Due to extra funding for Learning Loss the district is hiring 6 extra teachers for the 3 years in MYP.

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.

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.07%	-2.04%	3.11%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.93% to 15.07%	-12.04% to 7.96%	-6.89% to 13.11%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.07% to 10.07%	-7.04% to 2.96%	-1.89% to 8.11%

B. 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 (2020-21)	1,386,243.75		No
Budget Year (2021-22)	1,426,563.25	2.91%	Yes
1st Subsequent Year (2022-23)	2,118,037.00	48.47%	Yes
2nd Subsequent Year (2023-24)	1,145,553.00	-45.91%	Yes

Explanation:
(required if Yes)

In 22/23 district will receive part of ESSER III, district will received the addition revenue in subsequent year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	741,016.95		Yes
Budget Year (2021-22)	713,669.00	-3.69%	Yes
1st Subsequent Year (2022-23)	346,809.00	-51.40%	No
2nd Subsequent Year (2023-24)	347,261.00	0.13%	No

Explanation:
(required if Yes)

In 21/22 district is receiving ELO funds and will not have in subsequent years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	883,004.27		Yes
Budget Year (2021-22)	112,637.00	-87.24%	No
1st Subsequent Year (2022-23)	112,637.00	0.00%	No
2nd Subsequent Year (2023-24)	112,637.00	0.00%	No

Explanation:
(required if Yes)

In 20/21 district received on time revenue for Energy Commission Bus Grant, in which they will not receive in subsequent years.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	914,139.54		Yes
Budget Year (2021-22)	311,577.00	-65.92%	Yes
1st Subsequent Year (2022-23)	269,055.00	-13.65%	No
2nd Subsequent Year (2023-24)	275,055.00	2.23%	No

Explanation:
(required if Yes)

One time expenses for books and supplies in 20/21 for ESSER I, CRF, Title III, IV, VI for carryover in which they will not have in 21/22, and in 22/23 district will not have one time expense for ELO funds for books and supplies

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

First Prior Year (2020-21)
 Budget Year (2021-22)
 1st Subsequent Year (2022-23)
 2nd Subsequent Year (2023-24)

	961,777.28		
	622,555.00	-35.27%	Yes
	604,497.00	-2.90%	No
	617,977.00	2.23%	No

Explanation:
 (required if Yes)

One time expenses for services and operating in 20/21 for ESSER I, CRF, Title III, IV, VI for carryover in which they will not have in 21/22.

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 (2020-21)	3,010,264.97		
Budget Year (2021-22)	2,252,869.25	-25.16%	Not Met
1st Subsequent Year (2022-23)	2,577,483.00	14.41%	Not Met
2nd Subsequent Year (2023-24)	1,605,451.00	-37.71%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	1,875,916.82		
Budget Year (2021-22)	934,132.00	-50.20%	Not Met
1st Subsequent Year (2022-23)	873,552.00	-6.49%	Met
2nd Subsequent Year (2023-24)	893,032.00	2.23%	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)

In 22/23 district will receive part of ESSER III, district will received the addition revenue in subsequent year.

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

In 21/22 district is receiving ELO funds and will not have in subsequent years.

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

In 20/21 district received on time revenue for Energy Commission Bus Grant, in which they will not receive in subsequent years.

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)

One time expenses for books and supplies in 20/21 for ESSER I, CRF, Title III, IV, VI for carryover in which they will not have in 21/22, and in 22/23 district will not have one time expense for ELO funds for books and supplies

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

One time expenses for services and operating in 20/21 for ESSER I, CRF, Title III, IV, VI for carryover in which they will not have in 21/22.

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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

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?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)
- b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)
- c. Net Budgeted Expenditures and Other Financing Uses

	7,326,021.25				
	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account		Status
	7,326,021.25	219,780.64	220,000.00		Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8 CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available 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 (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	240,188.68	251,376.40	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	2,487,812.35	3,108,696.71	3,024,538.33
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)	2,728,001.03	3,360,073.11	3,024,538.33
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	6,663,621.84	6,553,506.84	8,439,962.09
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)	6,663,621.84	6,553,506.84	8,439,962.09
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	40.9%	51.3%	35.8%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	13.6%	17.1%	11.9%

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

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	(67,234.83)	5,360,350.59	1.3%	Met
Second Prior Year (2019-20)	632,072.08	5,140,984.34	N/A	Met
First Prior Year (2020-21)	(335,413.12)	6,199,123.67	5.4%	Met
Budget Year (2021-22) (Information only)	191,557.00	5,187,198.00		

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)

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 (2018-19)	2,290,346.47	2,795,235.86	N/A	Met
Second Prior Year (2019-20)	2,443,210.41	2,728,001.03	N/A	Met
First Prior Year (2020-21)	2,953,046.13	3,359,951.45	N/A	Met
Budget Year (2021-22) (Information only)	3,024,538.33			

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

Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$71,000 (greater of)	0	to 300
4% or \$71,000 (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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	437	437	437
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):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): _____

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	7,571,805.25	8,203,617.25	7,358,461.25
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)	7,571,805.25	8,203,617.25	7,358,461.25
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	302,872.21	328,144.69	294,338.45
Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	71,000.00	71,000.00	71,000.00
District's Reserve Standard (Greater of Line B5 or Line B6)	302,872.21	328,144.69	294,338.45

10 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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	302,872.21	328,144.69	294,338.45
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	2,913,223.12	2,731,128.64	2,641,185.88
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	3,216,095.33	3,059,273.33	2,935,524.33
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	42.47%	37.29%	39.89%
District's Reserve Standard (Section 10B, Line 7):	302,872.21	328,144.69	294,338.45
Status:	Met	Met	Met

10 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)

S1 **MENTAL 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:

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

55A. 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 (2020-21)	(252,587.72)			
Budget Year (2021-22)	(240,000.00)	(12,587.72)	-5.0%	Met
1st Subsequent Year (2022-23)	(238,849.00)	(1,151.00)	-0.5%	Met
2nd Subsequent Year (2023-24)	(245,415.00)	6,566.00	2.7%	Met

1b. Transfers In, General Fund *				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met

Transfers Out, General Fund *				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	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.

55B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
 (required if NOT met)

1b. MET - Projected transfers In have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
 (required if NOT met)

MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

Long-term Commitments

Identify all existing and new multiyear commitments* 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.

* Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
 (If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	19	LCAP-07200	010.07200.0.00000.91000.74380/74390.0	3,450,000
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				802,354
QZAB		General Fund	010.00000.0.00000.910000.74380/74390.0	
				4,252,354

TOTAL:

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	254,086	249,400	260,575	261,145
Certificates of Participation				
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:	327,027	322,341	333,516	334,086
Has total annual payment increased over prior year (2020-21)?		No	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

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

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

Long term commitments will be funded out of the 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)

[Empty text box for explanation]

5. 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.).

57A. 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:

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	0	Governmental Fund	0
---------------------	---	-------------------	---

4. OPEB Liabilities
 a. Total OPEB liability
 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

	1,349,654.00
	1,349,654.00
Actuarial	
May 20, 2021	

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Not Applicable	Not Applicable	Not Applicable
176,186.00	176,186.00	176,186.00
30,273.00	50,363.00	41,591.00
5	4	4

S7. 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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	24.0	27.5	27.5	27.5

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
One Year Agreement			
Total cost of salary settlement	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
% change in salary schedule from prior year or	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Multiyear Agreement			
Total cost of salary settlement	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

Items Not Settled

Cost of a one percent increase in salary and statutory benefits

24,593

7. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0	0	0

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
470,909	485,036	499,587
Cap of 17,401.80	Cap of 17,401.80	Cap of 17,401.80
2.0%	2.0%	2.0%

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		
----	--	--

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
40,351	41,158	41,981
2.0%	2.0%	2.0%

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8 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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	27.6	27.6	27.6	27.6

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?
If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

No

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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

15,805

7. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	0	0	0

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
23,176	23,640	24,113
Cap of 17,401.80	Cap of 17,401.80	Cap of 17,401.80
2.0%	2.0%	2.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
2.0%	2.0%	2.0%

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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.):

88 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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	2.0	2.0	2.0	2.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

- Are salary and benefit negotiations settled for the budget year?
 If Yes, complete question 2.

n/a

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

- 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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Total cost of salary settlement			
% change in salary schedule from prior year			

Negotiations Not Settled

- Cost of a one percent increase in salary and statutory benefits

3,223

- Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Amount included for any tentative salary schedule increases	0	0	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	34,804	35,848	36,923
Percent of H&W cost paid by employer	Cap of 17,401.80	Cap of 17,401.80	Cap of 17,401.80
Percent projected change in H&W cost over prior year	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	5,152	5,255	5,360
Percent change in step & column over prior year	2.0%	2.0%	2.0%

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

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of other benefits included in the budget and MYPs?	No	No	No
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

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

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

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?

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?
- A2. Is the system of personnel position control independent from the payroll system?
- 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)
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- 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?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- 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)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

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

Budget Comparison Report
by Fund

	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	\$4,093,894.00	\$0.00	\$4,093,894.00	\$4,293,129.00	\$0.00	\$4,293,129.00
80120 Education Protection Account	\$869,357.00	\$0.00	\$869,357.00	\$869,298.00	\$0.00	\$869,298.00
80410 Secured Rolls Tax	\$320,472.00	\$0.00	\$320,472.00	\$320,472.00	\$0.00	\$320,472.00
Total LCFF Sources	\$5,283,723.00	\$0.00	\$5,283,723.00	\$5,482,899.00	\$0.00	\$5,482,899.00
Federal Revenues						
82900 All Other Federal Revenue	\$0.00	\$1,386,243.75	\$1,386,243.75	\$0.00	\$1,426,563.25	\$1,426,563.25
Total Federal Revenues	\$0.00	\$1,386,243.75	\$1,386,243.75	\$0.00	\$1,426,563.25	\$1,426,563.25
Other State Revenues						
85500 Mandated Cost Reimbursements	\$14,715.00	\$0.00	\$14,715.00	\$14,265.00	\$0.00	\$14,265.00
85600 State Lottery Revenue	\$68,590.00	\$22,406.00	\$90,996.00	\$68,591.00	\$22,406.00	\$90,997.00
85900 All Other State Revenue	\$3,324.00	\$631,981.95	\$635,305.95	\$3,000.00	\$605,407.00	\$608,407.00
Total Other State Revenues	\$86,629.00	\$654,387.95	\$741,016.95	\$85,856.00	\$627,813.00	\$713,669.00
Other Local Revenues						
86250 Community Redevelopment Funds Not Subject to Revenue Lim	\$0.00	\$5,832.00	\$5,832.00	\$0.00	\$0.00	\$0.00
86600 Interest	\$41,466.04	\$0.00	\$41,466.04	\$25,000.00	\$0.00	\$25,000.00
86620 Net Increase (Decrease) in the Fair Value of Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
86890 All Other Fees and Contracts	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00
86990 All Other Local Revenue	\$704,480.23	\$116,226.00	\$820,706.23	\$25,000.00	\$62,637.00	\$87,637.00
Total Other Local Revenues	\$745,946.27	\$137,058.00	\$883,004.27	\$50,000.00	\$62,637.00	\$112,637.00
Total Revenues	\$6,116,298.27	\$2,177,689.70	\$8,293,987.97	\$5,618,755.00	\$2,117,013.25	\$7,735,768.25
Expenditures						
Certificated Salaries	\$1,712.00	\$104,470.00	\$1,816,655.00	\$1,894,012.00	\$433,556.00	\$2,327,568.00
0 Certificated Teachers' Salaries						

Budget Comparison Report
by Fund

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010 General Fund	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Classified Salaries						
21000 Classified Instructional Salaries	\$161,340.00	\$332,232.85	\$493,572.85	\$143,575.00	\$214,223.00	\$357,798.00
22000 Classified Support Salaries	\$204,225.00	\$119,324.45	\$323,549.45	\$223,875.00	\$96,861.25	\$320,736.25
23000 Classified Supervisors' and Administrators' Salaries	\$58,800.00	\$0.00	\$58,800.00	\$53,650.00	\$0.00	\$53,650.00
24000 Clerical, Technical and Office Staff Salaries	\$247,772.00	\$9,759.02	\$257,531.02	\$183,300.00	\$0.00	\$183,300.00
29000 Other Classified Salaries	\$0.00	\$42,350.00	\$42,350.00	\$0.00	\$132,850.00	\$132,850.00
Total Classified Salaries	\$672,137.00	\$503,666.32	\$1,175,803.32	\$604,400.00	\$443,934.25	\$1,048,334.25
Employee Benefits						
31010 State Teachers' Retirement System, certificated positions	\$338,600.00	\$308,795.19	\$647,395.19	\$386,600.00	\$309,519.00	\$696,119.00
31020 State Teachers' Retirement System, classified positions	\$1,800.00	\$6,954.75	\$8,754.75	\$2,150.00	\$950.00	\$3,100.00
32010 Public Employees Retirement System, certificated positions	\$299.12	\$0.00	\$299.12	\$0.00	\$0.00	\$0.00
32020 Public Employees Retirement System, classified positions	\$134,172.20	\$89,405.94	\$223,578.14	\$137,175.00	\$96,175.00	\$233,350.00
33012 OASDI, Certificated Positions	\$3,210.00	\$111.60	\$3,321.60	\$0.00	\$0.00	\$0.00
33013 Medicare, Certificated Positions	\$31,004.00	\$1,799.92	\$32,803.92	\$33,225.00	\$6,200.00	\$39,425.00
33022 OASDI, classified positions	\$40,632.20	\$31,335.85	\$71,968.05	\$37,525.00	\$28,075.00	\$65,600.00
33023 Medicare, classified positions	\$9,690.70	\$8,776.38	\$18,467.08	\$8,875.00	\$6,625.00	\$15,500.00
34010 Health & Welfare Benefits, certificated positions	\$389,069.00	\$0.00	\$389,069.00	\$374,200.00	\$104,450.00	\$478,650.00
34020 Health & Welfare Benefits, classified positions	\$226,910.00	\$33,846.98	\$260,756.98	\$191,550.00	\$75,125.00	\$266,675.00
35010 State Unemployment Insurance, certificated positions	\$1,075.00	\$74.78	\$1,149.78	\$28,150.00	\$5,300.00	\$33,450.00
35020 State Unemployment Insurance, classified positions	\$341.30	\$292.10	\$633.40	\$7,550.00	\$5,650.00	\$13,200.00
36010 Worker's Compensation Insurance, certificated positions	\$53,606.00	\$2,533.32	\$56,139.32	\$51,525.00	\$9,850.00	\$61,375.00
36020 Worker's Compensation Insurance, classified positions	\$16,744.04	\$13,109.56	\$29,853.60	\$13,950.00	\$10,150.00	\$24,400.00
37010 OPEB, Allocated, certificated positions	\$52,308.00	\$2,279.70	\$54,587.70	\$45,550.00	\$8,950.00	\$54,500.00
0 OPEB, Allocated, classified positions	\$16.57	\$12,921.08	\$29,136.65	\$13,825.00	\$10,400.00	\$24,225.00

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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
37510 OPEB, Active Employees, certificated Positions	\$0.00	\$0.00	\$0.00	\$53,637.00	\$14,050.00	\$67,687.00
37520 OPEB, Active Employees, classified positions	\$0.00	\$0.00	\$0.00	\$15,237.00	\$8,962.00	\$24,199.00
Total Employee Benefits	\$1,315,677.13	\$512,237.15	\$1,827,914.28	\$1,400,724.00	\$700,731.00	\$2,101,455.00
Books and Supplies						
42000 Books and Other Reference Materials	\$0.00	\$22,406.00	\$22,406.00	\$0.00	\$50,000.00	\$50,000.00
43000 Materials and Supplies	\$128,761.63	\$638,330.35	\$767,091.98	\$93,000.00	\$121,486.00	\$214,486.00
44000 Non-Capitalized Equipment	\$38,500.00	\$86,141.56	\$124,641.56	\$47,091.00	\$0.00	\$47,091.00
Total Books and Supplies	\$167,261.63	\$746,877.91	\$914,139.54	\$140,091.00	\$171,486.00	\$311,577.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$12,600.00	\$0.00	\$12,600.00	\$9,100.00	\$3,500.00	\$12,600.00
53000 Dues and Memberships	\$9,000.00	\$0.00	\$9,000.00	\$8,200.00	\$0.00	\$8,200.00
54400 Pupil Insurance	\$1,100.00	\$0.00	\$1,100.00	\$1,100.00	\$0.00	\$1,100.00
54500 Other Insurance	\$47,429.14	\$0.00	\$47,429.14	\$48,000.00	\$0.00	\$48,000.00
55000 Operation and Housekeeping Services	\$95,000.00	\$0.00	\$95,000.00	\$90,000.00	\$0.00	\$90,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$78,500.00	\$50,000.00	\$128,500.00	\$54,000.00	\$35,000.00	\$89,000.00
57103 Transfers of Direct Costs - Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
58000 Professional/Consulting Services and Operating Expenditures	\$434,717.77	\$190,427.37	\$625,145.14	\$229,500.00	\$119,155.00	\$348,655.00
58009 Pension Penalties & Interest	\$600.00	\$0.00	\$600.00	\$500.00	\$0.00	\$500.00
59000 Communications	\$26,500.00	\$15,903.00	\$42,403.00	\$24,500.00	\$0.00	\$24,500.00
Total Services, Other Operating Expenses	\$705,446.91	\$256,330.37	\$961,777.28	\$464,900.00	\$157,655.00	\$622,555.00
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$465,000.00	\$465,000.00
64000 Equipment	\$861,885.00	\$97,693.67	\$959,578.67	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$861,885.00	\$97,693.67	\$959,578.67	\$0.00	\$465,000.00	\$465,000.00
Other Outgo						
71420 Other Tuition, Excess Costs, and/or Deficits Payments to COE	\$7,050.00	\$0.00	\$7,050.00	\$0.00	\$0.00	\$0.00
90 Debt Service - Interest	\$109,313.00	\$0.00	\$109,313.00	\$64,000.00	\$0.00	\$64,000.00
90 Other Debt Service - Principal	\$235,941.00	\$0.00	\$235,941.00	\$258,341.00	\$0.00	\$258,341.00

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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Other Outgo	\$352,304.00	\$0.00	\$352,304.00	\$322,341.00	\$0.00	\$322,341.00
Direct Support/Indirect Costs						
73100 Transfers of Indirect Costs	(\$17,013.00)	\$17,013.00	\$0.00	(\$12,245.00)	\$12,245.00	\$0.00
Total Direct Support/Indirect Costs	(\$17,013.00)	\$17,013.00	\$0.00	(\$12,245.00)	\$12,245.00	\$0.00
Total Expenditures	\$6,199,123.67	\$2,240,838.42	\$8,439,962.09	\$5,187,198.00	\$2,384,607.25	\$7,571,805.25
Excess (Deficiency) of Revenues	(\$82,825.40)	(\$63,148.72)	(\$145,974.12)	\$431,557.00	(\$267,594.00)	\$163,963.00
Other Financing Sources/Uses						
Transfers Out						
76190 Other Authorized Interfund Transfers Out	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Transfers Out	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contributions						
89800 Contributions from Unrestricted Resources	(\$252,587.72)	\$252,587.72	\$0.00	(\$240,000.00)	\$240,000.00	\$0.00
Total Contributions	(\$252,587.72)	\$252,587.72	\$0.00	(\$240,000.00)	\$240,000.00	\$0.00
Total Other Financing Sources/Uses	(\$252,587.72)	\$252,587.72	\$0.00	(\$240,000.00)	\$240,000.00	\$0.00
Net Increase (Decrease) in Fund	(\$335,413.12)	\$189,439.00	(\$145,974.12)	\$191,557.00	(\$27,594.00)	\$163,963.00
Beginning Balance						
Assets						
911100 Cash in County Treasury	\$2,908,629.30	\$140,447.33	\$3,049,076.63	\$3,024,538.33	\$410,717.61	\$3,435,255.94
911110 Fair Value Adjustment to Cash in County Treasury	\$82,650.15	\$0.00	\$82,650.15	\$0.00	\$0.00	\$0.00
91350 Cash with a Fiscal Agent/Trustee	\$0.00	\$121.66	\$121.66	\$0.00	\$0.00	\$0.00
92001 Accounts Receivable Clearing	\$12,984.23	\$153,343.08	\$166,327.31	\$0.00	\$0.00	\$0.00
92004 Due From Employees - Payroll Corrections	\$91.19	\$0.00	\$91.19	\$0.00	\$0.00	\$0.00
92009 County Wide Receivables - by COE	\$737,109.48	\$0.00	\$737,109.48	\$0.00	\$0.00	\$0.00
93100 Due From Other Funds	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00
Total Assets	\$3,791,464.35	\$293,912.07	\$4,085,376.42	\$3,024,538.33	\$410,717.61	\$3,435,255.94

Budget Comparison Report
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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Liabilities						
95009 County Wide Liabilities - by COE	\$196,292.00	\$0.00	\$196,292.00	\$0.00	\$0.00	\$0.00
95010 Accounts Payable Clearing	\$87,963.35	\$56,414.35	\$144,377.70	\$0.00	\$0.00	\$0.00
95013 Deferred Wages Payable	\$143,496.28	\$0.00	\$143,496.28	\$0.00	\$0.00	\$0.00
95025 State Unemployment Insurance Payable	\$455.94	\$0.00	\$455.94	\$0.00	\$0.00	\$0.00
95028 Retiree Benefits Payable	\$128.47	\$0.00	\$128.47	\$0.00	\$0.00	\$0.00
95051 Outlawed Employee Refunds & Voluntary Deductions	\$3,055.20	\$0.00	\$3,055.20	\$0.00	\$0.00	\$0.00
96500 Unearned Revenue	\$0.00	\$16,219.11	\$16,219.11	\$0.00	\$0.00	\$0.00
Total Liabilities	\$431,391.24	\$72,633.46	\$504,024.70	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$3,360,073.11	\$221,278.61	\$3,581,351.72	\$3,024,538.33	\$410,717.61	\$3,435,255.94
Audit Adjustments and Restatements						
Auditor Adjustments						
97930 Audit Adjustments	(\$121.66)	\$0.00	(\$121.66)	\$0.00	\$0.00	\$0.00
Total Auditor Adjustments	(\$121.66)	\$0.00	(\$121.66)	\$0.00	\$0.00	\$0.00
Total Audit Adjustments and Restatements	(\$121.66)	\$0.00	(\$121.66)	\$0.00	\$0.00	\$0.00
Adjusted Beginning Balance	\$3,359,951.45	\$221,278.61	\$3,581,230.06	\$3,024,538.33	\$410,717.61	\$3,435,255.94
Ending Balance						
Assets						
91100 Cash in County Treasury	\$3,024,538.33	\$410,717.61	\$3,435,255.94	\$3,216,095.33	\$383,123.61	\$3,599,218.94
Total Assets	\$3,024,538.33	\$410,717.61	\$3,435,255.94	\$3,216,095.33	\$383,123.61	\$3,599,218.94
Total Ending Balance	\$3,024,538.33	\$410,717.61	\$3,435,255.94	\$3,216,095.33	\$383,123.61	\$3,599,218.94
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	(\$535.78)	\$0.00	(\$535.78)	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	(\$535.78)	\$0.00	(\$535.78)	\$0.00	\$0.00	\$0.00

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010 General Fund

	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Fund Balance, Unassigned						
97890 Reserve for Economic Uncertainties	\$254,811.44	\$0.00	\$254,811.44	\$302,872.21	\$0.00	\$302,872.21
97900 Undesignated/Unappropriated	(\$1,485,628.54)	\$188,439.00	(\$1,297,189.54)	(\$111,315.21)	(\$27,594.00)	(\$138,909.21)
97910 Beginning Fund Balance	\$3,360,073.11	\$221,278.61	\$3,581,351.72	\$3,024,538.33	\$410,717.61	\$3,435,255.94
97930 Audit Adjustments	(\$121.66)	\$0.00	(\$121.66)	\$0.00	\$0.00	\$0.00
Total Fund Balance, Unassigned	\$2,129,134.35	\$409,717.61	\$2,538,851.96	\$3,216,095.33	\$383,123.61	\$3,599,218.94
Budgetary and Other Accounts						
98100 Estimated Revenue	(\$5,139,842.28)	(\$2,076,537.72)	(\$7,216,380.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$6,035,246.26	\$2,077,537.72	\$8,112,783.98	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$535.78	\$0.00	\$535.78	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$895,939.76	\$1,000.00	\$896,939.76	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$3,024,538.33	\$410,717.61	\$3,435,255.94	\$3,216,095.33	\$383,123.61	\$3,599,218.94

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2020 - 2021 Working
Thru 6/30/2021

2021 - 2022 Working
Thru 7/1/2021

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	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Revenues						
Federal Revenues						
82200 Child Nutrition Programs	\$0.00	\$302,000.00	\$302,000.00	\$0.00	\$300,000.00	\$300,000.00
Total Federal Revenues	\$0.00	\$302,000.00	\$302,000.00	\$0.00	\$300,000.00	\$300,000.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$22,000.00	\$22,000.00	\$0.00	\$20,000.00	\$20,000.00
Total Other State Revenues	\$0.00	\$22,000.00	\$22,000.00	\$0.00	\$20,000.00	\$20,000.00
Other Local Revenues						
86340 Food Service Sales	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00
86600 Interest	\$0.00	\$900.00	\$900.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$0.00	\$1,900.00	\$1,900.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$325,900.00	\$325,900.00	\$0.00	\$320,000.00	\$320,000.00
Expenditures						
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$115,250.00	\$115,250.00	\$0.00	\$118,300.00	\$118,300.00
Total Classified Salaries	\$0.00	\$115,250.00	\$115,250.00	\$0.00	\$118,300.00	\$118,300.00
Employee Benefits						
32020 Public Employees' Retirement System, classified positions	\$0.00	\$22,804.00	\$22,804.00	\$0.00	\$27,125.00	\$27,125.00
33022 OASDI, classified positions	\$0.00	\$7,330.00	\$7,330.00	\$0.00	\$7,375.00	\$7,375.00
33023 Medicare, classified positions	\$0.00	\$1,714.00	\$1,714.00	\$0.00	\$1,750.00	\$1,750.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$24,249.00	\$24,249.00	\$0.00	\$20,900.00	\$20,900.00
35020 State Unemployment Insurance, classified positions	\$0.00	\$60.00	\$60.00	\$0.00	\$1,575.00	\$1,575.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$2,965.00	\$2,965.00	\$0.00	\$2,750.00	\$2,750.00
37020 OPEB, Allocated, classified positions	\$0.00	\$2,837.00	\$2,837.00	\$0.00	\$2,750.00	\$2,750.00
0 OPEB, Active Employees, classified positions	00	\$0.00	\$0.00	\$0.00	\$2,825.00	\$2,825.00

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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Total Employee Benefits	\$0.00	\$61,959.00	\$61,959.00	\$0.00	\$67,050.00	\$67,050.00
Books and Supplies						
43000 Materials and Supplies	\$0.00	\$16,000.00	\$16,000.00	\$0.00	\$15,500.00	\$15,500.00
44000 Non-Capitalized Equipment	\$0.00	\$1,400.00	\$1,400.00	\$0.00	\$2,000.00	\$2,000.00
47000 Food	\$0.00	\$120,000.00	\$120,000.00	\$0.00	\$107,551.53	\$107,551.53
Total Books and Supplies	\$0.00	\$137,400.00	\$137,400.00	\$0.00	\$125,051.53	\$125,051.53
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	\$100.00
55000 Operation and Housekeeping Services	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$15,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	\$250.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$26,525.00	\$26,525.00	\$0.00	\$26,500.00	\$26,500.00
Total Services, Other Operating Expenses	\$0.00	\$41,525.00	\$41,525.00	\$0.00	\$41,850.00	\$41,850.00
Total Expenditures	\$0.00	\$356,134.00	\$356,134.00	\$0.00	\$352,251.53	\$352,251.53
Excess (Deficiency) of Revenues	\$0.00	(\$30,234.00)	(\$30,234.00)	\$0.00	(\$32,251.53)	(\$32,251.53)
Other Financing Sources/Uses						
Transfers In						
89160 To Cafeteria Fund, From General Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Transfers In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Financing Sources/Uses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	(\$30,234.00)	(\$30,234.00)	\$0.00	(\$32,251.53)	(\$32,251.53)
Beginning Balance						
Assets						
911100 Cash in County Treasury	\$50,000.00	\$24,067.73	\$74,067.73	\$0.00	\$32,251.53	\$32,251.53
911110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$2,007.73	\$2,007.73	\$0.00	\$0.00	\$0.00
91200 Cash in Bank(s)	\$0.00	\$97.00	\$97.00	\$0.00	\$0.00	\$0.00
1 Accounts Receivable Clearing	00	\$44,120.00	\$44,120.00	\$0.00	\$0	\$0.00

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2020 - 2021 Working
Thru 6/30/2021

2021 - 2022 Working
Thru 7/1/2021

	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
93200 Stores	\$0.00	\$2,576.52	\$2,576.52	\$0.00	\$0.00	\$0.00
Total Assets	\$50,000.00	\$72,868.98	\$122,868.98	\$0.00	\$32,251.53	\$32,251.53
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$10,383.45	\$10,383.45	\$0.00	\$0.00	\$0.00
96100 Due to Other Funds	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00
Total Liabilities	\$50,000.00	\$10,383.45	\$60,383.45	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$0.00	\$62,485.53	\$62,485.53	\$0.00	\$32,251.53	\$32,251.53
Adjusted Beginning Balance	\$0.00	\$62,485.53	\$62,485.53	\$0.00	\$32,251.53	\$32,251.53
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$32,251.53	\$32,251.53	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$32,251.53	\$32,251.53	\$0.00	\$0.00	\$0.00
Total Ending Balance	\$0.00	\$32,251.53	\$32,251.53	\$0.00	\$0.00	\$0.00
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	(\$295.30)	(\$295.30)	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	(\$295.30)	(\$295.30)	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$47,719.53)	(\$47,719.53)	\$0.00	(\$32,251.53)	(\$32,251.53)
97910 Beginning Fund Balance	\$0.00	\$62,485.53	\$62,485.53	\$0.00	\$32,251.53	\$32,251.53
Total Fund Balance, Unassigned	\$0.00	\$14,766.00	\$14,766.00	\$0.00	\$0.00	\$0.00
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$346,705.00)	(\$346,705.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$364,190.53	\$364,190.53	\$0.00	\$0.00	\$0.00
0 Encumbrances	0.00	\$295.30	\$295.30	\$0.00	\$0.00	\$0.00

	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Total Budgetary and Other Accounts	\$0.00	\$17,780.83	\$17,780.83	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$32,251.53	\$32,251.53	\$0.00	\$0.00	\$0.00

Budget Comparison Report
by Fund

BCR600

6/17/2021
2:07:11PM

	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
211 Building Fund #1						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$0.00	\$0.00	\$0.00	\$12,997.30	\$12,997.30
91350 Cash with a Fiscal Agent/Trustee	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Total Beginning Balance	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Adjusted Beginning Balance	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Total Assets	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Total Ending Balance	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Total Fund Balance, Unassigned	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30
Total Components of Ending Fund Balance	\$0.00	\$12,997.30	\$12,997.30	\$0.00	\$12,997.30	\$12,997.30

Budget Comparison Report

by Fund

	2020 - 2021 Working Thru 6/30/2021		Total	2021 - 2022 Working Thru 7/1/2021		Total
	Unrestricted	Restricted		Unrestricted	Restricted	
251 Developer Fees Fund						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$600.00	\$600.00	\$0.00	\$0.00	\$0.00
86620 Net Increase (Decrease) in the Fair Value of Investments	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00
86810 Mitigation/Developer Fees	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$0.00	\$5,600.00	\$5,600.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$5,600.00	\$5,600.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$5,600.00	\$5,600.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$5,600.00	\$5,600.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
911100 Cash in County Treasury	\$0.00	\$35,351.52	\$35,351.52	\$0.00	\$41,909.78	\$41,909.78
911110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$958.26	\$958.26	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$36,309.78	\$36,309.78	\$0.00	\$41,909.78	\$41,909.78
Total Beginning Balance	\$0.00	\$36,309.78	\$36,309.78	\$0.00	\$41,909.78	\$41,909.78
Adjusted Beginning Balance	\$0.00	\$36,309.78	\$36,309.78	\$0.00	\$41,909.78	\$41,909.78
Ending Balance						
Assets						
911100 Cash in County Treasury	\$0.00	\$41,909.78	\$41,909.78	\$0.00	\$41,909.78	\$41,909.78
Total Assets	\$0.00	\$41,909.78	\$41,909.78	\$0.00	\$41,909.78	\$41,909.78
Total Ending Balance	\$0.00	\$41,909.78	\$41,909.78	\$0.00	\$41,909.78	\$41,909.78
Components of Ending Fund Balance						
Fund Balance, Unassigned						
30 Undesignated/Unappropriated	\$0.00	\$11,200.00	\$11,200.00	\$0.00	\$0.00	\$0.00

Budget Comparison Report

by Fund

BCR600

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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
97910 Beginning Fund Balance	\$0.00	\$36,309.78	\$36,309.78	\$0.00	\$41,909.78	\$41,909.78
Total Fund Balance, Unassigned	\$0.00	\$47,509.78	\$47,509.78	\$0.00	\$41,909.78	\$41,909.78
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$5,600.00)	(\$5,600.00)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$5,600.00)	(\$5,600.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$41,909.78	\$41,909.78	\$0.00	\$41,909.78	\$41,909.78

Budget Comparison Report
by Fund

BCR600

6/17/2021
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	2020 - 2021 Working Thru 6/30/2021		Total	2021 - 2022 Working Thru 7/1/2021		Total
	Unrestricted	Restricted		Unrestricted	Restricted	
351 County School Facilities Fund - Modernization						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$4,300.00	\$4,300.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$0.00	\$4,300.00	\$4,300.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$4,300.00	\$4,300.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$4,300.00	\$4,300.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$4,300.00	\$4,300.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury						
Total Assets	\$0.00	\$201,312.07	\$201,312.07	\$0.00	\$205,612.07	\$205,612.07
Total Beginning Balance	\$0.00	\$201,312.07	\$201,312.07	\$0.00	\$205,612.07	\$205,612.07
Adjusted Beginning Balance	\$0.00	\$201,312.07	\$201,312.07	\$0.00	\$205,612.07	\$205,612.07
Ending Balance						
Assets						
91100 Cash in County Treasury						
Total Assets	\$0.00	\$205,612.07	\$205,612.07	\$0.00	\$205,612.07	\$205,612.07
Total Ending Balance	\$0.00	\$205,612.07	\$205,612.07	\$0.00	\$205,612.07	\$205,612.07
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	\$8,600.00	\$8,600.00	\$0.00	\$0.00	\$0.00
97910 Beginning Fund Balance	\$0.00	\$201,312.07	\$201,312.07	\$0.00	\$205,612.07	\$205,612.07
Total Fund Balance, Unassigned	\$0.00	\$209,912.07	\$209,912.07	\$0.00	\$205,612.07	\$205,612.07
Budgetary and Other Accounts						

Budget Comparison Report

BCR600

6/17/2021

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by Fund

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	2020 - 2021 Working Thru 6/30/2021			2021 - 2022 Working Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
98100 Estimated Revenue	\$0.00	(\$4,300.00)	(\$4,300.00)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$4,300.00)	(\$4,300.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$205,612.07	\$205,612.07	\$0.00	\$205,612.07	\$205,612.07

Pleasant View Elementary

06/18/2021
07:44 AM

Enrollment by Grade and Teacher

2020-2021

Teacher	TK		K		1		2		3		4		5		6		7		8		ALL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	Total	
005 Garcia A	8	4	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	4	12
001 Alvarado	-	-	-	12	11	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	11	23
015 Hunter	-	-	-	10	12	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	12	22
014 Irving	-	-	-	-	12	10	22	-	-	-	-	-	-	-	-	-	-	-	-	-	12	10	22
003 Sidhu	-	-	-	10	10	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10	20
013 Calvillo	-	-	-	-	-	-	11	16	27	-	-	-	-	-	-	-	-	-	-	-	11	16	27
008 Vankham	-	-	-	-	-	-	12	13	25	-	-	-	-	-	-	-	-	-	-	-	12	13	25
020 Drummond,	-	-	-	-	-	-	-	-	-	12	11	23	-	-	-	-	-	-	-	-	12	11	23
027 Krenk	-	-	-	-	-	-	-	-	-	13	12	25	-	-	-	-	-	-	-	-	13	12	25
012 Moreno	-	-	-	-	-	-	-	-	-	-	15	7	22	-	-	-	-	-	-	-	15	7	22
043 Toledo	-	-	-	-	-	-	-	-	-	14	9	23	-	-	-	-	-	-	-	-	14	9	23
040 Camacho	-	-	-	-	-	-	-	-	-	-	-	-	13	9	22	-	-	-	-	-	13	9	22
033 Patterson	-	-	-	-	-	-	-	-	-	-	-	-	13	10	23	-	-	-	-	-	13	10	23
024 Drummond,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	13	23	-	-	10	13	23	
002 Maldonado	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	16	24	-	-	8	16	24	
044 Romero	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	11	24	13	11	24
037 Valdez	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	15	29	14	15	29
038 Conwin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	10	26	
035 Luevano	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	11	28	

School Total: 8 4 12 22 23 45 22 20 42 23 29 52 25 23 48 29 16 45 26 19 45 18 29 47 27 26 53 33 21 54 233 210 443

* Class total is calculated including Nonbinary gender students

12-22-21 19:42:51

Accounts Payable Final Prelist - 5/6/2021 12:00:59PM

*** FINAL ***
Batch No 383

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
013761	ADVANCED DATA STORAGE	PV-211545	5/3/2021		0128097		010-00000-0-00000-72000-58000-0	\$35.00		22	
	ADVANCED DATA STORAGE	PV-211546	5/3/2021		128098		010-00000-0-00000-72000-58000-0	\$28.75		22	
							Total Check Amount:	\$63.75			
012049	AMERICAN TRUCK PARTS COMPANY	PV-211547	4/1/2021		04ATP2355		010-00000-0-00000-36000-56000-0	\$484.15			
							Total Check Amount:	\$484.15			
012565	CALIFORNIA DEPARTMENT OF EDUCATION	PV-211524	4/28/2021		SF-32689/33825		130-53100-0-00000-37000-47000-0	\$193.80			
	CALIFORNIA DEPARTMENT OF EDUCATION		4/28/2021		SF-32689/33825		130-53100-0-00000-37000-47000-0	\$498.75			
							Total Check Amount:	\$692.55			
013123	CASRO	PV-211543	4/30/2021		636499		010-00000-0-00000-72000-58000-0	\$1,185.00			
013161	CDW GOVERNMENT, INC	PV-211525	12/15/2020		5536752		010-74200-0-11100-10000-43000-0	\$2,500.00			
							Total Check Amount:	\$2,500.00			
013731	CENTRAL CITIES PIZZA, INC.	PV-211544	4/30/2021		44		130-53100-0-00000-37000-47000-0	\$399.00			
013529	CHARTER COMMUNICATIONS	PV-211542	5/3/2021		May		010-00000-0-00000-27000-59000-0	\$399.78			
							Total Check Amount:	\$399.78			
012989	CONSOLIDATED TESTING LABORATOR	PV-211553	4/26/2021		19223		010-06205-0-00000-81100-58000-0	\$16,402.00			
							Total Check Amount:	\$16,402.00			
001292	COTTON CENTER AUTO PARTS/FARM	PV-211563	4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$40.08			
	COTTON CENTER AUTO PARTS/FARM		4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$35.49			
	COTTON CENTER AUTO PARTS/FARM		4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$23.68			
	COTTON CENTER AUTO PARTS/FARM		4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$12.78			
	COTTON CENTER AUTO PARTS/FARM		4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$40.37			

Exhibit B - 6-22-21

Accounts Payable Final PreList - 5/6/2021 12:00:59PM

*** FINAL ***
Batch No 383

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
001292	COTTON CENTER AUTO PARTS/F ARM	PV-211563	4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$1.62		
	COTTON CENTER AUTO PARTS/F ARM		4/21/2021		March 30-April 23		010-81500-0-00000-81100-43000-0	\$15.05		
							Total Check Amount:	\$169.07		22
012313	CULLIGAN	PV-211541	4/30/2021		April		010-00000-0-00000-72000-43000-0	\$260.00		
							Total Check Amount:	\$260.00		
013612	DOCUMENT TRACKING SERVICES	PV-211540	3/4/2021		932570005		010-32100-0-00000-27000-58000-0	\$481.95		
							Total Check Amount:	\$481.95		
013778	ENERSPECT MEDICAL	PV-211539	5/3/2021		1512		010-00008-0-00000-31400-43000-0	\$261.63		
							Total Check Amount:	\$261.63		
013520	FIDELINA CAMACHO	PV-211564	5/5/2021		00000		010-00000-0-11100-10000-43000-0	\$133.49		
	FIDELINA CAMACHO		5/5/2021		00000		010-00000-0-11100-10000-58000-0	\$85.00		
							Total Check Amount:	\$218.49		
012736	HOME DEPOT	PV-211560	3/29/2021		4124757		010-81500-0-00000-81100-43000-0	\$114.54		
	HOME DEPOT	PV-211561	4/9/2021		3524745		010-81500-0-00000-81100-43000-0	\$56.21		
	HOME DEPOT	PV-211562	4/19/2021		3024591		010-81500-0-00000-81100-43000-0	\$174.08		
							Total Check Amount:	\$344.83		
013696	JOSE MIRANDA	PV-211537	5/5/2021		00000		010-00000-0-11100-10000-43000-0	\$117.50		
							Total Check Amount:	\$117.50		
013163	MANGINI ASSOCIATES INC	PV-211538	4/30/2021		11514		010-06205-0-00000-85000-58000-0	\$37.50		
							Total Check Amount:	\$37.50		
013857	MEGA PRINTS	PV-211552	5/4/2021		1876		010-81500-0-00000-81100-43000-0	\$572.27		
							Total Check Amount:	\$572.27		
013218	POPULAR COMMUNITY SERVICE DISTR	PV-211536	5/3/2021		March/APRIL/May		010-00000-0-00000-82000-55000-0	\$1,876.48		

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*** FINAL ***

Batch No 383

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013850	R & L CROW DISTRIBUTING	PV-211534	5/3/2021		April 28 & May 3		130-53100-0-00000-37000-47000-0	\$568.44		22
	R & L CROW DISTRIBUTING		5/3/2021		April 28 & May 3		130-53100-0-00000-37000-47000-0	\$524.16		22
							Total Check Amount:	\$1,092.60		
013344	REYES, BRENDA	PV-211535	5/5/2021		00000		010-90271-2-81000-59000-52000-0	\$88.48		
	REYES, BRENDA		5/5/2021		00000		010-90271-2-81000-59000-43000-0	\$22.09		
							Total Check Amount:	\$110.57		
013551	SCHOOL OUTFITTERS	PV-211532	4/28/2021		13570120-C		010-32120-0-11100-10000-43000-0	\$6,895.80	F	
							Total Check Amount:	\$6,895.80		
012295	SCHOOLS EXCESS LIABILITY FUND	PV-211554	1/6/2021		AB218_5472058		010-00000-0-00000-72000-54500-0	\$3,480.14		
							Total Check Amount:	\$3,480.14		
012755	SIDHU, BENTEJ	PV-211523	5/5/2021		00000		010-00000-0-11100-10000-43000-0	\$172.89		
							Total Check Amount:	\$172.89		
012766	SISC III	PV-211533	5/1/2021		May		010-00000-0-00000-00000-95024-0	\$51,476.40	A	22
	SISC III		5/1/2021		May		010-00000-0-00000-00000-95028-0	\$4,289.70	A	22
	SISC III		5/1/2021		May		010-00000-0-00000-71100-34020-0	\$5,719.60	A	22
							Total Check Amount:	\$61,485.70		
012360	SMART & FINAL IRIS	PV-211559	4/21/2021		387213-April		130-53100-0-00000-37000-43000-0	\$10.59		
	SMART & FINAL IRIS		4/21/2021		387213-April		130-53100-0-00000-37000-43000-0	\$31.66		
	SMART & FINAL IRIS		4/21/2021		387213-April		010-00000-0-00000-72000-43000-0	\$90.13		
							Total Check Amount:	\$132.38		
005383	SOUTHERN CALIF EDISON CO	PV-211531	4/30/2021		April		010-00000-0-00000-82000-55000-0	\$158.61		
	SOUTHERN CALIF EDISON CO		4/30/2021		April		010-00000-0-00000-82000-55000-0	\$1,088.87		
	SOUTHERN CALIF EDISON CO		4/30/2021		April		010-00000-0-00000-82000-55000-0	\$957.96		
	SOUTHERN CALIF EDISON CO		4/30/2021		April		010-00000-0-00000-82000-55000-0	\$761.59		

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
013211	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211548	4/26/2021		0809503		010-00000-0-11100-10000-43000-0	\$79.09			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211549	4/27/2021		0810073		010-00000-0-11100-10000-43000-0	\$82.43			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211550	4/28/2021		0810777		010-00000-0-11100-10000-43000-0	\$285.10			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211551	4/28/2021		0810778		010-00000-0-11100-10000-43000-0	\$437.03			
							Total Check Amount:	\$883.65			
012560	SYSCO OF CENTRAL CALIFORNIA	PV-211556	5/3/2021		284755661		010-00000-0-00000-72000-43000-0	\$434.87			
	SYSCO OF CENTRAL CALIFORNIA	PV-211557	5/3/2021		284755659		130-53100-0-00000-37000-47000-0	\$2,091.35			
	SYSCO OF CENTRAL CALIFORNIA	PV-211558	5/3/2021		284755660		130-53100-0-00000-37000-43000-0	\$303.39			
							Total Check Amount:	\$2,829.61			
013128	THE HOME DEPOT PRO	PV-211522	4/22/2021		613056274		010-00000-0-00000-82000-43000-0	\$27.49			
013858	THE STAGE DEPOT	PV-211555	4/23/2021		8838		010-32120-0-11100-10000-64000-0	\$47,526.95	F		
							Total Check Amount:	\$27.49			
013009	Tulare County Office of Educat	PV-211530	4/15/2021		211705		010-07200-0-11100-10000-58000-0	\$40.00	H		
							Total Check Amount:	\$40.00			
012027	TULARE FIRESTONE INC	PV-211529	4/8/2021		PV-334229		010-81500-0-00000-81100-43000-0	\$58.39			
013435	U.S. BANK	PV-211527	4/27/2021		442017927		010-00000-0-00000-27000-56000-0	\$535.78			
							Total Check Amount:	\$58.39			
013549	ULINE	PV-211528	4/20/2021		132750664		010-00000-0-00000-72000-43000-0	\$535.78			
							Total Check Amount:	\$535.78			
012657	WASTE MANAGEMENT	PV-211526	5/1/2021		May		010-00000-0-00000-82000-55000-0	\$610.37			
	WASTE MANAGEMENT		5/1/2021		May		130-53100-0-00000-82000-55000-0	\$610.37			
							Total Check Amount:	\$947.17			

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012657	WASTE MANAGEMENT	PV-211526	5/1/2021		May		010-00000-0-00000-82000-55000-0	\$610.37		
	WASTE MANAGEMENT		5/1/2021		May		130-53100-0-00000-82000-55000-0	\$610.37		

Total Check Amount:

\$2,441.48

Accounts Payable Final PreList - 5/6/2021 12:00:59PM

*** FINAL ***

Batch No 383

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Total District Payment Amount: \$158,093.58

Accounts Payable Final PreList - 5/6/2021 12:00:59PM

*** FINAL ***
Batch No 383

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Batch No 383

Total Accounts Payable: \$158,093.58

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 158,093.58 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature

Date 5/6/21

Fund Summary	Total
010	\$152,251.70
130	\$5,841.88
Total	\$158,093.58

Accounts Payable Final PreList - 5/13/2021 10:54:05AM

*** FINAL ***

Batch No 384

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013756	BUZZ KILL PEST CONTROL	PV-211565	5/8/2021		37514 & 37515		010-00000-0-00000-82000-58000-0	\$365.00		
	BUZZ KILL PEST CONTROL		5/8/2021		37514 & 37515		010-00000-0-00000-82000-58000-0	\$105.00		
							Total Check Amount:	\$470.00		
013161	CDW GOVERNMENT, INC	PV-211589	4/29/2021		C476714		010-32100-0-11100-10000-43000-0	\$5,300.00		A
	CDW GOVERNMENT, INC	PV-211590	5/4/2021		C647134		010-58126-0-11100-10000-43000-0	\$14,500.00		A
	CDW GOVERNMENT, INC		5/4/2021		C647134		010-32100-0-11100-10000-43000-0	\$26,394.84		A
	CDW GOVERNMENT, INC		5/4/2021		C647134		010-07200-0-11100-10000-43000-0	\$19,732.20		A
	CDW GOVERNMENT, INC		5/4/2021		C647134		010-41270-0-11100-10000-43000-0	\$35,497.34		A
							Total Check Amount:	\$101,424.38		
013603	CENTRAL VALLEY BUSINESS FORMS	PV-211566	5/3/2021		233392		010-00000-0-00000-27000-43000-0	\$189.52		
							Total Check Amount:	\$189.52		
012911	CROUZET IRRIGATION SUPPLY	PV-211567	5/12/2021		170031		010-81500-0-00000-81100-43000-0	\$516.04		
							Total Check Amount:	\$516.04		
013581	E&M'S REPTILE FAMILY, LLC	PV-211568	6/1/2021		6675		010-07200-0-11100-10000-58000-0	\$1,050.00		
							Total Check Amount:	\$1,050.00		
013544	JAMIE LEE GENRTY	PV-211569	5/12/2021		0000		010-00000-0-11100-10000-43000-0	\$45.71		
							Total Check Amount:	\$45.71		
013696	JOSE MIRANDA	PV-211570	5/12/2021		00000		010-00000-0-11100-10000-43000-0	\$29.04		
							Total Check Amount:	\$29.04		
013419	LOWES	PV-211586	4/8/2021		920272-GRQFBG		010-81500-0-00000-81100-43000-0	\$45.63		
	LOWES	PV-211587	4/29/2021		919910-GUQNLR		010-81500-0-00000-81100-43000-0	\$59.06		
							Total Check Amount:	\$104.69		
012364	MIKE WOODS AIR CONDITIONING	PV-211571	5/11/2021		24625		010-81500-0-00000-81100-58000-0	\$401.00		
							Total Check Amount:	\$401.00		
012597	PARRISH CONSULTING GROUP OF	PV-211591	5/12/2021		5-1-2021		010-40350-0-11100-10000-58000-0	\$6,000.00		
							Total Check Amount:	\$6,000.00		

Accounts Payable Final PreList - 5/13/2021 10:54:05AM

*** FINAL ***
Batch No 384

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
012368	QUILL CORP	PV-211572	4/23/2021		16282073		010-00000-0-00000-72000-43000-0	\$35.53			
Total Check Amount:								\$6,000.00			
013850	R & L CROW DISTRIBUTING	PV-211574	5/6/2021		May 6		130-53100-0-00000-37000-47000-0	\$545.10			22
Total Check Amount:								\$35.53			
013166	RAY MORGAN COMPANY INC	PV-211573	5/5/2021		3310703		010-00000-0-00000-27000-56000-0	\$135.31			
Total Check Amount:								\$545.10			
013211	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211577	4/29/2021		0811416		010-11000-0-11100-10000-43000-0	\$18.81			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211578	4/29/2021		0811424		010-00000-0-11100-10000-43000-0	\$18.19			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211579	4/30/2021		0811957		010-11000-0-11100-10000-43000-0	\$2.96			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211580	4/30/2021		0811960		010-00000-0-11100-10000-43000-0	\$88.92			
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211581	5/4/2021		0813244		010-00000-0-11100-10000-43000-0	\$95.35			
Total Check Amount:								\$135.31			
013114	SYNCB/AMAZON	PV-211582	4/29/2021		Save The Children		010-90271-2-81000-59000-43000-0	\$19.38			
	SYNCB/AMAZON		4/29/2021		Save The Children		010-90271-2-81000-59000-43000-0	\$17.22			
	SYNCB/AMAZON		4/29/2021		Save The Children		010-90271-2-81000-59000-43000-0	\$26.70			
	SYNCB/AMAZON		4/29/2021		Save The Children		010-90271-2-81000-59000-43000-0	\$52.21			
	SYNCB/AMAZON	PV-211583	5/4/2021		Covid 19		010-32100-0-11100-10000-43000-0	\$135.52			
	SYNCB/AMAZON		5/4/2021		Covid 19		010-32100-0-11100-10000-43000-0	\$87.24			
	SYNCB/AMAZON		5/4/2021		Covid 19		010-32100-0-11100-10000-43000-0	\$291.07			
	SYNCB/AMAZON		5/4/2021		Covid 19		010-32100-0-11100-10000-43000-0	\$104.27			
	SYNCB/AMAZON	PV-211584	4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$312.46			
	SYNCB/AMAZON		4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$21.30			
	SYNCB/AMAZON		4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$29.08			
	SYNCB/AMAZON		4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$30.81			
	SYNCB/AMAZON		4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$35.55			
	SYNCB/AMAZON		4/30/2021		appra/Bernie/Yesenia		010-00000-0-00000-72000-43000-0	\$71.10			
	SYNCB/AMAZON	PV-211585	5/1/2021		PE & 6th grade		010-00000-0-11100-10000-43000-0	\$328.00			
Total Check Amount:								\$224.23			

Accounts Payable Final PreList - 5/13/2021 10:54:05AM

*** FINAL ***
Batch No 384

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
013114	SYNCB/AMAZON	PV-211585	5/1/2021		PE & 6th grade		010-00000-0-11100-10000-43000-0	\$215.47			
	SYNCB/AMAZON		5/1/2021		PE & 6th grade		010-00000-0-11100-10000-43000-0	\$74.75			
							Total Check Amount:	\$1,852.13			
013828	T-Mobile	PV-211575	5/1/2021		May		010-32100-0-11100-10000-59000-0	\$2,000.00			
							Total Check Amount:	\$2,000.00			
013764	Valley VoIP	PV-211576	5/5/2021		1099		010-00000-0-00000-72000-59000-0	\$300.00			22
							Total Check Amount:	\$300.00			
013621	WILMINGTON TRUST, N.A.	PV-211588	5/11/2021		COP2020Leasebond		010-07200-0-00000-91000-74380-0	\$55,178.13			G
							Total Check Amount:	\$55,178.13			

Accounts Payable Final PreList - 5/13/2021 10:54:05AM

*** FINAL ***
Batch No 384

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Total District Payment Amount: \$170,500.81

Accounts Payable Final PreList - 5/13/2021 10:54:05AM

*** FINAL ***

Batch No 384

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Batch No 384 Total Accounts Payable: \$170,500.81

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 170,500.81 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Nancy Baylton _____
 Authorizing Signature Date 5/13/21

Fund Summary	Total
010	\$169,955.71
130	\$545.10
Total	\$170,500.81

Accounts Payable Final PreList - 5/27/2021 12:08:19PM

*** FINAL ***
Batch No 386

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
013742	AALRR	PV-211594	4/30/2021	622845			010-00000-0-00000-76002-58000-0	\$2,278.50			
							Total Check Amount:	\$2,278.50			
004283	AT&T	PV-211595	5/13/2021	16468665			010-00000-0-00000-72000-59000-0	\$113.87			
							Total Check Amount:	\$113.87			
013861	BLUE STAR EDUCATION	PV-211631	4/29/2021	6552340			010-90271-2-81000-59000-43000-0	\$1,194.81			
							Total Check Amount:	\$1,194.81			
013478	DEMCO	PV-211606	5/14/2021	6951841			010-00000-0-00000-72000-43000-0	\$413.14			
							Total Check Amount:	\$413.14			
013719	ECOLAB	PV-211596	5/14/2021	4551458			130-53100-0-00000-82000-58000-0	\$139.39			
	ECOLAB	PV-211597	5/26/2021	4551459			130-53100-0-00000-82000-58000-0	\$123.57			
							Total Check Amount:	\$262.96			
013862	JAMES STANFIELD COMPANY, INC.	PV-211630	5/10/2021	84488			010-07200-0-11100-39000-43000-0	\$916.86			
							Total Check Amount:	\$916.86			
012479	JORGENSEN & CO	PV-211604	5/19/2021	5944312			010-00000-0-00000-82000-58000-0	\$562.50			
							Total Check Amount:	\$562.50			
012102	LOZANO SMITH	PV-211598	5/12/2021	2135390			010-00000-0-00000-76002-58000-0	\$24.68			
							Total Check Amount:	\$24.68			
013801	MANUELA BARAJAS DE NUNO	PV-211632	5/26/2021	00000			130-53100-0-00000-37000-47000-0	\$81.00			
							Total Check Amount:	\$81.00			
011879	MODERN PLUMBING & SUPPLY CO	PV-211599	5/6/2021	98894			010-00000-0-00000-82000-56000-0	\$706.99			
							Total Check Amount:	\$706.99			
013863	PERRY SHIMANOFF	PV-211633	5/9/2021	9111			010-00000-0-00000-82000-58000-0	\$1,050.00			
							Total Check Amount:	\$1,050.00			

Accounts Payable Final PreList - 5/27/2021 12:08:19PM

*** FINAL ***

Batch No 386

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012368	QUILL CORP	PV-211608	10/8/2020		1136740		010-00000-0-00000-72000-43000-0	(\$194.98)		
	QUILL CORP	PV-211609	3/2/2021		15016621		010-00000-0-00000-72000-43000-0	\$54.87		
	QUILL CORP	PV-211610	3/8/2021		15126356		010-00000-0-00000-27000-43000-0	\$236.94		
	QUILL CORP	PV-211611	5/6/2021		16579874		010-00000-0-00000-72000-43000-0	\$37.70		
							Total Check Amount:	\$134.53		
013850	R & L CROW DISTRIBUTING	PV-211612	5/20/2021		May 10-24th		130-53100-0-00000-37000-47000-0	\$639.84		22
	R & L CROW DISTRIBUTING	PV-211612	5/20/2021		May 10-24th		130-53100-0-00000-37000-47000-0	\$785.88		22
	R & L CROW DISTRIBUTING	PV-211612	5/20/2021		May 10-24th		130-53100-0-00000-37000-47000-0	\$639.24		22
	R & L CROW DISTRIBUTING	PV-211612	5/20/2021		May 10-24th		130-53100-0-00000-37000-47000-0	\$611.52		22
	R & L CROW DISTRIBUTING	PV-211612	5/20/2021		May 10-24th		130-53100-0-00000-37000-47000-0	\$669.60		22
							Total Check Amount:	\$3,346.08		
013166	RAY MORGAN COMPANY INC	PV-211600	5/17/2021		3324352		010-00000-0-00000-27000-56000-0	\$331.97		
							Total Check Amount:	\$331.97		
005387	SOCALGAS	PV-211603	5/21/2021		May		010-00000-0-00000-82000-55000-0	\$277.86		
	SOCALGAS	PV-211603	5/21/2021		May		010-00000-0-00000-82000-55000-0	\$117.12		
							Total Check Amount:	\$394.98		
013211	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211613	5/7/2021		815068		010-00000-0-11100-10000-43000-0	\$4.37		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211614	5/7/2021		815177		010-00000-0-11100-10000-43000-0	\$19.44		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211615	5/7/2021		815268		010-00000-0-11100-10000-43000-0	\$17.87		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211616	5/10/2021		815838		010-00000-0-11100-10000-43000-0	\$19.86		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211617	5/12/2021		816966		010-00000-0-11100-10000-43000-0	\$20.32		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211618	5/12/2021		817023		010-00000-0-11100-10000-43000-0	\$11.09		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211619	5/12/2021		817257		010-00000-0-11100-10000-43000-0	\$115.70		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211620	5/13/2021		817787		010-00000-0-11100-10000-43000-0	\$3.23		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211621	5/13/2021		817890		010-00000-0-11100-10000-43000-0	\$94.00		
	SOUTHWEST SCHOOL & OFFICE SUPP	PV-211622	5/13/2021		817945		010-00000-0-11100-10000-43000-0	\$228.75		

*** FINAL ***
 Batch No 386

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
012560	SYSCO OF CENTRAL CALIFORNIA	PV-211623	5/10/2021		284762746		130-53100-0-00000-37000-47000-0	\$1,860.75			
	SYSCO OF CENTRAL CALIFORNIA	PV-211624	5/10/2021		284762747		130-53100-0-00000-37000-43000-0	\$251.06			
	SYSCO OF CENTRAL CALIFORNIA	PV-211625	5/10/2021		284762749		010-00000-0-00000-27000-43000-0	\$253.23			
	SYSCO OF CENTRAL CALIFORNIA	PV-211626	5/17/2021		284769973		130-53100-0-00000-37000-47000-0	\$2,443.72			
	SYSCO OF CENTRAL CALIFORNIA	PV-211627	5/17/2021		284769974		130-53100-0-00000-37000-43000-0	\$295.30			
	SYSCO OF CENTRAL CALIFORNIA	PV-211628	5/17/2021		284777960		130-53100-0-00000-37000-43000-0	\$617.16			
	SYSCO OF CENTRAL CALIFORNIA	PV-211629	5/24/2021		284777959		130-53100-0-00000-37000-47000-0	\$1,689.49			
							Total Check Amount:	\$7,410.71			
013009	Tulare County Office of Educat	PV-211601	5/13/2021		212004		010-07200-0-11100-10000-58000-0	\$19,900.00			
							Total Check Amount:	\$19,900.00			
013773	unWIRED BROADBAND, INC.	PV-211602	6/1/2021		1065889		010-00000-0-00000-72000-59000-0	\$199.99			
							Total Check Amount:	\$199.99			
013066	VALLEY PACIFIC PETROLEUM	PV-211605	5/15/2021		CL 21-371640		010-00000-0-00000-82000-43000-0	\$154.64			
	VALLEY PACIFIC PETROLEUM		5/15/2021		CL 21-371640		010-00000-0-00000-82000-43000-0	\$9.84			
	VALLEY PACIFIC PETROLEUM		5/15/2021		CL 21-371640		010-00000-0-00000-82000-43000-0	\$2.83			
							Total Check Amount:	\$167.31			
013004	Verizon Wireless	PV-211634	5/10/2021		9879477590		010-00000-0-11100-10000-59000-0	\$380.10			
							Total Check Amount:	\$380.10			

Accounts Payable Final PreList - 5/27/2021 12:08:19PM

*** FINAL ***

Batch No 386

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Total District Payment Amount: \$40,405.61

Accounts Payable Final PreList - 5/27/2021 12:08:19PM

*** FINAL ***

Batch No 386

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT	Audit
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Batch No 386 Total Accounts Payable: \$40,405.61

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 40,405.61 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature _____ Date 5/27/21

Fund Summary	Total
010	\$29,558.09
130	\$10,847.52
Total	\$40,405.61

5

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

In the Matter of Authorization for County)
Superintendent of Schools to make year end)
Budget Transfers)

RESOLUTION NUMBER 9

WHEREAS, at the close of any school year the County Superintendent of schools may, with the consent of the Governing Board of a school district previously given, make such transfers between the undistributed reserve and any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for such school year as are necessary to permit the payment of obligations of the district incurred during such school year; and,

WHEREAS, the total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year; and,

WHEREAS, the district wishes to ensure that all expenditures of the school district during the 2020-2021 fiscal year have been appropriately budgeted for.

THEREFORE, BE IT RESOLVED that, at the close of the 2020-2021 Fiscal year the County Superintendent of Schools be authorized in accordance with Education Code Section 42601 to make such transfers between the unappropriated fund balance and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of Alex Garcia, seconded by Davy Gobel, at a regular meeting of the Governing Board on the 22nd day of June, 2021 by the following vote.

Ayes: Alex Garcia, Davy Gobel, Rusig Gobel, Radhele Alcarraz, Tom Beistle

Noes:

Abstentions:

Absent:



Secretary/Clerk of said District Board

Exhibit F
6-22-21

County superintendents who make certain year-end fund balance transfers for small school districts in their county are now required to notify each district of the transfers made. The definition of a small school district has been changed from A... those districts with an average daily attendance of 2,500 or less...@ to those districts identified in EC 41301 which sets forth the state school fund allocation schedule. Small elementary school districts are now defined as having less than 901 units of average daily attendance (ada), small high school districts are now defined as having less than 301 ada, and small unified school districts are now defined as having less than 1,501 ada.

42601. At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.

EXHIBIT: G 6-22-21

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

In the Matter of Authorizing Inter-fund Loan for)
Cash Flow Purposes) RESOLUTION NUMBER 10

WHEREAS, the Pleasant View school district administers various funds; and,

WHEREAS, the school district occasionally has cash shortages in it's segregated funds at the county treasury; and,

WHEREAS, Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages;

THEREFORE, BE IT RESOLVED that the Governing Board of the Pleasant View School District authorizes the District Administration to transfer funds as needed for cash-flow purposes and to repay those transfers as funds become available for the 2020-2021 school year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of Doug Gebel, seconded by Rusty Gebel, at a regular meeting of the Governing Board on the 22nd day of June, 2021 by the following vote.

Ayes: Rachelle Akenter, Rusty Gebel, Doug Gebel, Alex Grei, Tom Buelles

Noes:

Abstentions:

Absent:



Secretary/Clerk of said District Board

Exhibit H 6-22-21

**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 11

WHEREAS, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2020-2021; 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 Rusty Gabel, seconded by Doug Gabel, at a regular meeting of the Governing Board on the 22nd day of June, 2021 by the following vote.

Ayes: Tom Boullas, Doug Gabel, Rusty Gabel, Alex Gabel, Rochelle Alcenter

Noes:

Abstentions:

Absent:

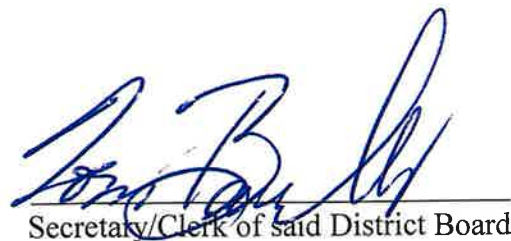

Secretary/Clerk of said District Board

Exhibit I
6-22-21

Tulare County Office of Education
Order to Pay/Payroll Transmittal
 Form PS04P - Payroll

Month/Day/Year: 5/16/21

Instructions

Only Districts that submit payroll to TCOE for input will use this form. This form serves as a transmittal document and an Order from an authorized District employee for payment of payroll. The total amount of Gross Payroll indicated on the form must agree with the Payroll Input Work Sheet submitted with the PS04P Form.

Districts that perform their own payroll input will sign and submit the Order to Pay on the last page of their Payroll Final printout rather than use this form.

TCOE Personnel will input the Personnel Data from the PS01 Form for all Districts that do not have access to the computer system. Districts should check the box at the bottom of Form PS01 indicating if the Personnel Data has already been input.

Document	Certificate Payroll	Classified Payroll
Payroll Input W/S Enclosed	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Form PS01 Employee Personnel Data Sheets	No. Enclosed <u>0</u>	No. Enclosed <u>1</u>
Form PS02 Voluntary Deductions	No. Enclosed <u>0</u>	No. Enclosed <u>0</u>
Form PS03 Employee Distribution Additions	No. Enclosed <u>0</u>	No. Enclosed <u>1</u>
Form W-4 Withholding	No. Enclosed <u>0</u>	No. Enclosed <u>1 (DEY 1)</u>
Automatic Payroll Deposit Form Authorization	No. Enclosed <u>0</u>	No. Enclosed <u>1</u>
PERS Action Form		No. Enclosed <u>0</u>
Total Gross Payroll Must attach Adding Machine Tape	Total Amount \$ <u>4,356.50</u>	Total Amount \$ <u>60,216.66</u>

The PLEASANT VIEW ELEMENTARY School District hereby orders that payment be made to each of the employees of the district in the amounts indicated as per the following attached schedules and that County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Regina Bayler
 District Authorized Signature

5.16.21
 Date

TCOE Processing

Verify inclusion of number of documents indicated. Verify agreement of adding machine tape to Total Gross Payroll on form. If separate staff members input Certificated and Classified payroll, make copy of this form for other staff member. If any PS01 forms require Personnel Data input, they should be sent to TCOE Personnel for handling. Make copy of form to verify the Final Payroll Register totals before release of Payroll to District.

Date Received by TCOE / /

Received & Processed By _____

Tulare County Office of Education
Order to Pay/Payroll Transmittal
 Form PS04P - Payroll

Month/Day/Year: 5/14/2021

Instructions

Only Districts that submit payroll to TCOE for input will use this form. This form serves as a transmittal document and an Order from an authorized District employee for payment of payroll. The total amount of Gross Payroll indicated on the form must agree with the Payroll Input Work Sheet submitted with the PS04P Form.

Districts that perform their own payroll input will sign and submit the Order to Pay on the last page of their Payroll Final printout rather than use this form.

TCOE Personnel will input the Personnel Data from the PS01 Form for all Districts that do not have access to the computer system. Districts should check the box at the bottom of Form PS01 indicating if the Personnel Data has already been input.

Document	Certificate Payroll	Classified Payroll
Payroll Input W/S Enclosed	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Form PS01 Employee Personnel Data Sheets	No. Enclosed <u>0</u>	No. Enclosed <u>0</u>
Form PS02 Voluntary Deductions	No. Enclosed <u>0</u>	No. Enclosed <u>0</u>
Form PS03 Employee Distribution Additions	No. Enclosed <u>0</u>	No. Enclosed <u>0</u>
Form W-4 Withholding	No. Enclosed <u>1</u>	No. Enclosed <u>0</u>
Automatic Payroll Deposit Form Authorization	No. Enclosed <u>0</u>	No. Enclosed <u>0</u>
PERS Action Form		No. Enclosed <u>0</u>
Total Gross Payroll Must attach Adding Machine Tape	Total Amount \$ <u>190,395.68</u>	Total Amount \$ <u>53,925.34</u>

The PLEASANT VIEW ELEMENTARY School District hereby orders that payment be made to each of the employees of the district in the amounts indicated as per the following attached schedules and that County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 4263.1 & 4263.4)

Roger Bayter
 District Authorized Signature

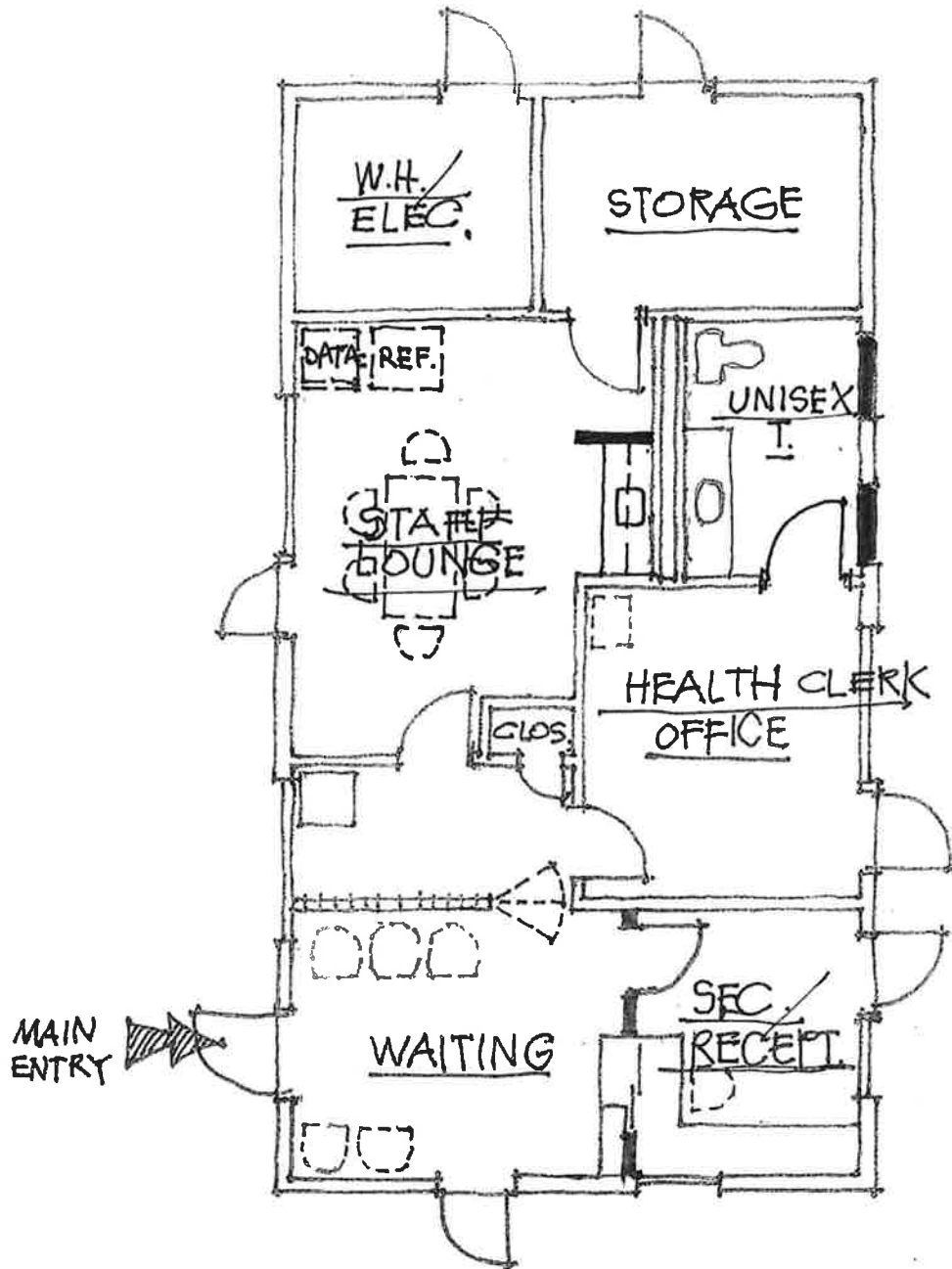
5/14/21
 Date

TCOE Processing

Verify inclusion of number of documents indicated. Verify agreement of adding machine tape to Total Gross Payroll on form. If separate staff members input Certificated and Classified payroll, make copy of this form for other staff member. If any PS01 forms require Personnel Data input, they should be sent to TCOE Personnel for handling. Make copy of form to verify the Final Payroll Register totals before release of Payroll to District.

Date Received by TCOE _____/_____/_____

Received & Processed By _____



PLEASANT VIEW WEST
ADMIN. OFFICE 1/8"

Pleasant View 2020-2021



	Self Efficacy for Academic Achievement	Self Efficacy for Regulated Learning	Social Self Efficacy	Self Efficacy in Enlisting Social Resources
Series1	3.11	2.67	3.05	2.82
Series2	3.30	2.72	3.21	2.80
Series3	2.41	2.15	2.34	2.23

12-22-21 71-1194

Parent & Student Survey Results

Parent Surveys

99% of parents report feeling satisfied with the education program at our school.

96% of parents report their child is safe at school.

96% of parents report feeling comfortable voicing their concerns and asking questions about their child's education.

98% of parents report feeling welcome at their child's school.

88% of parents reported that they were informed of the goals and objectives of the instructional programs at Pleasant View.

Student Surveys

95% of students report being happy at this school

85% of students report feeling close to people at this school

93% of students report feeling teachers and grown ups care about them

91% of students report feeling like they are a part of this school

96% of students report feeling like teachers and other grown ups think they can do a good job.

93% of students report feeling safe at school.

85% of students reported feeling their school promotes a healthy lifestyle

Areas for Improvement:

86% of parents reported wanting more information about their child's schoolwork

28% of students reported other kids spreading rumors or mean lies about them

17% of students reported being hit or shoved when not playing around

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pleasant View School District	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us (559) 784-6769

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator	Expected	Actual
SBAC ELA % & Math % ELD Students ELA % and Math %		2020 Due to Covid 19 pandemic district did not administer SBAC
19-20 SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.		
Baseline 2016-2017 SBAC ELA 16% & Math 9% will increase by 2%, ELD Students ELA 7% and Math 8%		
Metric/Indicator (Fall %/Winter %/ Spring %) of students proficient on Dibels district fluency assessments.		NA
19-20 2019-2020 Dibels Fluency K-6 will no longer be used as an assessment. Instead we will be using NWEA MAP Data.		
Baseline 2016-2017 (Fall 41%/Winter 42%/ Spring 35%) of students were proficient on Dibels district fluency assessments.		

Expected**Actual**

Metric/Indicator	NA
<p>% of 7th and 8th grade students are performing at grade level in Reading Plus.</p> <p>19-20 this metric has been moved to goal 2</p> <p>Baseline 2016-2017 56% of 7th and 8th grade students are performing at grade level in Reading Plus.</p>	
<p>Metric/Indicator % of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.</p> <p>19-20 59% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%.</p> <p>Baseline 2016-2017 34% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.</p>	<p>Due to the Covid 19 pandemic we were only able to track half a year of data. As of January 2020, 52% of students were on grade level or above.</p>
<p>Metric/Indicator % of students making growth on CELDT & The ELPAC will be used to establish a baseline.</p> <p>19-20 45% of students will meet their annual growth targets by moving to the next level on the ELPAC assessment.</p> <p>Baseline 34% of students made growth on the CELDT & The ELPAC will be used to establish a baseline for the 2017-2018 school year.</p>	<p>2020 ELPAC - 21% Level 1, 42% Level 2, 32% Level 3, 6% Level 4</p>
<p>Metric/Indicator Fall %/Winter %/ Spring (%) of students K-6 proficient on Dibels district Math assessments. % of 7th & 8th grade students working on grade level or above on the STAR Math Assessment.</p>	<p>Due to the Covid 19 pandemic we were not able to get a full year of data using the NWEA MAP.</p>

Expected

Actual

19-20

2019-2020 Dibels Math K-6 and STAR Math 7-8 will no longer be used as an assessment. Instead we will be using NWEA MAP Data.

Baseline

2016-2017 Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%.

Metric/Indicator

% of Teachers will be appropriately assigned and fully credentialed.

19-20

By June 30th 2020 95% of Teachers will be appropriately assigned and fully credentialed

Baseline

70% of teachers appropriately assigned and fully credentialed as of June 2017.

Metric/Indicator

The District will have a 95% participation rate on the SBAC

19-20

The District target is a MINIMUM of 95% participation rate on the SBAC

Baseline

The Districts SBAC participation rate was 97%/

Metric/Indicator

% of EL students reclassified.

19-20

The goal will be set at >=3% annually.

Baseline

6% of EL students were reclassified during the 2019-2020 school year.

90% of teaching staff are appropriately assigned and fully credentialed.

Due to the Covid 19 pandemic we were not able to give the SBAC.

Expected

Actual

15 students were reclassified during the 2016-17 school year at a rate of 5%.

Metric/Indicator

All Students will have adequate standards aligned materials.

19-20

100% Students will have adequate standards aligned materials.

Baseline

100% Students will have adequate standards aligned materials.

Metric/Indicator

All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs

19-20

100% of Students will have access to a broad course of study including unduplicated pupils, students with exceptional needs, and students with disabilities.

Baseline

100% of Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs

Metric/Indicator

Implementation of academic content and performance standards for all students including ELD

1. Exploration and Research
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability

100% of students have access to SBE standards-aligned instructional materials.

100% of Students had access to a broad course of study.

Implementation status of academic content and performance standards for all students including ELD. Due to the Covid 19 pandemic, we were not able to fully implement NGSS and History/Social Science.
ELA - Full Implementation
ELD- Full Implementation
Math - Full Implementation
NGSS -Initial Implementation

Expected

Actual

History/Social Science - Initial Implementation

19-20

Implementation status of academic content and performance standards for all students including ELD.
 ELA - Full Implementation and Sustainability
 ELD- Full Implementation and Sustainability
 Math - Full Implementation and Sustainability
 NGSS -Full Implementation
 History/Social Science - Full Implementation

Baseline

Implementation status of academic content and performance standards for all students including ELD.
 ELA - Initial Implementation
 ELD- Initial Implementation
 Math - Initial Implementation
 NGSS - Exploration and Research
 History/Social Science - Exploration and Research

Actions / Services

**Planned
Actions/Services**

- "#1 To Improve the quality of instruction in the classroom and improve the level of rigor in student achievement. The District is adding 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

**Budgeted
Expenditures**

Salary & Benefits
 Resource: 07200
 1000-3000 LCFF/SC \$90,000

**Actual
Expenditures**

Salary & Benefits
 Resource: 07200
 1000-1999: Certificated
 Personnel Salaries LCFF/SC \$0

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

"#2 In order to increase the content knowledge and teaching strategies of our teachers, we are contracting with TCOE for a math consultant and an ELA consultant to work with them. The consultant will plan and model rigorous lessons with all teachers K-8 "

Professional Consulting
Resource: 07200
5000-5999: Services And Other
Operating Expenditures LCFF/SC
\$5,000

Professional Consulting
Resource: 07200
5000-5999: Services And Other
Operating Expenditures LCFF/SC
\$1,000

#3 In order to examine and reflect on teaching practices, and identify systemic areas of need, District personnel will participate in Internal Instructional Rounds and External Rounds as a member of the California Rural Network (CRN). The Instructional Rounds process also serves as our Alternative Governance Strategy.

Salary and Benefits / Professional
Consulting
Resource: 07200
1000-5000 LCFF/SC \$2,500

Salary and Benefits / Professional
Consulting
Resource: 07200
1000-5000 LCFF/SC \$0

#4 The district will focus on and invest in rigorous content/curriculum that fully supports implementation of the California Standards in Reading Language Arts, Math and ELD. There will be adequate materials for every student.

Resource: 07200 4000-4999:
Books And Supplies LCFF/SC
\$2,500

Resource: 07200 4000-4999:
Books And Supplies LCFF/SC \$0

"#5 The District and Stakeholders realize that teachers and administrators need opportunities to pursue deepening their own skill and knowledge base. Professional development will be provided for all staff based on collective and/or individual needs in order to best support our students and parents
"

Resource: 40350 1000-5000 Title
II \$29,045

Resource: 40350 1000-5000 Title
II \$48,360

#6 We realizes the importance of small class sizes and will look to increase the number of classes under 25:1 in 4th-8th grade. As well as add staff in the areas of (Science, Art, Music, P.E.) To improve the quality of instructional programs the district will continue to offer a Pre-

Resource: 07200 1000-3000
LCFF/SC \$400,000

Resource: 07200 1000-3000
LCFF/SC \$442,000

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

K/TK class with Highly Qualified Teacher (this is a continuation of services)

#7 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 (This is a continuation of previous actions and services.)

Resource: 40350 1000-5000 Title II \$5,000

Resource: 40350 1000-5000 Title II \$0

#8 We realize the importance of maintaining a 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.

Resource: 41270 4000-4999: Books And Supplies Title IV \$23,500

Resource: 41270 4000-4999: Books And Supplies Title IV \$0

#9 The District will contract with a consultant to provide professional development for teachers and instructional aides for writing and grammar. The District will provide opportunities for staff to attend conferences to enhance their professional growth.

ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$55,000
ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$20,000

ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$117,178
ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$6,172

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Actions #1 & #8 were implemented but paid for out of different funding sources. Action #5 expenditures were more than budgeted due to increased costs in salaries and benefits along with additional needs connected to the Pandemic. Actions #3, #4, #7 were not implemented due to the Covid-19 Pandemic. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and

Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March of 2020, all grade levels transitioned to online learning, due to the Covid-19 mandated in person school closures. Because the Pleasant View School District has worked hard over the past few years to develop habits of success in our students, our students were poised to move to online learning. Successes include the following: Teachers learned to use new technology to teach effective lessons and engage their students. They found ways to adjust their schedules to accommodate the family dynamics, in order to meet the needs of their students both personally and academically. Our students continued to grow academically, despite the move to online learning. Core instruction in ELA and Mathematics was able to continue during online learning. Our teachers continued to plan and implement effective lessons so that our students continued to grow.

Challenges included the following: Many students did not have internet in their homes, or their internet service was spotty and did not hold connections. Initially, it was a struggle to get students, particularly in the upper grades, to get online for their schedule class sessions. Teachers struggled to keep students engaged during the online sessions. As we moved to online learning, several teachers struggled with the use of Zoom and other online programs.

Goal 2

Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests.

State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

% of students working at or above grade level in the K-5 Lexia adaptive reading program.

19-20

94% of students will be working at or above grade level in the K-5 Lexia adaptive reading program. This will increase by 2%.

Baseline

2016-2017 76% of students are working at or above grade level in the K-5 Lexia adaptive reading program.

Metric/Indicator

% of students working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program.

19-20

58% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.

Baseline

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Pleasant View School District

Actual

Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 91% as of March 2020.

Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 54% as of March 2020.

Expected

Actual

2016-2017 52% of students are working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.

Metric/Indicator

Fall %/Winter %/ Spring %) of students K-6 proficient on Dibels district Math assessments. 36% of 7th & 8th grade students working on grade level or above on the STAR Math Assessment. This will increase by 2%.

19-20

Metric moved to goal 1

Baseline

Fall 33%/Winter 33%/ Spring 24%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%.

Metric/Indicator

> 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.

19-20

> 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.

Baseline

> 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills..

Metric/Indicator

% of students working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program.

19-20

Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 56% as of March 2020.

Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.

Expected

60% of students are working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.

Baseline

2016-2017 56% of students are working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.

Actual

Actions / Services

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

#1 The District will purchase individualized adaptive based assessments and learning programs for all students to use in math and reading

Resource: 07200 4000-5000
LCFF/SC \$27,500

Resource: 07200 4000-5000
LCFF/SC \$48,500

#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. (This is a continuation of previous actions and services.)

Resource: 07200 1000-3000
LCFF/SC \$250,000
Additional hours for Instructional Aides. Resource 30100 1000-3000 Title I \$203,000
Additional Instructional Aide hours to provide ELD designated and integrated direct services to EL students. 1000-3000 Title III \$33,000

Resource: 07200 1000-3000
LCFF/SC \$260,000
Additional hours for Instructional Aides. Resource 30100 1000-3000 Title I \$198,200
Additional Instructional Aide hours to provide ELD designated and integrated direct services to EL students. 1000-3000 Title III \$41,300

#3 LCAP Stakeholders and District personnel realize the need for our students to have access to a broad course of study and have outside of classroom experiences to support vocabulary development and enrich their educational experience. Through collaboration, grade level teams plan appropriate experiences related to grade level content and standards. (This is a continuation of previous actions and services.)

Resource: 07200 4000-5000
LCFF/SC \$20,000

Resource: 07200 4000-5000
LCFF/SC \$19,500

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

<p>Discontinued action</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$0</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$0</p>
<p>#5 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.</p>	<p>Additional Hours and Duties that do not qualify as Title I expenses. Resource: 07200 1000-3000 LCFF/SC \$20,000 Resource 30100 1000-3000 Title I \$65,200</p>	<p>1000-3000 LCFF/SC \$0 Resource 30100 1000-3000 Title I \$0</p>
<p>#6 The District will purchase math intervention programs K-5.</p>	<p>4000-4999: Books And Supplies LCFF/SC \$2,500</p>	<p>4000-4999: Books And Supplies LCFF/SC \$0</p>
<p>#7 The District will provide professional development on English language development.</p>	<p>1000-5000 LCFF/SC \$2,500</p>	<p>1000-5000 LCFF/SC \$0</p>
<p>#8 The District will provide tutoring services to students to support student growth in writing and grammar.</p>	<p>ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$34,000</p>	<p>ESSA/ CSI 0001-0999: Unrestricted: Locally Defined Other \$4,000</p>
<p>The District realizes the need to support Literacy skills in our struggling students. Therefore it is necessary to provide support personnel to provide in class coaching and support to our TK-8 Teachers as well as students who struggle reading. (Literacy Coach)</p>	<p>Resource 30100 1000-3000 Title I \$50,250</p>	<p>Resource 30100 1000-3000 Title I \$51,000</p>
<p>The District understands the importance of extended learning opportunities for its students. Therefore the district will offer Summer School (Teachers, Aides, etc)</p>	<p>Resource 30100 1000-3000 Title I \$40,000</p>	<p>Resource 30100 3000-3999: Employee Benefits Title II \$53,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Covid-19 Pandemic, the District was not able to fully implement certain Actions and Services. Action #5 & #8, were implemented using other funding. Actions #6, #7, were not implemented. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies, and safety measures for students and staff upon re-opening.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students within the Pleasant View School District successfully continued to improve their reading through the Lexia and Reading Plus adaptive learning programs throughout the entire school year. Students in all grade levels had individual goals related to these programs and continued to work to meet these goals during distant learning. Teachers supported students prior to and after moving to online learning by analyzing student data and providing support through one to one or small group instruction specific to the needs of the students. This was done through the use of Zoom breakout rooms.

Because many students were home without adult supervision, one of the challenges related to this goal was making sure all students worked on their adaptive learning programs each day. Some of our younger students struggled to stay engaged and monitor their own behavior, while some of our older students simply chose not to engage in the programs. These were definitely the exceptions and not the rule. To encourage students to work on their programs, teachers met with them individually to explain the importance of the programs for their individual growth. Parents were also contacted. Lastly, incentives were provided to encourage students to stay engaged. The Pleasant View staff felt it was important for our students to have a summer school experience that provided enriching learning experiences that were different from those they received during the school year. To do this, the staff took on a Project Based Learning approach through the use of the Thrively online platform. This gave students opportunities to research and learn about topics they were interested in through a collaborative learning approach.

Goal 3

Improve participation, increase learning opportunities and fully engage parents in the education of their students.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent survey question (2A) indicates that % of parents have been asked to participate in the classroom.

19-20

Parent survey question (2A) will indicate that 50% of parents have been asked to participate in the classroom. This will be maintained at >=50%.

Baseline

2016-2017 Parent survey question (2A) indicates that 41% of parents have been asked to participate in the classroom.

Metric/Indicator

Current participation in parent conferences %.

19-20

Current participation in parent conferences >=85%. Parent attendance for students with IEPs will be 100%

Baseline

2016-2017 Current participation in parent conferences is 88%.

Metric/Indicator

Actual

Due to the Covid 19 pandemic, we were not able to collect the data.

85% of parents attended conferences. The goal of 85% of participation was met.

Due to the Covid 19 pandemic, we were not able to collect the data.

Expected

Actual

Parent survey question (3A) indicates % of parents have helped in their child's school.

19-20

Parent survey question (3A) will indicate 50% of parents have helped in their child's school. This will be maintained at >=50%.

Baseline

2016-2017 Parent survey question (3A) indicates 46% of parents have helped in their child's school.

Metric/Indicator

% of parents participated in an adult learning opportunity.

19-20

This metric has been discontinued.

Baseline

2016-2017 60% of parents participated in an adult learning opportunity.

Metric/Indicator

% of family contacts with parents by Community Liaison/Social worker.

19-20

Community Liaison/Social worker Contacts will be maintained at >=50%.

Baseline

Community Liaison/Social worker Contact log indicates 54% of parents have received direct services.

Metric/Indicator

Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.

19-20

Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. This will be maintained at >=50%. Parent attendance for students with IEPs will be 100%

This Metric was discontinued.

Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data.

Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data.

Actual

Expected

Baseline

Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data

Metric/Indicator

Parent survey question (1) indicates % of parents satisfied with educational program at school.

19-20

Parent satisfaction with educational program at our school will be maintained at 90% or greater.

Baseline

2017-2018 Parent survey question (1) indicates 98% of parents our satisfied with the educational program at our school.

Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data..

Actions / Services

**Planned
Actions/Services**

#1 The District will maintain the school website and the school app to send notifications to students and parents.

**Budgeted
Expenditures**

Resource: 07200 4000-5000
LCFF/SC \$2,500

**Actual
Expenditures**

Resource: 07200 4000-5000
LCFF/SC \$3,950
ESSA Communication in Home Language, Federally required notifications in Home Language and Monthly Parent Involvement Newsletters 4000-5000 Title I \$4,000

#2 The District will continue to provide a bilingual community liaison/Social Worker to reach out to parents in the community.(This is a continuation and addition of previous actions and services.)

Resource: 07200 1000-3000
LCFF/SC \$65,000

Resource: 07200 1000-3000
LCFF/SC \$66,900

#3 The District will partner with community agencies to provide adult learning opportunities/experiences for parents on subjects such as parent engagement, nutrition, health services, mental health services and academic needs for their children.

Resource: 07200 4000-5000
LCFF/SC \$2,500

Resource: 07200 4000-5000
LCFF/SC \$1,350

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

Discontinued action	Resource: 07200 4000-5000 LCFF/SC 0	Resource: 07200 4000-5000 LCFF/SC \$0
#5 Pleasant View will also allocate resources to partner with Save the Children to provide personell and resources to parents and families with children 0-5	Resource: 07200 4000-5000 LCFF/SC \$12,001	Resource: 07200 4000-5000 LCFF/SC \$0
#6 The District will provide opportunities to engage parents and stakeholders in regards to the academic and social emotional growth of our students. The District will provide shared learning experiences for staff, parents and stakeholders to build capacity of all those involved in the education of our students. Provide transportation to parents of IEP students to attend meetings.	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$56,000 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$8,000	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$0 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Actions #3, #5, were implemented but with no costs associated due to the Covid-19 Pandemic, Action #6 was not implemented and those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pleasant View School District realizes the importance of communicating with parents, and parents conferences remained a priority throughout the entire school year. Parent conferences were held in-person in the fall, and moved to online in the spring. The teachers and staff made every effort to ensure that a conference was held with every parent, if at all possible. The spring conferences were held either through Zoom a phone call. When students moved to online learning in March, the teachers began calling parents weekly to communicate with them regarding their child's progress and to provide any support needed to ensure every student was able to successfully engage in online learning. Teachers also communicated with parents through the Class Dojo and SeeSaw online

applications. Teachers created videos to demonstrate how to complete assignments so that parents and students could easily access them when needed and on their own time. Each grade level created daily task cards that were uploaded to the District website for easy access. If students weren't able to log onto online sessions for all or part of the instructional day, they were able to view the task cards to find out what tasks they needed to complete and where to find resources to support their learning. Due to the Covid-19 shutdown, in-person parent involvement activities planned for the last half of the school year were not able to be conducted. However, the community liaison continued to reach out to parents throughout the school year to identify any social and emotional and/or physical needs parents and students may have. When needs were identified, the liaison made sure support was provided from the appropriate resource(s).

Goal 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.

State and/or Local Priorities addressed by this goal:

- State Priorities:**
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

School attendance rates will be maintained

19-20

School attendance rates will be maintained at, least $\geq 94\%$.

Baseline

School attendance rate for 2016-2017 was 96%.

Metric/Indicator

Pupil suspension rates (Corrected 6/2018)

19-20

Pupil suspension rates will be maintained at 5% or fewer

Baseline

2016-17 Pupil suspension rates were corrected to reflect the actual rate of 7.5%

Metric/Indicator

Pupil expulsion rates

Actual

The 2019- 2020 School attendance rate was at 96% as of March before the Covid 19 pandemic closed schools. The district was unable to collect a full year's worth of data.

We met the goal 3.2% or fewer with a suspension rate before the Covid 19 pandemic shut us down. The district was not able to collect a full year's worth of data.

0% of our students were expelled from the school district in the 2019-2020 school year before the Covid 19 pandemic shut us

Expected

Actual

19-20

Pupil expulsion rates will be maintained at less than 1%

Baseline

Pupil expulsion rates were 0%

Metric/Indicator

The chronic absenteeism rate. (Corrected 6/2018)

19-20

The chronic absenteeism rate will be maintained at 5% or fewer.

Baseline

The chronic absenteeism rate was corrected to reflect the Dashboard data of 5%

Metric/Indicator

Establish baseline on student self-efficacy survey. (Scale 1:Low to 4:High)

19-20

Each self efficacy category will increase by .05 or ≥ 3.25 annually.

Baseline

Baseline self efficacy data reflected the following data. Academic Achievement 3.11, Self Regulated Learning 2.68, Social 3.05, Enlisting Social Resources 2.88.

Metric/Indicator

% of those surveyed will report feeling safe at school.

19-20

92% of students will report feeling safe at school. This will be maintained at $\geq 92\%$.

Baseline

2016-2017 90% of students reported feeling safe at school.

Metric/Indicator

Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.

Expected

Actual

% School psychologist provided direct services to students.

19-20

Psychologist direct services to students will be >=15%.

Baseline

Psychologist direct services to students was 17%

Metric/Indicator

The District will maintain a facilities score of good or better on the annual William's Visit.

The district received a score of "Exemplary" for facilities on the 2019-2020 annual Williams visit.

19-20

The District will maintain a facilities score of good or better on the annual William's Visit.

Baseline

The District will maintain a facilities score of good or better on the annual William's Visit.

Metric/Indicator

The District will maintain a 0% middle school drop out rate.

The district had 0% of students drop out during the 2019-2020 school year.

19-20

The District will maintain a 0% middle school drop out rate.

Baseline

2016-17 middle school dropout rate was 0%

Actions / Services

**Planned
Actions/Services**

#1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students. (This is a continuation of previous actions and services.)

**Budgeted
Expenditures**

Resource: 07200 1000-3000
LCFF/SC \$138,000

**Actual
Expenditures**

Resource: 07200 1000-3000
LCFF/SC \$142,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#2 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.</p>	<p>Resource: 07200 7000-7439: Other Outgo LCFF/SC \$270,000</p>	<p>Resource: 07200 7000-7439: Other Outgo LCFF/SC \$0</p>
<p>#3 The District will continue to 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 area and the district will add Security cameras to provide an additional layer of security for the campus after hours and on weekends. The District will provide professional development related to school safety as well as the addition of crossing guards.</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$10,000</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$8,000</p>
<p>"#4 The District will maintain its Tech Support AV Specialist position (This is a continuation of previous actions and services.)</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$30,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$27,500</p>
<p>#5 The District will have three .50 FTE part time health/office clerks to better support the well being and health needs of students</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$60,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$36,600</p>
<p>#6 The District will employ Library Aides 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.</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$46,000</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$27,200</p>

**Planned
Actions/Services**

#7 The district will set aside a reserve of LCAP funds to provide the resources for a future Multi-Purpose facility for the school and community,

**Budgeted
Expenditures**

Resource: 07200 4000-6000
LCFF/SC \$0

**Actual
Expenditures**

Resource: 07200 4000-6000
LCFF/SC \$141,800

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Action #2 was not paid out of LCAP due to the refinancing of that debt those additional funds were set aside in Action #7 for future facilities. Action #6 was less due to less staffing for teh position due to the Covid-19 Pandemic. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pleasant View staff works hard to ensure that all students feel included and a part of the Pleasant View community. This includes the administration, teachers, paraprofessionals, cafeteria staff, bus drivers, and maintenance staff. Because of this, our students want to be at school They view the school as a safe haven and a place where they are cared for and cared about. When the school district moved to online learning in March, we knew how important it was that we kept this sense of community as much as possible. Teachers called every parent on a weekly basis to check in and check on every student. Our school psychologist and community liaison reached out to parents who needed support and found ways to provide support in whatever form it was needed. Our office staff sent out messages to parents through Parent Square to ensure all parents were kept up to date on any logistical information and resources. Teachers used programs such as Class Dojo and SeeSaw as another way of communicating with parents regarding their child's education. All grade levels created daily task cards that were uploaded to the school website to ensure that all parents and students were aware of daily academic expectations. All teachers had scheduled office hours daily so students and parents could reach out with individual concerns or academic help. Before moving to online learning, teachers planned collaborative learning opportunities for students as well as opportunities for team building and developing a sense of community in the classrooms. When students moved to online learning, this became a challenge. Fortunately, this sense of community had been established earlier in the year, which was a tremendous help when we moved to online learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	30,000	\$50,000	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	7,500	\$8,000	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, Sprayers, Foggers, paper towels, gloves, goggles, and masks.	15,000	\$25,000	No
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	20,000	\$90,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,000	\$5,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	7,500	\$15,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	7,500	\$10,000	No
HVAC IonAir filters: Sites will replace HVAC filters as necessary and look into add IonAir filter devices to all AC Units.	75,000	\$0	No
Additional Instructional Technology to allow for greater physical distancing in the classrooms. ie. Computers, Printers. etc.....	75,000	\$70,000	No
Additional Furniture to allow for greater physical distancing inside and outside the classrooms. ie....desks,tables, chairs	15,000	\$0	No
Equipment and costs associated with testing staff and students regularly for COVID-19,	150,000	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Action #3 There were additional costs of staffing for additional custodians for extra cleaning. Action #8 was not implemented because the district is still working with architects and other programs to determine the best course of action. Action #10 was not implemented in the current year but will be used in the 21-22 school year. Action #11 was not implemented due to logistical problems and the state starting their own testing program. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Health materials were successfully distributed and used by all staff and students, as appropriate. Expectations for use of PPE and distancing were clearly communicated to all staff, students and families. All staff, students, and visitors were closely monitored to ensure that they adhered to the reopening guidelines. Supplies were continuously replenished. Signage, posters, and floor decals were placed throughout the school to maximize social distancing. Plexiglass was placed in all classrooms and spaces where physical distancing of six feet was not possible. Multiple face masks were purchased for every staff member and student. The necessary PPE, room arrangements, and plexiglass were all a challenge for in-person instruction. For example, teaching phonics is a challenge when students cannot see their teacher's mouth and when teachers cannot see their students' mouths. Plexiglass barriers made it difficult for students to see instructional materials/resources in the room, other students, the teacher, etc. It was also a challenge for students who are spread out around a room and wearing masks to verbally communicate with each other. Although these were challenges, the Pleasant View staff were very creative in finding ways to teach phonics, ensure their students could see resources they needed to

see in the classroom, and utilized technology when needed to give students opportunities to verbally communicate with each other. They truly made the best of every situation.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks or iPads made available for all students who need a device to access distance learning at home.	150,000	\$190,000	No
Additional Technology to Support Students Distance Learning: Wifi hotspots, headsets, and laptops/devices, and technology to allow for enhanced learning experiences at home or in the community. Additional technology for staff to Support Distance Learning. ie..laptops, computers, docucams, printers, headsets, etc....	100,000	\$240,000	No
Homeless/Foster Youth Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	15,000	\$18,000	Yes
Educational Materials and Supplies made available to students at home to enhance the distance learning program, ie.. Leveled reader Books, Pencils, Crayons, Notebooks, Music Equipment, etc.....	175,000	\$225,000	No
Technology Equipment to increase internet capacity to support Distance Learning: Network new Switches and Access Points...	100,000	\$0	No
Educational Software & Online Subscriptions for Supporting distance learning ie.. Thrively, Generation Genius,	30,000	\$50,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Action #5 was not implemented in the 20-21 school year due to planning other tech infrastructure projects needing to be completed first. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The Pleasant View School District was able to successfully continue implementing effective instruction by making sure that every student received a Chromebook and Wifi hotspot, in order to access distant learning at home. The District was able to quickly identify which students/families needed Chrome books and Wifi hotspots and distribute them in a timely manner. By providing each student with the necessary technology, the teachers were able to continue to teach high quality instruction. Grade levels planned four weeks ahead at all times. Lessons were planned based on student data from the previous four-week cycle. Students received packets of instructional materials, books, math manipulatives, and other resources needed to effectively participate in online instruction. Professional development continued to be a priority and centered around engaging students online, teaching effective online lessons, data monitoring and using data to provide online support. It also included student engagement strategies and ways to conduct formative assessments, through online programs, to monitor growth and drive instruction. Challenges related to distance learning include engaging students who are at home with many distractions. Many students live in small homes with multiple children in the home. It was often challenging for the students to find a quiet place in their home to participate in their Zoom sessions without siblings or adults in the home being distractions. There were also occasional connectivity issues with internet in some homes being spotty. It was definitely a challenge to get all students connected to new programs and to teach them how to trouble shoot technology issues through a computer screen or phone call. While this was a challenge, it was also a success. Teachers and students rose to the occasion and worked hard to learn programs that helped students learn and and grow. The Pleasant View staff realizes the importance of social and emotional health for our students. When the school closed, we knew that this had to remain a priority. Helping students develop habits associated social and emotional learning continued to be a priority for our staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutoring: Teachers will be available for extra hours for tutoring for those students that need additional support.	50,000	\$15,000	No
TK-8 Summer Program: Online summer program	50,000	\$70,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action #1 expenditures were less due to less demand for tutoring services than anticipated. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We worked hard to get our students back on campus for in-person learning as soon as possible and have offered multiple opportunities to allow parents to choose to send their students back as they felt comfortable. Our teachers are working collaboratively to meet the needs of our students in our hybrid model of teaching. We have worked hard to mitigate the challenges due to the Covid 19 pandemic and have tried to protect our students from suffering the effects of learning loss. However, based on NWEA Growth Metrics only 3 out of 9 Grade Levels made growth targets in Math in 20-21. Only 3 out of 9 Grade Levels made growth targets in Reading. Additionally, 4 out of 8-grade levels met the growth target in Language Use in 20-21. In regards to our students Self Efficacy, we saw a .50 drop in scores in the areas of Academic Achievement, Self Regulation for Learning, Social, and Enlisting Social Resources. 93% of students reported that a teacher or grown-up at the school cares about them. We have a very robust summer program planned for the summer of 2020 to provide social-emotional learning support and skill development. We did offer tutoring and extra services for students who were struggling. However, it proved difficult to engage students at home after their regular class instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The 2020-2021 school year has presented a plethora of challenges and obstacles that have been stifling at times, yet essential for the growth and development of students and instructional staff. We can confidently say that we rose to the occasion. That being said, the three biggest struggles and accomplishments that came to mind were in regards to; supporting not only our students but their parents and guardians, ensuring quality emotional support and coaching staff and team members, as well as navigating the health parameters that were and are still in constant flux.

Assisting not only the students but also their families has presented tremendous opportunities for creating lasting and meaningful impacts in our schools communities. In these trying times, the manifestation of emotional and behavioral hardships are often indicative of struggles and difficulties within the children's homes. Being able to successfully address and mitigate the stressors to both the students and their families alike ensures that we are able to address the root cause of these behaviors and perceptions instead of solving only the surface level aspects of the problem. We accomplished and gained a deep level of trust and shared empathy as parents/brothers/sisters/friends/teachers and as a human trying our best everyday.

Providing emotional support to staff has also presented many challenges and opportunities for meaningful growth and trust. Fostering the emotional well being of the people who serve our students and communities ensures that they have the possibility of executing the tasks and duties entrusted to them at their peak performance. When the students are receiving the best from their instructors and supportive staff, our children in turn benefit from receiving the best education that we can provide. This challenge was overcome by opening the lines of communication and checking in with staff members. Staff members have multiple people as resources and various ways of communicating not only with each other but parents and students as well. All staff members lookout for each other, students and parents with regards to absences, noticeable changes in behavior, a decline in work productivity, focus and attention. Even more importantly, staff, students and parents speak up and communicate with each other to ask for help for themselves and each other. The various forms of communication such as ParentSquare and Class Dojo to share a few have been crucial resources in aiding communication.

Juggling the ever-changing health parameters has been difficult with once concrete policies now being fluid to adapt to the obstacles presented by Covid. There is often less of a black and white criterion to operate within which leads to ambiguous communication. This lack of clarification has been frustrating to both staff and parents alike. We have constantly met this challenge with open and honest communication and have come to collective understanding that we all must remain patient, flexible and understanding to the changes we may face.

These challenges and successes have been a catalyst for stronger relationships and resiliency not just as educators and students but as overall human beings. What we have seen and experienced thus far is just the tip of the mental health iceberg and that nobody has an idea of the true impact the pandemic has had on people, and their mental health needs. Pleasant View Elementary School District has always acknowledged the importance of mental health and we have all done our best to provide the services that our students, staff and parents require. Therefore, we are confident that as we approach the mental health iceberg and we see the long term impacts and effects of the pandemic on everyone's mental health; we ALL will overcome it and be stronger for it.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Staff embraced multiple communication platforms in order to reach families.

Staff spent more time having conversations with families and identifying individual needs in order for students to be successful. Meals were provided for all students and families.

Support staff were flexible in providing support where needed.

Administration listened to parent's concerns and provided multiple instructional models.

Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback in a safe manner.

We quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed more participation from families.

We used a variety of communication strategies to build relational trust with families and boost student engagement.

Our staff understood the importance of providing parents and students with consistent structures and processes—such structures include morning meetings to check in on student and family well-being, regular one-on-one conversations, daily schedules, and weekly Task Card updates.

Parents were provided with regular updates on student outcomes to support distance learning.

Individualized communication with students and families were used to share student progress, highlight learning gaps, and set expectations for engagement.

We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Classroom Technology and programs.

Challenges:

We were unable to have parent volunteers on campus which diminished our services for students.

We had to rethink how we would deliver our family engagement events like parent conferences, Back to School Night, Halloween parades/parties, field trips, holiday celebrations, Open House and other family night events. We have also had to reschedule our Special Education meetings in the spring which cause a domino effect in the fall.

Distance learning for our youngest students was challenging for them, their families, and their teachers

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

The federal government approved the waiver to feed all students for the remainder of the school year.

Cafeteria staff was flexible when we had to transition from in-person learning to distance learning.

Cafeteria staff created meals to meet the new safety requirements due to COVID.

100% of Students were able to access breakfast and lunch.
100% of Parent surveys reported the district met the food needs of students and families during the pandemic.

Challenges:

Staffing could be a challenge if staff had to be quarantined.
Packaging, serving and picking up meals had to be changed to meet the new safety standards.
logistics and staffing of offering drive thru and grab and go meals
Social distancing protocols and cohort protocols in place were difficult at times to maintain.
This in turn affected the way we used our support staff for academic support.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	20,000	\$35,000	No
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	0	\$0	Yes
Pupil Engagement and Outreach	District Parent Community Liaison: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable' students. As well as offering workshops to parents to support them in a variety of ways.	15000	\$14,000	No
Distance Learning Program	Additional Technology support staff to better support PVESD's staff, students, and families with distance learning, or a blended model.	85000	\$80,000	No
In-Person Instructional Offerings	COVID-19 Staff, Student, Testing, PPE, Supplies, Planning etc...	65000	\$50,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this past year from implementing in-person and distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority whether the instruction is delivered remotely or in person. COVID changed the way we interacted with one another and increased the importance of hygiene practices/cleaning protocols. Pleasant View Elementary School District Students and staff learned to use technology in new ways and staff has become very creative delivering other school traditions. We will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. We will take the good and bad of what we learned this past year to refine our school systems, programs, and teaching models. COVID created a need for more interactions with families and staff. Multiple modes of communication were used to reach parents. For the most part, parents were highly engaged in their child's learning. For families that were hard to reach, we used new strategies to engage them with the school. We will close our distance learning option and continue to have in-person and Independent Study as our instructional models.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In order to address pupil learning loss, we will use our local assessments and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data during collaboration time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. After school tutoring and summer school are also being offered as we move forward.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and budgeted expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We were able to implement all of the actions and services within the 2019-2020 LCAP up until COVID hit. The COVID-19 pandemic had a significant impact on our district and the community. The speed with which we entered distance learning mode back in March was so swift that many of the challenges could not have been predicted. Some of our parents work, and child care and supervision was a huge issue; others in our district had no Internet service at home. This hampered their ability to distance learn, as they first had to establish services, then quickly learn how to connect and use the device, and distance learning for them was truly challenging. The pandemic has altered the way we provide services and support for our students and families. Our classified staff has worked tirelessly, this past year, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained and attended virtual tech training so they are better versed in various distance learning platforms. They also have sought ways to quantify and mitigate learning loss. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. Knowing that most families expressed the desire to return to in-person learning. COVID flare-ups wreaked havoc on our staffing as there were no available substitute teachers in the county. COVID caused us to be creative with instructional models and staffing. Although we were able to implement tutoring, we were unable to deliver flexible grouping interventions. The community response to COVID-19 mirrors that of the country. The rules and protocols have shifted so frequently that it was difficult for our school community to keep pace - and even more difficult for parents and community members to comprehend the complexities we have faced this past year. This experience has been taxing on our small staff. Administrators and support staff have had to implement COVID notifications and calling protocols and office staff has had to isolate students that are infected and/or close contacts. Teachers have had to flip between in-person learning and distance learning. We instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement to don face masks, maintain social distancing, provide extra cleaning, modeling hygiene practices, addressing learning loss, offering a rigorous remote learning program as well as in-person learning and Home School options, creating cohorts of students that may incorporate siblings, providing "Grab and Go" meals and modifying how we serve meals to our students in school, identifying a COVID-19 Liaison to the Health Department, and designing desk arrangements to maximize spacing while addressing capacity issues are just some of the modifications that have been implemented. We created a comprehensive Reopening Plan, with stakeholder feedback, and provided it to our families and staff. Pleasant View Elementary School District Over the summer and throughout the school year, the Superintendent met frequently with the supervisors of the maintenance and operations team, the technology team, custodians, site administrators, and support staff. The team held conference call meetings with administrative staff members to address needs and concerns as we planned the start of the new school year. In addition, there were weekly conference calls with local Health Department officials and our Tulare County Superintendent of Schools in order to receive current COVID status updates. Our goals for the 2021-2024 plan will remain the same as they were pre-pandemic. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically rich environment. We have used local data to

determine actions and services in our plan as there is no state data available. Student engagement, social-emotional learning, and learning loss recovery will be a focus in the next few years.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,085,496.00	1,749,510.00
LCFF/SC	1,458,501.00	1,226,300.00
Other	173,000.00	127,350.00
Title I	363,450.00	253,200.00
Title II	34,045.00	101,360.00
Title III	33,000.00	41,300.00
Title IV	23,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,085,496.00	1,749,510.00
0001-0999: Unrestricted: Locally Defined	0.00	4,000.00
1000-1999: Certificated Personnel Salaries	62,000.00	6,172.00
1000-3000	1,444,450.00	1,265,500.00
1000-5000	85,045.00	75,560.00
3000-3999: Employee Benefits	0.00	53,000.00
4000-4999: Books And Supplies	38,500.00	8,000.00
4000-5000	69,501.00	77,300.00
4000-6000	0.00	141,800.00
5000-5999: Services And Other Operating Expenditures	116,000.00	118,178.00
7000-7439: Other Outgo	270,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,085,496.00	1,749,510.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF/SC	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	62,000.00	6,172.00
1000-3000	LCFF/SC	1,053,000.00	975,000.00
1000-3000	Title I	358,450.00	249,200.00
1000-3000	Title III	33,000.00	41,300.00
1000-5000	LCFF/SC	51,000.00	27,200.00
1000-5000	Title II	34,045.00	48,360.00
3000-3999: Employee Benefits	Title II	0.00	53,000.00
4000-4999: Books And Supplies	LCFF/SC	15,000.00	8,000.00
4000-4999: Books And Supplies	Title IV	23,500.00	0.00
4000-5000	LCFF/SC	64,501.00	73,300.00
4000-5000	Title I	5,000.00	4,000.00
4000-6000	LCFF/SC	0.00	141,800.00
5000-5999: Services And Other Operating Expenditures	LCFF/SC	5,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	111,000.00	117,178.00
7000-7439: Other Outgo	LCFF/SC	270,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	632,545.00	614,710.00
Goal 2	747,950.00	675,500.00
Goal 3	151,001.00	76,200.00
Goal 4	554,000.00	383,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$407,500.00	\$273,000.00
Distance Learning Program	\$570,000.00	\$723,000.00
Pupil Learning Loss	\$100,000.00	\$85,000.00
Additional Actions and Plan Requirements	\$185,000.00	\$179,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,262,500.00	\$1,260,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$407,500.00	\$273,000.00
Distance Learning Program	\$555,000.00	\$705,000.00
Pupil Learning Loss	\$50,000.00	\$15,000.00
Additional Actions and Plan Requirements	\$185,000.00	\$179,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,197,500.00	\$1,172,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$15,000.00	\$18,000.00
Pupil Learning Loss	\$50,000.00	\$70,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$65,000.00	\$88,000.00

Exhibit M
6-22-21

LOCAL INDICATORS REPORT 6/22/2021

Basics: Teachers, Instructional Materials, Facilities

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

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

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

0

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

0

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

0

STANDARD MET

Parent and Family Engagement

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

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

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

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

Initial Implementation

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

Beginning Development

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

Initial Implementation

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

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. 99% 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. • 99% 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. • 85% 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.. • 93% of students reported that teachers and other grown-ups care about them. • 91% of students feel like they are a part of this school. • 88% of students report that they are motivated to learn. • 93% of students reported feeling safe at school. Historically we have been well over 90% we feel the drop 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 31% 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 2020-2021 (scores 1-4 range). The First score is from the 2019 survey and the second is from the 2021 survey. Our students areas of strength were Academic Achievement 3.30/2.41 and Social 3.21/2.34. Our students two weakest areas were in Self Regulated Learning 2.72/2.15 and Enlisting Social Resources 2.80/2.23. 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.

Exhibit A 6-22-21

2021-22 Certification of Assurances


Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Mark Odsather
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/16/2021

*****Warning*****

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mark Odsather
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/10/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	10/30/2020
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Mark Odsather
Authorized Representative's Title	Superintendent

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/22/2021
-------------------------------------------	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Diego Campos
DELAC review date	06/10/2021
Meeting minutes web address <small>Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the minutes must keep the minutes on file which indicate that the application was reviewed by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	No
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	No
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
 Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	\$126.25
Estimated English learner student count	260
Estimated English learner student program allocation	\$32,825

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$29,825
Program and other authorized activities	\$1,000
English Proficiency and Academic Achievement	\$1,500
Parent, family, and community engagement	\$500
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$32,825

Warning

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Exhibición 6-22-21

Distrito Escolar Elemental de Pleasant View
Título I, Parte A Política de Participación de Padres en el Distrito

PARTE I: EXPECTATIVAS GENERALES

El Distrito Escolar Elemental de Pleasant View acuerda implementar los siguientes requisitos estatuarios:

- El distrito escolar pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con los programas del Título 1, Parte A, de acuerdo con la Sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA). Estos programas, actividades y procedimientos serán planeados y puestos en funcionamiento luego de realizar significativas consultas con los padres de niños participantes.
- De acuerdo con la sección 1118, el distrito escolar trabajará con sus escuelas para asegurar que las políticas de participación de padres a nivel escolar reúnan los requisitos de la sección 1118(b) del ESEA, y que cada una incluya, como componente, un acuerdo entre escuela-padre de acuerdo con la sección 1118(d) del ESEA.
- El distrito escolar incorporará esta política de participación de padres en todo el distrito en su plan LEA, desarrollado bajo la Sección 1112 del ESEA.
- Al llevar a cabo los requisitos de participación de padres en el Título I, Parte A, hasta donde sea posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de padres con un nivel de inglés limitado, padres con discapacidades y padres de niños migrantes, incluyendo dar información e informes escolares solicitados bajo la sección 1111 del ESEA en un formato comprensible y uniforme, incluyendo formatos alternativos según se lo solicite, y, hasta donde sea posible, en un idioma que los padres comprendan.
- Si el plan LEA para el Título I, Parte A, desarrollado bajo la sección 1112 del ESEA, no resulta satisfactorio para los padres de los niños participantes, el distrito escolar entregará los comentarios de los padres con el plan cuando le entregue el plan al Departamento de Educación del Estado.
- El distrito escolar involucrará a los padres de niños que reciben servicios de escuelas del Título I, Parte A en decisiones sobre cómo se invierte el 1 por ciento de los fondos reservados para la participación de padres del Título I, Parte A, y asegurará que no menos del 95 por ciento del uno por ciento reservado vaya directamente a las escuelas.
- El distrito escolar estará gobernado por la siguiente definición estatuaría sobre la participación de padres y espera que sus escuelas del Título I pongan en práctica programas, actividades y procedimientos de acuerdo con esta definición:
 - Participación de los padres se refiere a la participación de los padres en una comunicación regular, mutua y significativa que involucra el aprendizaje académico del alumno y otras actividades escolares, las cuales incluyen asegurar—
 - (A) que los padres cumplan un rol integral de ayuda en el aprendizaje de sus hijos;
 - (B) que se estimule a los padres a participar activamente en la educación de sus hijos en la escuela;
 - (C) que los padres sean compañeros en la educación de sus hijos y que participen, según sea apropiado, en la toma de decisiones y en los comités de consultoría para ayudar en la educación de sus hijos;
 - (D) el desarrollo de otras actividades, tales como aquellas descritas en la sección 1118 del ESEA.

PARTE II: DESCRIPCIÓN SOBRE CÓMO EL DISTRITO IMPLEMENTARÁ LOS COMPONENTES DE LA POLÍTICA DE PARTICIPACIÓN DE PADRES REQUERIDA EN TODO EL DISTRITO

1. El Distrito Escolar Elemental de Pleasant View llevará a cabo las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan de participación de padres en todo el distrito bajo la sección 1112 del ESEA:
 - Para involucrar a los padres en el desarrollo conjunto de su plan de participación de padres en todo el distrito bajo la sección 1112 del ESEA, PVESD reunirá aportes y la aprobación del SSC, ELAC y DELAC.
2. El Distrito Escolar Elemental de Pleasant View llevará a cabo las siguientes acciones para involucrar a los padres en el proceso de revisión y mejora escolar bajo la sección 1116 del ESEA:
 - Para involucrar a los padres en el proceso de revisión y mejoramiento escolar bajo la sección 1116 del ESEA, PVESD enviarán una evaluación sobre las necesidades anuales a los padres y el personal.
3. El Distrito Escolar Elemental de Pleasant View brindará la coordinación, asistencia técnica y otro tipo de apoyo necesarios para asistir a escuelas del Título I, Parte A, en el planeamiento e implementación efectiva de actividades en que participen los padres para mejorar el aprovechamiento académico de los alumnos y el desempeño escolar:
 - Disponibilidad de un Especialista en Tecnología
 - Sistema de Comunicación Conecta ED
 - Financiamiento necesario para actividades de participación de padres
 - Enfermero Escolar
 - Lazos para Migrantes
 - Trabajo de Familia de la Escuela
4. El Distrito Escolar Elemental de Pleasant View realizará las siguientes acciones para conducir, con la participación de los padres, una evaluación anual del contenido y efectividad de esta política de participación de padres, mejorando la calidad de sus escuelas del Título I, Parte A. La evaluación incluirá identificar barreras para una mayor participación de los padres en actividades que requieran su participación (con atención particular sobre aquellos padres con desventajas económicas, discapacitados, con nivel de inglés limitado, alfabetización limitada o que provengan de grupos raciales o étnicos minoritarios). El distrito usará los resultados de la evaluación sobre su política de participación y actividades para padres con el fin de diseñar estrategias para una participación de padres más efectiva y para revisar, si fuera necesario (y con la participación de los padres), sus políticas de participación de padres.

Acción 1: La Evaluación

- Como parte de la revisión anual de la Guía del Alumno, que incluye los siguientes documentos: a.) Política de la Junta sobre Participación de Padres, b.) Regulaciones Administrativas sobre la Participación de Padres, c.) Política de Participación de Padres de PVESD d.) Política de Participación de Padres de Todo el Distrito de PVES, e.) Los Padres que brindan servicios en el SSC, ELAC y DELAC evaluarán el contenido y efectividad de la política de participación de padres en la mejora de la calidad de sus escuelas del Título I, Parte A.
- La evaluación incluirá lo siguiente:

- Identificación de barreras para una mayor participación de los padres en actividades que requieran su participación (con atención particular a aquellos padres con desventajas económicas, discapacitados, con nivel de inglés limitado, lectoescritura limitada o que provengan de grupos raciales o étnicos minoritarios).
- Identificación de formas de superar las barreras identificadas.
- Propuesta de revisiones de las diferentes políticas de participación de padres para mejorar la efectividad de su participación.

Acción 2: Revisiones Propuestas

- El distrito usará los resultados de la evaluación sobre su política de participación y actividades para padres con el fin de diseñar estrategias para una participación de padres más efectiva y para revisar, si fuera necesario (y con la participación de los padres), sus políticas de participación de padres.
 - Las revisiones propuestas de las diferentes políticas de participación de padres para mejorar la efectividad de su participación será entregada al Principal o Persona Designada de PVESD por parte del SSC, ELAC y DELAC, si fuera necesario, una vez alcanzada la conclusión de la evaluación. El Principal o Persona Designada revisará luego las diferentes políticas según sea necesario.

El Distrito Escolar Elemental de Pleasant View creará la capacidad escolar y de los padres para que estos últimos se involucren de manera profunda, con el fin de asegurar una participación de padres efectiva y de apoyar una asociación con la escuela, los padres y la comunidad, y poder así mejorar el nivel de aprovechamiento académico de los alumnos a través de la siguientes actividades específicamente descritas a continuación.

- El distrito escolar, con el apoyo de sus escuelas del Título I, Parte A, brindará asistencia a padres de niños que recibieron apoyo del distrito escolar o escuela, según sea apropiado, para comprender temas tales como los siguientes:

Temas	Información y Capacitación de Padres
Normas de contenido académico del Estado	1. Boletín Informativo de todo el Distrito
Normas de aprovechamiento académico de alumnos del Estado	2. Reunión Anual del Título I
Evaluaciones estatales y locales incluyendo evaluaciones alternativas (Requisitos del Título I, Parte A)	3. Conferencias de Padre-Maestro
Cómo controlar el progreso de su hijo	4. Informes de Progreso
Cómo trabajar con los educadores	5. Boletines de Calificaciones
	6. Notificaciones para Padres: Estado del AYP, del API, del AMAO e Informes de Calificaciones de los Alumnos
	7. Reuniones de SSC
	8. Reuniones de ELAC
	9. Reuniones de DELAC
	10. SARC

- El distrito escolar, con el apoyo de sus escuelas, brindará materiales y capacitación para ayudar a los padres a trabajar junto a sus hijos para mejorar el nivel de aprovechamiento académico de los niños, tales como entrenamiento en lectoescritura y el uso de tecnología, según sea apropiado, para fomentar la participación de los padres, a través de:
 - Reunión Anual del Título I
 - Conferencias de Padre-Maestro
 - Informes de Progreso
 - Boletines de Calificaciones
 - Notificaciones para Padres: Estado del AYP, del API, del AMAO e Informes de Calificaciones de los Alumnos
 - Reuniones de SSC
 - Reuniones de ELAC
 - Reuniones de DELAC
 - Entrenamiento anual de TCOE SSC / ELAC / DELAC
 - Programa Gear Up
 - Carta de Noticias de Participación Paternal
 - Programa Save the Children (Salva a los Niños)

El distrito escolar, con el apoyo de sus escuelas y padres, educará a sus maestros, personal de servicios para alumnos, directores y otros miembros del personal para llegar a, comunicarse con y trabajar con los padres en forma asociada sobre el valor y utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, a través de:

- Reunión Anual del Título I
- Conferencias de Padre-Maestro
- Informes de Progreso
- Boletines de Calificaciones
- Notificaciones para Padres: Estado del AYP, del API, del AMAO e Informes de Calificaciones de los Alumnos
- Reuniones de SSC
- Reuniones de ELAC
- Reuniones de DELAC
- Capacitación anual de TCOE SSC / ELAC / DELAC
- PTO-Organización de Padres y Maestros
- Eventos por la Tarde incluyendo: Noche de Regreso a la Escuela, Festival de Otoño y Cenas
- Servicios Incluidos de Enfermería Escolar y Capacitación Relacionada con la Salud
- NTI Connect Ed
- Sitio web de PVESD
- Instituto de Padres para una Educación de Calidad
- El distrito escolar, hasta donde sea posible y adecuado, coordinará e integrará los programas y actividades de participación de padres con Head Start, Reading First (Primero la Lectura), Even Start, Programas de Instrucción en el Hogar para Jóvenes de Preescolar, y los demás, y conducirá otras actividades para estimular y apoyar a los padres para una participación más completa en la educación de sus hijos. Las siguientes actividades están disponibles en PVESD:
 - Las oportunidades de participación de padres existen en muchos niveles en PVESD, incluyendo programas de planificación y diseño, implementación de estrategias como voluntarios en las aulas, luego del horario regular de clases y en comités tales como el Consejo Escolar (School Site Council), ELAC y DELAC. Los padres provienen de todos los grupos étnicos y socioeconómicos en nuestro distrito para ser representantes de los comités que se acaban de mencionar. El distrito cuenta también con la activa Organización de Padres y Maestros (PTO), que organiza eventos a lo largo del año, Carnaval de Halloween, etc. Los padres tienen también la oportunidad de participar en las reuniones de Padres Migrantes realizadas regularmente en el distrito.
 - También se alienta a los padres a participar en el proceso educativo de sus hijos involucrándose en el carácter cuenta (Character Counts) y asambleas de premiaciones académicas, a través de conferencias programadas e informales de Padre/maestro/alumno, participando como acompañantes en viajes educativos y a través de reuniones educativas tales como noches

de conciencia y prevención de pandillas.

- Se distribuyen entre los padres comunicaciones en forma regular tanto en inglés como español, las cuales cubren una variedad de temas que incluyen los paquetes de bienvenida al comienzo del año, notificaciones sobre todas las reuniones y eventos escolares, calendarios escolares e informes de evaluación y calificación de alumnos. Los Boletines de Calificaciones de Responsabilidad Escolar están disponibles para los padres, y la Notificación sobre Derechos Anuales para Padres se distribuye en cada ciclo escolar y está disponible a pedido.
- Otros procedimientos de notificación sobre temas tales como opciones de elección para padres y nivel de escuelas seguras están listos para cumplir con los plazos requeridos, indicados por Que Ningún Niño Quede Atrás (No Child Left Behind). Al comienzo de cada ciclo escolar, el Superintendente del distrito envía una nota a los padres sobre sus derechos a solicitar información relacionada con las calificaciones profesionales del maestro de sus hijos y que serán notificados en caso de que sus hijos reciban enseñanza por parte de un maestro que no esté altamente calificado según los requisitos del NCLB.
- El distrito escolar asegurará que la información relacionada con la escuela y programas para padres, reuniones y otras actividades sea enviada a los padres de niños que participan en un formato comprensible y uniforme, incluyendo formatos alternativos según se los solicite, y, hasta donde sea posible, en un idioma que los padres puedan entender.
 - La Política y procedimiento de PVESD requiere que toda la información se envíe a los padres tanto en inglés como en español. También se usa formatos alternativos siempre que esto sea necesario y esté dentro de las posibilidades.

PARTE III: ADOPCIÓN

Esta Política de Participación de Padres en la Escuela fue desarrollada y acordada conjuntamente con los padres de niños que participan en los programas del Título I, Parte A como es evidenciado por el Consejo de Sitio Escolar PVE agenda y los minutos de la sesión que fue el día siguiente: 6/10/2021.

Esta política fue adoptada por la Junta Administrativa del Distrito Escolar Elemental de Pleasant View el 6/22/2021 y tendrá efecto por un período de 5 años. El distrito escolar distribuirá esta política a todos los padres de niños que participan en el Título I, Parte A en o antes de octubre 1 de cada ciclo escolar.

Escuela Elemental Pleasant View: Título I, Parte A Política de Participación de Padres en la Escuela

PARTE 1: EXPECTATIVAS GENERALES

Las Escuela Elemental de Pleasant View acuerdan implementar los siguientes requisitos estatuarios:

- La escuela desarrollará conjuntamente con los padres, y distribuirá entre los padres de niños que participen, la Política de Participación de Padres en la Escuela en la cual la escuela y los padres que participan están de acuerdo.
- La escuela notificará a los padres sobre la Política de Participación de Padres en la Escuela en un formato comprensible y uniforme y, hasta donde sea posible, distribuirá esta política entre los padres en un idioma que los padres puedan entender.
- La escuela hará que la Política de Participación Escolar esté disponible para la comunidad local.
- La escuela actualizará en forma periódica la Política de Participación de Padres en la Escuela para cubrir las necesidades cambiantes de los padres en la escuela.
- La escuela adoptará el acuerdo entre escuela y padre como un componente de su Política de Participación de Padres en la Escuela.
- La escuela está de acuerdo en estar dirigida por la siguiente definición estatuaría de participación de padres y desarrollará programas, actividades y procedimientos de acuerdo con esta definición:

Participación de los padres se refiere a la participación de estos en una comunicación regular, mutua y significativa que involucre el aprendizaje académico del alumno y otras actividades escolares, las cuales incluyen asegurar—

- (A) que los padres cumplan un rol integral de ayuda en el aprendizaje de sus hijos;
- (B) que se estimule a los padres a participar activamente en la educación de sus hijos en la escuela;
- (C) que los padres sean compañeros en la educación de sus hijos y que participen, según sea apropiado, en la toma de decisiones y en los consejos de asistencia para ayudar en la educación de sus hijos;
- (D) el desarrollo de otras actividades, tales como aquellas descritas en la sección 1118 del ESEA.

PARTE II: DESCRIPCIÓN SOBRE CÓMO EL DISTRITO IMPLEMENTARÁ LOS COMPONENTES DE LA POLÍTICA DE PARTICIPACIÓN DE PADRES REQUERIDA EN TODO EL DISTRITO

1. La Escuela Elemental Pleasant View realizará las siguientes acciones para involucrar a los padres en el desarrollo y el acuerdo conjunto de su Política de Participación de Padres en la Escuela y su plan para todas las escuelas, si es aplicable, de una forma organizada, continua y programada bajo las secciones 1118(b) del ESEA:
 - Para involucrar a los padres en el desarrollo conjunto de su política de participación de padres en la escuela bajo la sección 1112 del ESEA, la PVS reunirá el aporte y aprobación del Consejo del Plantel Educativo (SSC), de la Comisión Consultiva del Idioma Inglés (ELAC), del Distrito para Alumnos en Vías de Aprender Inglés (DELAC).
 2. La Escuela Elemental Pleasant View realizará las siguientes acciones para distribuir entre los padres de niños participantes y la comunidad local la Política de Participación de Padres en la Escuela:
 - La Escuela Elemental Pleasant View enviará anualmente la Política de Participación de Padres en la Escuela a los padres de alumnos que participan. Una copia de la Política de Participación de Padres en la Escuela estará disponible en la oficina escolar para los miembros de la comunidad local.
 3. La Escuela Elemental Pleasant View actualizará en forma periódica la Política de Participación de Padres en la Escuela para cubrir las necesidades cambiantes de los padres y de la escuela.
 - La Escuela Elemental Pleasant View actualizará la Política de Participación de Padres en la Escuela para cubrir las necesidades cambiantes de los padres y la escuela, a medida que la población escolar crezca y su mapa demográfico cambie.
- La Escuela Elemental Pleasant View convocará a una reunión anual para informar a los padres sobre lo siguiente:
- Que la escuela de sus hijos participa en el Título I,
 - (B) Sistema de Comunicación Conectó ED
 - Sobre los requisitos del Título I,
 - (B) Sobre la participación de su escuela en el Título I:
 - Sobre sus derechos de participación:
 - (A) Reunión Nocturna Anual de Regreso a la Escuela
 - (B) Conferencias de Padre/Maestro realizadas periódicamente
 - (A) Guía del Alumno

(C) Reuniones Mensuales de la Organización de Padres y Maestros

5. La Escuela Elemental Pleasant View realizará una cantidad de reuniones flexibles en diferentes horarios y brindará transporte, cuidado para niños y/o visitas a los hogares si está solicitado, pagados con financiamiento del Título I, siempre y cuando estos servicios se relacionen con la participación de los padres.
 - Noche de Regreso a la Escuela/Reunión del Título I
 - Conferencias de Padre Maestro de Otoño
 - Reuniones Programadas Regularmente de ELAC/DELAC/SSC
 - Reuniones de la PTO Programadas Regularmente
6. La Escuela Pleasant View brindará información puntual sobre los programas del Título I a padres de niños que participan oportunamente.
 - Noche de Regreso a la Escuela/Título I
 - Notificaciones del API/AYP
 - "CHOICES" Luego del Horario Regular de Clases
 - Sistema de Comunicación Connect ED
7. La Escuela Elemental Pleasant View brindará a los padres de niños que participan una descripción y explicación del plan de estudios que se está utilizando en la escuela, los formularios de evaluación académica usados para medir el progreso del alumno y los niveles de habilidad que se espera que los alumnos logren en lo siguiente:
 - Noche de Regreso a la Escuela/Título I
 - Conferencias de Padre Maestro de Otoño
 - Informes de Progreso Programados Regularmente
 - Boletines de Calificaciones Programados Regularmente
8. La Escuela Elemental Pleasant View brindará a los padres de niños que participan, si los padres lo solicitan, las siguientes oportunidades en reuniones regulares para formular sugerencias y participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia de ese tipo lo antes posible:
 - Llamadas Periódicas al Hogar
 - Visitas en el Hogar, Cuando es Necesario
 - Noche de Regreso a la Escuela/Título I
 - Conferencias de Padre Maestro de Otoño
 - Reuniones Programadas Regularmente de ELAC/DELAC/SSC
 - Reuniones de la PTO Programadas Regularmente
9. La Escuela Elemental Pleasant View entregará al distrito los comentarios de cualquier padre si el plan para todas las escuelas bajo la sección (1114)(b)(2) no resulta satisfactorio para los padres de alumnos que participan de la siguiente manera:
 - E-mail
 - Reuniones Mensuales de la Junta

(D) Reuniones Programas Mensualmente del Consejo del Plantel Educativo

- Conferencias de Padre Maestro de Primavera para alumnos en riesgo
- Transportación de autobús de Pleasant View para Conferencias de Padre
- Lazos para Migrantes
- Enfermero Escolar
- Financiamiento Necesario para las Actividades de Participación de Padre
- Conferencias de Padre Maestro de Primavera para alumnos en riesgo
- Nivel de Grado/Normas de Contenido del Estado de California
- Resultados Anuales de CAASSP
- Evaluaciones Diagnosticas
- Conferencias de Padre Maestro de Primavera para alumnos en riesgo
- Conferencias para padres iniciados
- Visitas al aula de padres iniciados
- Reuniones de Alumnos que Estudian en Equipo
- Reuniones de ELAC/DELAC/SSC
- Reunión de Padres del Distrito Escolar, si se requiere

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA UN ALTO APROVECHAMIENTO ACADÉMICO DEL ALUMNO

1. La Escuela Elemental Pleasant View creará la capacidad escolar y de los padres para que estos últimos se involucren de manera profunda, con el fin de asegurar una participación de padres efectiva y de apoyar una asociación entre la escuela, los padres y la comunidad y para así mejorar el nivel de aprovechamiento académico de los alumnos a través de las siguientes actividades específicamente descritas a continuación.
 - Llamadas Periódicas al Hogar
 - Visitas en el Hogar, Cuando es Necesario
 - Noche de Regreso a la Escuela/Título I
 - Conferencias de Padre Maestro de Otoño
 - Reuniones Programadas Regularmente de ELAC/DELAC/SSC
 - Reuniones de la PTO Programadas Regularmente
 - Conferencias de Padre Maestro de Primavera para alumnos en riesgo
 - Conferencias para Padres Iniciados
 - Visitas al Aula de Padres Iniciados
 - Reuniones de Alumnos que Estudian en Equipo
 - Sistema de Comunicación Conectó ED
 - Feria de Salud
2. La escuela adoptará el acuerdo entre escuela y padre como un componente de su Política de Participación de Padres en la Escuela a través de:
 - Guía del Alumno
 - Llamadas Periódicas al Hogar
 - Visitas en el Hogar, Cuando es Necesario
 - Noche de Regreso a la Escuela/Título I
 - Conferencias de Padre Maestro de Otoño
 - Reuniones Programadas Regularmente de ELAC/DELAC/SSC
 - Reuniones de la PTO Programadas Regularmente
 - Conferencias de Padre Maestro de Primavera para alumnos en riesgo
 - Conferencias para Padres o Maestros Iniciados
 - Visitas al Aula de Padres Iniciados
 - Reuniones de Alumnos que Estudian en Equipo
 - Sistema de Comunicación Conectó ED
3. La escuela brindará, con la asistencia de su distrito, ayuda a los padres de niños a los que apoyan en la comprensión de temas tales como los siguientes y emprendiendo las acciones descritas en este párrafo:
 - Los Estándares de Contenido Académico del Estado
 - Los Estándares de Logro Académico de Alumnos del Estado
 - Las Evaluaciones Estatales y Locales Incluyendo Evaluaciones Alternativas
 - Los Requisitos del Título I
 - Cómo Controlar el Progreso de su Hijo, y
 - Cómo Trabajar con Los Educadores:
 - Lazos para Migrantes
 - Enfermero Escolar
 - Entrenamiento de ELAC/DELAC/SSC
 - Adopciones de Nuevos Planes de Estudio

4. La escuela brindará, con el apoyo de su distrito, materiales y entrenamiento para ayudar a los padres a trabajar junto a sus hijos para mejorar el nivel de aprovechamiento académico de los niños, tales como entrenamiento en lectoescritura y el uso de tecnología, según sea apropiado, para fomentar la participación de los padres, a través de:
 - Noche de Regreso a la Escuela/Título I
 - Conferencias de Padre Maestro de Otoño
 - Reuniones Programadas Regularmente de ELAC/DELAC/SSC
 - Reuniones de la PTO Programadas Regularmente
 - Conferencias de Padre Maestro de Primavera para alumnos en riesgo
 - Exhibición de Escuela
 - Entrenamiento de ELAC/DELAC/SSC
 - Visitas al Salón
5. El distrito escolar, con el apoyo de su distrito y padres, educará a sus maestros, al personal de servicios para alumnos, directores y otros miembros del personal sobre como para llegar a, comunicarse con y trabajar con los padres en forma asociada sobre el valor y utilidad de las contribuciones a los padres, y sobre cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, a través de:
 - Días de Práctica Activa del Personal
 - Visitas en el Hogar, cuando es necesario
 - Enfermero Escolar
 - Lazos para Migrantes
 - Reuniones del Personal
 - Conferencias de Padre Maestro
 - Oficial de Probación
6. La escuela, hasta donde sea posible y apropiado, realizará las siguientes acciones para asegurar que la información relacionada con la escuela y programas para padres, reuniones y otras actividades sea enviada a los padres de niños que participan en un formato comprensible y uniforme, incluyendo formatos alternativos según se los solicite, y, hasta donde sea posible, en un idioma que los padres puedan entender usando:
 - Sistema de Comunicación Connect ED
 - Notificaciones en el Hogar (bilingües)
 - Intérpretes en Reuniones
 - Intérpretes en Conferencias

PARTE V. ADOPCIÓN

Esta Política de Participación de Padres en la Escuela fue desarrollada y acordada conjuntamente con padres de niños que participan en los programas del Título I, Parte A como es evidenciado el 6/10/2021 por la agenda y minutos del SSC.

Esta política fue adoptada por el SSC de la Escuela Elemental de Pleasant View el 6/10/2021. La escuela distribuirá esta política entre todos los padres de niños que participan en el Título I, Parte A en o antes de octubre 1 cada año. La notificación para los padres de esta política por parte de la Escuela Elemental de Pleasant View estará en un formato comprensible y uniforme y, hasta donde sea posible, la escuela brindará una copia de esta política a los padres en un idioma que los padres puedan entender.

ESCUELA ELEMENTAL PLEASANT VIEW ACUERDO ENTRE ESCUELA Y PADRE

La Escuela Elemental Pleasant View y los padres de los alumnos que participan en las actividades, servicios y programas financiadas por el Título 1, Parte A de la Ley de Educación Primaria y Elemental (ESEA)(con participación de niños), coinciden en que este acuerdo detalla cómo los padres, todo el personal escolar y los alumnos compartirán la responsabilidad de una mejora en el nivel de aprovechamiento académico de los alumnos y los medios por los cuales la escuela y los padres construirán y desarrollarán una alianza que ayudará a los niños a alcanzar las altas normas del Estado. *Este acuerdo de escuela-padre tiene efecto durante el ciclo escolar 2021-2022.*

PROVISIONES REQUERIDAS DEL ACUERDO ENTRE ESCUELA Y PADRE

Responsabilidades de la Escuela

La Escuela Elemental Pleasant View será responsable de:

1. Brindar un plan de estudios y enseñanza de alta calidad, en un ambiente de apoyo y aprendizaje efectivo, el cual permita a los niños que participan alcanzar las normas de aprovechamiento académico estatales como se detalla a continuación:
 - Emplear el Plan de Estudios Adoptado por el Estado
 - Contratar a Maestros con Niveles Altos de Calificación
 - Contratar Para-profesionales con Niveles Altos de Calificación
2. Realizar conferencias de padre-maestro durante las cuales se discutirá la relación entre este acuerdo y el aprovechamiento académico individual del niño.
 - Se realizarán conferencias de padre-maestro anuales en el otoño
 - Se realizarán conferencias de padre-maestro anuales en la primavera para alumnos que están en riesgo
 - Se realizarán conferencias de padre-maestro adicionales según lo requiera el maestro o padre
3. Brindar a los padres informes en forma frecuente sobre el progreso de los alumnos. Específicamente, la escuela brindará informes del siguiente modo:
 - Se enviará a los hogares Informes de Progreso tres veces al año.
 - Los Boletines de Calificaciones se enviarán a los hogares al finalizar cada trimestre.
 - Se enviará a los hogares informes de progreso adicionales según lo solicite el padre o maestro.
4. Brindar a los padres un acceso razonable al personal.
 - Los miembros del personal están disponibles para los padres en cualquier cita programada.
5. Brindar a los padres oportunidades de dar ayuda voluntaria, participando en las clases de sus hijos y observando las actividades en el aula del siguiente modo:
 - Los padres pueden brindar ayuda voluntaria en las clases de sus hijos durante horarios acordados mutuamente entre el padre y el maestro.
 - Los padres pueden brindar ayuda voluntaria en la biblioteca escolar durante el horario de clases.
 - Los padres se pueden unir a la Organización de Padres y Maestros.
 - Los padres pueden brindar ayuda voluntaria como miembros del Consejo escolar, del Comité de Consultoría del Idioma Inglés.
 - Los padres pueden visitar la sala de clase de su niño en cualquier momento si llegan en la oficina y no interrumpen la instrucción de sala de clase.
 - Los padres podrán visitar las aulas de sus hijos por invitación o por pedido del maestro.

Esta página ha sido incluida en el paquete de firmas de padres y guardianes. PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT

ACUERDO ENTRE ESCUELA Y PADRES

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes formas:

- Brindando un período de tiempo y lugar apacible para las tareas para el hogar y controlando la cantidad de tiempo que se ve televisión.
- Leyendo para nuestros hijos o alentándolos para que lean todos los días.
- Asegurando que nuestros hijos asistan a la escuela todos los días y en forma puntual.
- Asegurando que nuestros hijos asistan a cualquier oportunidad del curso particular del extendido día ofrecida.
- Controlando el progreso de nuestros hijos en la escuela de forma regular.
- Participando en la escuela y asistiendo a las conferencias de padre-maestro.
- Comunicando la importancia de la educación y el aprendizaje a nuestro hijos.
- Respetando la escuela, al personal, los alumnos y familias.

Responsabilidades del Alumno

Nosotros, como estudiantes, apoyaremos nuestro aprender de las siguientes formas.

- Venir a la escuela preparado para aprender y esforzarse.
- Traer los materiales necesarios, las tareas para el hogar y trabajos asignados en forma completa.
- Conocer y seguir las reglas de la escuela y el aula.
- Comunicar regularmente a mis padres y maestros sobre experiencias escolares de modo que me puedan ayudar a tener éxito en la escuela.
- Participar en el aula.
- Respetar la escuela, a los compañeros y al personal.

Responsabilidades del Personal

Nosotros, como maestros, apoyaremos el aprendizaje de nuestros estudiantes de las siguientes formas:

- Esforzarse por motivar a los alumnos a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar el amor por el aprendizaje.
- Enseñar en las clases a través de lecciones interesantes y desafiantes que promuevan el aprovechamiento académico del alumno.
- Comunicarse regularmente con las familias en relación al progreso del alumno.
- Brindar un ambiente de calidez, seguridad y cuidado.
- Brindar tareas para el hogar con criterio para reforzar y extender el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente para que la escuela sea un lugar accesible y de bienvenida para las familias y que ayude a cada alumno a cumplir las normas de aprovechamiento académico más altas.
- Respetar la escuela, a los alumnos, al personal y las familias.

Escuela

Padre(s)

Alumno

Fecha

Fecha

Fecha

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT
TITLE 1, PART A DISTRICT WIDE PARENTAL INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

The Pleasant View Elementary School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Pleasant View Elementary School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
 - To involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA, PVESD will gather input and approval from SSC, ELAC and DELAC.
2. The Pleasant View Elementary School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - To involve parents in the process of school review and improvement under section 1116 of the ESEA, PVESD will send out an annual needs assessment to parents and staff.
3. The Pleasant View Elementary School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Availability of a Technology Technician
 - Connect Ed Communication System
 - Necessary funds for parental involvement activities
 - School Nurse
 - Migrant Liaison
 - School's Family Worker
4. The Pleasant View Elementary School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Action 1: The Evaluation

 - As part of the annual review of the Student Handbook, which includes the following documents: a.) Parent Involvement Board Policy, b.) Parent Involvement Administrative Regulations, c.) PVESD School Parent Involvement Policy, d.) PVESD School Parent Compact, e.) PVESD District Wide Parental Involvement Policy, Parents serving on the SSC, ELAC and DELAC will evaluate the content and effectiveness of the parental involvement **policy** in improving the quality of its Title I, Part A schools.
 - The evaluation will include the following:

- Identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- Identifying ways to overcome the barriers identified.
- Proposing revisions to the various parental involvement policies to improve the effectiveness of parental involvement.

Action 2: Proposed Revisions

- The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The proposed revisions to the various parental involvement policies to improve the effectiveness of parental involvement will be submitted to the PVESD Principal or Designee, ELAC and DELAC, if needed, upon the conclusion of the evaluation. The Principal or Designee will then revise the various policies as needed.

The Pleasant View Elementary School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

Topics	Parent Information and Training
State's academic content standards	1. District wide Newsletter 2. Annual Title 1 Meeting 3. Parent Teacher Conferences 4. Progress Reports 5. Report Cards 6. Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports. 7. SSC Meetings 8. ELAC Meetings 9. DELAC Meetings 10. SARC
State's student academic achievement standards	
State and local academic assessments including alternate assessments (The requirements of Title 1: Part A)	
How to monitor their child's progress	
How to work with educators	

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Annual Title 1 Meeting
- Parent Teacher Conferences
- Progress Reports
- Report Cards
- Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports.
- SSC Meetings
- ELAC Meetings
- DELAC Meetings
- ELAC Meetings
- DELAC Meetings
- TCOE SSC / ELAC / DELAC Annual Training
- PTO
- Evening Events including: Back to School Night, Fall Festival, and Dinners
- School Nurse In-services and Health Related Training
- NTI Connect Ed
- PVESD Website
- Parent Institute for Quality Education
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Annual Title 1 Meeting
 - Parent Teacher Conferences
 - Progress Reports
 - Report Cards
 - Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports.
 - SSC Meetings
 - ELAC Meetings
 - DELAC Meetings
 - TCOE SSC / ELAC / DELAC Annual Training
 - PTO
 - Evening Events including: Back to School Night, Fall Festival, and Dinners
 - School Nurse In-services and Health Related Training
 - NTI Connect Ed
 - PVESD Website
 - Parent Institute for Quality Education
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children. The following activities are available at PVESD:
 - Parent involvement opportunities exist at many levels at PVESD, including planning and designing programs, implementing strategies as volunteers in the classrooms, after school, and on committees such as School Site Council, ELAC and DELAC. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The district also has an active Parent Teacher Organization (PTO) that organizes events throughout the year, Halloween Carnival, etc. Parents also have the opportunity to participate in the Migrant Parent meetings held regularly in the district.
 - Parents are also encouraged to be involved in their child's educational process through participation in "Character Counts" and academic awards assemblies, through scheduled and informal parent/teacher/student conferences, by participating as chaperones on field trips, and through educational meetings such as gang awareness and gang prevention nights.
 - Regular communications are distributed to parents in both English & Spanish and cover a variety of topics including: beginning of the

year welcome packets, notification of all meetings and school events, school calendars, and student assessment and grade reports. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested.

- Other notification procedures on such issues as parent choice options and safe school status are in place to meet the required timelines indicated by No Child Left Behind. At the beginning of each school year, the district Superintendent sends notice to parents of their right to request information regarding the professional qualifications of their child's teacher and that they will be notified if their child is being taught by a teacher who is not highly qualified according to the requirements of NCLB.
- The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - PVESD Policy and procedure requires all parent information to be sent in both English and Spanish. Alternative formats are also used when needed and when feasible.

PART III: ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PVE School Site Council meeting agenda and minutes held on the following dates 6/10/2021

This policy was adopted by the Pleasant View Elementary School District Board of Trustees on 6/22/2021 and will be in effect for the period of 5 years. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1st of each school year.

Pleasant View Elementary School Title 1, Part A School Wide Parental Involvement Policy

PART 1: GENERAL EXPECTATIONS

Pleasant View Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Pleasant View Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely manner under section 1118(b) of the ESEA:
 - To involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA, PVE will gather input and approval from SSC, ELAC, DELAC.
 2. Pleasant View Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Pleasant View Elementary School will annually send the School Parental Involvement Policy out to the parents of participating students. A copy of the School Parental Involvement Policy will be available in the school office for local community members.
 3. The Pleasant View Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - Pleasant View Elementary School will update its School Parental Involvement Policy to meet the changing needs of parents and the school as the school population grows and its demographics change.
 4. Pleasant View Elementary School will convene an annual meeting to inform parents of the following:
 - of their child's school participation in Title 1,
 - about the requirements of Title 1,
 - about their school's participation in Title 1:
 - (A) Annual Back to School Night
 - (B) Periodically held Parent/Teacher Conferences
 - (C) Monthly Parent/Teacher Organization Meetings
 - (D) Regularly Scheduled School Site Council Meetings
 - of their rights to be involved,
 - (A) Student Handbook
 - (B) Connect Ed Communication System
 - (C) Monthly Parent/Teacher Organization Meetings
 - (D) Regularly Scheduled School Site Council Meetings
- Pleasant View Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, if requested, paid for with Title 1 funding as long as these services relate to parental involvement:
- Back To School Night/Title 1 Meeting
 - Fall Parent Teacher Conferences
 - Regularly Scheduled ELAC/DELAC/SSC Meetings
 - Regularly Scheduled PTO Meetings

- Spring Parent Teacher Conferences for at risk students
 - Pleasant View Bus Transportation for Parent Conference
6. Pleasant View Elementary School will provide timely information about Title 1 programs to parents of participating children in a timely manner:
- Back To School Night/Title 1
 - API/AYP Notifications
 - After School Program "CHOICES"
 - Connect Ed Communications System
 - Migrant Liaison
 - School Nurse
 - Necessary Funds for Parental Involvement Activities
7. Pleasant View Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Back To School Night/Title 1
 - Fall Parent Teacher Conferences
 - Regularly Scheduled Progress Reports
 - Regularly Scheduled Report Cards
 - Spring Parent Teacher Conferences for at risk students
 - California State Grade Level/Content Standards
 - Yearly CAASSP Results
 - Diagnostic Assessments
8. Pleasant View Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Periodic Phone Calls Home
 - Home Visits, When Necessary
 - Back To School Night/Title 1
 - Fall Parent Teacher Conferences
 - Regularly Scheduled ELAC/DELAC/SSC Meetings
 - Regularly Scheduled PTO Meetings
 - Spring Parent Teacher Conferences for at risk students
 - Parent initiated conferences
 - Parent initiated classroom visitations
 - Student Study Team Meetings
9. Pleasant View Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating students:
- E-Mail
 - Monthly Board Meetings
 - ELAC/DELAC/SSC Meetings
 - District School Parent Meeting, if requested

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Pleasant View Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Periodic Phone Calls Home
 - Home Visits, When Necessary
 - Back To School Night/Title 1
 - Fall Parent Teacher Conferences
 - Regularly Scheduled ELAC/DELAC/SSC Meetings
 - Regularly Scheduled PTO Meetings
 - Spring Parent Teacher Conferences for at risk students
 - Parent Initiated Conferences
 - Parent Initiated Classroom Visitations
 - Student Study Team Meetings
 - Connect Ed Communication System
 - Health Fair
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- Student Handbook
 - Periodic Phone Calls Home
 - Home Visits, When Necessary
 - Back To School Night/Title 1
 - Fall Parent Teacher Conferences
 - Regularly Scheduled ELAC/DELAC/SSC Meetings
 - Regularly Scheduled PTO Meetings
 - Spring Parent Teacher Conferences for at risk students
 - Additional Parent or teacher initiated conferences
 - Parent Initiated Classroom Visitations
 - Student Study Team Meetings
 - Connect Ed Communication System
3. The school will, with the assistance of its district, provide assistance to parents of children they serve by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
- The State's Academic Content Standards,
 - The State's Student Academic Achievement Standards,
 - The State and Local Academic Assessments Including Alternate Assessments,
 - The Requirements of Title 1
 - How to Monitor their Child's Progress, and
 - How to Work With Educators:
 - Migrant Liaison
 - School Nurse
 - DELAC/ELAC/SSC Training
 - New Curriculum Adoptions
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Back To School Night/Title 1
 - Fall Parent Teacher Conferences
 - Regularly Scheduled ELAC/DELAC/SSC Meetings
 - Regularly Scheduled PTO Meetings
 - Spring Parent Teacher Conferences for at risk students
 - Open House
 - DELAC/ELAC/SSC Training
 - Classroom Visitations
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Staff In-service Days
 - Home Visits, when necessary
 - School Nurse
 - Migrant Liaison
 - Staff Meetings
 - Parent Teacher Conferences

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Connect Ed Communications System
 - Notices Home (bi-lingual)
 - Interpreters at Meetings
 - Interpreters at Conferences

PART V. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by 6/10/2021 SSC agenda and minutes.

This policy was adopted by the Pleasant View Elementary School SSC on 6/10/2021. The school will distribute this policy to all parents of participating Title I, Part A children on or **before October 1st of each year**. Pleasant View Elementary School’s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

**PLEASANT VIEW ELEMENTARY SCHOOL
SCHOOL-PARENT COMPACT**

Pleasant View Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2021-2022.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Pleasant View Elementary School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standard as follows:
 - Adopt State Adopted Curriculum
 - Hire Highly Qualified Teachers
 - Hire Highly Qualified Para-professionals
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.
 - Annual parent-teacher conferences will be held in the Fall
 - Annual parent-teacher conferences will be held in the Spring for at risk students
 - Additional parent-teacher conferences will be held as requested by the teacher or parent
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Progress Reports will be sent home 3 times a year.
 - Report Cards will be sent home at the end of each trimester.
 - Additional progress reports will be sent home as requested by the parent or teacher.
4. Provide parents reasonable access to the staff.
 - Staff members are available for parent access for any scheduled appointments.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - Parents may volunteer in their child’s class during mutually agreed upon times between the parent and teacher.
 - Parents may volunteer in the school library during school library hours.
 - Parents may join our Parent Teacher Organization.
 - Parents may volunteer to be a member of our School Site Council, the English Language Advisory Committee.
 - Parents may visit their child’s classroom at any time if they check in at the office and do not disrupt classroom instruction.
 - Parents may visit their child’s classroom at the invitation of, or by request of the teacher.

This signature page has been included in the parent/guardian signature packet.

PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT

SCHOOL PARENT COMPACT

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide a quiet time and place for homework and monitor TV viewing time.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day and is on time.
- Ensure that my child attends any extended day/year tutoring opportunities offered.
- Regularly monitor my child's progress in school.
- Participate at school and attend parent teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

Student Responsibilities

We, as students will support our learning in the following ways:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so they can help me be successful in school.
- Participate in the classroom.
- Respect the school, classmates, and staff.

Staff Responsibilities

We, as staff will support our student's learning in the following ways:

- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Teach classes through interesting and challenging lessons that promote student achievement.
- Communicate regularly with families about student progress.
- Provide a warm, safe and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in making school an accessible and welcoming place for families, which help each student achieve the school's highest academic standards.
- Respect the school, students, staff, and families.

School

Parent(s)

Student

Date

Date

Date

Consolidated Application: Proposed Expenditures

TITLE I (\$319k)

Interventions/Programs Coordinator - (\$50k)

Instructional Aides - \$265k)

TITLE II (\$32k)

Professional Development (Certificated and Classified)

- PAIDIEA
- Math Consultant with TCOE

TITLE III (\$29k)

ELD Coordinator/Coach

ELD Supplies

TITLE IV (\$21k)

Technology (Chrombook Replacement)

FEDERAL ESSER II & III PROPOSED EXPEDNITURES

ESSER II (\$1,077,000 must be spent by September 2022)

6 Additional Teachers - \$450k

Technology Support Positions - \$100k

21-22 Improved Ventilation Modernization Project PVW (\$500k)

ESSER III (\$2,400,000 must be spent by September 2024)

2022-2023 6 Additional Teachers for Academic Support - \$575k

2023-2024 6 Additional Teachers for Academic Support - \$600k

New Classroom Furniture for more flexibility - \$200k

22-23 Improved Ventilation and Classroom Flexibility Modernization Project PVW (\$750k)

Technology Support Positions - \$100k

Exhibit F
6-22-21

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Exhibit - Q
6-22-21

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Pleasant View School District

Option for ensuring safe in-person instruction and continuity of services:
has developed a plan

1. Please choose one:



The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.



The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
 - Please insert link to the plan:
www.pleasant-view.org
- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The LEA has created its plan in an understandable and uniform format.
- The LEA's plan is, to the extent practicable, written in a language that parent scan understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Mark Odsather, Superintendent, 14004 Road 184 Porterville Ca, 93257 (559) 784-6769 marko@pleasant-view.k12.ca.us

Summary of Evaluation Results 2020-2021

Exhibit R
6-22-21

Surveys:

School Health , Safety, and Environment Rating: **Meets**

Nutritional Survey Rating: **Meets**

Family , Staff, Community Involvement Rating: **Meets**

Physical Activity and Physical Education: **Meets**

Overview: **Meets**

Student Surveys:

- 41% of all students surveyed reported the reason they don't eat breakfast at school is due to eating breakfast at home.
- 85% of students surveyed reported feeling like their school promotes a healthy lifestyle.
- 74% of all students surveyed reported food and beverages at school are healthy.
- 62% of all students surveyed reported the variety of food served on campus was Excellent or Good.
- 67% of all students surveyed reported that their average wait time to get lunch is less than 10 minutes.

Recommendations:

- Bring Mental Health Professionals to Monthly Meetings
- Offer Workshops and trainings on resources and services
- Family Nights (bring training and workshops to coincide with Family Nights)
- Self-Care and Mindfulness training for parents, staff and students
- Focus on Habits of Success Grades TK-8th
- Back to school community event

Other:

- Cafeteria is looking to move to an offer vs serve model. Allowing students more choice into what they eat daily.
- Received the Nutrition Equipment Grant, including salad bars etc.
- Received Water Fountain replacement grant. Replaced water fountains on both sites with new water fountain/bottle filling stations.
- Families in Action / Parenting Teens
- Mobile Health and Dental Clinic



**PLEASANT VIEW
ELEMENTARY**

**WELLNESS
POLICY**

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Introduction

Wellness Policy Committee

Wellness Policy

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 - b. Social/Psychological Health
 - c. Health Services
 - d. Health Education
- II. Nutrition**
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 - b. Staff Qualifications and Professional Development
 - c. Water
 - d. Competitive Foods and Beverages
 - e. Food Sales during Breakfast and Lunch
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 - h. Nutrition Promotion
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- III. Family, Staff, and Community Involvement**
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Appendix A: Wellness Committee Members

Appendix B: California Local School Wellness Policy Requirements

Appendix C: USDA Smart Snacks in School Standards

Appendix D: School Site Annual Evaluation Form

Appendix E: Annual Student Survey

Appendix F: Nondiscrimination In District Programs And Activities

INTRODUCTION

The mission of Pleasant View Elementary School District is to help transform public education so all students graduate prepared for college, leadership, and life. Pleasant View believes that for students to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting throughout the school year.

This policy outlines Pleasant View's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day, which will promote a healthy lifestyle. Specifically, this policy establishes goals and procedures to ensure:

- Students at Pleasant View have access to a variety of healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the school campus - in accordance with federal and state nutrition standards;
- To the maximum extent possible, all Pleasant View schools participate in available federally reimbursable school meal programs, including the National School Lunch Program, School Breakfast Program, Afterschool Snack Program.
- Students have opportunities to be physically active throughout the school day;
- All schools promote nutrition, physical activity, and other activities that encourage student wellness;
- All schools' nutrition education and physical education programs are consistent with the expectations established in the state's curriculum frameworks and content standards and, as appropriate, shall be integrated into other academic subjects such as advisory and/or seminar;
- Stakeholders including but not limited to students, parents, teachers, school administrators, home office staff and other interested community members are engaged in supporting the work of Pleasant View in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits; and
- Pleasant View will establish and maintain an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the Pleasant View Elementary School District network.

WELLNESS POLICY COMMITTEE

Committee Role and Membership

As a result of the new regulations, Pleasant View began the process of updating its existing wellness policy and formed a Wellness Policy Committee (hereto referred to as the “Committee”) in the 2016-2017 school year. The Committee is composed of various stakeholders from diverse roles and backgrounds within Pleasant View (see **Appendix A** for a list of current wellness committee members for the 2020-2021 school year).

The task of this Committee is to review and update the existing wellness policy by incorporating the new federal and state objectives. In addition, the Committee will oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the wellness policy.

The Committee provided input on different policy sections. After input from various stakeholders, the committee produced an updated wellness policy that outlines the goals of Pleasant View and provides helpful tools and resources.

The overarching goal of the Committee is to promote health and wellness, and to convey positive, consistent messages to all Pleasant View students, stakeholders, and community members in accordance with current law. We want to support our students and enable them to achieve more by learning healthy behaviors that will benefit them for the rest of their lives.

Leadership

The **Superintendent** will convene the Committee and facilitate development of and updates to the wellness policy at the Pleasant View level. **School Managers and Principals** will ensure compliance with the policy at the school level.

We welcome feedback on our plan and if you are interested in providing input into our wellness plan please contact Jose Miranda at 559-784-6769 or at [jmiranda @pleasant-view.k12.ca.us](mailto:jmiranda@pleasant-view.k12.ca.us)

PLEASANT VIEW WELLNESS POLICY

Pleasant View believes schools play a critical role in promoting healthy and safe behaviors to help students establish lifelong, healthy behaviors. Pleasant View believes there is a direct link between student health and learning and aims to provide a comprehensive program promoting healthy eating and physical activity for Pleasant View students.

I. School Health, Safety, and Environment

a. Physical Environment, Health & Safety

- Students will be taught campus safety rules. Infractions will be referred to the appropriate school employee promptly.
- School sites will monitor equipment/grounds and refer potential hazards for repair promptly.
- Staff will be informed of and follow safety regulations.
- School sites will promote a drug- and substance-free environment and will encourage making healthy choices at home and at school.
- School sites will promote healthy, respectful relationships between students and their peers
 - School sites will establish practices designed to create an environment free from discrimination, intimidation, and harassment
 - School sites will develop relevant opportunities (e.g. events, programs, partnerships) geared towards students and/or parents promoting awareness and providing education on dating violence prevention, domestic violence awareness, and social tolerance and respect for others

b. Social/Psychological Health

- School sites will have a protocol in place for detection and referral of students who have potential for harm to self or others.
- In order to ensure that students have access to comprehensive health services and mental health services, Pleasant View will provide access or referrals to health services and mental health services at or near Pleasant View schools and/or may provide referrals to community resources.

c. Health Services

- The Health Services program is a critical means to improving both educational performance and the well-being of the students.
- **Health Services staff** shall be fully supportive of wellness policy regulations and promotion of health and wellness activities.

- **School Staff** will promote attendance by communicable disease (e.g. chicken pox, common cold, pink eye, diphtheria, food poisoning, etc.) surveillance, encouraging healthy habits and injury prevention.
- **School Community Liaison** will provide local community resources for health care, health insurance, and health education, including low- and no-cost resources to students, their families, and staff.
- **School Staff / Locke Wellness Center** will provide information on nutrition, respiratory management, disease prevention and detection, tobacco cessation, emotional wellness, and other health and wellness opportunities to students and staff.
- **School Nurse / Health Clerks** will provide grade level mandated screenings for vision and hearing. In addition, Pleasant View will provide other screenings (such as scoliosis and dental) to students as identified/needed.
- **School Community Liaison / Community Engagement** will participate in community health information outreach activities.

d. Health Education

- Pleasant View will continue to encourage health education to K-12 students designed to motivate and help students maintain and improve their health, prevent disease and avoid health-related risk behaviors.
- Staff will strive to use a sequential health education curriculum that is consistent with state standards for health education.
- Pleasant View should explore resources and grants for training and materials for K-12 Health curriculum.
- School sites will be encouraged to provide educational events to support and teach healthy choices.

II. Nutrition

a. School Meals

Pleasant View is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

Pleasant View participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Seamless Summer Feeding Option (SSFO), Afterschool Snack. All Pleasant View schools are committed to offering school meals through these Federal child nutrition programs that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (Pleasant View offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using Smarter Lunchroom techniques such as:
 - Whole fruit options are displayed in bowls or baskets
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily fruit and vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork promoting healthy food and beverage choices is displayed in the service and/or dining areas
 - Daily announcements and/or signage are used to promote and market menu options

Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

b. Staff Qualifications and Professional Development

The acting school nutrition program director, managers (**School Staff / Managers**), and staff (**Parent Coordinators and Office Assistants**) will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

c. Water

All students shall have access to free, safe, fresh drinking water during meal times.

d. Competitive Foods and Beverages

Pleasant View is committed to ensuring that all foods and beverages available to students on the school campus during the school day (midnight to 30 minutes after the last period) support healthy eating. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day³ (i.e. “competitive” foods or beverages) will meet or exceed the USDA Smart Snacks nutrition standards (see **Appendix C**).

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

e. Food Sales during Breakfast and Lunch

Staff and students are prohibited from selling food during the designated school breakfast and school lunch period so as not to compete with the School Breakfast Program and National School Lunch Program and maximize student participation in those programs.

f. Celebrations and Rewards

All foods offered on the school campus are encouraged to meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. **Celebrations and parties.** School sites will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - Examples: Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#)
2. **Classroom snacks brought by parents.** School sites will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. **Rewards and incentives.** School sites will provide to teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior.
4. **Vending machines.** All vending machines at Pleasant View schools shall adhere to USDA Smart Snacks in School nutrition standards. School sites are responsible for maintaining the necessary documentation verifying that foods sold in the vending machines are compliant with nutrition guidelines.

g. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Pending approval from Administration and Cafeteria Manager.

h. Nutrition Promotion

Pleasant View will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards through appealing, creative, or educational visual aids and displays such as school posters and signage
- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques, www.smarterlunchrooms.org.

i. Nutrition Education

Pleasant View aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to promote and protect their health.

j. Food and Beverage Marketing in Schools

Pleasant View is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Pleasant View strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on Pleasant View property that contains messages inconsistent with the health information Pleasant View is imparting through nutrition education and health promotion efforts. It is the intent of Pleasant View to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with Pleasant View's wellness policy.

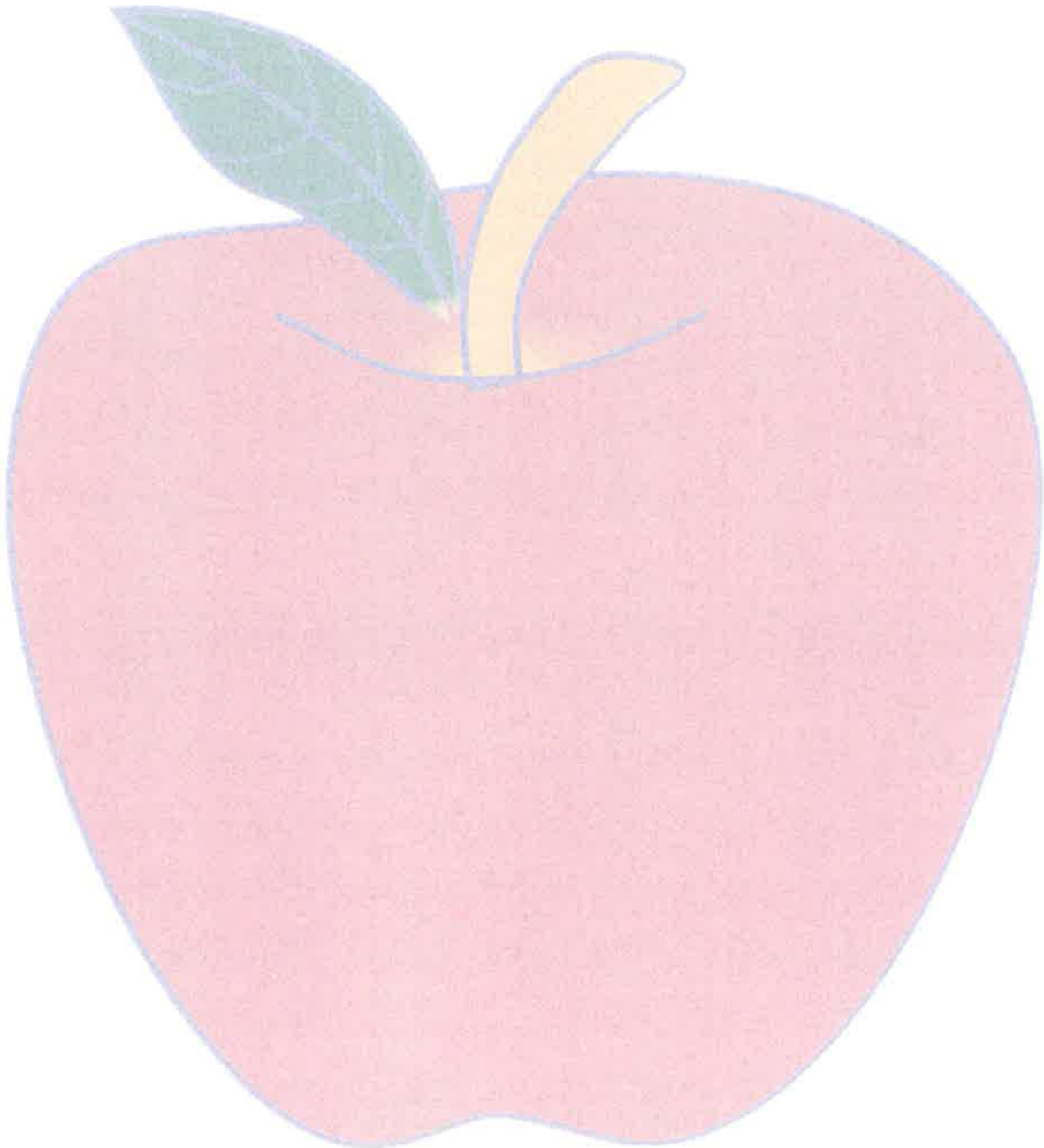
Any foods and beverages marketed or promoted to students on the school campus during the school day (between midnight and 30 minutes after the last period ends) will meet or exceed the USDA Smart Snacks in School nutrition standards.

+

Food advertising and marketing is defined as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.

- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.



III. Family, Staff, and Community Involvement

Pleasant Views shall implement strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

- The community and students' families are encouraged to promote a healthy lifestyle for students. Community-based partnerships can help promote these behaviors through health promotion materials, lessons and community activities.
- Staff shall model healthy behaviors.

a. Community Partnerships

Pleasant View will develop and continue relationships with community partners (i.e. health organizations, hospitals, local non-profits, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and Sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

b. Community Health Promotion and Engagement

Pleasant View will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Pleasant View will use electronic mechanisms (such as email or displaying notices on school websites), as well as non-electronic mechanisms (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Community Liaison / Health Clerks / Parent Coordinators / Community Health Representative will be encouraged to design and offer parent workshops to educate parents and families about nutrition and physical activity.

c. Staff Wellness and Health Promotion

Pleasant View School will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies we will use, as well as specific actions staff members can take, include:

- Staff eating lunch regularly with students
- Student vs. staff or staff vs. staff team-building activities, games, or sporting events (e.g. soccer, kickball, basketball game, tournament)
- "Steps" contests
- Dodgeball (or some other sport) intramural teams

IV. Physical Activity and Physical Education

Pleasant View's physical activity and physical education ("PE") program goals are to:

- Expose all students to a variety of activities that instills the importance of being lifelong learners
- Create a safe environment where all students can learn and be successful
- Develop physically active learners who have mastered leadership, teamwork, and cooperative skills

a. Physical Education

Pleasant View's PE curriculum will meet or exceed requirements outlined in California's curriculum frameworks and content standards, shall be based on the most current research and content, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Mirroring other subject areas, Pleasant View's PE curriculum will employ high quality instruction and academic discourse. The purpose of using these strategies is to encourage students to push their critical thinking skills and promote in-depth learning. Ongoing professional development will be provided to physical education teachers, coaches, and other staff as appropriate to enhance their health knowledge and skills.

b. Physical Activity

Students will be provided with the opportunity, support, and encouragement to be physically active on a regular basis through PE instruction and physical activity programs will meet the 200 minute requirement every ten days. Schools will provide a variety of opportunities for students to maximize physical activity, including but not limited to:

- PE, recess, health education that includes physical activity as a main component, student clubs, and intramural or interscholastic activities . Physical activity programs will be carried out in safe environments that reflect respect for body-size differences and varying skill levels.
- Afterschool programming encompassing a variety of physical activities and non-traditional sports and activities.
- Afterschool program providers, such as CHOICES, will conduct needs assessments based on community demographics, school population, obesity rates, etc. to inform programming provided
- Afterschool program providers will seek out partnerships with community-based organizations that promote health and wellness to students (e.g. Family Healthcare Network)

Schools will encourage family and community members to support programs outside of the school that promote a healthy and active lifestyle. Signage will be posted and information sent home regarding physical activity opportunities. Forms which will assess the extent to which individual Pleasant View school sites are in compliance with this policy. The forms are to be submitted online and turned into the Operations Department as outlined below

V. Implementation, Evaluation, and Monitoring of the Wellness Policy

a. Implementation

The Pleasant View Wellness Policy is effective beginning in the 2017-2018 school year. The Superintendent, the School Managers and/or Principal at each school site will ensure that each school site complies with this policy. Training on this policy will be provided by members of the Committee tailored towards various stakeholder groups. The Committee shall assess the implementation and effectiveness of this policy every year.

Schools are to utilize this policy to develop their own internal procedures to ensure compliance with the wellness policy.

b. Evaluation

Evaluation will be formally comprised of two annual sets of Data.

Form	Submitter	Deadline
Appendix D: School Site Annual Evaluation Form	School Managers and/or Principal	March 1
Appendix E: Annual Student Survey	Pleasant View students	May 1

The purpose of the annual evaluations are to determine if Pleasant View is meeting the wellness goals set forth in this policy, determine particular areas of strength or weakness, identify areas for improvement, and make policy adjustments as needed to focus Pleasant View resources and efforts on actions that are most likely to make a positive impact on student health and achievement. The Operations Analyst will prepare an annual report summarizing evaluation results across schools to be shared with the public.

c. Monitoring

The Committee will reconvene each year and as requested by the Superintendent to review and update the wellness policy to meet the organization's needs and to ensure compliance with current laws.

d. Public Notification

Pleasant View shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and the evaluation results. Evaluation results will be posted online on the main Pleasant View website. Information will also be shared through multiple channels which may include school websites, parent newsletters, School Advisory Council meetings, School Board Meetings, and social media.

Appendix A - Wellness Committee Members

Mark Odsather, Superintendent

Richard Thornberry, Principal

Jose Miranda, Cafeteria Manager

Yessie Gonzalez, School Psychologist

Nancy Kimura, School Nurse, Tulare County Office of Education

Yesenia Reyes, Executive Secretary / Parent

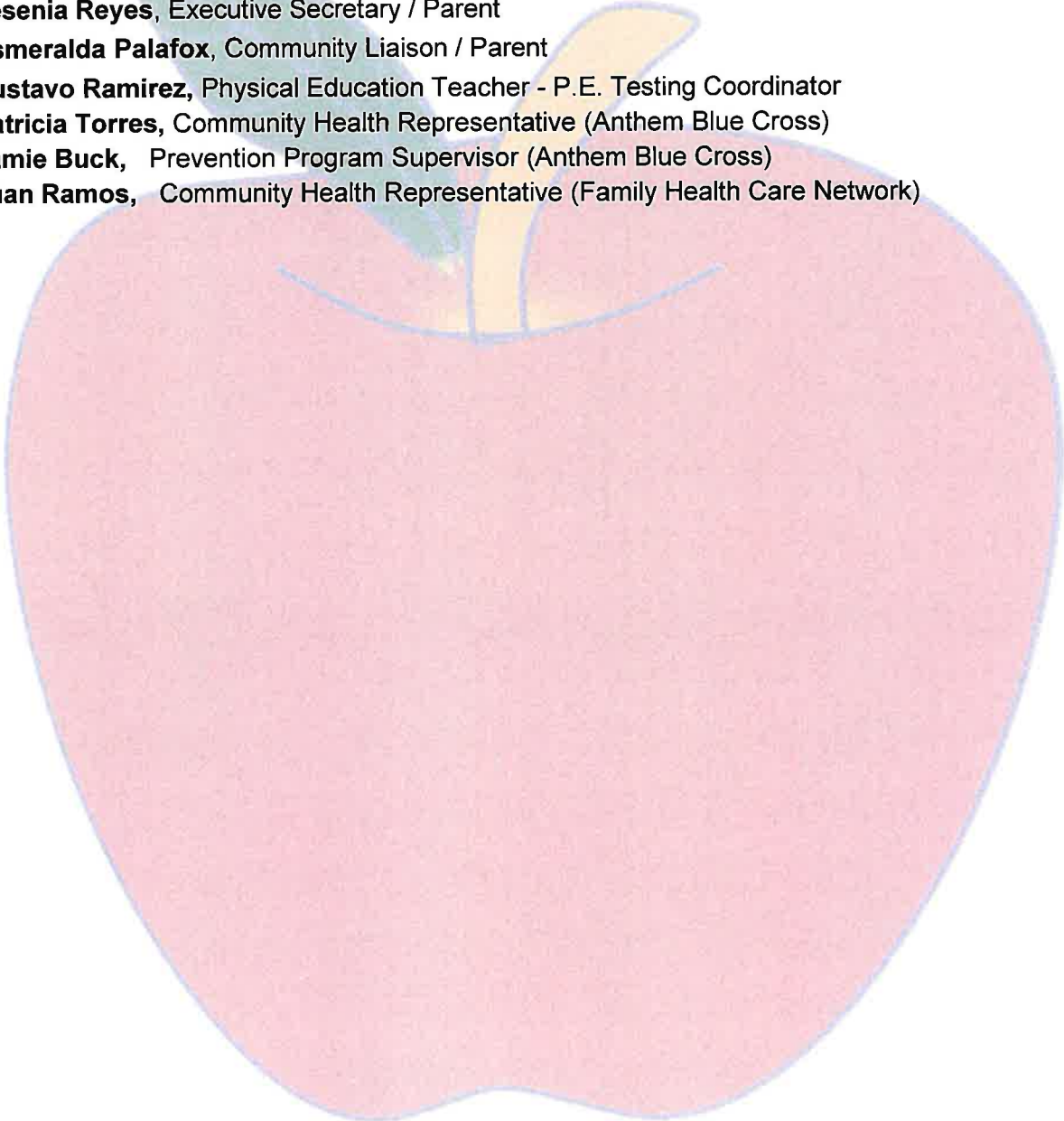
Esmeralda Palafox, Community Liaison / Parent

Gustavo Ramirez, Physical Education Teacher - P.E. Testing Coordinator

Patricia Torres, Community Health Representative (Anthem Blue Cross)

Jamie Buck, Prevention Program Supervisor (Anthem Blue Cross)

Juan Ramos, Community Health Representative (Family Health Care Network)



Appendix B: California Local School Wellness Policy Requirements

The Child Nutrition and WIC Reauthorization Act of 2004 mandated that all local educational agencies participating in a federal meal reimbursement program establish a Local School Wellness Policy.

On December 13, 2010, President Obama signed the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) reauthorizing the Child Nutrition Programs. Section 204 added Section 9A to the Richard B. Russell National School Lunch Act (Title 42, U.S. Code 1758b), Local School Wellness Policy Implementation. The provisions enhanced the previous Local School Wellness Policy requirements, strengthening requirements for ongoing implementation, assessment, and public reporting of wellness policies and expanding the team of collaborators participating in the wellness policy development to include more members from the community. The HHFKA now requires that the local school wellness policy, at a minimum, include:

- Goals for nutrition promotion* and education, physical activity, and other school based-activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available on school campus during the school day.
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation*, and periodic review and update* of the wellness policy.
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public.*
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy.*
- Local designation must include one or more local education agency officials or school officials to ensure that each school complies* with the local school wellness policies.

*These are new requirements.

Adapted from <http://www.cde.ca.gov/ls/nu/he/wellness.asp>

Appendix C - Snacks in School Standards

Pleasant View School District's Guide to Food on Campus

In an effort to have a healthy start to our 2017-2018 school years, the following handout includes information on food that is allowed at school. This guide was created using laws and regulations passed by federal, state, and local agencies. These regulations apply from midnight to ½ hour after school ends. The percentage of overweight and obese children has more than doubled in the last 30 years. Children who are overweight and obese are more likely to be overweight and obese as adults and are at a higher risk for chronic diseases such as heart disease, type II diabetes, stroke, and several cancers. It is essential that we all work together to teach our kids healthy habits now by encouraging healthy food at school, so they have a healthier future.

Snacks:

*Snacks must be store bought

- 175 calories or less (elementary) or 250 calories or less (middle)
- Contain no trans fat
- May not be deep fried
- May not contain more than 35% total calories from fat
- May not contain more than 10% total calories from saturated fat
- May not contain more than 35 % of its total weight from sugar

Parties:

- Only 3 parties are permitted throughout the year.
- All food items must be store bought.
- Only one “non-nutritious” food, such as cakes, cupcakes, cookies, ice cream, etc., is allowed per party, so please coordinate with other parents.
- Juice should be greater than 50% fruit juice and have no added sweeteners (No Soda)
- Healthy snack ideas might include: fruit or vegetable trays with dip, granola bars, sugar free gelatin, baked snacks, etc.
- Foods of minimal nutritional value such as chewing gum, candy, candy coated popcorn, etc. are not permitted to be served or sold at school. These regulations apply from midnight to ½ hour after school ends.

Pleasant View School District Approved Snack List

USDA's Smart Snacks in school standards are practical, science-based nutrition standards for all foods and beverages sold or served to students during the school day. The new rule went into effect July 1, 2014 and merges the previous California Nutrition Standards.

The following list is of foods and beverages that meet the standards for all grade levels. This list is **not all inclusive**. Alternative items may be available at different stores. Manufactures' ingredients and distribution change frequently.

Applesauce/Fruit Cups/Fruit Snacks

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
All Brands	Individual Fruit Cups in Water or Natural Juices	½ cup	X	X
All Brands	Dried Fruit with No Added Sugar	¼ cup	X	X
All Brands	Fresh Fruit and vegetables- Individual Bags or Platters	½ cup	X	X
Andros	Fruit Me Up Pouches- All Flavors	1 pouch (133g)		
Brother's	All Natural Fruit Crisps	1 bag	X	X
Buddy Fruits	100% Fruit Snack Squeeze Pouch- All flavors	1 pouch (90g)	X	
Buddy Fruits	Pure Fruit Jiggle Gel	1 pouch (3.2oz)	X	
Chiquita	Fruit Chips 100% Fruit Freeze Dried- All flavors	1 pouch (30g)	X	
Clif	Organic Twisted Fruit- All Flavors	1 twist (20g)	X	
Crunchies	Freeze Dried Fruit- All Flavors	¼ cup	X	
Crunch Pak	Dipper Fruit Packs- All Flavors	1 container (2.75oz)	X	
Del Monte	Fruit Cups No Sugar Added- All Flavors	1 cup (106g)	X	
Del Monte	Fruit Naturals No Sugar Added	1 container (1 cup)	X	
Del Monte	Fruit Burst Pouch- All Flavors	1 pouch (90g)		
Disney	Fruit Crisps Freeze Dried Fruit Slices- All Flavors	1 bag (7g)	X	
Dole	Fruit Cups in 100% Juice- All Flavors	1 container (113g)	X	
Dole	Fruit Squish'ems	1 pouch	X	
Earth's Best	Organic Applesauce- Cinnamon	1 cup (113g)	X	
Earth's Best	Organic Applesauce- Original	1 cup (113g)	X	
Earthbound Farm	Organic Raisins	1 box (43g)		
Go Go Squeez	Go Go Squeez Applesauce Pouches	1 pouch (90g)		
Great Value	All Natural No Sugar Added Applesauce- Individual Cups	4oz unit (113g)	X	
Great Value	Unsweetened Applesauce	½ cup	X	
Great Value	Dried Apricots	7 pieces	X	
Great Value	No Sugar Added Fruit Cups- Peaches	1 bowl (108g)	X	
Happy Squeeze	Fruit & Veggie TWIST Pouch- All Flavors	1 pouch (99g)	X	
Kirkland	Sunsweet Dried Apricots	About 6		X
Kirkland	Sunsweet Dried Plums	About 6		X
Kirkland	Real Sliced Fruit- Freeze Dried-Individual Bags	1 bag		X
Materne	Go Go Squeeze- All Flavors	1 pouch (90g)		X
Motts	Applesauce Snack & Go- All Flavors	1 pouch (90g)	X	
Motts	Healthy Harvest No Added Sugar- Country Berry, Peach Medley & Summer Strawberry	1 cup (113g)	X	
Motts	Motts Medley's Fruit & Veggie Snack	1 cup (111g)		
Motts	Natural Apple Sauce	1 cup (111g)	X	

Smuckers	Fruit Fulls- Pure Blended Fruit	1 pouch (4 oz)		
Stater Bros	Unsweetened apple sauce	1 cup		
Sunmaid	Raisins	1 box (42.5g)	X	X
Tree Top	No Sugar Added Natural Apple Sauce- Individual Cups	1 unit (113g)	X	X
Tree Top	All Flavor Pouches	1 pouch (26g)		

Chips/Pretzels/Popcorn/Corn Nuts

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Act II	Bags 94% Fat Free Butter Popcorn	6.5 cups popped	X	
Corn Nuts	Original, Ranch, Chile Picante	1 package (1/3 cup)	X	
Corn Nuts	Variety Pack	1 package (1/3 cup)		X
General Mills	Chex Mix Snack Mix- Individual Snack Bags Traditional, Sweet n Salty, Trail Mix	1 pouch (.82oz)		
General Mills	Chex Mix- Traditional Sweet n Salty, Trail Mix, Caramel Crunch	½ cup	X	
Jolly Time	Healthy Pop Butter 94% Fat Free- 100 Calorie Pack	1 package		
Jolly Time	Healthy Pop 94% Fat Free Microwave Popcorn	2 cups popped		
Lays	Baked Doritos Brand Nacho Cheese Flavored Tortilla Chips	15 chips (1oz)	X	
Lays	Baked Ruffles Potato Chips	9 crisps (1oz)	X	
Lays	Baked Potato Chips- BBQ, Cheddar & Sour Cream, Original, Sour Cream & Onion	1oz		
Popcorners	Sweet Cinnamon, Memphis BBQ	1 package (28g)		
Smart Balance	Smart N' Healthy Popcorn	4 cups popped		
Smart Food	Smart Food Delight Popcorn- Sea Salt or White Cheddar	1 cup		
Quaker	Popped Rice Snacks- Only Apple and Chocolate	1oz	X	
Quaker	Rice Cakes- All Flavors	1 Cake	X	
Tostitos	Baked Tortilla Scoops- Light Tortilla Chips	16 chips (28g)	X	
Wholesome Goodness	Tortilla Chips- Sea Salt or Multigrain Flax	8 chips		

Nuts/Seeds/Jerky

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Blue Diamond	Almonds Whole Natural- Grab & Go Bags	1 bag (1oz)	X	
Blue Diamond	Almonds Whole Natural	1 oz (24 nuts)		
David	Original Sunflower Seeds	1 bag (1.75oz)	X	X
David	Pumpkin Seeds	1/3 cup	X	
Diamond	Shelled Walnuts	¼ cup (1oz)		
Emerald	100 Calorie Packs- Natural Almonds	1 bag (18g)	X	
Hoody's	Dry Roasted Peanuts	40 pieces		X
Kirkland	Dry Roasted Almonds	¼ cup		X
Kirkland	Pistachios	½ cup with shells		X

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Orchard Fresh	Walnuts Halves & Pieces	1oz	X	
Orchard Fresh	Pecan Halves	1oz	X	
Orchard Fresh	Whole Natural Almonds	1oz	X	
Planters	Single Serve Salted Cashews	1 bag (1oz)		X
Planters	Single Serve Salted Peanuts	1 bag (1oz)		X
Planters	Cashew Halves & Pieces	50 pieces	X	X
Planters	Dry Roasted Peanuts	39 pieces (28g)	X	X
Wonderful	Pistachios	1 bag (1.5oz)	X	X
Wonderful	Pistachios- Roasted, Salted, Shelled	¼ cup		X
Wonderful	Pistachios- While With Shell	½ cup		X

Cakes, Cookies and Crackers

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Annie's	Homegrown Bunny Grahams- Honey, Chocolate Chip, Chocolate	About 28 cookies (30g)	X	
Crunchmaster	Multi-seed- Five Seed	14 crackers		X
Crunchmaster	Grammy Crisps- Cinnamon Sugar	25 crackers	X	
Homekist	Honey graham Crackers	2 full cracker sheets	X	
Kashi	Snack Crackers- Not Cheddar	15 crackers		
Kashi	Soft Baked Cookies- All Flavors	1 cookie (30g)		
Kellogg's	Special K Cracker Chips- Individuakl Bags	1 package	X	
Kellogg's	Special K Cracker Chips- Sea Salt, Sour Cream & Onion, Southwest Ranch, Cheddar	27-30 chips (30g)	X	
Nabisco	100 Calorie Packs- Mini Teddy Grahams	1 package (22g)	X	
Nabisco	100 Calorie Packs- Sweet & Salty	1 package (22g)	X	
Nabisco	100 Calorie Packs- Wheat Thins Toasted Chips	1 package (22g)	X	
Nabisco	BelVita Soft Baked Cookie- Chocolate, Banana, Berry	1 cookie		X
Nabisco	Honey Maid Grahams	8 crackers (2 full sheets)	X	X
Nabisco	Honey Maid Grahamfuls- All Flavors	1 pack (25g)	X	
Nabisco	Honey Maid Lil'Squares- Cinnamon	29 pieces	X	
Nabisco	Honey Maid Minions Honey Grahams	1 bag (28g)		
Nabisco	Teddy Grahams 150 Calorie Pouches- Chocolate, Cinnamon, Honey	1 pouch (35g)	X	
Nabisco	Teddy Grahams- Honey, Cinnamon, Chocolate, Chocolate Chips	24 pieces	X	
Nabisco	Triscuit- All Flavors	About 6 crackers	X	
Nabisco	Triscuit Thin Crisps- All Flavors	About 15 crackers	X	
Nabisco	Wheat Thins- Original, Reduced Fat, Multigrain, Toasted Chips	About 14 pieces (1oz)	X	
Nabisco	Wheat Thins Toasted Chips- Garden Valley Vegetable, Great Plains Multigrain	13 chips (28g)	X	
Pepperidge Farm	Baked Naturals Cracker Chips- Multigrain only	27 pieces (30g)	X	

Pastries/Bagels

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Kellogg's	Pop Tarts Low Fat- Brown Sugar or Strawberry	1 pastry (50g)		
Kellogg's	Pop Tarts Oatmeal Delights- All Flavors	1 pastry (50g)	X	
Kellogg's	Pop Tarts Whole Grain- Strawberry, Brown Sugar, Cinnamon	1 pastry (50g)		
Sara Lee's	Soft & Smooth Mini Bagels- Whole Grain, Cinnamon	1 bagel (37g)	X	
Thomas	Bagel Thins- 100% Whole Wheat, Everything, Plain	1 bagel (46g)	X	

Drinks

Manufacturer	Name/Description	Serving Size (Elementary)	Serving Size (Middle/High)	Wal-Mart	Costco
Campbell's	V-8- Spicy Hot, Low Sodium or Regular	< 8 fl oz.	< 12 fl oz.	X	X
Campbell's	V-8 Fusion- Strawberry Banana, Peach Mangy, Pomegranate Blueberry, Tropical Orange	< 8 fl oz.	< 12 fl oz.	X	X
Campbell's	V-8 Fusion Refreshers	< 8 fl oz.	< 12 fl oz.	X	
Campbell's	V-8 Fusion- Individual Pouches- All Flavors	1 pouch	1 pouch	X	
Capri Sun	100% Juice Pouches- All Flavors	1 pouch (6.75 oz)	1 pouch (6.75 oz)	X	
Capri Sun	Fruit Waves- 100% Juice- All Flavors	1 pouch (6.75 oz)	1 pouch (6.75 oz)		X
Capri Sun	Super V- Fruit & Vegetable Drink	1 pouch (6 oz)	1 pouch (6 oz)		
Dole	100% Pineapple Juice	< 8 fl oz.	< 12 fl oz.	X	
Florida's Natural	100% Fruit Juices- All Flavors	< 8 fl oz.	< 12 fl oz.		
Great Value	100% Juice (Apple, Cranberry, Grape)	< 8 fl oz.	< 12 fl oz.	X	
Great Value	Vegetable Juice from Concentrate (100% Juice)	< 8 fl oz.	< 12 fl oz.	X	
Horizon	Organic Milk- Lowfat- All Flavors	< 8 fl oz.	< 12 fl oz.	X	
Juicy Juice	Fruitfuls- All Flavors	6.75 fl oz.	6.75 fl oz.		
Kirkland	100% Juice- Pomegranate, Cranberry/Raspberry, Pomegranate/Blueberry, Cranberry/Grape	< 8 fl oz.	< 12 fl oz.		X
Kirkland	Hansen 100% Juice Variety	6.75 fl oz.	6.75 fl oz.		X
Langer's	100% Juices- All Flavors	< 8 fl oz.	< 12 fl oz.		
Martinellis	100% Pure Apple Juice	< 8 fl oz.	< 12 fl oz.		X
Minute Maid	100% Juice- Apple, Fruit Punch, Apple White Grape, or Mixed Berry	< 8 fl oz.	< 12 fl oz.	X	X
Motts	100% Apple Juice	< 8 fl oz.	< 12 fl oz.	X	
Ocean Spray	100% Juice- Grapefruit, Cranberry, Ruby Red Grapefruit, Cranberry or Pomegranate	< 8 fl oz.	< 12 fl oz.	X	
Sam's Choice	100% Juice- Apple Juice Punch Blend, White Grape	< 8 fl oz.	< 12 fl oz.	X	
Silk	Pure Almond Milk- All Flavors	< 8 fl oz.	< 12 fl oz.	X	
Simply Orange	100% Juice- All Flavors	< 8 fl oz.	< 12 fl oz.		
Seneca	100% Apple Juice	< 8 fl oz.	< 12 fl oz.	X	
Sunsweet	100% Prune Juice	< 8 fl oz.	< 12 fl oz.	X	
Tummy Tickler	100% Juice- Apple	< 8 fl oz.	< 12 fl oz.	X	

Manufacturer	Name/Description	Serving Size (Elementary)	Serving Size (Middle/High)	Wal-Mart	Costco
Treetop	100% Apple Juice	< 8 fl oz.	< 12 fl oz.	X	X
Treetop	100% Juice Assorted	< 8 fl oz.	< 12 fl oz.		X
Treetop	Fresh Pressed Juice	< 8 fl oz.	< 12 fl oz.		
Tropicana	100% Juice- Apple, Fruit Punch, or Orange	< 8 fl oz.	< 12 fl oz.	X	X
Welch's	100% Juice- Grape, White Grape, White Grape Cherry, White Grape Peach, White Grape Blueberry Kiwi, Strawberry Kiwi	< 8 fl oz.	< 12 fl oz.	X	
All Brands	100% Juice (Product Must State 100% Juice)	< 8 fl oz.	< 12 fl oz.	X	X
All Brands	Milk- Lowfat 1%, or Fat Free	< 8 fl oz.	< 12 fl oz.	X	X
All Brands	Milk Alternative- Reduced Fat Enriched- Rice, Nut or Soy	< 8 fl oz.	< 12 fl oz.	X	X
Water	Pure Water, No Added Artificial Sweetener and/or Caffeine	Any Size	Any Size	X	X

Yogurt/Cheese/Smoothies

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Activia	Reduced Fat, Low Fat, or Greek Yogurt- All Flavors	1 container (113g)		
Chobani	Non-fat Yogurt- All Flavors	6 oz (170g)	X	X
Chobani	Low Fat Yogurt- All Flavors	6 oz (170g)	X	
Dannon	Danimals- Yogurt Smoothies	1 bottle- 3.1 fl oz.	X	
Dannon	Oikos- Fruit on the Bottom (Non-fat)	5.3oz (150 g)	X	
Dannon	Light & Fit	6oz (170g)	X	
Fage	Total 0%- Fat Free Yogurt	1 container (6 oz)	X	X
Frigo	Light String Cheese	1 stick (28 g)	X	
Great Value	Lowfat Yogurt- All Flavors	6 oz	X	
Great Value	Light- Non-fat Yogurt- All Flavors	6 oz	X	
Health Valley	Fruit Yogurt Smoothie Pouch- Strawberry Banana, Pear Mango	1 pouch (4.2 oz)	X	
Kirkland	Lowfat Yogurt- Peach and Blueberry	8 fl oz.		X
Kraft	Live Active 2% Milk Marbled Colby & Monterey Jack Cheese Stick	1 stick (28g)	X	
Kraft	Mozzarella Cheese String- 2% milk	1 stick	X	
Liberte	Nonfat Greek Yogurt- All Flavors	5.3 oz	X	
Precious	String Cheese	1 stick (28g)	X	X
Precious	Stringsters Reduced Fat String Cheese	1 stick		
Sargento	String Cheese	1 stick	X	
Sargento	Light String Cheese	1 stick		
Sargento	Reduced Fat- Colby Jack, Cheddar, Sharp Cheddar	1 stick	X	
Stater Bros	Light String Cheese	1 stick		
Stoneyfield	YoKids Squeezers Organic Lowfat Yogurt- All Flavors	1 tube (56g)		
Stoneyfield	YoKids- Lowfat Yogurt- All Flavors	1 container (4 oz)	X	
The Laughing Cow	Babybel Light	1 piece		X

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
The Laughing Cow	Cheese Wedges Light- All Flavors	1 wedge	X	X
Yoplait	Original Yogurt- All Flavors	6oz	X	X
Yoplait	Reduced Fat Yogurt- All Flavors	8 fl oz or less	X	X
Yoplait	GoGurt- Portable Low Fat Yogurt- All Flavors	1 tube (64g)		
Yoplait	Gogurt Protein- Portable Low Fat Yogurt- All Flavors	1 tube (64g)	X	
Yoplait	Simply GoGurt- Portable Low Fat Yogurt- All Flavors	1 tube (64g)	X	X
Yoplait	Yoplait Kids Yogurt- All Flavors	1 container	X	
Yoplait	Light Yogurt- All Flavors	6oz	X	X
Yoplait	Greek 100- All Flavors	5.3oz (150g)		
Yoplait	Pro-Force Protein Yogurt For Kids- All Flavors	1 container (3.5 oz)	X	
Weight Watchers	String Cheese	1 stick	X	

Cereal/Breakfast Bars

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Fiber One	Streusel Bar- Strawberry or Blueberry			
Kashi	Soft Baked Cereal Bars- Ripe Strawberry	1 bar (35g)	X	
Kellogg's	Nutri-Grain Cereal Bars- All Flavors	1 bar (37g)	X	X
Kellogg's	Special K Bar- 90 Calorie Vanilla Crisp, Strawberry, Chocolate Drizzle	1 bar (22g)	X	
Kellogg's	Special K Cereal Bar- Red Berries, Chocolate Pretzel	1 bar		X
Quaker	Soft Baked Bars- Banana Nut Bread, Cinnamon Pecan Bread	1 bar (42g)	X	X
Quaker	Variety Pack Bars- Strawberry Crisp, Apple Crisp & Mixed Berry Crisp Bars	1 bar (37h)		
Sunbelt	Crunchy Oats & Honey Granola Bars	1 bar (29g)	X	

Granola Bars

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Cascadian Farm	Organic Chewy Granola Bar- Fruit & Nut Bar	1 bar (35g)	X	
CLIF	Kid Zbar- Chocolate Chip, Honey Graham, Iced Oatmeal, Chocolate Brownie	1 bar (36g)		X
CLIF	LUNA fiber- All Flavors	1 bar (40g)		
Great Value	Crunch Oats & Honey	2 bars (42g)	X	
Kashi	Chewy Granola Bars- Oatmeal Cookie, Peanut Butter Chocolate Chips	1 bar (35g)	X	X
Nature Valley	Chewy Trail Mix Bar	1 bar (35g)	X	X
Nature Valley	Crunch Granola Bar- Oats N Honey, Peanut Butter, Cinnamon	2 bars (42g)	X	X
Quaker	25% Less Sugar Chewy Granola Bar- All Flavors	1 bar (24g)	X	
Quaker	90 Calorie Chewy Granola Bar- All Flavors	1 bar (24g)	X	
Quaker	Chewy Granola Bar- All Flavors	1 bar (24g)	X	X

Ice Cream/Frozen Novelties

Manufacturer	Name/Description	Serving Size	Wal-Mart	Costco
Blue Bunny	Sweet Freedom No Sugar Added Fudge Lites	1 bar (45g)	X	
Blue Bell	Fruit Bars- All Flavors	1 bar	X	
Dryer's	No Sugar Added Fruit Bars- Black Cherry, Strawberry Kiwi, Mixed Berry, Strawberry, Tangerine, Raspberry	1 (51g)	X	
Dryer's	Outshine Fruit Bars and Coconut Water	1 bar		
Fruittare	Fruit Bars- All Flavors			
Fudgsicle	Fat Free- No Sugar Added	1 bar (65g)	X	
Fudgsicle	100 Calorie Bar	1 bar (65g)	X	
Healthy Choice	Premium Fudge Bars	1 bar (64g)		X
Simple Truth	Greek Yogurt Frozen Bars- All Flavors	1 bar		
Skinny Cow	Ice Cream Sandwiches- All Flavors	1 sandwich	X	
Skinny Cow	Cones- All Flavors	1 cone	X	
Skinny Cow	Bars- All Flavors	1 bar		
Weight Watchers	Fudge Bars- Giant Latte	1 bar	X	
Otter-Pops	100% Juice Fast Freeze Juice Bars	1 pop (1oz)	X	X

Appendix D: School Site Annual Evaluation Form

Overview: The purpose of the School Site Annual Evaluation Form is to determine if each Pleasant Views School is meeting the goals and requirements set forth in the wellness policy and to determine particular areas of strength or weakness. Each school must submit one form to the Operations Department for review.

Instructions: This evaluation must be completed annually by the School Staff Managers and/or Principal for each school site by April 1 of each year.

Please include as many additional comments as possible, as the Committee and the Operations Department would like to take note of best practices among the schools.

For items marked "Does Not Meet Requirements (1) or Partially Meets Requirements," you must include a comment next to each question as to why you did not meet this goal and/or what you plan to do next year to accomplish this goal.

If you have any questions regarding filling out this survey, please contact Jamie Gentry, at jgentry@pleasant-view.org.

School Site: _____

Date: _____

School Staff / Manager and/or Principal completing this form:

Rating Scale	Explanation
Does Not Meet Requirements (1)	School site does not meet requirement
Partially Meets Requirements (2)	School site partially met requirement
Meets Requirements (3)	School site met the requirement
Exceeds Requirements (4)	School site not only met the requirement, but took additional steps or actions beyond what was required

School Health, Safety, and Environment	Does Not Meet (1)	Partially Meets (2)	Meets (3)	Exceeds (4)
1. Your school site is monitored for potential safety hazards.				
2. Students are taught campus safety rules.				
3. A drug and substance-free environment is promoted.				
4. Your school holds events that promote and support a healthy lifestyle.				
5. Your school has a protocol in place for detection and referral of students who have potential for harm to self or others to health services and/or mental health services at or near Pleasant View schools.				

Additional comments on your school site's school health, safety and environment:

Nutrition	Does Not Meet (1)	Partially Meets (2)	Meets (3)	Exceeds (4)
<i>Nutrition Services</i>				
1. Food vendor staff are well-prepared and efficiently serve meals to your students.				
2. Fresh, safe, free drinking water is available to students on campus.				

Food and Nutrition Standards				
3. All foods and beverages sold and served on school campus, including fundraisers, from midnight and up to one half hour after the school day comply with competitive food and beverage requirements for charter schools per the Code of Federal Regulations. (See Appendix C)				
4. Food safety and sanitation standards are followed at all school-related events (i.e. cafeteria, class celebrations, fundraisers, athletic events, etc).				
5. Marketing and advertising of non-compliant foods and beverages is not permitted on school campus.				
6. Non-food rewards and incentives are encouraged for student achievement. If food rewards/celebrations are used, healthy foods are provided and promoted.				
Nutrition Education				
7. Nutrition education is provided to students at a minimum of once per trimester or integrated into other academic subjects.				

Additional comments on foods and beverages available on campus and nutrition education:

Family, Staff, and Community Involvement	Does Not Meet (1)	Partially Meets (2)	Meets (3)	Exceeds (4)
1. The school community, parents, teachers and staff encourage a healthy lifestyle for students.				
2. Teachers and staff role model healthy behaviors.				
3. The school has developed or sought relationships with community partners in support of promoting wellness.				
4. School staff at your school site promote healthy, respectful relationships between students and their peers.				

Additional comments on how your school site involves community, staff and teachers in student wellness:

Physical Activity and Physical Education	Does Not Meet (1)	Partially Meets (2)	Meets (3)	Exceeds (4)
1. Your school provides all students with the opportunity to be physically active on a regular basis through physical education instruction and physical activity programs.				
2. The physical education curriculum at your school employs high quality instruction and academic discourse.				

3. Physical education is delivered by well-prepared and well-supported staff.				
-------------------------------------------------------------------------------	--	--	--	--

Additional comments on your school site's physical activity and physical education:

Overview	Does Not Meet (1)	Partially Meets (2)	Meets (3)	Exceeds (4)
1. The programs and/or activities provided by your school set your school at or above the standards of the Wellness Policy.				

Additional comments on how your school site promotes health and wellness:

Appendix E: Annual Student Survey

Overview: The purpose of this student survey is for schools to obtain student feedback on how well their school is meeting wellness goals and assess student satisfaction with the School Nutrition Program. Results from the student survey can also assist each Principal and School Staff / Manager when completing their Annual School Site Evaluation Form as well as identify both areas of strength and areas for improvement. (The survey will consist of a variety of these potential questions)

Instructions: This evaluation must be administered annually to students by May 1 each school year. The survey will be administered and shared.

If you have any questions regarding this survey, contact Jamie Gentry. jgentry@pleasant-view.org

Wellness & Health

Please indicate how strongly you agree with each of the following statements (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

1. I feel safe at school.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

2. My school promotes a drug and substance-free environment.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

3. My school promotes a healthy lifestyle (healthy eating, physical activity, etc.)

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

4. Food and beverages sold and served on my school's campus during the school day are healthy.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

5. This school year, I received nutrition education (instruction on the importance of health and wellness, healthy eating habits, physical activity, etc.).

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

6. My school provides all students with the opportunity to be physically active on a regular basis through physical education instruction and physical activity programs.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

7. Teachers and staff at my school model healthy nutrition and physical activity behaviors while at school.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

8. On a scale from 1-5, how would you rate your school on health and wellness?

5 (*Excellent*) 4 (*Good*) 3 (*Average*) 2 (*Needs Improvement*) 1 (*Poor or Inadequate*)

9. Please list any events or programs that your school has hosted to promote healthy behaviors this year (related to nutrition, physical activity, etc.)

Open Response

10. What ideas do you have for further promoting healthy behavior and wellness at your school?

Open Response

11. Please provide any overall comments explaining your answers to the health and wellness portion of this survey.

Open Response

Meals

12. How would you rate the **taste** of the meals offered at your school?

5 (*Excellent*) 4 (*Good*) 3 (*Average*) 2 (*Needs Improvement*) 1 (*Poor or Inadequate*)

13. How would you rate the **variety** of the meals offered at your school? Variety refers to the number of **different** meal options offered throughout the month. (For example, if your school only served chicken nuggets every single day for a month straight, variety would be very low).

5 (Excellent) 4 (Good) 3 (Average) 2 (Needs Improvement) 1 (Poor or Inadequate)

14. How would you rate the **appearance** of the meals offered at your school? Appearance refers to what the meals **look like** (are they presented / packaged in a way that makes you want to eat it?).

5 (Excellent) 4 (Good) 3 (Average) 2 (Needs Improvement) 1 (Poor or Inadequate)

15. If you decide not to eat school **breakfast**, what is the **most common reason** that you don't eat?

- 1 - I don't like what is being served that day.
- 2 - The time to wait in line is too long.
- 3 - I eat breakfast at home.
- 4 - I arrive at school right before classes start and don't have enough time to eat the school breakfast.
- 5 - I buy breakfast from on my way to school.
- 6 - Other _____

16. If you decide not to eat school **lunch**, what is the **most common reason** that you don't eat?

- 1 - I don't like what is being served that day.
- 2 - The time to wait in line is too long.
- 3 - I bring lunch from home.
- 4 - Other _____

17. How long do you have to wait in line to receive a school **lunch**?

- 1 - I wait in line for more than 15 minutes.
- 2 - I wait in line for 10-15 minutes.
- 3 - I wait in line for less than 10 minutes.

18. (Optional) What ideas do you have for making the breakfast/lunch area and how meals are displayed more appealing (e.g. posters, tablecloths, etc.)?

Open Response

19. Rank the following changes (1 = most important, 4 = least important) that you would most like to see to improve the meals at your school:

- Better tasting meals
- Better variety of meals

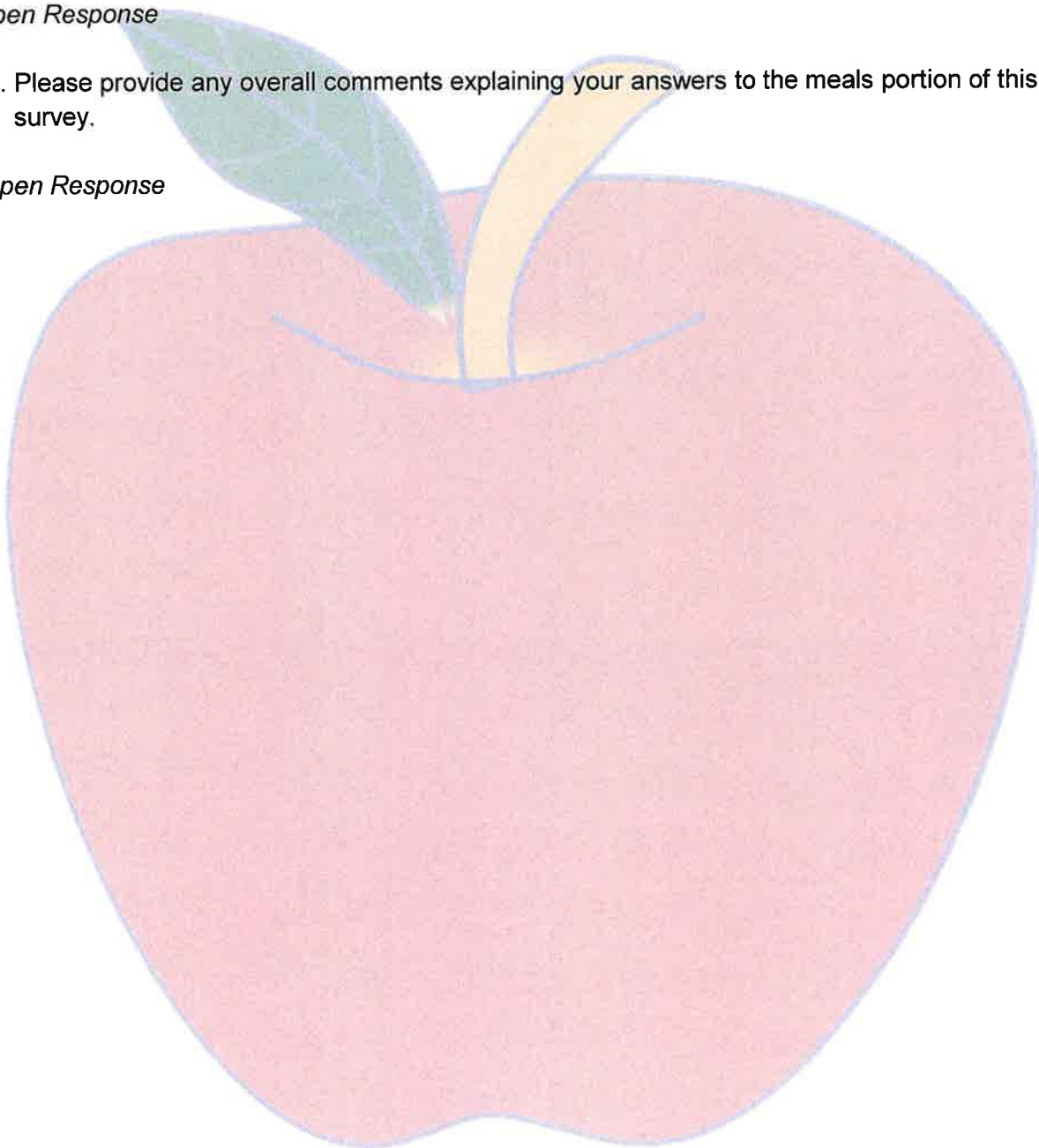
- Better appearance of meals
- Reduced time spent waiting in line

20. What ideas do you have to improve the breakfast meals (if provided) and lunch meals at your school?

Open Response

21. Please provide any overall comments explaining your answers to the meals portion of this survey.

Open Response



Summary of Evaluation Results

2017-2018

Surveys:

School Health , Safety, and Environment Rating: **Meets**

Nutritional Survey Rating: **Meets**

Family , Staff, Community Involvement Rating: **Meets**

Physical Activity and Physical Education: **Meets**

Overview: **Meets**

Student Surveys:

- Almost half of all students surveyed reported the reason they don't eat breakfast at school is due to eating breakfast at home.
- 75% of students surveyed reported feeling like there school promotes a healthy lifestyle.
- Half of all students surveyed reported the taste of the food served as Excellent or Good.
- 59% of all students surveyed reported the variety of food served on campus was Excellent or Good.
- Almost half of all students surveyed reported that there average wait time to get lunch is less than 10 minutes.

Recommendations:

- To provide more opportunities to educate families on Healthy food choices.
- To provide students with more opportunities to learn about health choices.
- Hold more events for students and families to promote a healthy lifestyle.
- Look into hiring a full time Physical Education Teacher.

Other:

- Cafeteria is looking to move to an offer vs serve model. Allowing students more choice into what they eat daily.
- Continue to offer infused water in Cafeterias.
- Students reported liking the fruit slushies served with lunch.

Summary of Evaluation Results

2018-2019

Surveys:

School Health , Safety, and Environment Rating: **Meets**

Nutritional Survey Rating: **Meets**

Family , Staff, Community Involvement Rating: **Meets**

Physical Activity and Physical Education: **Meets**

Overview: **Meets**

Student Surveys:

- 45% of all students surveyed reported the reason they don't eat breakfast at school is due to eating breakfast at home.
- 81% of students surveyed reported feeling like there school promotes a healthy lifestyle.
- 60% of all students surveyed reported the taste of the food served as Excellent or Good.
- 65% of all students surveyed reported the variety of food served on campus was Excellent or Good.
- 47% of all students surveyed reported that their average wait time to get lunch is less than 10 minutes.

Recommendations:

- Bring Mental Health Professionals to Monthly Meetings
- Offer Workshops and trainings on resources and services
- Family Nights (bring training and workshops to coincide with Family Nights)
- Self-Care and Mindfulness training for parents, staff and students
- Back to school community event
- Look at Service times for lunch and find ways to reduce wait times.

Other:

- Cafeteria is looking to move to an offer vs serve model. Allowing students more choice into what they eat daily.
- Applied for and Received the Nutrition Equipment Grant, including salad bars etc.
- Applied and Received Water Fountain replacement grant. Will replace water fountains on both sites with new water fountain/bottle filling stations.
- Families in Action / Parenting Teens
- Rise Above Project (May 2019)
- Health Fair (April 2019)
- Monthly Meetings in Cafeteria hosted by Cafeteria Manager
- Added Mobile Dental Clinic

Appendix F: Nondiscrimination In District Programs And Activities

◀ [Previous](#) | [Next](#) ▶

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. [1240](#) - Volunteer Assistance)

(cf. [4030](#) - Nondiscrimination in Employment)

(cf. [4032](#) - Reasonable Accommodation)

(cf. [4033](#) - Lactation Accommodation)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

(cf. [4161.8/4261.8/4361.8](#) - Family Care and Medical Leave)

(cf. [5131.2](#) - Bullying)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6164.4](#) - Identification and Evaluation of Individuals for Special Education)

(cf. [6164.6](#) - Identification and Education Under Section 504)

(cf. [6178](#) - Career Technical Education)

(cf. [6200](#) - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other

educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 - Transportation)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent

14004 Road 184

Porterville CA, 93257

(559) 784-6769

marko@pleasant-view.k12.ca.us

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General: <http://oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Policy PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT

adopted: June 19, 2018 Porterville, California

Exhibit S G-22-21

TRANSFER OF FUNDS

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

- (cf. 0460 - Local Control and Accountability Plan)*
- (cf. 3100 - Budget)*
- (cf. 3400 - Management of District Assets/Accounts)*
- (cf. 3460 - Financial Reports and Accountability)*

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor. (Education Code 42600)

(cf. 9323.2 - Actions by the Board)

2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)

For the 2020-21 and 2021-22 fiscal years only, if the state defers any payments owed to districts, the Board may direct the temporary transfer of up to 85 percent of the maximum amount held in any fund or account during the current fiscal year for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. Prior to exercising this authority, the Board shall hold a public hearing and adopt a resolution authorizing such transfer. (Education Code 42603.1)

3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any

TRANSFER OF FUNDS (continued)

expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)

4. If any special reserve funds that are maintained for capital outlay or other purposes pursuant to Education Code 42842 are not actually encumbered for ongoing expenses, transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may submit a written request to the County Superintendent, Auditor, and Treasurer to discontinue the special reserve fund and transfer those monies to the district's general fund. (Education Code 42841-42843)
5. Transfer monies between other funds or accounts when authorized by law.

*Legal Reference:*EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41010 California School Accounting Manual

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Temporary Transfer of monies held in any fund or account to another fund; repayment

42603.1 Temporary transfer of monies held in any fund or account to another fund; state deferrals; fiscal years 2020-21 and 2021-22

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

FEDERAL GRANT FUNDS

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(cf. 3100 - Budget)

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

(cf. 3460 - Financial Reports and Accountability)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3400 - Management of District Assets/Accounts)

FEDERAL GRANT FUNDS (continued)

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

(cf. 3440 - Inventories)

(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

FEDERAL GRANT FUNDS (continued)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

64001 School plan for student achievement, consolidated application programs

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance: <https://www.whitehouse.gov/omb>

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): <http://www.sam.gov/SAM>

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

FEDERAL GRANT FUNDS

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)
(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 120 calendar days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.344)

Procurement

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.327 and Appendix II of Part 200, and with any applicable state bidding or procurement law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

FEDERAL GRANT FUNDS (continued)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold established by the district in accordance with 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.318)

FEDERAL GRANT FUNDS (continued)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.214)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.327)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

Conflict of Interest

Governing Board members, district employees, and other district representatives shall not participate in the selection, award, or administration of a contract supported by federal funds if they have a real or apparent conflict of interest, such as when they or a member of their

FEDERAL GRANT FUNDS (continued)

immediate family, their partner, or an organization which employs or is about to employ any of them has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Persons involved in the selection, award, or administration of a contract supported by federal funds shall be subject to discipline for any violation of conflict of interest standards. (2 CFR 200.318)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System))

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

FEDERAL GRANT FUNDS (continued)**Personnel**

All district employees who are paid in full or in part with federal funds shall document the amount of time they spend on grant activities. Such records shall be incorporated into the official records of the district and shall be subject to a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated in accordance with 2 CFR 200.430. (2 CFR 200.430)

Salaries and wages of employees whose salary is paid with state or local funds but are used to meet a cost-sharing or matching requirement of the federal grant shall be documented in the same manner as salaries and wages claimed for reimbursement under a federal grant. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.334, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.334)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

FEDERAL GRANT FUNDS (continued)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

LEASE-LEASEBACK CONTRACTS

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year for a term not to exceed 99 years, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17403, 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 3312 - Contracts)

Before the district enters into such a lease or agreement, it shall have available a site upon which a building may be constructed for use by the district, shall have complied with requirements related to the selection and approval of sites, and shall have prepared and adopted plans and specifications for the building that have been approved in accordance with Education Code 17280-17316. (Education Code 17402)

(cf. 7150 - Site Selection and Development)

Procedures for Awarding the Contract

The district's intent to enter into a lease-leaseback contract may be described in a resolution adopted by the Governing Board which includes, but is not be limited to, a description of the available site and the building to be constructed, the amount and term of the lease, and where to obtain information about the procedures for submitting a proposal.

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. (Education Code 17400, 17406)

To make this determination, the district shall use the following procedures: (Education Code 17406; Public Contract Code 2600)

1. **Request for Sealed Proposals:** The Superintendent or designee shall prepare a request for sealed proposals which shall include:
 - a. An estimate of the project's price
 - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
 - c. The key elements of the contract to be awarded
 - d. A description of the format that proposals shall follow and the elements they shall contain

LEASE-LEASEBACK CONTRACTS (continued)

- e. The standards the district will use in evaluating proposals and the qualifications of the proposers, including:
- (1) Relevant experience
 - (2) Safety record
 - (3) Price proposal, including, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district
 - (4) Whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract
 - (5) For each scored criterion, the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score
 - (6) Other factors established by the district
- f. The date on which proposals are due
- g. The timetable the district will follow in reviewing and evaluating proposals
- h. A statement that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603
2. **Notice:** At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
- a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112
 - b. Providing notice in a trade paper of general circulation published in the county where the project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

LEASE-LEASEBACK CONTRACTS (continued)

3. **Prequalification:** A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

(cf. 3311 - Bids)

4. **Evaluation of Proposals:** All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.

5. **Award of Contract:** The award of the contract shall be made by the Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

6. **Rejection of Proposals:** At its discretion, the Board may reject all proposals and request new proposals.

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

Skilled and Trained Workforce

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or

LEASE-LEASEBACK CONTRACTS (continued)

contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17407.5; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

(cf. 9124 - Attorney)

Legal Reference: (see next page)

LEASE-LEASEBACK CONTRACTS (continued)

Legal Reference:

EDUCATION CODE

17280-17316 *Construction of school buildings; approvals*

17400-17429 *Leasing property, especially:*

17400 *Definitions*

17403 *Term of lease or agreement*

17406 *Lease-leaseback contract*

17407.5 *Use of a skilled and trained workforce*

PUBLIC CONTRACT CODE

2600-2603 *Skilled and trained workforce requirements*

20111.6 *Prequalification procedures*

20112 *Notices*

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235

Davis v. Fresno Unified School District, (2015) 237 Cal. App. 4th 261

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

DESIGN-BUILD CONTRACTS

The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

Procedures for Awarding the Contract

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35; Public Contract Code 2600)

1. **Performance Specifications:** The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
 - a. The size, type, and desired design character of the project
 - b. Performance specifications that cover the quality of materials, equipment, and workmanship
 - c. Preliminary plans or building layouts
 - d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. **Prequalification:** The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:
 - a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

DESIGN-BUILD CONTRACTS (continued)

- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25
- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

- 3. **Request for Proposals:** The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.
- 4. **Selection Based on Low Bid:** For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
- 5. **Selection Based on Best Value:** For those projects utilizing best value as a selection method, the following procedures shall be used:
 - a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
 - b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.

DESIGN-BUILD CONTRACTS (continued)

- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

Skilled and Trained Workforce

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Legal Reference: (see next page)

DESIGN-BUILD CONTRACTS (continued)

Legal Reference:

EDUCATION CODE

17250.10-17250.55 *Design-build contracts*

PUBLIC CONTRACT CODE

2600-2603 *Skilled and trained workforce requirements*

Management Resources:

WEB SITES

CSBA: [http:// www.csba.org](http://www.csba.org)

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>

Business and Noninstructional Operations**CLAIMS AND ACTIONS AGAINST THE DISTRICT**

Any claim against the district for money or damages shall be filed and acted upon in accordance with the Government Claims Act (Government Code 810-996.6) or other applicable law. Claims that are specifically excepted from the Government Claims Act by Government Code 905 and are not governed by any other statute or regulation may be filed and acted upon in accordance with district-established procedures pursuant to Government Code 935.

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Governing Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

Time Limitations

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action. (Government Code 911.2)
2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)
3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905 but are subject to a claims presentation procedure in another a statute or regulation shall be presented to the Board in accordance with the applicable governing statute or regulation. (Government Code 905)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in items #1 and 2 above, depending on the applicable cause of action. (Government Code 911.2, 935)

Receipt of Claims

A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of \$25,000 or less.
7. The signature of the claimant or the person acting on the claimant's behalf

Notice of Claim Insufficiency

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in the section "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4, 915, 915.2)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4. (Government Code 911.8, 915.4)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913, 915.4)

STUDENT ACTIVITY FUNDS

The Governing Board recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities while helping students learn about effective financial practices and develop leadership and management skills. To that end, the Board may approve the formation of associated student body organizations which are composed entirely of students, operate under the oversight of the principal or other district-employed advisor, and are subject to the control and regulation of the Board. Student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

(cf. 1230 - School Connected Organizations)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.5 - Student Organizations and Equal Access)

Fundraising

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the fundraising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and do not conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3530 - Risk Management/Insurance)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)
(cf. 5143 - Insurance)

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

(cf. 3554 - Other Food Sales)

Management and Reporting of Funds

Student body funds shall be managed in accordance with law, regulations, Board policies, and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

STUDENT ACTIVITY FUNDS (continued)

The Superintendent or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of fundraising ventures, provide reliable financial information, protect employees and volunteers from accusations of impropriety, and reduce the risk and promote the detection of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

(cf. 3400 - Management of District Assets/Accounts)

The principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be expended according to procedures established by the student organization. All expenditures must be approved by a Board-designated employee or official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

When student body funds are expended for equipment, supplies, or activities that support the district's athletic program, the Superintendent or designee shall ensure that the expenditures are aligned with the district's commitment to provide equitable opportunities for males and females.

(cf. 6145.2 - Athletic Competition)

Because of the district's administrative and/or direct financial involvement in the assets of the student organization, the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student organization accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

(cf. 3460 - Financial Reports and Accountability)

Legal Reference: (see next page)

STUDENT ACTIVITY FUNDS (continued)

Legal Reference:

EDUCATION CODE

35182.5 *Non-nutritious foods and beverages, vending machines*

35564 *Funds, obligations of the student body*

41020 *Requirement for annual audit*

48930-48938 *Student body organization*

49431 *Sale of food, elementary school*

49431.2 *Sale of food, middle and high schools*

49431.5 *Sale of beverages, elementary, middle, and high schools*

51520 *School premise, prohibited solicitations*

51521 *Fundraising projects*

CODE OF REGULATIONS, TITLE 5

4922 *Nondiscrimination in intramural, interscholastic, and club activities*

15500 *Food sales, elementary schools*

15501 *Food sales, middle high schools and junior high schools*

CODE OF FEDERAL REGULATIONS, TITLE 34

106.41 *Nondiscrimination in athletic programs*

COURT DECISIONS

Prince v. Jacoby, (2002) 303 F.3d 1074

Management Resources:

FISCAL CRISIS MANAGEMENT AND ASSISTANCE TEAM PUBLICATIONS

Fiscal Alert: GASB 84 and Its Impact on Associated Student Body Accounts, May 2020

Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference, 2015

GOVERNMENTAL ACCOUNTING STANDARDS BOARD PUBLICATIONS

Implementation Guide No. 2019-2, Fiduciary Activities, June 2019

Statement No. 84, January 2017

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Fiscal Crisis Management and Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: www.gasb.org

CONSULTANTS

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience, or knowledge. Individuals, firms, or organizations employed as independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional, or other matters.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

As part of the contract process, the Superintendent or designee shall determine that the individual, firm, or organization is properly classified as an independent contractor.

A person providing labor or services for remuneration shall be considered an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met: (Labor Code 2775)

1. The person is free from the control and direction of the district in connection with the performance of the work.
2. The person is performing work that is outside the usual course of the district providing educational services.
3. The person is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed.

The determination of whether an individual acting as a sole proprietor or a firm or other business organization is an independent contractor shall be made in accordance with Labor Code 2775-2785, as applicable.

All consultant contracts shall be brought to the Board for approval.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 4132/4232/4332 - Publication or Creation of Materials)

All qualified independent contractors shall be accorded equal opportunity for contracts regardless of actual or perceived race, ethnicity, color, national origin, ancestry, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

CONSULTANTS (continued)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 4030 - Nondiscrimination in Employment)

Independent contractors shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The Superintendent or designee shall consider this statement when deciding whether to recommend approval of the contract.

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

(cf. 9270 - Conflict of Interest)

When employees of a public university, county office of education, or other public agency serve as consultants or independent contractors in other capacities for the district, they shall certify as part of the agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for the district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures)

Legal Reference: (see next page)

CONSULTANTS (continued)

Legal Reference:

EDUCATION CODE

220 *Prohibition of discrimination*

10400-10407 *Cooperative improvement programs*

17596 *Limit on continuing contracts*

35010 *Control of districts; prescription and enforcement of rules*

35172 *Promotional activities*

35204 *Contract with attorney*

44925 *Part-time readers employed as independent contractors*

45103 *Classified service in districts not incorporating the merit system*

45103.5 *Contracts for food service consulting services*

45134-45135 *Employment of retired classified employee*

45256 *Merit system districts; classified service; positions established for professional experts on a temporary basis*

GOVERNMENT CODE

12940 *Unlawful employment practices*

53060 *Contract for special services and advice*

82019 *Designated employee; definition*

87302 *Conflict of interest code*

LABOR CODE

2775-2787 *Worker status: employees*

UNEMPLOYMENT INSURANCE CODE

606.5 *Determination of employment status*

621 *Employee defined*

CODE OF REGULATIONS, TITLE 2

18700.3 *Consultant*

COURT DECISIONS

Dynamex Operations West, Inc. v. Superior Court of Los Angeles (2018) 4 Cal. 5th 903

S.G. Borello & Sons, Inc. v. Department of Industrial Relations (1989) 48 Cal. 3d 341

All Personnel

E 4112.9(a)

EMPLOYEE NOTIFICATIONS

4212.9

4312.9

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
Prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
Annually	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

E 4112.9(b)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 4361.1 AR 4261.1	Amount of sick leave available
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

E 4112.9(c)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program

E 4112.9(d)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees	34 CFR 106.8	AR 4119.11 4219.11 4319.11	Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress
II. To Certificated Employees			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance

E 4112.9(e)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary certificated employees upon employment, and every July thereafter	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/ dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal

E 4112.9(f)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
III. To Classified Employees			
When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
At least 60 days prior to layoff, or by April 29 for specially funded program that expires at end of school year	Education Code 45117	AR 4217.3	Notice of layoff and reemployment rights
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave

E 4112.9(g)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. To Classified Employees (continued)			
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

E 4112.9(h)
 4212.9
 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

All Personnel

AR 4161.2(a)
4261.2
4361.2

PERSONAL LEAVES

Personal leaves granted to district employees shall be used as permitted in this administrative regulation, other Board-approved policy or district regulation, or applicable collective bargaining agreement.

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable instructions, including lesson plans as applicable, for a substitute employee.

(cf. 4121 - Temporary/Substitute Personnel)

Bereavement

Employees are entitled to a leave of up to three days, or five days if out-of-state travel is required, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled. (Education Code 44985, 45194)

(cf. 4161/4261/4361 - Leaves)

Members of the immediate family include: (Education Code 44985, 45194)

1. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse
2. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister
3. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided in the section "Personal Necessity" below. (Education Code 44981, 45207)

Personal Necessity

Employees may use a maximum of seven days of their accrued personal illness/injury leave (sick leave) during each school year for reasons of personal necessity. (Education Code 44981, 45207)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

PERSONAL LEAVES (continued)

Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee or the employee's property, or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. Illness, preventive care, or other need of a member of the employee's family, as defined in Labor Code 245.5 (Education Code 44981; Labor Code 246.5)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

4. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)
5. Fire, flood, or other immediate danger to the home of the employee
6. Personal business of a serious nature which the employee cannot disregard

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, personal necessity leave shall not be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The Superintendent or designee shall have final discretion as to whether a request reflects personal necessity.

Advance permission shall not be required of an employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of the employee's immediate family, or the illness, preventive care, or other need of a member of the employee's family. (Education Code 44981, 45207)

For any leave that is planned, or where the need for leave is foreseeable, an employee shall notify the Superintendent or designee in advance. In all other circumstances, the employee shall notify the Superintendent or designee of the need for the leave as soon as practicable.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to the employee's immediate supervisor.

PERSONAL LEAVES (continued)

Legal Duties

An employee may take time off work in order to: (Labor Code 230)

1. Serve on an inquest jury or trial jury
2. Comply with a subpoena or other court order to appear as a witness

Notices, summons, and subpoenas for court appearances shall be submitted to the district office when requesting leave.

A classified employee called for jury duty shall be granted leave with pay up to the amount of the difference between the employee's regular earnings and any amount received for jury fees. (Education Code 44037)

A certificated employee who is called for jury duty also shall be granted leave with pay up to the difference between the employee's regular earnings and any jury fees received.

An employee shall be granted leave with pay to appear in court as a witness other than a litigant or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such an employee shall receive the difference between the employee's regular earnings and any witness fees received.

Leaves for Crime Victims for Judicial Proceedings

An employee may be absent from work in order to attend judicial proceedings related to a crime when the employee is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)
2. A serious felony as defined in Penal Code 1192.7(c)
3. A felony provision of law proscribing theft or embezzlement

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)

PERSONAL LEAVES (continued)

Prior to taking time off, an employee shall give the Superintendent or designee a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

Leaves for Victims of Crime or Abuse

An employee who is a victim of domestic violence, sexual assault, or stalking, who is a victim of a crime that caused physical injury or that caused mental injury with a threat of physical injury, or whose immediate family member, as defined, is deceased as the direct result of a crime may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to the employee to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or the employee's child
2. Seek medical attention for injuries caused by crime or abuse
3. Obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse
4. Obtain psychological counseling or mental health services related to an experience of crime or abuse
5. Participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation

Prior to taking time off, an employee shall give reasonable notice to the Superintendent or designee, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

1. A police report indicating that the employee was a victim

PERSONAL LEAVES (continued)

2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf certifying that the absence is for a purpose authorized under Labor Code 230 or 230.1

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

The Superintendent or designee shall inform employees of their rights pursuant to Labor Code 230 and 230.1 using a form developed by the Labor Commissioner or a substantially similar form developed by the district. Such information shall be provided to new employees upon hire and to other employees upon request. (Labor Code 230.1)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Personal Leave for Child-Related Activities

Any employee who is a parent/guardian of one or more children of an age to attend any of grades K-12 or a program offered by a licensed child care provider may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to: (Labor Code 230.8)

1. Find, enroll, or reenroll a child in a school or with a licensed child care provider or to participate in activities of the school or child care provider, provided the employee gives reasonable advance notice of the absence. Time off for this purpose shall not exceed eight hours in any calendar month.
2. Address a school or child care emergency, provided the employee gives notice. An emergency exists when the child cannot remain in school or with a child care provider due to one of the following circumstances:

PERSONAL LEAVES (continued)

- a. A request by the school or child care provider that the child be picked up
- b. An attendance policy, excluding planned holidays, that prohibits the child from attending or requires that the child be picked up from the school or child care provider
- c. Behavioral or discipline problems
- d. Closure or unexpected unavailability of the school or child care provider, excluding planned holidays
- e. A natural disaster, including, but not limited to, fire, earthquake, or flood

(cf. 5148 - Child Care and Development)

For purposes of this leave, *parent/guardian* includes a parent, guardian, stepparent, foster parent, grandparent, or person who stands in loco parentis to a child. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If two or more parents/guardians of a child are employed at the same work site, this leave shall be allowed for the parent/guardian who first gives notice to the district. Simultaneous absence by another parent/guardian of the child may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed child care provider that the employee engaged in permitted child-related activities on a specific date and at a particular time. (Labor Code 230.8)

Service on Education Boards and Committees

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.
2. The board, commission, organization, or group informs the district in writing of the service.

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4261.2
4361.2

PERSONAL LEAVES (continued)

3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

Employee Organization Activities

Upon request, any certificated or classified employee shall be granted a leave of absence without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations)

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

Religious Leave

The Superintendent or designee may grant an employee up to three days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district.

The Superintendent or designee shall deduct the cost of hiring a substitute, when required, from the wages of the employee who takes religious leave.

No employee shall be discriminated against for using this leave or any additional days of unpaid leave granted for religious observances at the discretion of the Superintendent or designee.

PERSONAL LEAVES (continued)

Spouse on Leave from Military Deployment

An employee who works an average of 20 hours or more per week and whose spouse is a member of the United States Armed Forces, National Guard, or reserves may take up to 10 days of unpaid leave during a period that the employee's spouse is on leave from deployment during a military conflict, as defined in Military and Veterans Code 395.10. (Military and Veterans Code 395.10)

Within two business days of receiving official notice that the employee's spouse will be on leave from deployment, the employee shall provide the Superintendent or designee with notice of the intention to take the leave. The employee shall submit written documentation certifying that the employee's spouse will be on leave from deployment during the time that the leave is requested. (Military and Veterans Code 395.10)

Leave for Emergency Duty

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

Any employee who performs duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel shall be permitted to take temporary leaves of absence, not to exceed an aggregate total of 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training. (Labor Code 230.4)

Civil Air Patrol Leave

An employee may take up to 10 days of unpaid leave per calendar year, beyond any leave otherwise available to the employee, to respond to an emergency operational mission of the California Civil Air Patrol, provided that the employee has been employed by the district for at least a 90-day period immediately preceding the leave. Such leaves shall not exceed three days for a single mission, unless an extension is granted by the governmental entity authorizing the mission and is approved by the Superintendent or designee. (Labor Code 1501, 1503)

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The Superintendent or designee may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

Legal Reference: (see next page)

PERSONAL LEAVES (continued)

Legal Reference:

EDUCATION CODE

44036-44037 Leaves of absence for judicial and official appearances
44963 Power to grant leaves of absence (certificated)
44981 Leave of absence for personal necessity (certificated)
44985 Leave of absence due to death in immediate family (certificated)
44987 Service as officer of employee organization (certificated)
44987.3 Leave of absence to serve on certain boards, commissions, etc.
45190 Leaves of absence and vacations (classified)
45194 Bereavement leave of absence (classified)
45198 Effect of provisions authorizing leaves of absence
45207 Personal necessity (classified)
45210 Service as officer of employee organization (classified)
45240-45320 Merit system, classified employees

EVIDENCE CODE

1035.2 Sex assault counselor; definition
1037.1 Domestic violence counselor; definition

FAMILY CODE

297-297.5 Registered domestic partner rights, protections, and benefits

GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations
12945.1-12945.2 California Family Rights Act

LABOR CODE

230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies
230.3 Leave for emergency personnel
230.4 Leave for volunteer firefighters
230.8 Leave to visit child's school
233 Illness of child, parent, spouse, domestic partner or domestic partner's child
234 Absence control policy
246.5 Paid sick days, purposes for use
1500-1507 Civil Air Patrol leave

MILITARY AND VETERANS CODE

395.10 Leave when spouse on leave from military deployment

PENAL CODE

667.5 Violent felony, defined
1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VII, Civil Rights Act of 1964

COURT DECISIONS

Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954

Management Resources: (see next page)

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4261.2
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PERSONAL LEAVES (continued)

Management Resources:

WEB SITES

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

All Personnel

AR 4161.8(a)

4261.8

FAMILY CARE AND MEDICAL LEAVE

4361.8

The district shall not deny any eligible employee the right to family care or medical leave pursuant to the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), or leave for pregnancy disability pursuant to California Pregnancy Disability Leave (PDL). The district shall not interfere with, restrain, or deny the exercise of an employee's right to any such leave, nor shall the district discharge, discriminate against, or retaliate against an employee for taking such leave, opposing or challenging an unlawful employment practice in relation to any of these laws, or being involved in any related inquiry or proceeding. (Government Code 12945, 12945.2; 2 CCR 11094; 29 USC 2615)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

Definitions

The words and phrases defined below shall have the same meaning throughout this administrative regulation except where a different meaning is otherwise specified.

Child means a biological, adopted, or foster child; a stepchild; a legal ward; or a person to whom the employee stands in *loco parentis*. For purposes of CFRA leave, *child* also includes a child of a registered domestic partner. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611)

Eligible employee, for FMLA and CFRA purposes, means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the 12 months immediately preceding the leave. However, these requirements shall not apply when an employee applies for PDL. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.110)

Eligible family member means an employee's child, parent, or spouse. For purposes of leave to care for a family member with a serious health condition pursuant to CFRA, *eligible family member* includes an employee's child, parent, spouse; registered domestic partner, grandparent, grandchild, or sibling. (Government Code 12945.2; 2 CCR 11087; 29 USC 2612)

Employee disabled by pregnancy means an employee whose health care provider states that the employee is: (2 CCR 11035)

1. Unable because of pregnancy to perform any one or more of the essential functions of the job or to perform any of them without undue risk to the employee or other persons or to the pregnancy's successful completion

FAMILY CARE AND MEDICAL LEAVE (continued)

2. Suffering from severe "morning sickness" or needs to take time off for prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, postpartum depression, childbirth, loss or end of pregnancy, recovery from childbirth or loss or end of pregnancy, or any other pregnancy-related condition

Parent means a biological, foster, or adoptive parent; a stepparent; a legal guardian; or another person who stood in *loco parentis* to the employee when the employee was a child. *Parent* does not include a spouse's parents. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.122)

Serious health condition means an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or an eligible family member of the employee that involves either inpatient care or continuing treatment, including treatment for substance abuse, as follows: (Government Code 12945.2; 2 CCR 11087, 11097; 29 USC 2611, 2612; 29 CFR 825.113-825.115)

1. Inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity

A person is considered an inpatient when formally admitted to a health care facility with the expectation of remaining overnight and occupying a bed, even if it later develops that the person can be discharged or transferred to another facility and does not actually remain overnight.

Incapacity means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:
 - a. A period of incapacity of more than three consecutive full days
 - b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
 - c. Any period of incapacity due to pregnancy or for prenatal care under FMLA
 - d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective

FAMILY CARE AND MEDICAL LEAVE (continued)

- e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

Spouse means a partner in marriage as defined in Family Code 300, including same sex partners in marriage. For purposes of CFRA leave, *spouse* also includes a registered domestic partner within the meaning of Family Code 297-297.5. (Family Code 297, 297.5, 300; 2 CCR 11087; 29 CFR 825.122)

Eligibility

The district shall grant FMLA or CFRA leave to eligible employees for any of the following reasons: (Government Code 12945.2; 29 USC 2612; 29 CFR 825.112, 825.126, 825.127)

1. The birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child (parental leave)
2. To care for the employee's eligible family member with a serious health condition
3. The employee's own serious health condition that makes the employee unable to perform one or more essential job functions of the position
4. Any qualifying exigency arising out of the fact that the employee's spouse, child, parent, or, for CFRA leave only, a registered domestic partner, is a military member on covered active duty or call to covered active duty (or has been notified of an impending call or order to covered active duty)
5. To care for a covered servicemember with a serious injury or illness if the covered servicemember is the employee's spouse, child, parent, or next of kin, as defined

In addition, the district shall grant PDL to any employee who is disabled by pregnancy, childbirth, or other related medical condition. (Government Code 12945; 2 CCR 11037)

Terms of Leave

An eligible employee shall be entitled to a total of 12 work weeks of FMLA or CFRA leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. To the extent allowed by law, CFRA and FMLA leaves shall run concurrently. In circumstances where the leaves do not run concurrently under the law, the employee may take up to 12 work weeks for both CFRA and FMLA, for a total of 24 work weeks. (Government Code 12945.2; 29 USC 2612)

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4261.8
4361.8

FAMILY CARE AND MEDICAL LEAVE (continued)

This 12-month period shall be measured forward from the date the employee's first family care and medical leave begins. (29 CFR 825.200)

In addition, any employee who is disabled by pregnancy, childbirth, or other related condition shall be entitled to PDL for the period of the disability not to exceed four months. For a part-time employee, the four months shall be calculated on a proportional basis. (Government Code 12945; 2 CCR 11042)

PDL shall run concurrently with FMLA leave for disability caused by an employee's pregnancy. At the end of the employee's FMLA leave for disability caused by pregnancy, or at the end of four months of PDL, whichever occurs first, a CFRA-eligible employee may request to take CFRA leave of up to 12 work weeks, for the reason of the birth of a child or to bond with or care for the child. (Government Code 12945, 12945.2; 2 CCR 11046, 11093)

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. (2 CCR 11090; 29 USC 2612)

Each eligible employee shall be granted up to 12 work weeks for family care and medical leave related to the birth or placement of a child, regardless of whether both parents of the child work for the district.

Use/Substitution of Paid Leave

During any otherwise unpaid period of FMLA or CFRA leave, except leave for an employee's own serious health condition, an employee shall use accrued paid leave, including, but not limited to, vacation leave, personal leave, or family leave. If the leave is for the employee's own serious health condition, the employee shall use accrued paid leave, including but not limited to, vacation leave, personal leave, or sick leave. During an unpaid period of PDL, the employee shall use any accrued sick leave and may elect to use any vacation time or other accrued personal time off. (Government Code 12945, 12945.2; 2 CCR 11044, 11092; 29 USC 2612)

AR 4161.8(e)
4261.8
4361.8

FAMILY CARE AND MEDICAL LEAVE (continued)

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Intermittent Leave/Reduced Work or Leave Schedule

PDL and family care and medical leave for the serious health condition of an employee or eligible family member may be taken intermittently or on a reduced work or leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district shall limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave provided it is not to be greater than one hour. (Government Code 12945.2; 2 CCR 11042, 11090; 29 USC 2612)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

The basic minimum duration of leave for the birth, adoption, or foster care placement of a child shall be two weeks. However, the district shall grant a request for such leave of less than two weeks on any two occasions. (2 CCR 11090; 29 USC 2612)

The district may require an employee to transfer temporarily to an available alternative position under any of the following circumstances: (2 CCR 11041, 11090; 29 USC 2612)

1. The employee needs intermittent leave or leave on a reduced work schedule that is foreseeable based on a planned medical treatment for the employee or family member.
2. A medical certification is provided by the employee's health care provider that, because of pregnancy, the employee has a medical need to take intermittent leave or leave on a reduced work schedule.

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4261.8
4361.8

FAMILY CARE AND MEDICAL LEAVE (continued)

3. The district agrees to permit intermittent leave or leave on a reduced work schedule due to the birth, adoption, or foster care placement of the employee's child.

The alternative position must have equivalent pay and benefits and must better accommodate recurring periods of leave than the employee's regular job, and the employee must be qualified for the position. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work or leave schedule. (2 CCR 11041, 11090; 29 USC 2612)

Request for Leave

The district shall consider an employee's request for PDL or family care and medical leave only if the employee provides at least verbal notice sufficient to make the district aware of the need to take the leave and the anticipated timing and duration of the leave. (2 CCR 11050, 11091)

For family care and medical leave, the employee need not expressly assert or mention FMLA/CFRA to satisfy this requirement. However, the employee must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 11091)

The district shall respond to requests for leave as soon as practicable, but no later than five business days after receiving the employee's request. (2 CCR 11091)

Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. Failure of an employee to respond to permissible inquiries regarding the leave request may result in denial of CFRA protection if the district is unable to determine whether the leave is CFRA qualifying. (2 CCR 11091; 29 CFR 825.300)

When an employee is able to foresee the need for PDL or family care and medical leave at least 30 days in advance of the leave, the employee shall provide the district with at least 30 days advance notice before the leave. When the 30 days' notice is not practicable because of a lack of knowledge of when leave will be required to begin, a change in circumstances, a medical emergency, or other good cause, the employee shall provide the district with notice as soon as practicable. Failure of an employee to provide required notice may result in a denial of leave. (2 CCR 11050, 11091)

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FAMILY CARE AND MEDICAL LEAVE (continued)

In all instances, the employee shall consult with the Superintendent or designee and make a reasonable effort to schedule, subject to the health care provider's approval, any planned appointment or medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 11050, 11091)

Certification of Health Condition

Within five business days of an employee's request for family care and medical leave for the serious health condition of the employee or an eligible family member, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 calendar days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (2 CCR 11087, 11091; 29 CFR 825.305)

The certification shall include the following: (Government Code 12945.2; 2 CCR 11087; 29 USC 2613)

1. The date on which the serious health condition began
2. The probable duration of the condition
3. If the employee is requesting leave to care for an eligible family member with a serious health condition, both of the following:
 - a. Statement that the serious health condition warrants the participation of the employee to provide care, such as by providing psychological comfort, arranging for third party care, or directly providing or participating in the medical care of the eligible family member during a period of the treatment or supervision
 - b. Estimated amount of time the health care provider believes the employee needs to care for the eligible family member
4. If the employee is requesting leave because of the employee's own serious health condition, a statement that due to the serious health condition, the employee is unable to work at all or is unable to perform one or more essential job functions of the position

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FAMILY CARE AND MEDICAL LEAVE (continued)

5. If the employee is requesting leave for intermittent treatment or on a reduced work or leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

The Superintendent or designee shall not request any genetic information related to an employee except as authorized by law in accordance with the California Genetic Information Nondiscrimination Act of 2011. (Government Code 12940)

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA/CFRA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA/CFRA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA leave as long as appropriate notice is given to the employee and there is no harm or injury to the employee. (2 CCR 11091; 29 CFR 825.301)

If the Superintendent or designee has a good faith objective reason to doubt the validity of a certification that accompanies a request for leave for the employee's own serious health condition, the Superintendent or designee may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (Government Code 12945.2; 2 CCR 11091; 29 USC 2613)

Certification for PDL

The Superintendent or designee shall request that an employee who is requesting PDL provide certification by a health care provider of the need for leave at the time the employee gives notice of the need for PDL, or within two business days of giving the notice. If the need for PDL is unforeseen, the Superintendent or designee shall request the medical certification within two business days after the leave commences. The Superintendent or designee may request certification at some later date if the Superintendent or designee has reason to question the appropriateness of the leave or its duration. (2 CCR 11050)

For PDL that is foreseeable and for which at least 30 days' notice has been given, the employee shall provide the medical certification before the leave begins. When this is not practicable, the employee shall provide the certification within the time frame specified by

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FAMILY CARE AND MEDICAL LEAVE (continued)

the Superintendent or designee which must be at least 15 calendar days after the request, unless it is not practicable under the particular circumstances despite the employee's diligent, good faith efforts. (2 CCR 11050)

Medical certification for PDL purposes shall include a statement that the employee needs to take the leave because the employee is disabled by pregnancy, childbirth, or a related medical condition, the date on which the employee became disabled because of pregnancy, and the estimated duration of the leave. (2 CCR 11050)

If additional PDL or family care and medical leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified for the leave. (Government Code 12945.2; 2 CCR 11050; 29 USC 2613)

Release to Return to Work

Upon expiration of an employee's PDL or family care and medical leave taken for the employee's own serious health condition, the employee shall present certification from the health care provider of the employee's ability to resume work. The certification shall address the employee's ability to perform the essential job functions of the position.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

Rights to Reinstatement

Upon granting an employee's request for PDL or FMLA/CFRA leave, the Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (Government Code 12945.2; 2 CCR 11043, 11089; 29 USC 2614)

(cf. 4117.3 - Personnel Reduction)

(cf. 4217.3 - Layoff/Rehire)

The district may refuse to reinstate an employee to the same or a comparable position if the FMLA/CFRA leave was fraudulently obtained by the employee. (2 CCR 11089; 29 CFR 825.216)

The district may refuse to reinstate an employee to the same position after taking PDL if, at the time the reinstatement is requested, the employee would not otherwise have been employed in that position for legitimate business reasons unrelated to the employee's PDL. (2 CCR 11043)

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FAMILY CARE AND MEDICAL LEAVE (continued)

Maintenance of Benefits/Failure to Return from Leave

During the period when an employee is on PDL or family care and medical leave, the employee shall maintain employee status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (Government Code 12945.2; 2 CCR 11092; 29 USC 2614)

For up to a maximum of four months for PDL and 12 work weeks for other family care and medical leave, the district shall continue to provide an eligible employee the group health plan coverage that was in place before the employee took the leave. The employee shall reimburse the district for premiums paid during the leave if the employee fails to return to district employment after the expiration of all available leaves and the failure is for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee's control. (Government Code 12945.2; 2 CCR 11044, 11092; 29 USC 2614; 29 CFR 825.213)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

In addition, during the period when an employee is on PDL or family care and medical leave, the employee shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as would apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not make plan payments for an employee during any unpaid portion of the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2; 2 CCR 11044, 11092)

Military Family Leave Resulting from Qualifying Exigencies

An eligible employee may take up to 12 work weeks of unpaid FMLA/CFRA leave, during each 12-month period established by the district in the section entitled "Terms of Leave" above, for one or more qualifying exigencies while the employee's child, parent, spouse, or, for purposes of CFRA leave, registered domestic partner, who is a military member is on covered active duty or on call to covered active duty status. (Government Code 12945.2; 29 USC 2612; 29 CFR 825.126)

Covered active duty means, for members of the Regular Armed forces, duty during the deployment of a member of the regular Armed Forces to a foreign country and, for

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FAMILY CARE AND MEDICAL LEAVE (continued)

members of the Reserve components of the Armed forces, duty during the deployment of a member of the National Guard or Reserves to a foreign country under a call or an order to active duty in support of a contingency operation pursuant to law. Deployment to a foreign county includes deployment to international waters. (29 USC 2611; 29 CFR 825.126)

Qualifying exigencies include time needed to: (29 CFR 825.126)

1. Address issues arising from short notice deployment of up to seven calendar days from the date of receipt of call or order of short notice deployment
2. Attend military events and related activities, such as any official ceremony or family assistance program related to the covered active duty or call to covered active duty status
3. Arrange child care or attend school activities arising from the covered active duty or call to covered active duty, such as arranging for alternative child care, enrolling or transferring a child to a new school, or attending meetings
4. Make or update financial and legal arrangements to address a military member's absence
5. Attend counseling provided by someone other than a health care provider
6. Spend time (up to 15 calendar days of leave per instance) with a military member who is on short-term, temporary, rest and recuperation leave during deployment
7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Care for a military member's parent who is incapable of self-care when the care is necessitated by the military member's covered active duty
9. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting leave for qualifying exigencies shall provide the Superintendent or designee with a copy of the military member's active duty orders, or other

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FAMILY CARE AND MEDICAL LEAVE (continued)

documentation issued by the military, and the dates of the service. In addition, the employee shall provide the Superintendent or designee with certification of the qualifying exigency necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced work or leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of accrued vacation leave and any other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Military Caregiver Leave

The district shall grant an eligible employee up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date the leave is taken, to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, the employee must be the spouse, child, parent, or next of kin of the covered servicemember. This 26-week period is not in addition to, but rather is inclusive of, the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

Covered servicemember may be: (29 CFR 825.127)

1. A current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness
2. A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran

Child of a covered servicemember means the covered servicemember's biological, adopted, or foster child, stepchild, legal ward, or child for whom the covered servicemember stood in *loco parentis*, and who is of any age. (29 CFR 825.127)

Parent of a covered servicemember means the covered servicemember's biological, adopted, step, or foster parent, or any other individual who stood in *loco parentis* to the covered servicemember (except "parents in law"). (29 CFR 825.127)

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FAMILY CARE AND MEDICAL LEAVE (continued)

Next of kin means the nearest blood relative to the covered servicemember, other than the spouse, parent, or child, unless designated in writing by the covered servicemember. (29 USC 2611, 2612; 29 CFR 825.127)

Outpatient status means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

Serious injury or illness means: (29 USC 2611; 29 CFR 825.127)

1. For a current member of the Armed Forces, an injury or illness incurred by the member in the line of duty on active duty, or that existed before the beginning of the member's active duty and was aggravated by the member's service in the line of duty while on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran and that is at least one of the following:
 - a. A continuation of a serious injury or illness incurred or aggravated while the veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating
 - b. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs (VA) Service-Related Disability Rating of 50 percent or greater, based wholly or partly on that physical or mental condition
 - c. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of one or more disabilities related to the servicemember's military service or that would do so but for treatment received by the veteran
 - d. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the VA's Program of Comprehensive Assistance for Family Caregivers

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FAMILY CARE AND MEDICAL LEAVE (continued)

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced work or leave schedule when medically necessary. An employee taking military caregiver leave in combination with other family care and medical leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of leave during a single 12-month period. When both spouses work for the district and both wish to take such leave, the spouses are limited to a maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of accrued vacation leave and other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Notifications

The Superintendent or designee shall provide the following notifications regarding state and federal law related to PDL or FMLA/CFRA leave:

1. **General Notice:** Information explaining the provisions of the FEHA/PDL and FMLA/CFRA and employee rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (2 CCR 11049, 11095; 29 USC 2619)

The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days' notice of the need for the requested leave, when the need is reasonably foreseeable at least 30 days prior to the start of the leave. (2 CCR 11049, 11050, 11091)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

2. **Eligibility Notice:** When an employee requests leave, including PDL, or when the Superintendent or designee acquires knowledge that an employee's leave may be for

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FAMILY CARE AND MEDICAL LEAVE (continued)

an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of eligibility to take such leave. (2 CCR 11049, 11091; 29 CFR 825.300)

3. **Rights and Responsibilities Notice:** Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as applicable: (29 CFR 825.300)
 - a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying
 - b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification
 - c. The employee's right to use paid leave, whether the district will require use of paid leave, conditions related to any use of paid leave, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave
 - d. Any requirements for the employee to make premium payments necessary to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis
 - e. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave
 - f. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leave

Any time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

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FAMILY CARE AND MEDICAL LEAVE (continued)

- Designation Notice:** When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, he/she shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (2 CCR 11091; 29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

If the district requires paid leave to be used during an otherwise unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a release to return to work certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement. (2 CCR 11091, 11097; 29 CFR 825.300)

Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

Records

The Superintendent or designee shall maintain records pertaining to an individual employee's use of family care and medical leave in accordance with law. (Government Code 12946; 29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500)

Legal Reference: (see next page)

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COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which supports the physical, mental, and social well-being of students and is linked to district and community services and resources.

(cf. 0415 - Equity)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5137 - Positive School Climate)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.3 - Health Examinations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.5 - Mental Health)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 5141.7 - Sun Safety)
(cf. 5142 - Safety)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

(cf. 0200 - Goals for the School District)
(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6143 - Courses of Study)

COMPREHENSIVE HEALTH EDUCATION (continued)

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)
(cf. 6145.8 - Assemblies and Special Events)
(cf. 6162.8 - Research)

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

(cf. 4131 - Staff Development)

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

COMPREHENSIVE HEALTH EDUCATION (continued)*Legal Reference:*EDUCATION CODE

- 8850.5 *Family relationships and parenting education*
 35183.5 *Sun protection*
 49413 *First aid and cardiopulmonary resuscitation training*
 49430-49434 *Pupil Nutrition, Health and Achievement Act of 2001*
 49490-49494 *School breakfast and lunch programs*
 49500-49505 *School meals*
 51202 *Instruction in personal and public health and safety*
 51203 *Instruction on alcohol, narcotics and dangerous drugs*
 51210 *Areas of study; grades 1-6*
 51210.8 *State content standards for health education*
 51220.5 *Parenting skills; areas of instruction*
 51225.36 *Sexual harassment and violence instruction; affirmative consent standard*
 51225.6 *Compression-only cardiopulmonary resuscitation instruction*
 51260-51269 *Drug education*
 51513 *Personal beliefs; exams, questionnaires, and surveys*
 51880-51881.5 *Health education, legislative findings and intent*
 51890-51891 *Comprehensive health education programs and community participation; definitions*
 51900.6 *Sexual abuse and sexual assault awareness and prevention*
 51913 *District health education plan*
 51920 *Inservice training, health education*
 51930-51939 *California Healthy Youth Act; Comprehensive sexual health and HIV/AIDS prevention education*
 67386 *Affirmative consent; definition*
- CALIFORNIA CODE OF REGULATIONS, TITLE 5
 11800-11801 *District health education plan*
- UNITED STATES CODE, TITLE 42
 1751-1769j *National School Lunch Program, especially:*
 1758b *Local wellness policy*
 1771-1793 *Child nutrition programs, including National School Breakfast Program*

*Management Resources:*CSBA PUBLICATIONS

- Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019*
The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018
Preventing Catastrophic Health Illness, Governance Brief, July 2018
Integrating Physical Activity into the School Day, April 2016
Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012
Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008
Asthma Management in the Schools, Policy Brief, March 2008
Sun Safety in Schools, Policy Brief, July 2006
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

Management Resources continued: (see next page)

COMPREHENSIVE HEALTH EDUCATION (continued)

Management Resources: (continued)

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS

National Health Education Standards: Achieving Excellence, rev. November 2012

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, January 2019

WEB SITES

CSBA: <http://www.csba.org>

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Subject Matter Project, Physical Education-Health Project: <https://csmp.online>

Center for Injury Prevention Policy and Practice: <http://www.cipp.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Human Rights Campaign Foundation: <https://www.hrc.org>

National Center for Health Education: <http://www.nche.org>

National Hearing Conservation Association: <http://www.hearingconservation.org>

Shape America Society of Health and Physical Educators: <https://www.shapeamerica.org>

COMPREHENSIVE HEALTH EDUCATION

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 5131.6 - Alcohol and Other Drugs)*
- (cf. 5131.62 - Tobacco)*
- (cf. 5131.63 - Steroids)*

2. Human growth, development, and sexual health

- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety.

- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)*
- (cf. 3543 - Transportation Safety and Emergencies)*
- (cf. 5131 - Conduct)*
- (cf. 5138 - Conflict Resolution/Peer Mediation)*
- (cf. 5141 - Health Care and Emergencies)*
- (cf. 5142 - Safety)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5145.7 - Sexual Harassment)*
- (cf. 5145.9 - Hate-Motivated Behavior)*
- (cf. 6145.2 - Athletic Competition)*
- (cf. 6163.4 - Student Use of Technology)*

4. Mental, emotional, and social health

- (cf. 5137 - Positive School Climate)*
- (cf. 5141.5 - Mental Health)*
- (cf. 5141.52 - Suicide Prevention)*

5. Nutrition and physical activity

- (cf. 3550 - Food Service/Child Nutrition Program)*
- (cf. 5030 - Student Wellness)*
- (cf. 6142.7 - Physical Education and Activity)*

6. Personal and community health

COMPREHENSIVE HEALTH EDUCATION (continued)

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.7 - Sun Safety)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.5 - Environmental Education)

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services

(cf. 5141.6 - School Health Services)

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

High School Health Education

Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)

COMPREHENSIVE HEALTH EDUCATION (continued)

2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR. (Education Code 51225.6)

(cf. 6146.1 - High School Graduation Requirements)

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. (Education Code 51938)

(cf. 5145.6 - Parental Notifications)

(cf. 6145.8 - Assemblies and Special Events)

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5022 - Student and Family Privacy Rights)

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

COMPREHENSIVE HEALTH EDUCATION (continued)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs.

(cf. 1325 - Advertising and Promotion)

FACILITIES FINANCING

The Governing Board recognizes its responsibility to identify the most cost-efficient and effective method of financing when purchasing or modifying district facilities. Financing may be necessary when it is determined that school facilities must be built or expanded to accommodate an increased or projected increased enrollment or when safety considerations and educational program improvements require the replacement, reconstruction, or modernization of existing facilities.

The Superintendent or designee shall research funding alternatives and recommend to the Board the method of funding that will best serve district needs as identified in the district's master plan for school facilities.

(cf. 7110 - Facilities Master Plan)

Funding alternatives may include, but are not be limited to:

1. Levying developer fees pursuant to Education Code 17620 and Government Code 65995-65998

(cf. 7211- Developer Fees)

2. Forming a community facilities district pursuant to Government Code 53311-53368.3, the Mello-Roos Community Facilities Act

(cf. 7212 - Mello-Roos Districts)

3. Forming a school facilities improvement district pursuant to Education Code 15300-15425

(cf. 7213 - School Facilities Improvement Districts)

4. Issuing voter-approved general obligation bonds

(cf. 7214 - General Obligation Bonds)

5. Imposing a parcel tax pursuant to Government Code 50079

(cf. 3471 - Parcel Taxes)

6. Using lease revenues for capital outlay purposes from surplus school property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

7. Applying for state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30)

FACILITIES FINANCING (continued)

The district shall provide reports, maintain records, and provide for audits of the expenditure of state facilities funds as required by law and AR 3460 - Financial Reports and Accountability. (Education Code 41024)

(cf. 3460 - Financial Reports and Accountability)

As applicable, the district shall comply with BP 3470 - Debt Issuance and Management.

(cf. 3470 - Debt Issuance and Management)

Legal Reference: (see next page)

FACILITIES FINANCING (continued)

Legal Reference: (continued)

ATTORNEY GENERAL OPINIONS
79 Ops. Cal. Atty. Gen. 149 (1996)

Management Resources:

WEB SITES

California Department of Education: www.cde.ca.gov

California State Controller: www.sco.ca.gov

Department of General Services, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Exhibit T
11-22-09

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services ("Agreement") is entered into by and between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a professional corporation, hereinafter referred to as the "Law Firm" and PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT, hereinafter referred to as "District."

II. PURPOSE

The District desires to retain and engage Law Firm to perform legal and, upon request, non-legal consultant services on the District's behalf. Law Firm accepts this engagement on the terms and conditions contained in this Agreement.

III. TERMS AND CONDITIONS

A. Fees for Services

1. Standard Hourly Rate Services

District agrees to pay the Law Firm at the following standard hourly rates:

Senior Partners	\$320
Partners/Senior Counsel	\$295
Senior Associates	\$285
Associates	\$275
Non-Legal Consultants	\$245
Senior Paralegals/Law Clerks	\$220
Paralegals/Legal Assistants	\$210

2. Fixed Fee Services

District agrees to pay the Law Firm a fixed fee for the following services:

A full day of training (up to 8 hours)	\$5,000
A half day of training (up to 4 hours)	\$4,000
A two-hour training	\$3,000
A one-hour training	\$2,000

3. Fee Arrangements for Specialized Legal Services

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

4. Costs and Expenses

In addition to the fees described above, the District agrees to pay a five percent (5%) "administrative fee" calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the District. This administrative fee is in lieu of charging the District for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage.

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm's representation of District are not included in the administrative fee and are charged separately. These include, but are not limited to, deposition and court reporter fees, transcript costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the prior approval of the Superintendent or designee in the event a particular cost item exceeds \$2,000.00 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals \$2,000.00 or less.

If the Law Firm retains, with authorization from the District, experts or outside consultants for the benefit of the District, rather than the District contracting directly with any expert or outside consultant, the District agrees to pay a five percent (5%) "consultant processing fee" in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset related costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of the District. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set forth in paragraph F., below.

B. Billing Practices

1. A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from the District by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of the District in the Law Firm's Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 60 days will

be subject to a 1% per month service charge.

2. The Law Firm shall bill in one-quarter hour increments.
3. Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour).
4. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.
5. District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate a written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.
6. After the conclusion of a particular engagement (e.g., an investigation) should a need arise for the Firm to respond to any subpoena or discovery, to provide testimony at deposition, trial or arbitration, or to otherwise perform services with respect to any matter relating to or arising out of that engagement, the District shall compensate the Firm at its then applicable rates for time expended, including all required preparation time.

C. Termination of Representation on a Particular Matter

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

1. Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;
2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;
3. Upon a failure of the District to perform any of the District's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;
4. Upon a failure of the District to perform any of the District's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of the District.

In the event that the Law Firm ceases to perform services for the District on a matter, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that,

with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, the District will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

D. Consent to Joint Representation

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

E. Client Cooperation

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

F. Services Performed by Law Firm-Provided Non-Legal Consultants

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

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

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

G. Consent to Law Firm Communication

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

H. Identification of Insurance Coverage

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

I. Miscellaneous

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

2. The parties agree that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

3. After a file on a matter is closed, the District has a right to request the Law Firm to return the file to the District. Absent such a request, the Law Firm shall retain the file on the District's behalf.

IV. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, breach of fiduciary duty, misrepresentation, or conflict of interest, such dispute shall be resolved by confidential and binding arbitration upon the written request of one party after service of that request on the other party.

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

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

V. DURATION

This Agreement shall commence July 1, 2021 and terminate on June 30, 2022 and shall thereafter continue from month to month at the then current rate schedules until modified in writing by agreement between the Law Firm and the District up to a maximum of five (5) years duration per Education Code section 17596.

Either the District or the Law Firm may terminate this Agreement on thirty (30) days' written notice.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD &
ROMO

Dated: _____

By: _____
Mary Beth de Goede, Partner

"District"

PLEASANT VIEW ELEMENTARY SCHOOL
DISTRICT

Dated: 6/22/21

By: 
Mark Odsather, Superintendent

AGENCY AGREEMENT BETWEEN
TULARE COUNTY SUPERINTENDENT OF SCHOOLS
 AND
PLEASANT VIEW SCHOOL DISTRICT
 FOR 2021-2022
ERS LIBRARY MEDIA SERVICES

TCOE OFFICE USE	
<input checked="" type="checkbox"/>	Supt. receiving funds
<input type="checkbox"/>	Supt. expending funds
Vendor #	
Req. #	
PO #	

This agreement is entered into between Tulare County Superintendent of Schools, referred to as SUPERINTENDENT, and **Pleasant View School District**, referred to as DISTRICT/SCHOOL. SUPERINTENDENT supports disseminating successful practices to improve student achievement, including library instructional media resources and services. Therefore, DISTRICT/SCHOOL and SUPERINTENDENT mutually agree to the provisions described below.

1. **TERM.** This agreement shall be effective **July 1, 2021 - June 30, 2022.**
2. **FEE.** The fee shall be **\$3,710.00**
 - a. The fee is based on the Average Daily Attendance (ADA) **424** x \$8.75. The minimum agreement for a single school site with an ADA \leq 86 is \$750.00.
 - b. The agreement fee is due upon receipt of invoice and no later than February 2022. Tulare County public DISTRICTS/SCHOOLS authorize transfer to the County School Service Fund from DISTRICT/SCHOOL Instructional Funds. DISTRICT/SCHOOL will be contacted annually to renew access to services.
 - c. The following sites are covered by this agreement: **Pleasant View Elementary School (TK-4), Pleasant View West School (5-8).**
3. **SERVICES.**
 - a. SUPERINTENDENT agrees to:
 - i. Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, eBooks (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
 - (1) SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided with a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
 - (2) Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT/SCHOOL staff upon request.
 - ii. Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
 - (1) Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
 - (2) Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
 - (3) In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday - Friday, 8:00am - 5:00pm (closed TCOE observed holidays).
 - (4) SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
 - (a) DISTRICT/SCHOOL staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.
 - (b) DISTRICT/SCHOOL staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.

- iii. Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT/SCHOOL that does not employ a credentialed librarian. Ed Code 44868 allows a DISTRICT/SCHOOL to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT/SCHOOL's obligation under Education Code, sections 18100 and 18120. A DISTRICT/SCHOOL is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.
 - iv. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.
 - (1) DISTRICT/SCHOOL will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.
 - v. Provide technology consultation supporting DISTRICT/SCHOOL needs.
 - (1) A maximum of one, free, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT/SCHOOL personnel, for technology-focused professional development on a variety of technology tools (e.g. G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT/SCHOOL administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2021-2022 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.
 - vi. The Library and Multimedia Center's Teacher Resource Center (TRC) is open extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT/SCHOOL staff may bring their own supplies and use TRC equipment. Equipment includes color and B&W photocopiers, a poster printer, 27" and 42" laminators, 1.25" and 3" button makers, as well as Ellison and AccuCut die-cut shapes. Contracting sites pay a reduced fee for copying, printing, laminating, and button making.
 - (1) The TRC sells pre-designed posters and ready-to-go packs of classroom support materials.
 - (2) The TRC can print posters designed by teachers or the TRC staff can design posters and other materials to teacher specifications (at an additional fee for SUPERINTENDENT staff time).
 - (3) TRC-made materials including posters, ready-to-go packs, and other classroom support materials can be delivered after completion on the next scheduled delivery day or by mail (postal shipping fee will apply).
- b. DISTRICT/SCHOOL agrees to:
- i. Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT/SCHOOL staff list within a month of the start of the school year, for ERS Portal username and password assignments. Initial email will be sent by Sara Torabi; return all changes and updates to sara.torabi@tcoe.org. If you have additional questions about submission or format, please call 559-651-3031.
 - ii. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
 - iii. Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
 - iv. Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or debra.lockwood@tcoe.org.


ATTENTION: Mark Odsather, Superintendent

- 4. INDEMNIFICATION.** SUPERINTENDENT and DISTRICT/SCHOOL shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT/SCHOOL or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this agreement as to any acts or omissions occurring under this agreement or any extension of this agreement.
- 5. CANCELLATION OF AGREEMENT.** This agreement may be cancelled by SUPERINTENDENT and DISTRICT/SCHOOL if any of the conditions of this agreement are not completed.
- 6. SPECIAL PROVISIONS.** SUPERINTENDENT shall comply with all laws, rules, and regulations applicable to such work.
- a. SUPERINTENDENT acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
 - b. The Agreement may be amended by the mutual written consent of the parties hereto.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.


DISTRICT/SCHOOL

Mark Odsather, Superintendent
Pleasant View School District
14004 Road 184
Porterville, CA 93257
marko@pleasant-view.k12.ca.us

By 
Date 5-11-21

SUPERINTENDENT

Tim A. Hire, County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia, CA 93278-5091

By 
Date 4/6/21

If this agreement meets with your approval, please sign above, and send one (1) copy via USPS to:

Tulare County Office of Education
P.O. Box 5091
Visalia, CA 93278-5091

The second copy is for your district's records.

TCOE Contact: Debra Lockwood, 559-651-3042
FORM REVISED 3/3/2021

Budget: 010-00242-0-0-242000-86890-0-0-0 100%

ES/1611-1 6-20-21

TULARE COUNTY PLAN
for
PROVIDING EDUCATIONAL
SERVICES
to
EXPELLED YOUTH
APPROVED BY THE
TULARE COUNTY BOARD OF EDUCATION
2021-2024

Tim A. Hire
Tulare County Superintendent of Schools



Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

Plan for Providing Educational Services to Expelled Pupils
between the
Tulare County Office of Education
and the following
Tulare County School Districts

Allensworth School District
Alpaugh Unified School District
Alta Vista School District
Buena Vista School District
Burton School District
Columbine School District
Cutler-Orosi Joint Unified School District
Dinuba Unified School District
Ducor Union School District
Earlimart School District
Exeter Unified School District
Farmersville Unified School District
Hope School District
Hot Springs School District
Kings River Union School District
Liberty School District
Lindsay Unified School District
Monson-Sultana Joint Union School District
Oak Valley Union School District
Outside Creek School District
Palo Verde Union School District
Pixley Union School District
Pleasant View School District
Porterville Unified School District
Richgrove School District
Rockford School District
Saucelito School District
Sequoia Union School District
Springville Union School District
Stone Corral School District
Strathmore Union School District
Sundale Union School District
Sunnyside Union School District
Terra Bella Union School District
Three Rivers Union School District
Tipton School District
Traver Joint School District
Tulare City School District
Tulare Joint Union High School
Visalia Unified School District
Waukena Joint Union School District
Woodlake Union School District
Woodville Unified School District

Legal Basis for Triennial Review of the Plan for Expelled Youth

AB 922 is codified at Section 48926 of the California Education Code, and requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to all expelled students (the “Plan”). Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education.

To meet the requirements of Education Code Section 48926, the Plan for Expelled Youth must:

- Enumerate existing educational alternatives for expelled students (see, Section I);
- Identify gaps in educational services to expelled students, and strategies for filling those service gaps (see Section III); and
- Identify alternative placements for students who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. (See Section III.)

The processes of, including, but not limited to, referral, admission, entry, and transition referenced in this Plan apply to all students referred to the TCOE Community School Program for any reason, including, but not limited to, expulsion.

Requirement for Educational Program During Expulsion Period

California Education Code Section 48916.1 requires that when a governing board orders that a student be expelled, it must ensure that the student is provided with an education program during the expulsion period. This Plan reflects the programs available to expelled youth enrolled in Tulare County school districts. Section 48916.1 also requires that districts report annual “outcome data” to the Superintendent of Public Instruction by June 30 (see Education Code Section 48916.1, attached as Appendix A).

Outcome Data Required under Education Code Section 48916.1(d)

The outcome data required under Education Code Section 48916.1(d), to be maintained by each school district, includes the following:

- The number of students recommended for expulsion;
- The grounds for each recommended expulsion;
- Whether the student was subsequently expelled;
- Whether the expulsion order was suspended;
- The type of referral made after the expulsion; and,
- The disposition of the student after the end of the period of expulsion.

Implementation of the Plan

Implementation of the Plan is subject to the State's funding of education during the next three years. Should the State reduce educational dollars resulting in the County program operating at a deficit, the Tulare County Superintendent of Schools ("TCOE") will create an excess cost agreement in consultation with the County school district superintendents between districts and the TCOE to ensure adequate funding for serving students in the TCOE Community School Program.

I. Existing Educational Alternatives for the Expelled Youth of Tulare County

School districts located within Tulare County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board's order, a governing board may "suspend" the enforcement of the expulsion order and place the student:

- On the same school campus;
- At a different school campus within the district;
- In an alternative education program within the district; or,
- In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

- Its district community day school program;
- A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;
- To the TCOE Community Schools Program; or,
- To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults are responsible for the costs, if any, associated with that private school enrollment.)

II. Tulare County Office of Education Services for Expelled Pupils

TCOE offers education alternatives through its Community School Program. This program requires referrals from the school districts or from the courts and/or probation officers. The referral process is as follows:

A. Referral Process for TCOE Community School Program

In order to refer a student to the TCOE Community School Program, it is necessary that a referral form be completed by the student's referring school district or agency. The referral form includes details regarding the student, including:

- Information regarding the student's Section 504 plan or individualized education program ("IEP") status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, all assessment reports for assessments conducted over the past three (3) years, progress reports for the past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the TCOE Community School Program;
- Probation status;
- Dependency status;
- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreements;
- Student's progress toward meeting the student's school district of residence's high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 (2014) and 2306 (2016) for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information from the last school year and the current school year, including any information related to Student's participation in the SARB process (letters, court documents, etc.);
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing;
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated prior to referral; and,
- The date on which the student will be eligible to return to the school district of residence.

The referring school district or agency shall communicate with the student's parents/guardians/responsible adults regarding all aspects of the referral process.

Upon the TCOE's receipt of a referral from the referring school district or agency, TCOE will determine if it can appropriately serve and/or has space for the student at the TCOE Community School Program. While TCOE attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

Reasons that a student may not be accepted into the TCOE Community School Program may include, but are not limited to, the following:

- Insufficient space in the TCOE Community School Program or in the student's specific grade level at the TCOE Community School Program;
- Insufficient space in or unavailability of the special education placement and/or services contained in a student's IEP or Section 504 plan;
- A review of the student's referral reveals potential issues related to child find under Section 504 or special education law;
- A review of the student's referral reveals a potential issue related to failure to assess the student for special education (either initial or re-evaluation) in all areas of suspected disability;
- A review of the student's file reveals that the student's special education placement and/or services per the student's IEP or Section 504 plan is likely inappropriate and the student likely cannot be appropriately served at the TCOE Community School Program;
- A review of the manifestation determination paperwork related to the incident resulting in referral to the TCOE Community School Program reveals that there may be an error—either procedurally or substantively—with the manifestation determination conducted;
- A review of the referral paperwork reveals inadequate general education interventions, especially alternatives to suspension;
- The student was previously unsuccessful in the TCOE Court or Community School Program;
- The student has been enrolled in the Community School Program and juvenile hall over the past six months and should be allowed the opportunity for success on a school district campus prior to additional enrollment in the Community School Program;
- The student's behavior prior to referral is too severe and/or dangerous and will pose a danger to staff and/or other students on the Community School Program campus;
- A victim of the student is already/will be on the Community School Program campus; and/or,
- There is a restraining order involving another student(s) on Community School Program campus.

If the student cannot be appropriately served and/or there is no space available for the student in the TCOE Community School Program, the TCOE Community School Program will notify the referring school district or agency in writing with the general reason(s) for denying admission to the TCOE Community School Program; should the referring school district or agency wish to obtain further information regarding the denial of admission, they may contact [Nicole Rocha/

Administrator of Educational Options at 559-651-2904] via telephone only for further information; no further information will be shared in writing. Additionally, there is no appeal process for denial of admission to the TCOE Community School Program.

The referring school district or agency shall be responsible for notifying the student's parents/guardians/responsible adults that the referral to the TCOE Community School Program was denied; TCOE shall have no responsibility for communicating with the parents/guardians/responsible adults regarding the referral process and/or denial of admission. The referring school district or agency shall not refer the student's parents/guardians/responsible adults to TCOE staff for information regarding these processes and/or additional information regarding a denial of admission. Any and all such contact to TCOE by parents/guardians/responsible adults will be referred back to the referring school district or agency for response.

If a student is able to be appropriately served and there is space available in the TCOE Community School Program, the TCOE Community School Program will contact the student and his/her parents/guardians/responsible adults to give notice of the date to report to the school for intake. As part of the intake process, the student, the parents/guardians/responsible adults, and TCOE staff will develop an Individual Learning Plan ("ILP") for the student. In addition to addressing the student's academic plan, the ILP will include the goal of the student's return to the school district of residence after the expulsion term. The ILP shall be in addition to and will not replace or override any of the components of the student's Section 504 plan or IEP.

B. Transition Process from TCOE Community School Program

Enrolled students will attend the TCOE Community School Program for the remainder of the expulsion period. At least 30 days prior to the end of the expulsion term, TCOE shall provide the school district of residence and any referring agency a notice of transition of student back to the school district of residence. Within the last 30 days of the student's term of attendance in the TCOE Community School Program, TCOE will convene a transition meeting with at least the following invited to attend: the student, at least one of his/her parents/guardians/responsible adults, TCOE representative(s), and at least one representative of the student's district of residence. Other collaborative partners may be invited to attend this meeting as well. Failure of any invited members, including, but not limited to, the district of residence, to attend this meeting will not prevent the meeting from moving forward. At this meeting, the team will review, and the district of residence will be provided with, a transition report indicating the reason for transition back to the district, transition recommendations, TCOE Community School Program attendance and the following:

- Information regarding the student's Section 504 plan or IEP status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, developed while the student was enrolled in the TCOE Community School Program;
- Probation status;
- Dependency status;
- Discipline records;
- Student's progress toward meeting the TCOE Court and Community School high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information;
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing; and,
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated in the TCOE Community School Program.

Failure of the district of residence to participate in this transition process will not prevent the student from being returned to the district of residence; the TCOE Community School Program shall have no obligation to maintain the student's attendance following date of exit for which the school district of residence is provided at least 30 days' notice. A school district of residence may take a student back prior to the end of the 30-day transition time period if it so chooses. If a student is enrolled for less than 30 days or is disenrolled by the district of residence prior to the 30-day notice time period, the district of residence will receive the transition report within five (5) business days of the student's disenrollment from the TCOE Community School Program.

If the school district of residence or referring agency believe it is appropriate to remove the student from the TCOE Community School program to return to the school district of residence but the TCOE Community School Program staff do not believe that it is appropriate for the student to return to the district of residence and the student should remain in the TCOE Community School Program at the end of the expulsion term, this recommendation will be communicated to the district of residence and referring agency.

This process does not replace any other meetings and/or hearings (such as a readmission hearing) that may be convened by the student's district of residence. Any district of residence processes (such as a readmission hearing) should be scheduled and held by the district of residence prior to the TCOE Community School Program transition meeting described herein.

Once a student is transitioned or removed from the TCOE Community School Program for any reason by any entity for five (5) or more school days, including, but not limited to disenrollment by parents/guardians/responsible adults or incarceration in juvenile hall, the student will be

deemed exited from the TCOE Community School Program. The student will not be able to return to the TCOE Community School Program without going through the referral process again. The TCOE Community School Program, however, will comply with all laws related to school of origin for foster and homeless students.

C. Educational Services Provided to Expelled Students with Exceptional Needs

Consistent with state and federal law, a student with exceptional needs (who has a current IEP or Section 504 plan) may be expelled and referred by a school district for placement in the TCOE Community School Program. Enrollment in the TCOE Community School Program will be determined on an individual basis, and is dependent, in part, upon the appropriateness of placement and services available at the TCOE Community School Program to meet the individual needs of the student as stated in the current IEP or Section 504 plan as well as other factors described in Section II(A) above. As indicated above, a referral is not a guarantee of placement at the TCOE Community School Program. Districts may refer students with exceptional needs provided that:

- a. All procedural safeguards regarding the discipline of students with special needs have been met, including, but not limited to a procedurally and substantively appropriate manifestation determination meeting;
- b. The referring school district or agency has complied with all legal requirements regarding the education of special needs students, e.g., all procedural timelines have been met regarding annual/triennial reviews/assessments (Note: No students will be accepted if they have pending and/or overdue IEP/Section 504 plan assessments, meetings, etc. unless and until all timelines are brought current and/or are completed as specified on the referral form. This means that if anything is overdue or needs to be corrected, the referring school district or, if the student is being referred by an agency, the school district of residence must do so. Moreover, if an assessment is due within 60 days or less or an IEP team or Section 504 team meeting is due within 30 days or less, the referring school district or, if the student is being referred by an agency, the school district of residence must complete these processes.);
- c. The requirements as stipulated in Education Code Section 48915.5 have been met;
- d. The referring school district or agency has completed a Community School Referral Form and has provided the required attachments and documents; and,
- e. An IEP or Section 504 team has determined that a referral for placement at TCOE Community School Program meets the student's needs per the current IEP or Section 504 plan.

D. High School Credits Awarded at TCOE Community School Program

- a. The referring school district or, if the student is referred by another agency, the school district of residence shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to TCOE Community School Program within two (2) business days of the student's enrollment in the TCOE Community School Program.
- b. The TCOE Community School Program awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded by TCOE Community School Program for the time of attendance in the TCOE Community School Program.
- c. The school district of residence shall accept any and all partial credits awarded to the student by any school district or the TCOE Court and Community School Program.
- d. TCOE Community School Program complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school. Information regarding the student's status under these bills will be provided as part of the transition report when the student leaves the TCOE Community School Program.

III. Identification of Gaps in Educational Services to Expelled Students and Strategies for Filling Those Service Gaps

- a. **Due to the small number of grade K-6 students expelled and the legal requirement that such students be served in a separate program, service delivery can be problematic.**

Although smaller districts have worked cooperatively to place expelled students in neighboring Community Day Schools, the limitations for determining appropriate placement of elementary mandatory expulsions continue.

County/District Strategy for Addressing this Gap. Each district will review the available educational options to best provide a customized and appropriate program to meet the needs of its expelled students. Districts may consider operating their own K-6 community day school programs or form a consortium with consultation of TCOE to create a program of school district-shared costs and space.

- b. **Tulare County is a large county with remote districts. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by TCOE, charter schools, and/or other districts.**

County/District Strategy for Addressing this Gap. Remote districts within Tulare County may develop a community day program, or work with TCOE to provide a program for their expelled students. Districts may choose to form a consortium with the consultation of TCOE and create a program of school district-shared costs. Whenever possible the district and TCOE can negotiate transportation for students to a County Community School.

- c. **Students referred attend TCOE Community School Program intake, but fail to attend class.**

County/District Strategy for Addressing this Gap. Students will be considered enrolled in the TCOE Community School Program once they attend the first day of instruction following the TCOE intake. If this student subsequently fails to attend school at least 80% of the time, the school district of residence will be contacted for a joint effort to obtain student's at least 80% attendance at the TCOE Community School Program, including, for example: phone calls, emails, and text messages to the student's parents/guardians/responsible adults; home visits by TCOE Community School Program staff; Probation Department intervention; Department of Family and Children Services intervention; and/or court intervention notices).

- d. **Alternative educational placements for Community Day School failures, deemed to have failed meeting the terms and conditions of their rehabilitation plans at their review hearings or who pose a danger to other district pupils as determined by their governing board, who have committed another expellable offense, have limited placement alternatives.**

County/District Strategy for Addressing this Gap. Districts have extended additional supports to CDS students through their rehabilitation plans, behavior contracts, and input provided at review hearings. Stipulation in the 2021 Plan that county-operated Community Schools would consider conditional enrollment under a Memorandum of Understanding has offered more flexibility in placing students and will continue with the 2021 plan.

IV. District Level Behavioral Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions and Expulsions Ordered: Support for Students Returning to Home Schools following Expulsion

In proactive efforts to prevent expulsion, Districts shared behavioral intervention strategies employed prior to expulsion and referral to the TCOE Community School Program. These strategies have been identified by the Districts as effective interventions to minimize the number of suspensions leading to expulsion orders and to support students returning from suspensions. Those strategies include:

Best Practices:

Parental Involvement
Progressive Discipline
In School Suspension
Counseling Program
Proactive SST
Multi-tiered PBIS
Reconnecting Youth
Trauma Informed Practices
Behavior Data Tracking
Alternative to Suspension Program
Intervention Resource Class – Social Skills
Leader in Me Strategies
County Psychologists
Behavior Plan Contracts
CAST Classes
Translation Services

Support for Returning Students:

Behavior Contracts
Reinstatement Meetings
Academic Intervention Support
Formal and Informal check-in with student and Principal and/or school Psychologist and/or SSIP Coach, etc.
Grades and Attendance Monitored
Parent Involvement
Communicate with Stakeholders
Utilize Intervention Resource Class

Currently, districts report not having a disproportionate number of minority students expelled compared to minority enrollment. However, districts will continue to monitor data in order to be aware of disproportionate representations. The above-mentioned practices will continue and evolve as needs arise.

V. District Responsibilities

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2) ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

WORK PLAN (TULARE COUNTY)

JULY 1, 2021 - JUNE 30, 2022

6/11/21

INITIAL OR REVISION DATE

TULARE COUNTY OFFICE OF EDUCATION

EDUCATIONAL RESOURCE SERVICES

Pleasant View Elementary School District

DISTRICT / SCHOOL / AGENCY

Julie Joseph

TCOE LEAD(S)

Mark Odsather

CONTACT

Mathematics

CONTENT AREA

marko@pleasant-view.k12.ca.us

CONTACT EMAIL

784-6769

CONTACT #

Please return the signed work plan via email to:

Julie.Joseph@tcoe.org**2021-22 PROFESSIONAL LEARNING GOALS**

- 1) Provide mathematics professional learning and planning aligned to district goals.
- 2) Support implementation of effective instructional strategies, routines, and formative assessment in mathematics instruction.
- 3) Provide classroom coaching and co-plan/co-teach opportunities.

#	DATE(S)	CONSULTANT ACTIVITY	DISTRICT RESPONSIBILITY	ON-SITE / VIRTUAL DAY(S)	PREP & FOLLOW-UP DAY(S)	SUBTOTAL DAY(S)
1	8/2/21. 8/3/21, 8/4/21, 8/5/21	Attend, Provide Professional Learning, and Planning for Pre-Service Days	Schedule teachers	4.00	1.00	5.00
2	8/31/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
3	9/3/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
4	9/7/21	Math Professional Learning and Planning	schedule teachers	1.00	0.00	1.00
5	9/28/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
6	10/11/21	Math Professional Learning and Planning	schedule teachers	1.00	0.00	1.00
7	10/26/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
8	11/30/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
9	12/6/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
10	12/9/21	Math Support	Schedule teachers and subs	1.00	0.00	1.00
11	1/10/22	Math Professional Learning and Planning	schedule teachers	1.00	0.00	1.00
12	1/13/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
13	1/25/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
14	2/22/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
15	3/7/22	Math Professional Learning and Planning	schedule teachers	1.00	0.00	1.00
16	3/8/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
17	4/4/22	Math Professional Learning and Planning	schedule teachers	1.00	0.00	1.00
18	4/7/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
19	5/10/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
20	5/11/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
21	5/25/22	Math Support	Schedule teachers and subs	1.00	0.00	1.00
22		Preparation and Follow-up		0.00	5.00	5.00

Exhibit W
6-22-21

WORK PLAN (TULARE COUNTY)

JULY 1, 2021 - JUNE 30, 2022

6/11/21

INITIAL OR REVISION DATE

TULARE COUNTY OFFICE OF EDUCATION

EDUCATIONAL RESOURCE SERVICES

Pleasant View Elementary School District

Julie Joseph

23			0.00	0.00	0.00
TOTAL DAY(S)					30.00
TULARE COUNTY RATE					\$1,050.00
TOTAL FOR SERVICES					\$31,500.00

BINDER / BOOKS / MATERIALS / OTHER FEES (IF APPLICABLE)

#	DATE OF SERVICE	ITEM (BINDERS / BOOKS / MATERIALS / OTHER)	EACH	QTY	AMOUNT
1		<<<unhide hidden rows if needed	\$0.00	0	\$0.00
TOTAL FOR MATERIALS					\$0.00



 DISTRICT / SCHOOL / AGENCY SIGNATURE

6/22/21

 DATE

GRAND TOTAL FOR SERVICES & OTHER **\$31,500.00**