



A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

22695 Alessandro Blvd., Moreno Valley, CA 92533

Phone # (760) 757-0161

Phone # (951) 697-1990

Board of Trustees' Meeting Agenda

Tuesday, September 28, 2022

3:30pm

1.0 Call to Order/Roll Call

2.0 Approval of Agenda

Action

3.0 Pledge of Allegiance

4.0 Public Comment

Members of the public will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be for six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board Meeting.

5.0 Introductions

6.0 Executive Director's Report

Information

7.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent

calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

- | | | |
|-----|--|--------|
| 7.1 | <u>Minutes from Board Meeting of June 21, 2022</u> | Action |
| 7.2 | <u>Minutes from Board Meeting of August 16, 2022</u> | Action |

8.0 Action/Discussion Items

Administrative

- | | | |
|-----|--|--------|
| 8.1 | <u>Board Member Biography</u> | Action |
| | <u>Responsible Party</u> | |
| | Executive Director Gorence will open the discussion for the Board regarding updating the website with a biography for each Board Member. | |
| 8.2 | <u>Local Indicators Fall 2022</u> | Action |
| | <u>Responsible Party</u> | |
| | Executive Director Gorence will discuss the California School Dashboard Local Indicators for Fall 2022. | |
| 8.3 | <u>Certificate of Completion Course of Study</u> | Action |
| | <u>Responsible Party</u> | |
| | Special Education Administrator Moore will discuss the Certificate of Completion Course of Study. | |
| 8.4 | Course Outline: ELD | Action |
| | <u>Background/Summary Information</u> | |
| | <u>ELD C</u> and <u>ELD D</u> Course Outlines | |
| | <u>Responsible Party</u> | |
| | Curriculum and Instruction Director Cohen will discuss ELD C and ELD D Course Outlines. | |
| 8.5 | Course Outline: Sports | Action |
| | <u>Background/Summary Information</u> | |
| | <u>Sports: Basketball</u> , <u>Sports: Soccer</u> , and <u>Sports: Flag Football</u> Course Outlines | |
| | <u>Responsible Party</u> | |
| | Curriculum and Instruction Director Cohen will discuss Sports Basketball, Sports Soccer, and Sports Flag Football Course Outlines. | |

Business and Financial

8.6 [Board Warrant Listing August 1 through August 31, 2022](#) **Action**

Responsible Party

Director of Business and Operations Borth will discuss the Board Warrant Listing.

8.7 [2021/22 Unaudited Actuals and Financial Statements](#) **Action**

Responsible Party

Director of Business and Operations Borth will discuss the 21/22 Unaudited Actuals.

Personnel

8.8 2022-23 Classified Salary Schedule & [Severely Disabled Stipend](#) **Action**

Responsible Party

Human Resources and Business Services Coordinator Bentley will discuss the 2022-23 Classified Salary Schedule and Hazard Premium Stipend.

9.0 Board/Staff Discussion

10.0 Adjournment/Next Meeting

The next regularly scheduled meeting of the Board of Trustees will be held Tuesday, October 18, 2022.

6.0

Executive Director's Report

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7.1

Board Meeting Minutes - June 21, 2022

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Meeting –Tuesday June 21, 2022

3:30 p.m.

Board Minutes

1.0 Call to Order/Roll Call

Vice Chairperson Cohen called the meeting to order at 3:32 pm with, Trustee Sanchez, Trustee Walley present. Chair Walters absent

2.0 Approval of Agenda

Moved by Trustee Sanchez and seconded by Trustee Walley to approve the agenda as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by Kira Fox

4.0 Introductions – Gayl Johnson, Director of Student Services; Kathy Meck, Lori Bentley, HR& Business Services Coordinator; Geoff Weeks, Lead Teacher Elementary; Linda Moore, Special Education Coordinator.

5.0 Public Comment – None

6.0 Executive Director's Report

- Enrollment numbers were shared with comparison to last year.
- Survey results from parents indicating that parents are very satisfied with students being prepared for life after graduation.
- Information shared regarding the number of additional staff that have been hired for summer session and the available positions posted on Edjoin

7.0 Consent Calendar

7.1 Moved by Trustee Walley & seconded by Trustee Sanchez to approve the Consent Calendar as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

8.0 Action/Discussion Items

8.1 Moved by Trustee Sanchez and seconded by Trustee Walley to approve the May Board Warrant Listing as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

8.2 Moved by Trustee Sanchez and seconded by Trustee Walley to approve the 2022-2023 Organization Chart as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

8.3 Moved by Trustee Sanchez and seconded by Trustee Walley to approve the 2022-23 Working Adopted Budget as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

8.4 Moved by Trustee Sanchez and seconded by Trustee Walley to approve the 2022-23 LCAP and Parent Overview as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

8.5 Moved by Vice Chair Cohen and seconded by Trustee Walley to approve the 2022-23 El Dorado Master Contract non-Public Agency Services for Specialized Therapy Solutions as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

9.0 Curriculum

9.1 Moved by Vice Chairperson Cohen and seconded by Trustee Sanchez to approve the Edgenuity Spanish A&B Course Outlines as presented.

AYES: Cohen, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: Walters

9.2 Moved by Vice Chairperson Cohen and seconded by Trustee Sanchez to approve the amendment to the Curriculum & Instruction Policy #9 Credit Recovery as presented

10.0 Board Staff Discussion

- The Board was reminded that Zoom would be going away as of June 30, 2022 and that they would start meeting in person at the campus or teleconference.
- The Board was reminded that if they chose to meet via teleconference that there are specific protocols to follow.
- The Director of Central Office and Finance thanked the Board for all the amazing years that she experienced working with them.

11.0 Adjournment - Chair Walters adjourned the meeting at 4:38 p.m.

7.2

Board Meeting Minutes - August 16, 2022



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Board of Trustees' Meeting

Agenda

Tuesday, August 16, 2022

3:30pm

1.0 Call to Order/Roll Call

Board Chair Walters called the meeting to order at 3:35pm with Vice Chair Cohen, and Trustee Walley present and Trustee Sanchez absent.

2.0 Approval of Agenda

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve the agenda as presented.

AYES:	Walters, Cohen, Walley
NOES:	None
ABSTAIN:	None
ABSENT:	Sanchez

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by Chair Walters.

4.0 Public Comment

There were no public comments.

5.0 Introductions

Executive Director Gorence, Director of Business and Operations Borth, Director of Curriculum and Instruction Cohen, Director of Student Services, Johnson, SPED Administrator Moore, Site Administrator Meck, Lead Supervisory Teacher 9-12 Gibson,

Lead Supervisory Teacher K-8 Weeks, Human Resources and Business Services
Coordinator Bentley and Technology Technician Sturm were introduced and present at
the meeting.

6.0 Executive Director's Report

Executive Director Gorence provided the board with an update and answered questions regarding (1) the Emergenetics Professional Development/Training and (2) an enrollment update comparing current year to prior year at this time.

7.0 Consent Calendar

7.1 Minutes from Board Meeting of July 19, 2022

Moved by Trustee Walley Cohen and seconded by Chair Walters to approve the Minutes for July 19, 2022, as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.0 Action/Discussion Items

Administrative

8.1 Curriculum and Instruction Policy # 7 - Independent Study

Executive Director Gorence reviewed and answered questions regarding Curriculum and Instruction Policy #7.

Moved by Vice Chair Cohen and seconded by Chair Walters to approve Curriculum and Instruction Policy #7 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.2 Curriculum and Instruction Policy # 16 - Alternative Path Toward High School Graduation for Students with Disabilities

Special Education Administrator Moore reviewed and answered questions regarding Curriculum and Instruction Policy #16.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve Curriculum and Instruction Policy #16 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.3 Certificate of Completion Course Outlines

Special Education Administrator Moore reviewed and answered questions regarding the Certificate of Completion Course Outlines.

Moved by Vice Chair Cohen and seconded by Chair Walters to approve Certificate of Completion Course Outlines as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.4 Student Services Policy # 4 - Student Dress Code

Director of Student Services Johnson reviewed and answered questions regarding Student Services Policy #4 - Student Dress Code.

Moved by Chair Walters and seconded by Trustee Walley to approve Student Services Policy #4 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.5 Comprehensive School Safety and Crisis Response Plan

Technology Technician Sturm reviewed the Comprehensive School Safety and Crisis Response Plan for each location.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve the Comprehensive School Safety and Crisis Response Plan as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

Business and Financial

8.6 Board Warrant Listing July 1 through July 31, 2022

Director of Business and Operations Borth reviewed the Board Warrant Listing and Executive Director Gorence answered questions regarding curriculum purchases.

Moved by Chair Walters and seconded by Trustee Walley to approve Student Services Policy #4 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.7 22/23 Budget Adjustments due to State Enacted Budget

Director of Business and Operations Borth reviewed and answered questions regarding the 22/23 Budget Adjustments due to the State Enacted Budget.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve the Comprehensive School Safety and Crisis Response Plan as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.8 22/23 Mandated Block Grant Funding

Director of Business and Operations Borth reviewed and answered questions regarding the 22/23 Mandated Block Grant Funding.

Moved by Chair Walters and seconded by Vice Chair Cohen to approve 22/23 Mandated Block Grant Funding as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.9 Resolution #5-2022-2023

Director of Business and Operations Borth reviewed Resolution #5-2022-2023.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve Resolution #5-2022-23 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

8.10 Resolution #6-2022-2023

Director of Business and Operations Borth will discuss Resolution #6-2022-2023.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve Resolution #5-2022-23 as presented.

AYES: Walters, Cohen, Walley
NOES: None
ABSTAIN: None
ABSENT: Sanchez

Personnel

8.11 2022-23 Declaration of Need for Fully Qualified Educators

Human Resources and Business Services Coordinator Bentley reviewed the 2022-23 Declaration of Need for Fully Qualified Educators.

Moved by Vice Chair Cohen and seconded by Trustee Walley to approve Resolution #5-2022-23 as presented.

AYES: Walters, Cohen, Walley

NOES: None

ABSTAIN: None

ABSENT: Sanchez

9.0 Board/Staff Discussion

10.0 Adjournment/Next Meeting

The meeting was adjourned at 4:15pm.

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8.1

Board Member Biography



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Board Member Biography



Board Member Name:

End of Term:

Date Took Office:

Insert Picture Above

Value Positioning: (1-2 sentences about what you are personally passionate about and the overlap in your personal life, professional career and PVCS)

Current Position: (2-3 sentences)

Current and past career highlights (3-5 sentences)

Credentials, Accomplishments & Skills: (2-3 sentences)

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8.2

Local Indicators Fall 2022



Pacific View Charter School California School Dashboard Local Indicators Fall 2022

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

Pacific View Charter School made the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support Pacific View in local planning and improvement efforts and items are identified in next year's LCAP.

Local Indicators:

1. <u>Basic Conditions</u>	1
2. <u>Adoption of Academic Standards</u>	2
3. <u>Parent Engagement</u>	5
4. <u>School Climate</u>	10
5. <u>Access to a Broad Course of Study</u>	12

Local Indicator 1: Basic Conditions

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

0

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Pacific View Charter School (PVCS) is committed to providing all services necessary for students to receive an appropriate education with access to all basic services. These services include access to instruction from fully credentialed teachers, safe facilities and an implementation of state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVCS has a rigorous interview process for all staff members including a process for ensuring that all certificated employees are properly credentialed according to the guidelines from the California Commission for Teacher Credentials. PVCS also employs a Director of Curriculum who supervises the implementation and standards alignment for all PVCS curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, PVCS has a safety committee that monitors the safety and security of the campus including all facilities and ensures any needed repairs are made in a timely and safe fashion.

Local Indicator 2: Adoption of Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

5 - Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 - Full Implementation

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5- Full Implementation and Sustainability

History-Social Science

4 - Full Implementation

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5- Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

5- Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5 - Full Implementation and Sustainability

History-Social Science

5 - Full Implementation and Sustainability

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts

5 - Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

3 - Initial Implementation

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5- Full Implementation and Sustainability

History-Social Science

5- Full Implementation and Sustainability

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

1 - Exploration and Research

Health Education Content Standards

5 - Full Implementation and Sustainability

Physical Education Model Content Standards

5 - Full Implementation and Sustainability

Visual and Performing Arts

4 - Full Implementation

World Language

4 - Full Implementation

Support for Teachers and Administrators

5. Rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Identifying the professional learning needs of groups of teachers or staff as a whole

4 - Full Implementation

Identifying the professional learning needs of individual teachers

3 - Initial Implementation

Providing support for teachers on the standards they have not yet mastered

3 - Initial Implementation

Pacific View Charter is committed to implementing the state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVCS employs a Director of Curriculum who supervises the implementation and standards alignment for all PVCS curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, the Director of Curriculum supervises a Curriculum Committee tasked with reviewing curriculum, aligning curriculum to standards and assessing student understanding mastery of the content standards. The Curriculum Committee is composed of PLC Lead Teachers who work directly with each department staff

to make sure that all teachers understand and align the content they are teaching to the appropriate state standards. In addition, PVCS has implemented an Instructional Framework to support teachers in maximizing student learning and unifying instructional best practices schoolwide. The focus for the 2022-23 school year will be to fully implement the Instructional Framework, aligned to the EL Roadmap and Restorative Practices as well as exploring a schoolwide alignment to SEL. The school will continue to provide targeted instructional coaching based on teachers' identified areas of growth within the domains of the framework.

Local Indicator 3: Parent Engagement

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
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.				4	

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.

Relationship building is a key to success at Pacific View Charter School. The weekly meetings between student, parent and teacher provide a designated time for families to engage with the school directly and build a strong partnership to ensure student progress through the curriculum. Each year, survey results indicate that parents of PVCS students continue to be satisfied with the education that their child is receiving. In the Spring 2022 survey 97% of parents rated themselves as satisfied and very satisfied with the school in general and 96% rated their child's experience with their Supervisory Teacher as Good or Great. 86% of families believe that PVCS is preparing their students for life beyond high school.

An area of focus for the school would be the engagement of Spanish speaking families and the school has targeted actions in the current LCAP to address this including increasing translation services and the development of an EL parent committee.

Building Partnerships	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. 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.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

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

The personalized learning model at Pacific View requires that teachers meet weekly or biweekly with parents and students to track progress, review grades and conduct assessments. Families are supported in aiding their child's progress through courses during these meetings and this is also an opportunity for families to voice suggestions and concerns with the program. Parents are also encouraged to review student grades and assignments in real time through their parent accounts in the school's learning management system, Schoology. Families are supported in the knowing of their legal rights through the IEP and 504 processes. Further, all families are informed of their due process rights at enrollment. In addition, the school has a robust set of interventions when students struggle, including an SST process that requires meetings between administration, teachers, parents and students to help students get back on track. The school is also open for any and all students who choose to enroll and no family is discouraged from enrollment or turned away.

A focus for improvement in building partnerships with parents is the need for additional training for teachers to engage Spanish speaking families in weekly meetings using the school's translation services. The school is also working on creating a designated ELD course to provide additional language support to students. Both of these items are addressed in 2021-2024 LCAP.

Seeking Input	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. 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.				4	
4. 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.				4	

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

Parent input is sought in a variety of ways. Parents are encouraged to serve as school board members, bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, Back to School Night and Open House. Parents have also been essential in helping to get the school club sports teams operational. In the spring 2022 survey, parents requested more information on college and financial aid applications and to bring back the college field trips, these items are addressed in Goal 1 of the 2021-2024 LCAP.

Although parents have many avenues for input in school activities, the school has struggled to create and maintain parent committees in the past. One of the goals for the next school year is to use the newly created Marketing and Communications Specialist position to work with families to encourage more committee representation including the expansion of an EL parent committee to support English Language Learners and to increase the number of parent volunteers on campus.

Local Indicator 4: School Climate

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

PVCS conducts biannual student surveys. The last survey was issued at the end of the school year 2022. 91% of responding students rated their overall satisfaction with the school as good to great. 92% of students feel supported by their teachers and that they received sufficient help with their school work. 98% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students have been successful and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 73% of students feel that the staff takes bullying seriously and 98% feel safe at school. School support and safety is an area of strength for PVCS.

Overwhelmingly, the difficulties brought on by the Covid pandemic created the biggest barriers to the school being able to implement services, especially enrichment opportunities for students including field trips, college visits and opportunities for social activities. The school plans to address these in the upcoming school year. In addition, the following goals are planned for the next school year. Note that Goal 3 focuses specifically on building on the positive school climate and improving services to students.

- *Goal 1: All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual need.*
- *Goal 2: Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.*

- *Goal 3: Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness and support students' emotional and social wellness.*

Local Indicator 5: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Pacific View Charter School tracks the extent to which students are enrolled in and have access to a broad course of study through the following ways in the following grade spans: In grades K-8, student enrollment in courses is tracked through the school's student information system and monitored by both teacher and lead teachers. Student access to curriculum is also carefully monitored by the Director of Curriculum, who oversees the acquisition of new curriculum and monitors teacher lesson plans. In addition to the above mentioned measures, at the high school level, student access to a broad course of study is also tracked by the school counselor who creates graduation planners for all students. This tracks their progress towards graduation and is aligned with PVCS graduation requirements. Students with special needs are also assigned a case manager who has access to their student's courses and monitors progress through courses. Case managers also provide specialized instruction as deemed necessary through IEP meetings.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students in grades K-5 at the Oceanside campus and K-8 at the Moreno Valley campus have access to a rigorous online curriculum through the PVCS home study program. Students take the four core subjects online and complete Physical Education through Independent Study in collaboration between their teacher and learning coach. Students in these grades receive arts enrichment through school events and field trips. Students in grades 6-8 in Oceanside may enroll in the home study program or in a blended learning program that combines independent study with targeted instruction from credentialed teachers. During classroom time, students are able to collaborate with peers in Math, ELA, Science, Social Studies, Exploratory, PE and other enrichment activities that supplement the curriculum. High school students on both campuses are provided with a broad course of study that allows them to reach the goal of attaining the 220 credits required to receive a diploma from PVCS. Students also have access to the entire A-G sequence of courses. Students have access to curriculum designed by credentialed PVCS teachers or online curriculum and those students who need it have access to foundational curriculum that can provide remediation in deficient skills. The

following chart shows PVCS' broad course of curricular options as collected through DataQuest, Fall 2019 (<https://dq.cde.ca.gov/dataquest/>.) This data will be updated when available.

Code	Name	English Language Arts		Mathematics		Science		History/Social Science	
		# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
3731221	Pacific View Charter	1	137	1	101	1	88	1	107
	Total	1	137	1	101	1	88	1	107

Foreign Languages		Fine Arts		Physical Education		Self-Contained Class		Other	
# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
1	10	1	30	1	47	0	0	1	76
1	10	1	30	1	47	0	0	1	76

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

All students in grades K-12 are provided access to a broad course of study while at PVCS. However, the school has run into barriers in providing a CTE Pathways program for high school students. Most students at PVCS come to the school in their 11th or 12th grade year, making it difficult to create a cohort of students who would be able to complete a multi-year career pathway program. In addition, the small size of the school and the diverse interests of the students makes it difficult to select one pathway that would be of interest to a sufficient number of students. For this reason, PVCS has chosen to provide access to CTE courses through an online curriculum provider and not pursue a pathways program at this time. During the 2021/22 school year, the school increased the number of Career Elective courses available to high school students as identified in the 2021-2024 LCAP.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

PVCS will continue to provide a broad course of study for all students. In the upcoming school year, the school will add additional Career Electives, new intervention programs for struggling readers, a designated ELD course and updates to social science courses.

Please assess the local educational agency performance on meeting the standard by designating the following:*

Met

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8.3

Certificate of Completion Course of Study

PVCS Certificate of Completion

Course of Study

220 Using Supplemental and/or Alternative Curriculum

Language Arts (40)

Functional English 9 A/B
Functional English 10 A/B
Functional English 11 A/B
Functional English 12 A/B
Functional Skills in the IEP

Math (30)

Functional Math 1 A/B
Functional Math 2 A/B
Functional Math 3 A/B
Functional Skills in the IEP

Physical Education (20)

Physical Education 1
Physical Education 2
Physical Education 3
Physical Education 4
Functional Skills in the IEP

Health (5)

Health

Science (20)

Functional Earth Science A/B
Functional Biology
Functional Chemistry

Social Science (25)

Functional World History A/B
Functional US History A/B
Functional Civics

Career Technology (10)

Introductory Course (1)
Careers (5)
Personal Finance (2.5)
Exit Course (1.5)

Visual and Performing Arts (or) Foreign Language (10)

Electives (60)

Math and English courses run for full 18 week semesters. All other courses follow the PVCS schedule.

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8.4

ELD Course Outline

Pacific View Charter School Course Outline

Course Title: ELD C
Department: Elective

Course #: 1351
Credits: 5

Course Description:

ELD provides a balanced approach to English language development, using communication-based, content based, and literature-based lessons, based on the California English Language Development standards. Reading and writing activities are designed to help students develop literacy skills. Students are introduced to reading and writing through a variety of strategies appropriate for the English language learners. English learners will use language to interact meaningfully in school and beyond. In addition, English learners will be knowledgeable about English and utilize language as a resource for communicating and learning. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. Students will be assessed in the four strands: reading, writing, listening & speaking, and language (grammar and vocabulary) in order to demonstrate language acquisition and prepare for the ELPAC Exam.

Student Outcomes:

Students will be able to:

1. Exchange information and ideas with others
2. Interact with others in written English
3. Offer and justify opinions, negotiate with and persuade others
4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)
5. Listen actively to spoken English in a range of social and academic contexts
6. Read closely literary/informational texts
7. View multimedia to determine how meaning is conveyed explicitly and implicitly through language
8. Evaluate how writers/speakers use language to support ideas and arguments with details or evidence
9. Analyze how writers/speakers use vocabulary and language for specific purposes (to explain, persuade, entertain, etc.)
10. Express information and ideas in formal oral presentations on academic topic
11. Write literary and informational texts to present, describe, explain ideas and information using technology
12. Justify own arguments and evaluate others' arguments in writing
13. Select and apply varied and precise vocabulary and language structures to convey ideas

Assessment: Assessment of student outcomes will be based on student performance on assignments and projects.

Instructional Materials: English 3D, Houghton Mifflin Harcourt, 2014. A variety of supplemental materials and internet resources.

Board Approval Date: xx/xx/20xx

Pacific View Charter School Course Outline

Course Title: ELD D
Department: Elective

Course #: 1352
Credits: 5

Course Description:

ELD provides a balanced approach to English language development, using communication-based, content based, and literature-based lessons, based on the California English Language Development standards. Reading and writing activities are designed to help students develop literacy skills. Students are introduced to reading and writing through a variety of strategies appropriate for the English language learners. English learners will use language to interact meaningfully in school and beyond. In addition, English learners will be knowledgeable about English and utilize language as a resource for communicating and learning. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. Students will be assessed in the four strands: reading, writing, listening & speaking, and language (grammar and vocabulary) in order to demonstrate language acquisition and prepare for the ELPAC Exam.

Student Outcomes:

Students will be able to:

1. Exchange information and ideas with others
2. Interact with others in written English
3. Offer and justify opinions, negotiate with and persuade others
4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)
5. Listen actively to spoken English in a range of social and academic contexts
6. Read closely literary/informational texts
7. View multimedia to determine how meaning is conveyed explicitly and implicitly through language
8. Evaluate how writers/speakers use language to support ideas and arguments with details or evidence
9. Analyze how writers/speakers use vocabulary and language for specific purposes (to explain, persuade, entertain, etc.)
10. Express information and ideas in formal oral presentations on academic topic
11. Write literary and informational texts to present, describe, explain ideas and information using technology
12. Justify own arguments and evaluate others' arguments in writing
13. Select and apply varied and precise vocabulary and language structures to convey ideas

Assessment: Assessment of student outcomes will be based on student performance on assignments and projects.

Instructional Materials: English 3D, Houghton Mifflin Harcourt, 2014. A variety of supplemental materials and internet resources.

Board Approval Date: xx/xx/20xx

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8.5

Sports Course Outline

Pacific View Charter School Course Outline

Course Title: SPORTS Basketball
Course #: 1348

Department: Electives
Credits: 5

Course Description:

This course is designed for students to learn and participate in the popular sport of basketball, under the direction of a teacher. During the course, students will learn the rules, etiquette and techniques of the sport, while demonstrating an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in the sport. Students will learn good sportsmanship, how to enhance their skills, appreciation for the game, the benefits of exercise, and how to improve and maintain their level of physical fitness for their own future.

Student Outcome:

The student will be able to:

- 1) Participate in the sport with supervision;
- 2) Demonstrate an effort to enhance physical skills;
- 3) Improve personal responsible behavior;
- 4) Exhibit good sportsmanship and respect for others;
- 5) Play within the rules and etiquette of the sport;
- 6) Develop and improve techniques required of the sport;
- 7) Understand how physical fitness can improve overall mental, emotional and physical health;
- 8) Understand how physical fitness products and programs can improve overall mental, emotional, and physical health;
- 9) Be aware of resources within their community for continued play;
- 10) Apply the rules, offensive and defensive strategies of the sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation in all activities, practices and games.

Points in this course are primarily awarded by participation in games and practices. Make-up opportunities are limited.

Instructional Materials:

Pacing Guide and Physical Education Online Curriculum

Board Approval Date: xx/xx/20xx

Amended:

Pacing Guide SPORTS Basketball

Course Name: Sports: Basketball

Course Number: 1348

Credits: 5

Week 1

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 2

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 3

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 4

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 5

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 6

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 7

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Total Points: 700

Make Up Points for missed games or practice

Note: Each activity can only be done once.	Pts
1. Find, read/watch & summarize article/ video on a sport strategy or technique. Share w/team.	10
2. Do an individual 45 minute practice with drills and submit log to teacher.	10
3. Attend a local game. Take & share notes of five good plays and five bad decisions or mental mistakes	10
4. Create a social media post promoting the sport, a tip/technique, or school activity.	10

Pacific View Charter School Course Outline

Course Title: SPORTS Flag Football
Course #: 1349

Department: Electives
Credits: 5

Course Description:

This course is designed for students to learn and participate in the popular sport of Flag Football, under the direction of a teacher. During the course, students will learn the rules, etiquette and techniques of the sport, while demonstrating an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in the sport. Students will learn good sportsmanship, how to enhance their skills, appreciation for the game, the benefits of exercise, and how to improve and maintain their level of physical fitness for their own future.

Student Outcome:

The student will be able to:

- 1) Participate in the sport with supervision;
- 2) Demonstrate an effort to enhance physical skills;
- 3) Improve personal responsible behavior;
- 4) Exhibit good sportsmanship and respect for others;
- 5) Play within the rules and etiquette of the sport;
- 6) Develop and improve techniques required of the sport;
- 7) Understand how physical fitness can improve overall mental, emotional and physical health;
- 8) Understand how physical fitness products and programs can improve overall mental, emotional, and physical health;
- 9) Be aware of resources within their community for continued play;
- 10) Apply the rules, offensive and defensive strategies of the sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation in all activities, practices and games.

Points in this course are primarily awarded by participation in games and practices. Make-up opportunities are limited.

Instructional Materials:

Pacing Guide and Physical Education Online Curriculum

Board Approval Date: xx/xx/20xx

Amended:

Pacing Guide SPORTS Flag Football

Course Name: Sports: Flag Football

Course Number: 1349

Credits: 5

Week 1

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 2

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 3

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 4

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 5

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 6

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 7

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Total Points: 700

Make Up Points for missed games or practice

Note: Each activity can only be done once.	Pts
1. Find, read/watch & summarize article/ video on a sport strategy or technique. Share w/team.	10
2. Do an individual 45 minute practice with drills and submit log to teacher.	10
3. Attend a local game. Take & share notes of five good plays and five bad decisions or mental mistakes	10
4. Create a social media post promoting the sport, a tip/technique, or school activity.	10

Pacific View Charter School

Course Outline

Course Title: SPORTS Soccer
Course #: 1350

Department: Electives
Credits: 5

Course Description:

This course is designed for students to learn and participate in the popular sport of Soccer, under the direction of a teacher. During the course, students will learn the rules, etiquette and techniques of the sport, while demonstrating an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in the sport. Students will learn good sportsmanship, how to enhance their skills, appreciation for the game, the benefits of exercise, and how to improve and maintain their level of physical fitness for their own future.

Student Outcome:

The student will be able to:

- 1) Participate in the sport with supervision;
- 2) Demonstrate an effort to enhance physical skills;
- 3) Improve personal responsible behavior;
- 4) Exhibit good sportsmanship and respect for others;
- 5) Play within the rules and etiquette of the sport;
- 6) Develop and improve techniques required of the sport;
- 7) Understand how physical fitness can improve overall mental, emotional and physical health;
- 8) Understand how physical fitness products and programs can improve overall mental, emotional, and physical health;
- 9) Be aware of resources within their community for continued play;
- 10) Apply the rules, offensive and defensive strategies of the sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation in all activities, practices and games.

Points in this course are primarily awarded by participation in games and practices. Make-up opportunities are limited.

Instructional Materials:

Pacing Guide and Physical Education Online Curriculum

Board Approval Date: xx/xx/20xx

Amended:

Pacing Guide **SPORTS Soccer**

Course Name: Sports: Soccer

Course Number: 1350

Credits: 5

Week 1

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 2

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 3

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 4

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 5

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 6

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Week 7

Assignment	Points
1. Warm up	10
2. Skills and Strategies	10
3. Practice	40
4. Game, Scrimmage or Team Meeting	40
Total	100

Total Points: 700

Make Up Points for missed games or practice

Note: Each activity can only be done once.	Pts
1. Find, read/watch & summarize article/ video on a sport strategy or technique. Share w/team.	10
2. Do an individual 45 minute practice with drills and submit log to teacher.	10
3. Attend a local game. Take & share notes of five good plays and five bad decisions or mental mistakes	10
4. Create a social media post promoting the sport, a tip/technique, or school activity.	10

8.6

Board Warrant Listing

Pacific View Charter September 2022

Board Meeting

August 2022 Warrant Listings

Warrant ID		Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
005073	ATX LEARNING	8/1/2022	\$ 5,737.50	Contract Workers	6200	\$ 5,737.50	PY
005074	SCHOOL PATHWAYS HOLDINGS, LLC	8/1/2022	\$ 11,155.93	CalPads, Online Registration - quarterly	6200	\$ 3,388.70	0000001581
005074	SCHOOL PATHWAYS HOLDINGS, LLC	8/1/2022	\$ 11,155.93	Curriculum Fees - SCHOOL PATHWAYS - quarterly	6200	\$ 7,767.23	0000001627
14922410	HOPSKIPDRIVE, INC	8/4/2022	\$ 1,576.80	SpEd Student Transportation	6200	\$ 1,576.80	0000001605
14922411	HOLLANDIA DAIRY INC.	8/4/2022	\$ 159.50	Child Nutrition- Dairy	6200	\$ 159.50	0000001618
14922412	AT&T MOBILITY	8/4/2022	\$ 440.66	Cell Phone Equipment	6200	\$ 21.34	0000001542
14922412	AT&T MOBILITY	8/4/2022	\$ 440.66	Cell Phone Service	6200	\$ 419.32	0000001542
14922413	MORENO VALLEY UTILITY	8/4/2022	\$ 1,690.87	Electrical Utility - Moreno Valley	6200	\$ 1,690.87	0000001522
14922414	NATIONAL BENEFIT SERVICES, LLC	8/4/2022	\$ 75.05	Administrative Fees for Employee Processing	6200	\$ 75.05	0000001572
14922415	OFFICE DEPOT	8/4/2022	\$ 141.62	Oceanside- Admin Office Supplies	6200	\$ 100.61	0000001573
14922415	OFFICE DEPOT	8/4/2022	\$ 141.62	GenEd Student Supplies	6200	\$ 41.01	0000001604
14922416	RONALD LARRY HOLDEN	8/4/2022	\$ 2,600.00	Janitorial Services - Moreno Valley	6200	\$ 2,600.00	0000001520
005177	SOUTH COUNTY PEST CONTROL, INC	8/8/2022	\$ 140.00	Pest Control - Both Campuses	6200	\$ 140.00	0000001532
005178	JAN-PRO OF SAN DIEGO	8/8/2022	\$ 3,799.00	Janitorial Services - Oceanside	6200	\$ 3,799.00	0000001527
005179	MV MEDICAL CTR MASTER ASSOC	8/8/2022	\$ 1,384.00	Property Association Fees - Moreno Valley	6200	\$ 1,384.00	0000001535
005180	PACIFIC VIEW CHARTER SCHOOL	8/8/2022	\$ 18,130.94	Mortgage Payment- Oceanside	6200	\$ 2,719.64	0000001547
005180	PACIFIC VIEW CHARTER SCHOOL	8/8/2022	\$ 18,130.94	Mortgage Payment- Oceanside	6200	\$ 15,411.30	0000001547
14923393	VIA HEART PROJECT	8/8/2022	\$ 325.00	MV- AED Annual Maintenance	6200	\$ 325.00	0000001564
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	Oceanside- Costco Admin Supplies	6200	\$ 34.73	0000001558
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	Car Maintenance	6200	\$ 105.11	PY
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	OSIDE - Janitorial Supplies	6200	\$ 494.12	0000001643
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	MV- Costco Admin Supplies	6200	\$ 88.80	0000001558
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	MV - Janitorial Supplies	6200	\$ 82.08	0000001643
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	Student Nutrition	6200	\$ 1,289.42	0000001603
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	Student Nutrition	6200	\$ 322.35	0000001601
14923394	CITI CARDS	8/8/2022	\$ 2,567.47	Gen Ed Student Supplies	6200	\$ 150.86	0000001600
14923395	FORD SIGN	8/8/2022	\$ 339.30	Signage for Oceanside Campus	6200	\$ 339.30	0000001551
005219	NANPOR SECURITY SERVICES	8/10/2022	\$ 2,589.30	Security Guard - Oceanside	6200	\$ 2,589.30	0000001538
005220	SCHOOL PATHWAYS HOLDINGS, LLC	8/10/2022	\$ 45.06	CalPads, Online Registration,	6200	\$ 45.06	0000001581
14924716	AED BRANDS, LLC	8/11/2022	\$ 1,269.55	Phillips FRx AED - Oceanside	6200	\$ 1,269.55	0000001647
14924717	BEABLE EDUCATION, INC	8/11/2022	\$ 6,150.00	K8 Curriculum	6200	\$ 6,150.00	0000001653
14924718	CALIFORNIA CENTER FOR THE ARTS,ESCONDIDO	8/11/2022	\$ 2,000.00	HIGH SCHOOL GRADUATION VENUE	6200	\$ 2,000.00	0000001650
14924719	SPARKLETTES & SIERRA SPRINGS	8/11/2022	\$ 237.16	Bottled Water Service	6200	\$ 22.64	0000001530
14924719	SPARKLETTES & SIERRA SPRINGS	8/11/2022	\$ 237.16	Bottled Water Service	6200	\$ 214.52	0000001530
14924720	YOUNG, MINNEY & CORR, LLP	8/11/2022	\$ 695.40	Legal Services	6200	\$ 695.40	0000001554
14924721	VCC OCEAN RANCH CONDO. ASSOC.	8/11/2022	\$ 6,158.00	Property Association Fees - Oceanside	6200	\$ 6,158.00	0000001534
005289	RELIABLE TRANSLATIONS INC.	8/15/2022	\$ 162.00	SPED RELIABLE TRANSLATIONS	6200	\$ 162.00	0000001602
005290	SCHOOL PATHWAYS HOLDINGS, LLC	8/15/2022	\$ 525.00	GEN SCHOOL PATHWAYS	6200	\$ 525.00	0000001627
005291	WASTE MANAGEMENT	8/15/2022	\$ 216.16	Trash Services - Moreno Valley	6200	\$ 216.16	0000001524
14925606	CORDATA SHREDDING	8/15/2022	\$ 103.12	Off-Site Secure Storage	6200	\$ 103.12	0000001545
14925607	ACCREDITING COMMISSION	8/15/2022	\$ 1,130.00	Annual Membership	6200	\$ 1,130.00	0000001556
14925608	ADT SECURITY SERVICES	8/15/2022	\$ 71.63	ADT MV SECURITY ALARM SYSTEM	6200	\$ 71.63	0000001610
14925609	CDW GOVERNMENT, INC.	8/15/2022	\$ 2,554.68	CDW-G EMPLOYEE COMPUTER HARDWARE	6200	\$ 2,554.68	0000001640
14925610	CHARTER SCHOOLS DEVELOPMENT	8/15/2022	\$ 2,874.00	Conference Registration Fees	6200	\$ 2,874.00	0000001586

Pacific View Charter September 2022

Board Meeting

August 2022 Warrant Listings

Warrant ID		Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Oceanside- Admin Office Supplies	6200	\$ 3.74	0000001573
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Gen Ed Student Supplies	6200	\$ 21.25	0000001604
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Oceanside- Admin Office Supplies	6200	\$ 20.07	0000001573
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Oceanside- Admin Office Supplies	6200	\$ 16.12	0000001573
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Gen Ed Student Supplies	6200	\$ 53.02	0000001604
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Oceanside- Admin Office Supplies	6200	\$ 25.20	0000001573
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	MV- Admin Office Supplies	6200	\$ 8.12	0000001573
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	ERGO Supplies - Staff	6200	\$ 135.27	0000001515
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	ERGO Supplies - Staff	6200	\$ 75.76	0000001515
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	ERGO Supplies - Staff	6200	\$ 55.20	0000001515
14925611	OFFICE DEPOT	8/15/2022	\$ 459.80	Gen Ed Student Supplies	6200	\$ 46.05	0000001604
14925612	ONE STOP TONER & INKJET	8/15/2022	\$ 963.36	ONE STOP TONER AND INK	6200	\$ 963.36	0000001617
14925613	SAN DIEGO GAS & ELECTRIC	8/15/2022	\$ 3,972.83	Electrical Utilities - Oceanside	6200	\$ 3,972.83	0000001523
14926820	CORDATA SHREDDING	8/18/2022	\$ 139.19	Moreno Valley Shred	6200	\$ 59.82	0000001545
14926820	CORDATA SHREDDING	8/18/2022	\$ 139.19	Oceanside Shred	6200	\$ 79.37	0000001545
14926821	COX BUSINESS SERVICES	8/18/2022	\$ 281.16	Security Cameras - Oceanside	6200	\$ 281.16	0000001612
14926822	COX BUSINESS SERVICES	8/18/2022	\$ 622.62	Student- Internet & Phone Services	6200	\$ 373.58	0000001544
14926822	COX BUSINESS SERVICES	8/18/2022	\$ 622.62	Admin- Internet & Phone Services	6200	\$ 124.53	0000001544
14926822	COX BUSINESS SERVICES	8/18/2022	\$ 622.62	Student Internet & Phone Services	6200	\$ 124.51	0000001544
14926823	FRONTIER	8/18/2022	\$ 412.66	Student- Phone & Internet Services	6200	\$ 247.60	0000001546
14926823	FRONTIER	8/18/2022	\$ 412.66	Admin-Phone & Internet Service	6200	\$ 82.52	0000001546
14926823	FRONTIER	8/18/2022	\$ 412.66	Student Phone & Internet services	6200	\$ 82.54	0000001546
005432	PACIFIC VIEW CHARTER SCHOOL	8/22/2022	\$ 12,355.89	Mortgage Payment- MV	6200	\$ 9,884.71	0000001548
005432	PACIFIC VIEW CHARTER SCHOOL	8/22/2022	\$ 12,355.89	Mortgage Payment- MV	6200	\$ 2,471.18	0000001548
14927951	HOLLANDIA DAIRY INC.	8/22/2022	\$ 167.00	Child Nutrition- Dairy	6200	\$ 167.00	0000001618
14927952	CALIFORNIA COMMERCIAL SECURITY	8/22/2022	\$ 17.50	SECURITY ALARM OSIDE	6200	\$ 17.50	0000001611
14927953	OFFICE DEPOT	8/22/2022	\$ 1,091.10	Office Furnishings	6200	\$ 1,091.10	0000001630
005492	PEDIATRIC THERAPY SERVICES, LLC	8/24/2022	\$ 1,324.00	Contract Workers	6200	\$ 680.00	0000001633
005492	PEDIATRIC THERAPY SERVICES, LLC	8/24/2022	\$ 1,324.00	Contract Workers	6200	\$ 644.00	0000001633
005493	JAN-PRO OF SAN DIEGO	8/24/2022	\$ 3,799.00	Janitorial Services - Oceanside	6200	\$ 3,799.00	0000001527
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	Student Nutrition	6200	\$ 420.68	0000001601
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	Student Nutrition	6200	\$ 1,682.63	0000001603
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	Oceanside- Administrative Supplies	6200	\$ 56.02	0000001558
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	Gen Ed Student Supplies	6200	\$ 156.60	0000001600
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	OSIDE - Janitorial Supplies	6200	\$ 575.08	0000001643
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	MV - Janitorial Supplies	6200	\$ 87.03	0000001643
14929442	CITI CARDS	8/25/2022	\$ 11,817.04	Professional Development Training EMERGENETICS	6200	\$ 8,839.00	0000001655
14929443	CDW GOVERNMENT, INC.	8/25/2022	\$ 4,609.24	Replacement Batteries - Safety	6200	\$ 4,609.24	0000001641
14929444	AT&T MOBILITY	8/25/2022	\$ 407.51	Cell Phone Service	6200	\$ 386.45	0000001542
14929444	AT&T MOBILITY	8/25/2022	\$ 407.51	Cell Phone Equipment	6200	\$ 21.06	0000001542
14929445	EASTERN MUNICIPAL WATER DIST	8/25/2022	\$ 244.73	Water Utility - Moreno Valley	6200	\$ 244.73	0000001521
14929446	HAROLD D HAMERNIK	8/25/2022	\$ 9,000.00	Website Management	6200	\$ 9,000.00	0000001661
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Oceanside- Student Postage	6200	\$ 270.00	0000001594
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Oceanside- Admin Postage	6200	\$ 211.00	0000001594

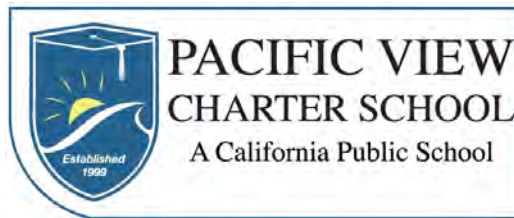
Pacific View Charter September 2022
Board Meeting
August 2022 Warrant Listings

Warrant ID		Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Backflow Test - Moreno Valley	6200	\$ 75.00	0000001596
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	SPED Instructional Supplies	6200	\$ 417.23	0000001597
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development - Math	6200	\$ 297.00	0000001645
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Oceanside-Student Postage	6200	\$ 75.00	0000001594
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development - Counselors Conference	6200	\$ 102.50	0000001626
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development West Ed Conference	6200	\$ 299.00	0000001644
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development EMERGENETICS	6200	\$ 150.00	0000001646
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development EMERGENETICS	6200	\$ 200.00	0000001651
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development EMERGENETICS	6200	\$ 534.83	0000001652
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Furniture - Library	6200	\$ 365.82	0000001654
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Professional Development - English PLC	6200	\$ 349.00	0000001656
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Student Picnic Tables	6200	\$ 3,020.34	0000001659
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Oceanside- Stamps.com Postage	6200	\$ 24.99	0000001594
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	GEN ED Instructional Supplies	6200	\$ 332.17	0000001579
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Attorney YMC- Trainings	6200	\$ 40.00	0000001570
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	Building and Maintenance Supplies	6200	\$ 30.80	0000001519
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	ERGO Supplies for Staff	6200	\$ 124.46	0000001514
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	8TH OCEANSIDE PROMOTION VENUE	6200	\$ 210.00	0000001624
14929447	MISSION FEDERAL CREDIT UNION	8/25/2022	\$ 8,076.90	CSDC Conference Expenses	6200	\$ 947.76	0000001664
14929448	OFFICE DEPOT	8/25/2022	\$ 206.60	MV- Admin Office Supplies	6200	\$ 31.71	0000001573
14929448	OFFICE DEPOT	8/25/2022	\$ 206.60	Gen Ed Student Supplies	6200	\$ 157.50	0000001604
14929448	OFFICE DEPOT	8/25/2022	\$ 206.60	MV- Admin Office Supplies	6200	\$ 17.39	0000001573
14929449	AMBUR BORTH-CUSTODIAN OF PETTY CASH	8/25/2022	\$ 177.20	MV- Office Supplies	6200	\$ 177.20	0000001562
14929450	VIRCO INC	8/25/2022	\$ 1,290.44	Office Furnishings	6200	\$ 1,290.44	0000001631
005545	RELIABLE TRANSLATIONS INC.	8/29/2022	\$ 162.00	SPED RELIABLE TRANSLATIONS	6200	\$ 162.00	0000001602
14930261	MORENO VALLEY UTILITY	8/29/2022	\$ 1,769.50	Electrical Utility - Moreno Valley	6200	\$ 1,769.50	0000001522

[Click here to return to the agenda.](#)

8.7

2021/2022 Unaudited Actuals and Financial Statements



A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

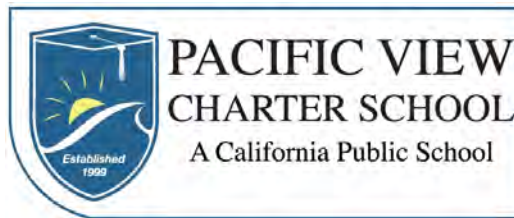
22695 Alessandro Blvd., Moreno Valley, CA 92533

Phone # (760) 757-0161

Phone # (951) 697-1990

2021-2022 Unaudited Actuals

September 20,2022



A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

22695 Alessandro Blvd., Moreno Valley, CA 92533

Phone # (760) 757-0161

Phone # (951) 697-1990

2021-2022 Unaudited Actuals

Governing Board

Chair Jon Walters

Community Representative Vice Chair Kathi Cohen

Parent Representative Trustee Julie Walley

Trustee Ricardo Sanchez

District Administration

Executive Director, Erin Gorence

Director of Business & Operations, Ambur Borth

Director of Curriculum & Instruction, Greg Cohen

Director of Student Services, Gayl Johnson

Special Education Coordinator, Linda Moore

Site Supervisor, Katherine Meck

Counselor, Celia Gaytan Hernandez

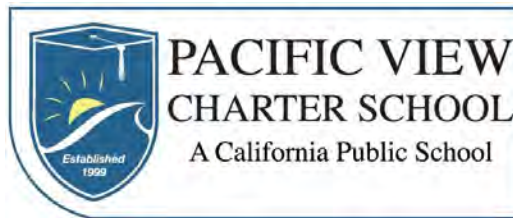
Lead Supervisory Teacher 9-12, Diane Gibson

Lead Supervisory Teacher K-8, Geoffrey Weeks

Fiscal Staff

Human Resources and Business Services Coordinator Lori Bentley

Business Services Assistant II, Zuleyma Hernandez Cruz



A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

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Phone # (760) 757-0161

Phone # (951) 697-1990

2021-2022 Unaudited Actuals

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education, and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2021/22 Unaudited Actuals, 2022/23 Budget and projections for two subsequent fiscal years. The 2021/22 Unaudited Actuals will require the Board's review and action.

The 2021/22 Unaudited Actuals includes the following items:

- ✓ 2021/22 Local Control Funding Formula
- ✓ 2021/22 School Services of California Dart Board
- ✓ 2021/22 Unaudited Actuals Charter School Alternative Form
- ✓ 2021/22 Unaudited Actuals Multi-Year Projections, Assumptions and Narrative

Background

When preparing and updating the Unaudited Actuals, Current Operating budget and Mutli-Year Projections, it is imperative to utilize specific assumptions for revenue and expenditures. Many of the assumptions used in this report are recommendations from School Services of California (SSC) as of the State Enacted Budget. Additionally, the action items listed under the Local Control and Accountability Plan (LCAP), Educator Effectiveness Funding Plan (EEF), Universal PreKindergarten Planning and Implementation Grant (UPK P&I) and Annual Mental Health Plan, have been taken into consideration during the budget development and multi-year projections. Pacific View Charter School received additional funds for the Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant with the State Enacted Budget. Once plans are developed and approved then budgets will be allocated for these funds (this will be done at First Interim).



2021-22 Unaudited Actuals Financial Report

Revenue Assumptions

The Fiscal Crisis and Management Assistance Team (FCMAT) current Local Control Funding Formula (LCFF) calculator was used for projecting the LCFF base funding, supplemental, and concentration grants. Many factors for these projections are included below:

Factor	2021-22		2022-23		2023-24		2024-25	
Enrollment	589		615		645		675	
Funded ADA	700.02		733.02		769.68		804.16	
ADA to Enrollment	119%		119%		119%		119%	
Cost of Living Adjustment (COLA)	5.07%		6.56%		5.38%		4.02%	
Base Grant per ADA	TK-3	\$8,093	TK-3	9,132	TK-3	\$9,623	TK-3	\$10,382
	4-6	\$8,215	4-6	\$9,270	4-6	\$9,769	4-6	10,540
	7-8	\$8,458	7-8	\$9,544	7-8	\$10,057	7-8	\$10,850
	9-12	\$9,802	9-12	\$11,061	9-12	\$11,656	9-12	\$12,576
LCFF Base Revenue	\$6,630,539		\$7,834,106		\$8,668,372		\$9,419,406	
Change from Prior Year	\$107,821		\$1,203,567		\$834,266		\$751,034	

Augmentation Grants under LCFF provide additional funding for grades TK-3 Grade Span Adjustment (GSA). The Augmentation Grant is 10.4% of the TK-3 Base Grant.

Factor	2021-22	2022-23	2023-24	2024-25
GSA Revenue	\$166,130	\$196,405	\$217,025	\$235,653
Change from Prior Year	\$23,412	\$30,275	\$20,620	\$18,628

2021-22 Unaudited Actuals Financial Report

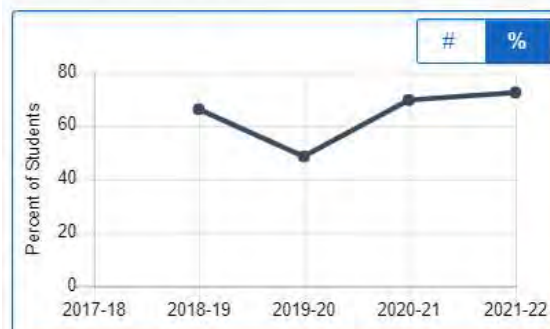
Supplemental and Concentration Grants under the LCFF provide additional funding for the unduplicated students who qualify for free and reduced prices meals, or are English Learners or Foster Youth. The use of these funds is delineated in the LCAP.

Factor	2021-22	2022-23	2023-24	2024-25
Unduplicated Count 3-year Average	63.47%	70.72%	69.77%	66.82%
Supplemental Grant	\$862,769	\$1,135,835	\$1,239,868	\$1,290,301
Concentration Grant	\$374,190	\$820,558	\$741,797	\$600,422
Total Supplemental and Concentration Grant Funding	\$1,236,959	\$1,956,393	\$2,092,911	\$2,032,098
Change from Prior Year	\$203,283	\$719,434	\$136,518	(\$60,813)
% to Increase or Improve Services	18.20%	24.36%	23.55%	21.05%

Note: Due to the fluctuation in the Unduplicated Count in 2019-20 the three-year rolling average is low and projections are conservative. However, these figures will be updated as more data becomes known.

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth

Pacific View Charter
CDS Code 37-73569-3731221



Source: Ed Data (<https://www.ed-data.org/school/San-Diego/Oceanside-Unified/Pacific-View-Charter>)



2021-22 Unaudited Actuals Financial Report

California Lottery Funding will be calculated in the same manner as in prior years and is estimated to be \$170 per unrestricted ADA and \$67 per restricted ADA.

Factor	2021-22	2022-23	2023-24	2024-25
Lottery Unrestricted Rate per ADA	\$176.94	\$170.00	\$170.00	\$170.00
Budgeted Unrestricted Lottery Revenue	\$114,100.00	\$124,613.00	\$130,846.00	\$136,707.00
Lottery Restricted Rate per ADA	\$81.84	\$67.00	\$67.00	\$67.00
Budgeted Restricted Lottery Revenue	\$44,747.00	\$49,112.00	\$51,569.00	\$53,879.00

Mandate Block Grant funding is estimated per average daily attendance (ADA) and is adjusted by COLA, as projected, for all three fiscal years. This assumes the district will continue to opt into the program on an annual basis.

Factor	2021-22	2022-23	2023-24	2024-25
Grades K-8 per ADA	\$17.21	\$18.34	\$19.33	\$20.11
Grades 9-12 per ADA	\$47.84	\$50.98	\$53.72	\$55.88
Budgeted Mandate Block Grant Revenue	\$29,492.00	\$32,071.00	\$35,486.00	\$38,535.00



2021-22 Unaudited Actuals Financial Report

Contribution to Special Education is estimated as follows and is based on CPI, step and column and trend analysis:

Contribution to Special Education	2021-22	2022-23	2023-24	2024-25
Federal Program	\$215,155.59	\$340,001.00	\$352,506.00	\$364,888.00
State Program	\$464,313.50	\$850,847.00	\$882,999.00	\$924,346.00
State Mental Health Program	\$1,463.00	\$0.00	\$0.00	\$0.00
Total Contribution to SPED	\$680,932.09	\$1,190,848.00	\$1,235,505.00	\$1,289,234.00

Note: Projections could change at First Interim when Current Year budget is analyzed and updated.

Expenditure Assumptions

Enrollment projections are estimated to increase by 4.8% which is conservative based on pre-COVID trend analysis of 11.14% average growth per year. However, enrollment did drop from 2020-21 to 2021-22 by 6.51% so current year enrolment is critical and projections will be updated with First Interim 2022-2023 Financial Report.

Fiscal Year	Enrollment per CDE DataQuest	% Change Over Prior Year	Average Annual % Change	Estimated Annual % Change
2015-16	410			
2016-17	492	20.00%	20.00%	
2017-18	490	(0.41%)	9.80%	
2018-19	583	18.98%	12.86%	
2019-20	618	6.00%	11.14%	
2020-21	630	1.94%	9.30%	
2021-22	589	(6.51%)	6.67%	
2022-23	615		6.35%	4.41%
2023-24	645		6.16%	4.88%
2024-25	675		5.99%	4.65%



2021-22 Unaudited Actuals Financial Report

Staffing needs due to increased enrollment will be updated at First Interim.

The budget does not include salary schedule increases for projected years; however, step and column movement has been budgeted at approximately 3% of a cost increase for all employees as follows:

Factor	2021-22	2022-23	2023-24	2024-25
Step and Column for Certificated	\$89,734.97	\$542,361.11	\$123,494,.10	\$127,198.92
Step and Column for Classified	\$24,916.51	\$246,909.79	\$20,620	\$18,628
Total Step and Column	\$114,651.48	\$789,270.90	\$166,273.80	\$171,262.01
Total Step and Column %	2.47%	16.61%	3.00%	3.00%

Now that the books are closed we will move to analyze and evaluate the current staffing budget and provide updates at First Interim as needed.

CalSTRS and CalPERS estimated Employer Rates are updated annually. Current estimates reflect the 2022-23 State Enacted Budget and are as follows:

Factor	2021-22		2022-23		2023-24		2024-25	
CalSTRS	16.92%	\$886,342.47	19.10%	\$1,183,228	19.10%	\$1,233,274	19.10%	\$1,258,193
CalPERS	22.91%	\$240,238.55	25.37%	\$278,111.61	25.20%	\$346,156	24.60%	\$348,451
Change		(\$108,324.82)		\$333,192.61		\$118,090.39		\$27,214.00

Ending Fund Balance and Reserve

A prudent level of budgetary reserves is maintained for economic uncertainties and is needed to manage cash flow and help protect the school from unforeseen revenue shortfalls, unexpected costs, and economic uncertainties. Budgetary reserves also help save for large purchases and reduce the cost of borrowing money. Where no reserve level is established in an MOU, charter school boards should, at a minimum, establish budgetary reserves based on the number of ADA (5 CCR Section 15450). Information on budgetary reserves can be found in the Criteria and Standards for Fiscal Solvency on the CDE website at <https://www.cde.ca.gov/fg/fi/ss/>. The required budgetary reserves level for fiscal year 2022-23 for a school our size is 4%. FCMAT recommends that charter schools adopt a minimum cash reserve of 5% of the total of all budgeted expenditures and develop a five-year plan to increase that reserve from 5% to at least 10% of total budgeted expenditures.

Local Control Funding Formula

The Local Control Funding Formula (LCFF) Calculator was produced by the Fiscal Crisis Management Advisory Team (FCMAT) for use by school districts and charter schools. The version included is 23.2B and is the most current version of the calculator.

Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals		9/6/2022						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	3.26%	0.00%	5.07%	12.84%	5.38%	4.02%	3.72%	3.47%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement								
Base Grant	\$6,522,718	\$6,522,718	\$6,630,539	\$7,834,106	\$8,668,372	\$9,419,406	\$10,182,695	\$11,036,412
Grade Span Adjustment	142,718	142,718	166,130	196,405	217,025	235,653	254,874	275,968
Supplemental Grant	763,059	819,049	862,769	1,135,835	1,239,868	1,290,301	1,332,876	1,382,146
Concentration Grant	74,653	214,627	374,190	820,558	853,043	741,797	600,422	447,801
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$7,503,148	\$7,699,112	\$8,033,628	\$9,986,904	\$10,978,308	\$11,687,157	\$12,370,867	\$13,142,327
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	7,503,148	7,699,112	8,033,628	9,986,904	10,978,308	11,687,157	12,370,867	13,142,327
LCFF Entitlement Per ADA	\$ 10,376	\$ 10,647	\$ 11,476	\$ 13,624	\$ 14,263	\$ 14,533	\$ 14,756	\$ 14,964
Components of LCFF By Object Code								
State Aid (Object Code 8011)	\$ 4,345,354	\$ 3,360,540	\$ 3,162,938	\$ 4,978,450	\$ 5,726,101	\$ 6,215,137	\$ 6,675,057	\$ 7,196,657
EPA (for LCFF Calculation purposes)	\$ 700,159	\$ 1,712,323	\$ 2,234,800	\$ 2,288,701	\$ 2,532,454	\$ 2,752,267	\$ 2,976,057	\$ 3,225,917
<i>Local Revenue Sources:</i>								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	2,457,635	2,626,249	2,635,890	2,719,753	2,719,753	2,719,753	2,719,753	2,719,753
Property Taxes net of In-Lieu	-	-	-	-	-	-	-	-
TOTAL FUNDING	7,503,148	7,699,112	8,033,628	9,986,904	10,978,308	11,687,157	12,370,867	13,142,327
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	7,503,148	7,699,112	8,033,628	9,986,904	10,978,308	11,687,157	12,370,867	13,142,327
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	82.74488538%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
EPA (for LCFF Calculation purposes)	\$ 700,159	\$ 1,712,323	\$ 2,234,800	\$ 2,288,701	\$ 2,532,454	\$ 2,752,267	\$ 2,976,057	\$ 3,225,917
EPA, Current Year (Object Code 8012)	\$ 700,159	\$ 1,712,323	\$ 2,234,800	\$ 2,288,701	\$ 2,532,454	\$ 2,752,267	\$ 2,976,057	\$ 3,225,917
(P-2 plus Current Year Accrual)								
EPA, Prior Year Adjustment (Object Code 8019)	\$ 9,568.00	\$ 2,213.00	\$ (13,313.00)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)								
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

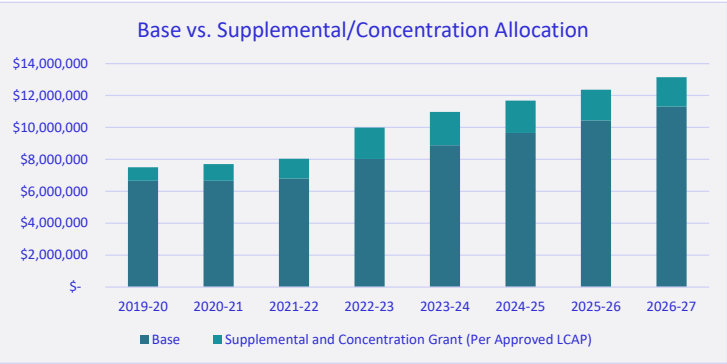
Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals			9/6/2022						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 6,665,436	\$ 6,665,436	\$ 6,796,669	\$ 8,030,511	\$ 8,885,397	\$ 9,655,059	\$ 10,437,569	\$ 11,312,380	
Supplemental and Concentration Grant funding in the LCAP year	\$ 837,712	\$ 1,033,676	\$ 1,236,959	\$ 1,956,393	\$ 2,092,911	\$ 2,032,098	\$ 1,933,298	\$ 1,829,947	
Percentage to Increase or Improve Services	12.57%	15.51%	18.20%	24.36%	23.55%	21.05%	18.52%	16.18%	
SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment	618	630	589	615	645	675	705	735	
COE Enrollment	-	-	-	-	-	-	-	-	
Total Enrollment	618	630	589	615	645	675	705	735	
Unduplicated Pupil Count	300	439	427	431	432	430	431	431	
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	
Total Unduplicated Pupil Count	300	439	427	431	432	430	431	431	
Rolling %, Supplemental Grant	57.2400%	61.4400%	63.4700%	70.7200%	69.7700%	66.8200%	63.8500%	61.0900%	
Rolling %, Concentration Grant	57.2400%	61.4400%	63.4700%	70.7200%	69.7700%	66.8200%	63.8500%	61.0900%	

Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals				9/6/2022				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF LCFF ADA								
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	9.34	9.34	32.12	33.73	35.42	37.19	39.05	41.00
Grades 4-6	30.65	30.65	47.59	49.97	52.47	55.09	57.84	60.73
Grades 7-8	126.62	126.62	74.88	78.62	82.55	86.68	91.01	95.56
Grades 9-12	556.53	556.53	545.43	570.70	599.24	625.20	650.46	680.98
LCFF Subtotal	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
Change in LCFF ADA (excludes NSS ADA)	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase

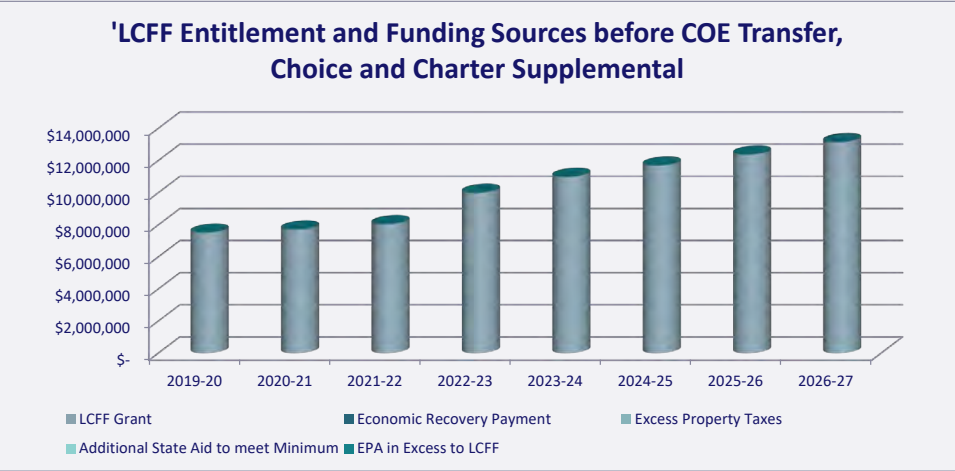
Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals				9/6/2022				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
2021-22 Proxy ADA Determination - for <u>School District Calculations only</u>. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF and apportioned as a one-time categorical funding.								
Yield Calculation								
Total ADA	-		-					
Total Enrollment	-		-					
Attendance Yield	0.0000%		0.0000%					
Quotient								
2021-22 Proxy ADA								
Grades TK-3			-					
Grades 4-6			-					
Grades 7-8			-					
Grades 9-12			-					
Subtotal			-					
NSS								
Combined Subtotal								
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	9.34	9.34	32.12	33.73	35.42	37.19	39.05	41.00
Grades 4-6	30.65	30.65	47.59	49.97	52.47	55.09	57.84	60.73
Grades 7-8	126.62	126.62	74.88	78.62	82.55	86.68	91.01	95.56
Grades 9-12	556.53	556.53	545.43	570.70	599.24	625.20	650.46	680.98
Subtotal	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	9.34	9.34	32.12	33.73	35.42	37.19	39.05	41.00
Grades 4-6	30.65	30.65	47.59	49.97	52.47	55.09	57.84	60.73
Grades 7-8	126.62	126.62	74.88	78.62	82.55	86.68	91.01	95.56
Grades 9-12	556.53	556.53	545.43	570.70	599.24	625.20	650.46	680.98
Total Actual ADA	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
TOTAL FUNDED ADA								
Grades TK-3	9.34	9.34	32.12	33.73	35.42	37.19	39.05	41.00
Grades 4-6	30.65	30.65	47.59	49.97	52.47	55.09	57.84	60.73
Grades 7-8	126.62	126.62	74.88	78.62	82.55	86.68	91.01	95.56
Grades 9-12	556.53	556.53	545.43	570.70	599.24	625.20	650.46	680.98
Total	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27
<i>Funded Difference (Funded ADA less Actual ADA)</i>								
	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA				-	-	-	-	-

Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals		9/6/2022							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	9,572	\$ 9,822	\$ 10,561	\$ 12,538	\$ 13,126	\$ 13,377	\$ 13,585	\$ 13,777
Grades 4-6	\$	8,801	\$ 9,030	\$ 9,710	\$ 11,528	\$ 12,070	\$ 12,301	\$ 12,492	\$ 12,670
Grades 7-8	\$	9,062	\$ 9,298	\$ 9,997	\$ 11,869	\$ 12,426	\$ 12,663	\$ 12,860	\$ 13,042
Grades 9-12	\$	10,775	\$ 11,056	\$ 11,887	\$ 14,114	\$ 14,776	\$ 15,058	\$ 15,293	\$ 15,510
Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 9,132	\$ 9,623	\$ 10,010	\$ 10,382	\$ 10,742
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 9,270	\$ 9,769	\$ 10,162	\$ 10,540	\$ 10,906
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,544	\$ 10,057	\$ 10,461	\$ 10,850	\$ 11,226
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 11,061	\$ 11,656	\$ 12,125	\$ 12,576	\$ 13,012
Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 950	\$ 1,001	\$ 1,041	\$ 1,080	\$ 1,117
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 288	\$ 303	\$ 315	\$ 327	\$ 338
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	8,503	\$ 8,503	\$ 8,935	\$ 10,082	\$ 10,624	\$ 11,051	\$ 11,462	\$ 11,859
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 9,270	\$ 9,769	\$ 10,162	\$ 10,540	\$ 10,906
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,544	\$ 10,057	\$ 10,461	\$ 10,850	\$ 11,226
Grades 9-12	\$	9,572	\$ 9,572	\$ 10,057	\$ 11,349	\$ 11,959	\$ 12,440	\$ 12,903	\$ 13,350
Prorated Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 9,132	\$ 9,623	\$ 10,010	\$ 10,382	\$ 10,742
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 9,270	\$ 9,769	\$ 10,162	\$ 10,540	\$ 10,906
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,544	\$ 10,057	\$ 10,461	\$ 10,850	\$ 11,226
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 11,061	\$ 11,656	\$ 12,125	\$ 12,576	\$ 13,012
Prorated Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 950	\$ 1,001	\$ 1,041	\$ 1,080	\$ 1,117
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 288	\$ 303	\$ 315	\$ 327	\$ 338
Supplemental Grant		20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	1,701	\$ 1,701	\$ 1,787	\$ 2,016	\$ 2,125	\$ 2,210	\$ 2,292	\$ 2,372
Grades 4-6	\$	1,564	\$ 1,564	\$ 1,643	\$ 1,854	\$ 1,954	\$ 2,032	\$ 2,108	\$ 2,181
Grades 7-8	\$	1,610	\$ 1,610	\$ 1,692	\$ 1,909	\$ 2,011	\$ 2,092	\$ 2,170	\$ 2,245
Grades 9-12	\$	1,914	\$ 1,914	\$ 2,011	\$ 2,270	\$ 2,392	\$ 2,488	\$ 2,581	\$ 2,670
Actual - 1.00 ADA, Local UPP as follows:		57.24%	61.44%	63.47%	70.72%	69.77%	66.82%	63.85%	61.09%
Grades TK-3	\$	973	\$ 1,045	\$ 1,134	\$ 1,426	\$ 1,482	\$ 1,477	\$ 1,464	\$ 1,449
Grades 4-6	\$	895	\$ 961	\$ 1,043	\$ 1,311	\$ 1,363	\$ 1,358	\$ 1,346	\$ 1,332
Grades 7-8	\$	922	\$ 989	\$ 1,074	\$ 1,350	\$ 1,403	\$ 1,398	\$ 1,386	\$ 1,372
Grades 9-12	\$	1,096	\$ 1,176	\$ 1,277	\$ 1,605	\$ 1,669	\$ 1,662	\$ 1,648	\$ 1,631
Concentration Grant (>55% population)		50%	50%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	4,252	\$ 4,252	\$ 5,808	\$ 6,553	\$ 6,906	\$ 7,183	\$ 7,450	\$ 7,708
Grades 4-6	\$	3,909	\$ 3,909	\$ 5,340	\$ 6,026	\$ 6,350	\$ 6,605	\$ 6,851	\$ 7,089
Grades 7-8	\$	4,025	\$ 4,025	\$ 5,498	\$ 6,204	\$ 6,537	\$ 6,800	\$ 7,053	\$ 7,297
Grades 9-12	\$	4,786	\$ 4,786	\$ 6,537	\$ 7,377	\$ 7,773	\$ 8,086	\$ 8,387	\$ 8,678
Actual - 1.00 ADA, Local UPP >55% as follows:		2.2400%	6.4400%	8.4700%	15.7200%	14.7700%	11.8200%	8.8500%	6.0900%
Grades TK-3	\$	95	\$ 274	\$ 492	\$ 1,030	\$ 1,020	\$ 849	\$ 659	\$ 469
Grades 4-6	\$	88	\$ 252	\$ 452	\$ 947	\$ 938	\$ 781	\$ 606	\$ 432
Grades 7-8	\$	90	\$ 259	\$ 466	\$ 975	\$ 966	\$ 804	\$ 624	\$ 444
Grades 9-12	\$	107	\$ 308	\$ 554	\$ 1,160	\$ 1,148	\$ 956	\$ 742	\$ 528

Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals										
Charts and Graphs										
Minimum Proportionality Analysis										
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
Base	\$ 6,665,436	\$ 6,665,436	\$ 6,796,669	\$ 8,030,511	\$ 8,885,397	\$ 9,655,059	\$ 10,437,569	\$ 11,312,380		
Supplemental and Concentration Grant (Per Approved LCAP)	837,712	1,033,676	1,236,959	1,956,393	2,092,911	2,032,098	1,933,298	1,829,947		
Total	\$ 7,503,148	\$ 7,699,112	\$ 8,033,628	\$ 9,986,904	\$ 10,978,308	\$ 11,687,157	\$ 12,370,867	\$ 13,142,327		



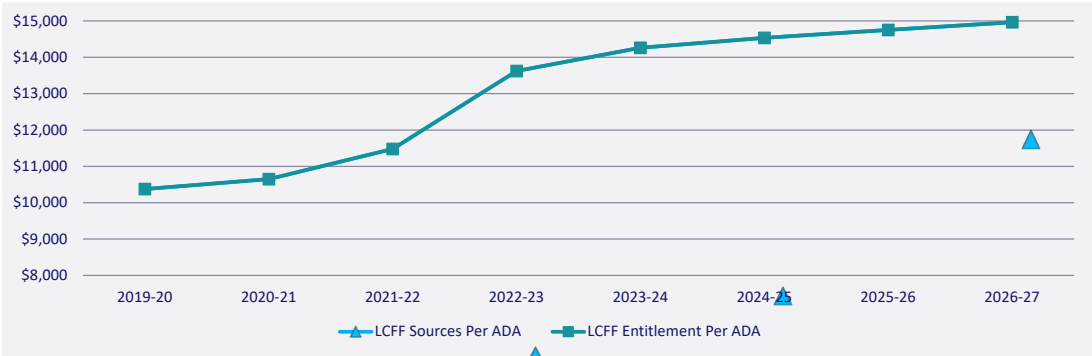
Funding Sources										
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
LCFF Grant	\$ 7,503,148	\$ 7,699,112	\$ 8,033,628	\$ 9,986,904	\$ 10,978,308	\$ 11,687,157	\$ 12,370,867	\$ 13,142,327		
Total General Purpose Funding	\$ 7,503,148	\$ 7,699,112	\$ 8,033,628	\$ 9,986,904	\$ 10,978,308	\$ 11,687,157	\$ 12,370,867	\$ 13,142,327		



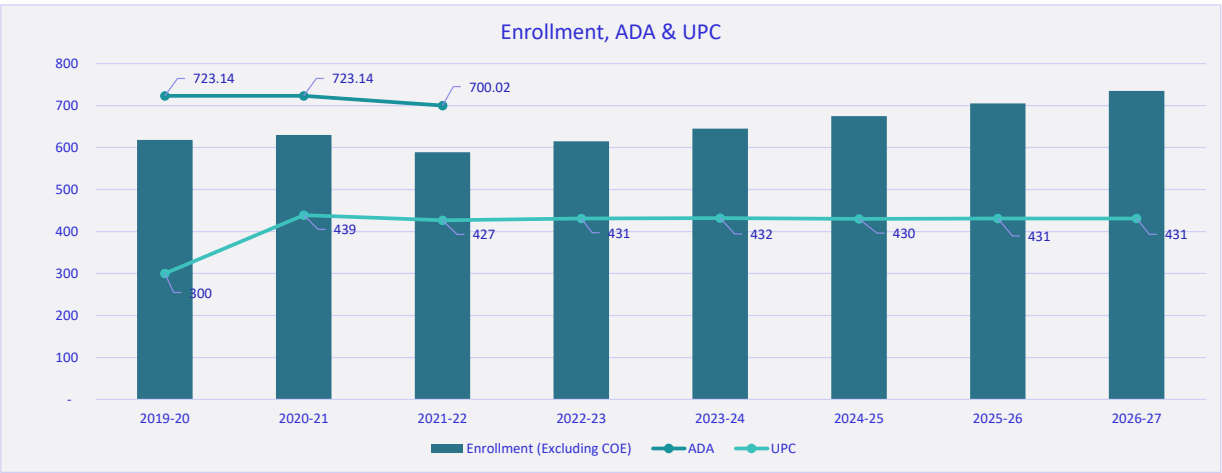
Pacific View Charter (3731221) - Operating Budget_Unaudited Actuals

Charts and Graphs

LCFF Entitlement per ADA									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Funded ADA	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27	
LCFF Sources per ADA	\$ 10,375.79	\$ 10,646.78	\$ 11,476.28	\$ 13,624.33	\$ 14,263.47	\$ 14,533.37	\$ 14,756.03	\$ 14,963.88	
Net Change per ADA		\$ 270.99	\$ 829.50	\$ 2,148.04	\$ 639.14	\$ 269.90	\$ 222.66	\$ 207.85	
Net Percent Change		2.61%	7.79%	18.72%	4.69%	1.89%	1.53%	1.41%	
Estimated LCFF Entitlement per ADA	\$ 10,375.79	\$ 10,646.78	\$ 11,476.28	\$ 13,624.33	\$ 14,263.47	\$ 14,533.37	\$ 14,756.03	\$ 14,963.88	
Net Change per ADA		\$ 270.99	\$ 829.50	\$ 2,148.04	\$ 639.14	\$ 269.90	\$ 222.66	\$ 207.85	
Net Percent Change		2.61%	7.79%	18.72%	4.69%	1.89%	1.53%	1.41%	



Student Summary									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Enrollment (Excluding COE)	618	630	589	615	645	675	705	735	
UPC	300	439	427	431	432	430	431	431	
ADA	723.14	723.14	700.02	733.02	769.68	804.16	838.36	878.27	



Financial Projection Dartboard

School Services of California maintains and updates the financial dartboard for use by school districts and charter schools. The included dartboard reflects the 22/23 State Enacted Budget and is the most current version of the form.

SSC School District and Charter School Financial Projection Dartboard 2022-23 Enacted State Budget

This version of the School Services of California Inc. (SSC) Financial Projection Dartboard is based on the 2022–23 Enacted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA ¹	1.70%	6.56%	5.38%	4.02%	3.72%
Planning COLA	5.07% ²	6.56%	5.38%	4.02%	3.72%

LCFF GRADE SPAN FACTORS FOR 2022-23				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA of 6.56%	\$531	\$539	\$555	\$643
Additional LCFF Investment of 6.28% ³	\$508	\$516	\$531	\$616
2022-23 Base Grants	\$9,132	\$9,270	\$9,544	\$11,061
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$950	–	–	\$288
2022-23 Adjusted Base Grants ⁴	\$10,082	\$9,270	\$9,544	\$11,349

*Average daily attendance (ADA)

OTHER PLANNING FACTORS					
Factors	2021-22	2022-23	2023-24	2024-25	2025-26
California CPI	6.56%	5.75%	2.58%	2.20%	2.38%
California Lottery	Unrestricted per ADA	\$176.94	\$170	\$170	\$170
	Restricted per ADA	\$81.94	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.94	\$36.82	\$38.30
	Grades 9-12 per ADA	\$63.17	\$67.31	\$70.93	\$73.78
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.34	\$19.33	\$20.11
	Grades 9-12 per ADA	\$47.84	\$50.98	\$53.72	\$55.88
Interest Rate for Ten-Year Treasuries	2.08%	3.20%	2.85%	2.68%	2.80%
CalSTRS Employer Rate ⁵	16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵	22.91%	25.37%	25.20%	24.60%	23.70%
Unemployment Insurance Rate ⁶	0.50%	0.50%	0.20%	0.20%	0.20%
Minimum Wage ⁷	\$15.00	\$15.50	\$16.00	\$16.40	\$16.80

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$75,000	0 to 300
The greater of 4% or \$75,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

³Percentage is separate and distinct from the statutory COLA and codified in Education Code Section 42238.02(d)(5)

⁴Additional funding is provided for students who are designated as eligible for free and reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2021-22 were brought down by a prior year \$2.3 billion payment from the state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 Enacted State Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

⁷Minimum wage increases are effective January 1 of the respective year.

The Charter School Unaudited Actuals Financial Report – Alternative Form

The Charter School Unaudited Actuals Financial Report—Alternative Form is an option available for charter schools to prepare their unaudited actual financial reports without using the Standardized Account Code Structure (SACS) software. Unlike the SACS software, which has a separate form for each fund, the Alternative Form is designed to include complete information for all funds of the charter school.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: Pacific View Charter School
CDS #: Alternative Form 09-15-2022
Charter Approving Entity: Oceanside Unified School District
County: San Diego
Charter #: 247

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Roxana Travers</u> Name	<u>Paula Sitar</u> Name	<u>Erin Gorence</u> Name
<u>Financial Accounting & Data Support Mana</u> Title	<u>Director of Fiscal Services</u> Title	<u>Executive Director</u> Title
<u>858-295-6700</u> Telephone	<u>760-966-4075</u> Telephone	<u>760-757-0161</u> Telephone
<u>roxana.travers@sdcoe.net</u> Email address	<u>paula.sitar@oside.us</u> Email address	<u>egorence@pacificview.org</u> Email address

To the entity that approved the charter school:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: _____ Title: _____

To the County Superintendent of Schools:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Pacific View Charter School

CDS #: Alternative Form_09-15-2022

Charter Approving Entity: Oceanside Unified School District

County: San Diego

Charter #: 247

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,161,417.00		3,161,417.00
Education Protection Account State Aid - Current Year	8012	2,221,487.00		2,221,487.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,650,724.00		2,650,724.00
Other LCFF Transfers	8091, 8097	0.00		0.00
Total, LCFF Sources		8,033,628.00	0.00	8,033,628.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		97,156.00	97,156.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	97,156.00	97,156.00
3. Other State Revenues				
Special Education - State	StateRevSE		630,596.00	630,596.00
All Other State Revenues	StateRevAO	1,578,432.53	(900,033.98)	678,398.55
Total, Other State Revenues		1,578,432.53	(269,437.98)	1,308,994.55
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	61,597.45	0.00	61,597.45
Total, Local Revenues		61,597.45	0.00	61,597.45
5. TOTAL REVENUES		9,673,657.98	(172,281.98)	9,501,376.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,233,012.35	349,778.69	2,582,791.04
Certificated Pupil Support Salaries	1200	84,703.50	148,020.85	232,724.35
Certificated Supervisors' and Administrators' Salaries	1300	864,117.50	0.00	864,117.50
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		3,181,833.35	497,799.54	3,679,632.89
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	247,252.30	128,614.28	375,866.58
Noncertificated Support Salaries	2200	57,261.71	0.00	57,261.71
Noncertificated Supervisors' and Administrators' Salaries	2300	196,840.14	0.00	196,840.14
Clerical, Technical and Office Salaries	2400	443,587.78	0.00	443,587.78
Other Noncertificated Salaries	2900	0.00	0.00	0.00
Total, Noncertificated Salaries		944,941.93	128,614.28	1,073,556.21

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Pacific View Charter School

CDS #: Alternative Form 09-15-2022

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	473,233.80	413,108.59	886,342.39
PERS	3201-3202	215,603.37	24,635.18	240,238.55
OASDI / Medicare / Alternative	3301-3302	119,248.59	15,795.40	135,043.99
Health and Welfare Benefits	3401-3402	442,147.32	63,489.14	505,636.46
Unemployment Insurance	3501-3502	23,834.22	3,448.69	27,282.91
Workers' Compensation Insurance	3601-3602	60,638.06	9,173.46	69,811.52
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		1,334,705.36	529,650.46	1,864,355.82
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	28,270.49	0.00	28,270.49
Books and Other Reference Materials	4200	0.00	0.00	0.00
Materials and Supplies	4300	190,564.91	5,989.62	196,554.53
Noncapitalized Equipment	4400	0.00	0.00	0.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		218,835.40	5,989.62	224,825.02
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	7,478.57	5,833.09	13,311.66
Dues and Memberships	5300	29,208.00	0.00	29,208.00
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	59,751.54	0.00	59,751.54
Rentals, Leases, Repairs, and Noncap. Improvements	5600	0.00	0.00	0.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,238,625.88	513,203.56	1,751,829.44
Communications	5900	19,444.15	0.00	19,444.15
Total, Services and Other Operating Expenditures		1,354,508.14	519,036.65	1,873,544.79
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	167,960.00	0.00	167,960.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		167,960.00	0.00	167,960.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(72,632.40)	72,632.40	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(72,632.40)	72,632.40	0.00
8. TOTAL EXPENDITURES		7,130,151.78	1,753,722.95	8,883,874.73

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Pacific View Charter School

CDS #: Alternative Form 09-15-2022

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,543,506.20	(1,926,004.93)	617,501.27
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(680,932.09)	680,932.09	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(680,932.09)	680,932.09	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		1,862,574.11	(1,245,072.84)	617,501.27
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	6,718,132.55	687,285.95	7,405,418.50
b. Adjustments/Restatements	9793, 9795	(91,938.05)	909,858.84	817,920.79
c. Adjusted Beginning Fund Balance /Net Position		6,626,194.50	1,597,144.79	8,223,339.29
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		8,488,768.61	352,071.95	8,840,840.56
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	8,488,768.61		8,488,768.61
b. Restricted Net Position	9797		352,071.95	352,071.95
c. Unrestricted Net Position	9790A	0.00	0.00	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Pacific View Charter School

CDS #: Alternative Form 09-15-2022

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	5,958,350.69	594,945.57	6,553,296.26
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	34,921.30		34,921.30
In Revolving Fund	9130	700.00		700.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	247,616.73	261,633.85	509,250.58
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400-9489	5,345,592.43		5,345,592.43
10. TOTAL ASSETS		11,587,181.15	856,579.42	12,443,760.57
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	102,643.97	9,417.47	112,061.44
2. Due to Grantor Governments	9590	553,739.00	495,090.00	1,048,829.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	2,442,029.57		2,442,029.57
6. TOTAL LIABILITIES		3,098,412.54	504,507.47	3,602,920.01
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		8,488,768.61	352,071.95	8,840,840.56

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Pacific View Charter School

CDS #: Alternative Form_09-15-2022

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>NONE</u>	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	0.00
b. Noncertificated Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Pacific View Charter School

CDS #: Alternative Form_09-15-2022

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	8,883,874.73
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	97,156.00
c. Subtotal of State & Local Expenditures [a minus b]	8,786,718.73
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	167,960.00
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ 8,618,758.73

Standardized Account Code Structure (SACS)

The state developed Standardized Account Code Structure (SACS) to improve financial data collection, reporting, transmission, accuracy, and comparability; reduce the administrative burden on LEAs in preparing required financial reports; and ensure LEA compliance with generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB). SACS, and its use, creates a logical framework to determine where education funds come from and how they are used, and provides better information for use by administrators, parents, board members, legislators and others interested in school finance. Pacific View Charter School followed SACS when developing the chart of accounts to facilitate financial compliance and year-end reporting to the state.

Charter school year-end data may be reported in either the standardized account code structure (SACS) format or in the alternative format for charter schools approved by the State Board of Education and titled the Charter School Unaudited Actuals Financial Report—Alternative Form. The main operating funds available for charter schools reporting in SACS are as follows:

- General Fund (Fund 01) (modified accrual basis of accounting): For charter schools reporting separately from the authorizing LEA and for charter schools reporting as part of the LEA within the LEA's general fund.
- Charter Schools Special Revenue Fund (Fund 09) (modified accrual basis of accounting): For charter schools reporting as part of the authorizing LEA but reporting outside the LEA's general fund.
- Charter Schools Enterprise Fund (Fund 62) (accrual basis of accounting): For charter schools using the not-for-profit reporting model, reporting either as part of the authorizing LEA or separately.

If Fund 62 is used for any of a charter school's activities, it should be used for all of the charter school's activities. Note that fund accounting is inconsistent with the not-for-profit financial reporting model, so in this case Fund 62 serves as a financial statement for purposes of reporting to CDE rather than as a fund. Costs reported in Fund 62 should include the function most descriptive of the activity being performed (e.g., instruction, school administration, pupil services, and plant services) rather than Function 6000, Enterprise, which is normally used in an enterprise fund. The resource code is used to classify revenues and resulting expenditures in accordance with restrictions or special reporting requirements placed on LEA financial activities by law or regulation. The object code classifies expenditures according to type of items purchased or services obtained, revenues by general source and type, and balance sheet accounts such as assets, liabilities, or fund balance/net position.

All Funds Description

All Funds include both unrestricted and restricted resources in Fund 6200 as well as committed resources in Fund 6201. The financial data includes all activities for the year and reconciles to the Alternative Form.



2021-2022 Unaudited Actuals General Fund Summary (Funds 6200 and 6201)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
State Revenues / LCFF						
Sources	7,512,716.00	6,469,750.06	8,033,628.00	9,986,904.00	10,978,308.00	11,687,157.00
Federal Revenues	77,589.00	124,627.00	97,156.00	98,125.00	98,125.00	98,125.00
Other State Revenues	1,179,722.57	1,201,059.23	1,308,994.55	2,771,216.00	1,252,482.00	1,263,702.00
Other Local Revenues	127,783.84	819,634.05	61,597.45	10,875.00	10,875.00	10,875.00
TOTAL REVENUES	8,897,811.41	8,615,070.34	9,501,376.00	12,867,120.00	12,339,790.00	13,059,859.00
Certificated Salaries	3,660,325.98	3,589,897.92	3,679,632.89	4,221,994.00	4,348,655.00	4,479,114.00
Classified Salaries	981,743.12	1,048,639.70	1,073,556.21	1,320,466.00	1,360,081.00	1,400,884.00
Employee Benefits	1,907,087.67	1,890,085.41	1,864,355.82	2,517,748.61	2,622,300.00	2,680,162.00
Books and Supplies	471,319.81	186,997.44	224,825.02	485,025.00	480,112.00	490,675.00
Services and Other						
Operating Expenditures	981,876.10	1,522,740.62	1,873,544.79	2,237,771.00	2,182,718.00	2,230,275.00
Capital Outlay	142,858.00	167,956.60	167,960.00	-	-	-
Other Outgo	116,213.00	-	-	-	-	-
TOTAL EXPENDITURES	8,261,423.68	8,406,317.69	8,883,874.73	10,783,004.61	10,993,866.00	11,281,110.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	636,387.73	208,752.65	617,501.27	2,084,115.39	1,345,924.00	1,778,749.00
Interfund Transfers In						
Interfund Transfers Out						
Other Sources						
Other Uses						
Contributions	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	-	-	-	-	-	-
NET INCREASE (DECREASE) IN FUND BALANCE	636,387.73	208,752.65	617,501.27	2,084,115.39	1,345,924.00	1,778,749.00
BEGINNING FUND BALANCE	6,560,278.50	7,196,666.23	7,405,418.88	8,840,840.94	8,978,599.94	10,924,956.33
ADJUSTMENTS / RESTATEMENTS	0	-	817,920.79			
ENDING FUND BALANCE	7,196,666.23	7,405,418.88	8,840,840.94	10,924,956.33	10,324,523.94	12,703,705.33



2021-2022 Unaudited Actuals General Fund Summary (Funds 6200 and 6201)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
COMPONENTS OF ENDING FUND BALANCE						
Nonspendable / Revolving						
Cash	700.00	700.00	700.00	700.00	700.00	700.00
Restricted	1,034,451.16	687,285.95	352,071.95	1,800,067.95	1,851,636.95	1,905,515.95
Committed						
Assigned						
Reserve of Economic						
Uncertainties	247,842.71	252,189.53	444,193.74	539,150.23	549,693.30	564,055.50
Land/Bldg/Deprec/Growth	4,877,484.28	5,280,112.88	6,756,832.85	7,172,507.75	6,385,859.29	8,683,321.48
Unrestricted Lottery	204,793.33	352,566.47	453,602.00	578,215.00	702,319.00	714,922.00
Deferred Maintenance						
Reserve	146,823.75	147,993.05	148,869.40	149,744.40	149,744.40	150,619.40
Facilities / Architect	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Facilities Reserve	217,000.00	217,000.00	217,000.00	217,000.00	217,000.00	217,000.00
Long Term Debt Reserve						
(Building)	217,571.00	217,571.00	217,571.00	217,571.00	217,571.00	217,571.00
STRS/PERS Unfunded						
Liability Reserve	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00

General Fund 6200

General Fund 6200 includes both restricted and unrestricted revenues and expenditures. Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes. Unrestricted revenues are those funds whose uses are not subject to specific constraints and that may be used for any purposes not prohibited by law. Programs funded by a combination of restricted and unrestricted sources are accounted for and reported as restricted. Funds or activities that are not restricted by the donor, but rather are earmarked for particular purposes by the LEA's governing board, are accounted for and reported as unrestricted.

Resolution 11-001 was adopted September 2011, and established a Charter School Enterprise Fund in accordance with Education Code 42001(b) and 47604.33 in accordance with the California School Accounting Manual (CSAM) and Generally Accepted Accounting Principles (GAAP).

2021-2022 Unaudited Actuals General Fund Summary (Fund 6200)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-23 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
State Revenues / LCFF						
Sources	7,512,716.00	6,469,750.06	8,033,628.00	9,986,904.00	10,978,308.00	11,687,157.00
Federal Revenues	77,589.00	124,627.00	97,156.00	98,125.00	98,125.00	98,125.00
Other State Revenues	1,179,722.57	1,201,059.23	1,308,994.55	2,771,216.00	1,252,482.00	1,263,702.00
Other Local Revenues	126,349.02	818,464.75	60,721.10	10,000.00	10,000.00	10,000.00
TOTAL REVENUES	8,896,376.59	8,613,901.04	9,500,499.65	12,866,245.00	12,338,915.00	13,058,984.00
Certificated Salaries	3,660,325.98	3,589,897.92	3,679,632.89	4,221,994.00	4,348,655.00	4,479,114.00
Classified Salaries	981,743.12	1,048,639.70	1,073,556.21	1,320,466.00	1,360,081.00	1,400,884.00
Employee Benefits	1,907,087.67	1,890,085.41	1,864,355.82	2,517,748.61	2,622,300.00	2,680,162.00
Books and Supplies	471,319.81	186,997.44	224,825.02	485,025.00	480,112.00	490,675.00
Services and Other						
Operating Expenditures	981,876.10	1,522,740.62	1,873,544.79	2,237,771.00	2,182,718.00	2,230,275.00
Capital Outlay	142,858.00	167,956.60	167,960.00	-	-	-
Other Outgo	116,213.00	-	-	-	-	-
TOTAL EXPENDITURES	8,261,423.68	8,406,317.69	8,883,874.73	10,783,004.61	10,993,866.00	11,281,110.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	634,952.91	207,583.35	616,624.92	2,083,240.39	1,345,049.00	1,777,874.00
Interfund Transfers In						
Interfund Transfers Out						
Other Sources						
Other Uses						
Contributions	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	-	-	-	-	-	-
NET INCREASE (DECREASE) IN FUND BALANCE	634,952.91	207,583.35	616,624.92	2,083,240.39	1,345,049.00	1,777,874.00
BEGINNING FUND BALANCE	6,464,889.57	7,099,842.48	7,307,425.83	8,741,971.54	8,879,730.54	10,825,211.93
ADJUSTMENTS / RESTATEMENTS			817,920.79			
ENDING FUND BALANCE	7,099,842.48	7,307,425.83	8,741,971.54	10,825,211.93	10,224,779.54	12,603,085.93

Unrestricted General Fund 6200

Resource Codes 0000000 through 1999000

Unrestricted revenues are those funds whose uses are not subject to specific constraints and that may be used for any purposes not prohibited by law. Revenues whose use is unrestricted in nature but that still have reporting requirements are accounted for in unrestricted resource codes in the 1000000–1999000 range. Those activities using unrestricted revenues that do not have financial reporting or special accounting requirements are accounted for in Resource 0000, Unrestricted. Within our Unrestricted General Fund we account for the LCFF funds, Education Protection Account Funds, Unrestricted Lottery and any other locally identified unrestricted resource with reporting requirements.



2021-2022 Unaudited Actuals Unrestricted General Fund 6200 Summary (0000000 - 1999000)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-23 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
State Revenues / LCFF Sources	7,512,716.00	6,469,750.06	8,033,628.00	9,986,904.00	10,978,308.00	11,687,157.00
Federal Revenues	-	-	-	-	-	-
Other State Revenues	265,608.35	179,532.24	1,578,432.53	158,684.00	168,332.00	177,242.00
Other Local Revenues	126,349.02	818,464.75	60,721.10	10,000.00	10,000.00	10,000.00
TOTAL REVENUES	7,904,673.37	7,467,747.05	9,672,781.63	10,155,588.00	11,156,640.00	11,874,399.00
Certificated Salaries	2,991,195.30	3,040,387.96	3,181,833.35	3,342,019.00	3,442,281.00	3,545,550.00
Classified Salaries	895,033.57	904,724.58	944,941.93	1,126,505.00	1,160,301.00	1,195,110.00
Employee Benefits	1,680,689.20	1,684,202.99	1,334,705.36	1,694,124.61	1,796,634.00	1,843,046.00
Books and Supplies	448,966.15	120,602.21	218,835.40	445,936.00	457,442.00	467,505.00
Services and Other Operating Expenditures	806,717.70	995,124.15	1,354,508.14	1,720,911.00	1,770,997.00	1,809,959.00
Capital Outlay	142,858.00	167,956.60	167,960.00	-	-	-
Other Outgo	116,213.00	-	(72,632.40)	-	-	-
TOTAL EXPENDITURES	7,081,672.92	6,912,998.49	7,130,151.78	8,329,495.61	8,627,655.00	8,861,170.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	823,000.45	554,748.56	2,542,629.85	1,826,092.39	2,528,985.00	3,013,229.00
Contributions - SPED Federal	-	-	(215,155.59)	(340,001.00)	(352,506.00)	(364,888.00)
Contributions - SPED State	(636,948.06)	-	(464,313.50)	(850,847.00)	(882,999.00)	(924,346.00)
Contributions - SPED State ERMHS	-	-	(1,463.00)	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	(636,948.06)	-	(680,932.09)	(1,190,848.00)	(1,235,505.00)	(1,289,234.00)
NET INCREASE (DECREASE) IN FUND BALANCE	186,052.39	554,748.56	1,861,697.76	635,244.39	1,293,480.00	1,723,995.00
BEGINNING FUND BALANCE	5,781,346.26	5,967,398.65	6,522,147.21	8,291,906.92	9,565,274.92	8,927,151.31
ADJUSTMENTS / RESTATEMENTS			(91,938.05)			
ENDING FUND BALANCE	5,967,398.65	6,522,147.21	8,291,906.92	8,927,151.31	10,858,754.92	10,651,146.31

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 (0000000 - 1999000) Revenue	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Principal Apportionment						
State Aid - Current Year	4,370,607.00	2,332,816.00	3,161,417.00	4,978,450.00	5,726,101.00	6,215,137.00
Education Protection Account State Aid - Current Year	707,514.00	1,727,849.00	2,221,487.00	2,288,701.00	2,532,454.00	2,752,267.00
In Lieu Property Taxes	2,434,595.00	2,409,085.06	2,650,724.00	2,719,753.00	2,719,753.00	2,719,753.00
State Revenues / LCFF Sources	7,512,716.00	6,469,750.06	8,033,628.00	9,986,904.00	10,978,308.00	11,687,157.00
Special Education Entitlement			-			
Federal Revenues	-	-	-	-	-	-
Mandated Cost Reimbursement	158,945.00	28,894.00	29,492.00	32,071.00	35,486.00	38,535.00
Lottery - Unrestricted and Instructional Materials	104,360.03	147,773.14	101,035.53	124,613.00	130,846.00	136,707.00
Universal PreSchool Planning			-			
Educator Effectiveness			-			
Special Education			-			
SPED - Educationally Related Mental Health Services			-			
College Readiness			-			
Instructional Materials Block Grant			-			
A-G Success			-			
A-G Learning Loss Mitigation			-			
Expanded Learning Opportunities Grant			-			
Learning Recovery Block Grant			-			
STRS On Behalf			1,447,905.00			
Other State Revenues	2,303.32	2,865.10	-	2,000.00	2,000.00	2,000.00
Other State Revenues	265,608.35	179,532.24	1,578,432.53	158,684.00	168,332.00	177,242.00
Interest	87,040.73	22,268.11	39,004.79	8,000.00	8,000.00	8,000.00
All Other Local Revenue	39,308.29	796,196.64	21,716.31	2,000.00	2,000.00	2,000.00
Other Local Revenues	126,349.02	818,464.75	60,721.10	10,000.00	10,000.00	10,000.00
TOTAL REVENUES	7,904,673.37	7,467,747.05	9,672,781.63	10,155,588.00	11,156,640.00	11,874,399.00

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 (0000000 - 1999000) Expense	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Certificated Teachers' Salaries	2,325,127.61	2,283,345.91	2,233,012.35	2,626,582.00	2,705,380.00	2,786,542.00
Certificated Pupil Support Salaries	16,779.27	77,643.96	84,703.50	83,817.00	86,332.00	88,922.00
Certificated Supervisors' and Administrators' Salaries	649,288.42	679,398.09	864,117.50	631,620.00	650,569.00	670,086.00
Other Certificated Salaries	-	-	-	-	-	-
Certificated Salaries	2,991,195.30	3,040,387.96	3,181,833.35	3,342,019.00	3,442,281.00	3,545,550.00
Classified Instructional Salaries	256,162.76	244,821.33	247,252.30	331,795.00	341,749.00	352,001.00
Classified Support Salaries	26,241.24	52,437.96	57,261.71	66,134.00	68,118.00	70,162.00
Classified Supervisors' and Administrators' Salaries	158,546.25	171,035.52	196,840.14	168,631.00	173,690.00	178,901.00
Clerical, Technical and Office Salaries	454,083.32	436,429.77	443,587.78	559,945.00	576,744.00	594,046.00
Other Classified Salaries	-	-	-	-	-	-
Classified Salaries	895,033.57	904,724.58	944,941.93	1,126,505.00	1,160,301.00	1,195,110.00
STRS	941,864.69	923,079.50	473,233.80	612,471.00	657,475.00	677,201.00
PERS	186,781.13	195,529.94	215,603.37	228,903.61	295,811.00	297,832.00
OASDI/Medicare/Alternative	112,068.71	112,334.34	119,248.59	124,002.00	139,704.00	143,866.00
Health & Welfare Benefits	375,875.41	389,315.88	442,147.32	576,808.00	594,113.00	611,936.00
Unemployment Insurance	2,841.92	3,656.99	23,834.22	62,236.00	9,390.00	9,667.00
Workers' Compensation	61,257.34	60,286.34	60,638.06	89,704.00	100,141.00	102,544.00
OPEB, Allocated	-	-	-	-	-	-
APEB, Active Employees	-	-	-	-	-	-
Other Employee Benefits	-	-	-	-	-	-
Employee Benefits	1,680,689.20	1,684,202.99	1,334,705.36	1,694,124.61	1,796,634.00	1,843,046.00
Textbooks and Core Curricula Materials	105,736.09	8,632.24	28,270.49	77,650.00	79,653.00	81,405.00
Books and Other Reference Materials	-	-	-	-	-	-
Materials and Supplies	343,230.06	111,969.97	190,564.91	368,286.00	377,789.00	386,100.00
Noncapitalized Equipment	-	-	-	-	-	-
Books and Supplies	448,966.15	120,602.21	218,835.40	445,936.00	457,442.00	467,505.00

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 (0000000 - 1999000) Expense	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Subagreements for Services			-	-	-	-
Travel and Conferences	12,119.46	8,706.78	7,478.57	7,440.00	7,632.00	7,800.00
Dues and Memberships	11,894.00	15,023.00	29,208.00	27,069.00	27,768.00	28,379.00
Insurance			-			
Operations & Housekeeping Services	50,345.30	44,391.15	59,751.54	71,722.00	73,572.00	75,191.00
Rentals, Leases, Repairs & Noncapitalized Improvements			-			
Transfers of Direct Costs Professional /Consulting Services & Operating Expenditures	714,680.50	910,067.62	1,238,625.88	1,594,834.00	1,641,667.00	1,677,783.00
Communications	17,678.44	16,935.60	19,444.15	19,846.00	20,358.00	20,806.00
Services and Other Operating Expenditures	806,717.70	995,124.15	1,354,508.14	1,720,911.00	1,770,997.00	1,809,959.00
Land and Land Improvements			-			
Buildings & Improvement of Buildings			-			
Books and Media for New School Librarians or Major Expansion of School Libraries			-			
Equipment			-			
Equipment Replacement			-			
Lease Assets			-			
Depreciation Expense	142,858.00	167,956.60	167,960.00	-	-	-
Amortization Expense			-			
Capital Outlay	142,858.00	167,956.60	167,960.00	-	-	-
Transfers of Indirect Costs						
Debt Services - Interest	116,213.00	-	(72,632.40)			
Debt Services - Principal						
Other Outgo	116,213.00	-	(72,632.40)	-	-	-
SUB TOTAL EXPENDITURES	7,081,672.92	6,912,998.49	7,130,151.78	8,329,495.61	8,627,655.00	8,861,170.00
Contributions - SPED Federal	-	-	215,155.59	340,001.00	352,506.00	364,888.00
Contributions - SPED State	636,948.06	-	464,313.50	850,847.00	882,999.00	924,346.00
Contributions - SPED State ERMHS	-	-	1,463.00	-	-	-
TOTAL OTHER FINANCING SOURCES/USES			680,932.09	1,190,848.00	1,235,505.00	1,289,234.00
TOTAL EXPENDITURES AND OTHER FINANCING	7,081,672.92	6,912,998.49	7,811,083.87	1,126,505.00	1,160,301.00	1,195,110.00

Unrestricted General Fund 6200

State Testing Resource 0000000

The STAR program ended on July 1, 2013 and was replaced by the California Assessment of Student Performance and Progress (CAASPP) System.

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 State Testing (0000000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues		-	-	-	-	-
Prior Year Other State Revenues			-	-	-	-
TOTAL REVENUES	-	-	-	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	(714.00)	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	(714.00)	-	-	-	-
NET INCREASE (DECREASE)	-	714.00	-	-	-	-
BEGINNING FUND BALANCE	(714.00)	(714.00)	-	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	(714.00)	-	-	-	-	-

Unrestricted General Fund 6200

State Lottery Resource 1100000

In November 1984, California voters passed Proposition 37, now known as Non-Prop 20, as a means to benefit public education. Since the California State Lottery began in 1985, the state has distributed 50 percent of lottery sales revenue back to the public in the form of prizes. Of the remaining revenues, public education, from kindergarten through graduate school, has received more than the statutorily required 34 percent minimum, with the state using less than the maximum 16 percent legally allowed to administer the games. In 2010, legislation was passed that modified the allocation formula for lottery in order to maximize the amount of funding allocated to public education. The legislation reduces the maximum percent to administer the games to 13 percent and allows the State Lottery Commission (SLC) to increase the percentage of lottery revenues for prizes to more than 50 percent and to establish the percentage to be allocated to public education. If the change in law does not provide more revenues for public education than the year prior to the law's enactment, the prior revenue-allocation law will be restored.

The law authorizing the lottery requires school districts, including charter schools, to use lottery funds "exclusively for the education of pupils and students" and specifies that "no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose." For this purpose the resource code for Unrestricted Lottery was established and tracked in accordance with the California School Accounting Manual and FCMAT Charter School Manual for best practices.

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 Lottery (1100000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	104,360.03	147,773.14	114,100.00	124,613.00	130,846.00	136,707.00
Prior Year Other State Revenues	-	-	(13,064.47)	-	-	-
TOTAL REVENUES	104,360.03	147,773.14	101,035.53	124,613.00	130,846.00	136,707.00
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	104,360.03	147,773.14	101,035.53	124,613.00	130,846.00	136,707.00
BEGINNING FUND BALANCE	100,433.30	204,793.33	352,566.47	453,602.00	571,473.00	578,215.00
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	204,793.33	352,566.47	453,602.00	578,215.00	702,319.00	714,922.00



2021-22 Unaudited Actuals Financial Report

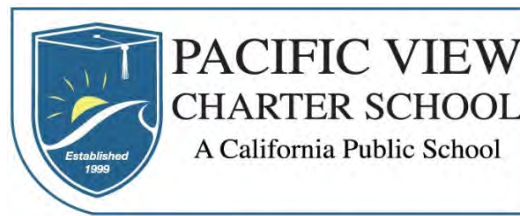
Unrestricted General Fund 6200

State Education Protection Account (EPA) Resource 1400000

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016. The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment. *Article XIII, Section 36, Subdivision (e), Paragraph (6)* of the California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent. The law specifies that LEAs may not use EPA funds for salaries or benefits of administrators or any other administrative costs. For this purpose the resource code was established and tracked in accordance with the California School Accounting Manual and FCMAT Charter School Manual for best practices.

2021-2022 Unaudited Actuals Unrestricted General Fund 6200 Education Protection Account (EPA) (1400000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
State Revenues / LCFF Sources	707,514.00	1,727,849.00	2,234,800.00	2,288,701.00	2,532,454.00	2,752,267.00
Prior Year State Revenues / LCFF Sources	-	-	(13,313.00)	-	-	-
TOTAL REVENUES	707,514.00	1,727,849.00	2,221,487.00	2,288,701.00	2,532,454.00	2,752,267.00
Certificated Salaries	789,545.27	1,558,021.39	1,463,230.53	1,525,887.00	1,837,931.00	2,003,069.00
Classified Salaries			-			
Employee Benefits	293,707.68	169,827.61	381,852.69	762,814.00	694,523.00	749,198.00
Books and Supplies			-			
Services and Other						
Operating Expenditures			-			
Capital Outlay			-			
Other Outgo			-			
TOTAL EXPENDITURES	1,083,252.95	1,727,849.00	1,845,083.22	2,288,701.00	2,532,454.00	2,752,267.00
NET INCREASE (DECREASE)	(375,738.95)	-	376,403.78	-	-	-
BEGINNING FUND BALANCE	(664.83)	(376,403.78)	(376,403.78)	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	(376,403.78)	(376,403.78)	-	-	-	-



A California Public School and Nonprofit 501 (c) (3) Corporation
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2021-22 Education Protection Account (EPA) Report

Revenue and Expenditures as of Unaudited Actuals, July 1, 2021 through June 30, 2022

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Beginning Fund Balance	9791-9795	(376,403.78)
LCFF Sources	8010-8099	2,221,487.00
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Unearned Revenue	9650	-
TOTAL AVAILABLE		1,845,083.22
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	1,463,230.53
Classified Salaries	2000-2999	-
Employee Benefits	3000-3999	381,852.69
Books and Supplies	4000-4999	-
Services and Other Operating Expenditures	5000-5999, except	
	5100-5199	-
Subagreements for Services	5100-5199	-
Capital Outlay	6000-6999	-
	7000-7299,	
Other Outgo (Excluding Indirect Costs)	7400-7499	-
Indirect Costs	7310, 7350	-
Other Financing Uses	7600-7999	-
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,845,083.22
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 5100-5199)		1,845,083.22
Indirect Costs (Objects 7310 and 7350)		-
Indirect Costs divided by Eligible Expenditures		0.00%

Restricted General Fund 6200

Resource Codes 2000000 through 9999999

Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes. Restricted revenues are accounted for in resource codes in the 2000000–9999999 range. The California Department of Education assigns these resource codes to properly account for the revenues and expenditures in each restricted category.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Summary (2000000 - 9999999)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
State Revenues / LCFF Sources	-	-	-	-	-	-
Federal Revenues	77,589.00	124,627.00	97,156.00	98,125.00	98,125.00	98,125.00
Other State Revenues	914,114.22	1,021,526.99	(269,437.98)	2,612,532.00	1,084,150.00	1,086,460.00
Other Local Revenues	-	-	-	-	-	-
TOTAL REVENUES	991,703.22	1,146,153.99	(172,281.98)	2,710,657.00	1,182,275.00	1,184,585.00
Certificated Salaries	669,130.68	549,509.96	497,799.54	879,975.00	906,374.00	933,564.00
Classified Salaries	86,709.55	143,915.12	128,614.28	193,961.00	199,780.00	205,774.00
Employee Benefits	226,398.47	205,882.42	529,650.46	823,624.00	825,666.00	837,116.00
Books and Supplies	22,353.66	66,395.23	5,989.62	39,089.00	22,670.00	23,170.00
Services and Other Operating Expenditures	175,158.40	527,616.47	519,036.65	516,860.00	411,721.00	420,316.00
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	72,632.40	-	-	-
TOTAL EXPENDITURES	1,179,750.76	1,493,319.20	1,753,722.95	2,453,509.00	2,366,211.00	2,419,940.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	(188,047.54)	(347,165.21)	(1,926,004.93)	257,148.00	(1,183,936.00)	(1,235,355.00)
Contributions - SPED Federal	-	-	215,155.59	340,001.00	352,506.00	364,888.00
Contributions - SPED State	636,948.06	-	464,313.50	850,847.00	882,999.00	924,346.00
Contributions - SPED State ERMHS	-	-	1,463.00	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	636,948.06	-	680,932.09	1,190,848.00	1,235,505.00	1,289,234.00
NET INCREASE (DECREASE) IN FUND BALANCE	448,900.52	(347,165.21)	(1,245,072.84)	1,447,996.00	51,569.00	53,879.00
BEGINNING FUND BALANCE	585,550.64	1,034,451.16	687,285.95	352,071.95	1,800,067.95	1,851,636.95
ADJUSTMENTS / RESTATEMENTS			909,858.84			
ENDING FUND BALANCE	1,034,451.16	687,285.95	352,071.95	1,800,067.95	1,851,636.95	1,905,515.95

2021-2022 Unaudited Actuals Restricted General Fund 6200 Summary (2000000 - 9999999)	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
COMPONENTS OF ENDING FUND BALANCE						
Restricted Federal Special Education IDEA	-	(6,632.27)	-	-	-	-
Restricted State Special Education	(32,903.70)	(903,226.57)	-	-	-	-
Restricted State SPED Educationally Related Mental Health Services	-	-	0.49	0.49	0.49	0.49
Restricted State Universal Preschool Planning and Implementation	-	-	26,130.00	26,130.00	26,130.00	26,130.00
Restricted State Educator Effectiveness	(5,488.94)	-	131,954.65	(0.35)	(0.35)	(0.35)
Restricted State Lottery / Textbooks and Core Curricula	76,123.80	149,239.79	193,986.81	243,098.81	294,667.81	348,546.81
Restricted Instructional Materials Block Grant	-	-	-	466,297.00	466,297.00	466,297.00
Restricted Learning Recovery Emergency Block Grant	-	-	-	1,064,542.00	1,064,542.00	1,064,542.00
Restricted State STRS on Behalf	996,720.00	1,447,905.00	-	-	-	-

2021-2022 Unaudited Actuals Restricted General Fund 6200 (2000000 - 9999999) Revenue	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Principal Apportionment						
State Aid - Current Year	-	-	-	-	-	-
Education Protection						
Account State Aid -						
Current Year	-	-	-	-	-	-
In Lieu Property Taxes	-	-	-	-	-	-
State Revenues / LCFF Sources	-	-	-	-	-	-
Special Education						
Entitlement	77,589.00	72,536.00	97,156.00	98,125.00	98,125.00	98,125.00
Learning Loss Mitigation		52,091.00	-			
Federal Revenues	77,589.00	124,627.00	97,156.00	98,125.00	98,125.00	98,125.00
Mandated Cost						
Reimbursement			-			
Lottery - Unrestricted and						
Instructional Materials	37,536.22	73,115.99	44,747.02	49,112.00	51,569.00	53,879.00
Universal PreSchool						
Planning		-	26,130.00			
Educator Effectiveness		-	137,362.00	-	-	-
Special Education	355,336.00	433,282.00	630,596.00	611,581.00	611,581.00	611,581.00
SPED - Educationally						
Related Mental Health						
Services			5,852.00	21,000.00	21,000.00	21,000.00
Classified EE PD	1,974.00					
Learning Loss Mitigation		63,944.00				
College Readiness	75,000.00		-			
Instructional Materials						
Block Grant				466,297.00		
A-G Success			-			
A-G Learning Loss			-			
Mitigation			-			
Expanded Learning			-			
Opportunities Grant			-			
Learning Recovery Block						
Grant				1,064,542.00		
STRS On Behalf	444,268.00	451,185.00	(1,114,125.00)	400,000.00	400,000.00	400,000.00
Other State Revenues	914,114.22	1,021,526.99	(269,437.98)	2,612,532.00	1,084,150.00	1,086,460.00
Interest			-			
All Other Local Revenue			-			
Other Local Revenues	-	-	-	-	-	-
TOTAL REVENUES	991,703.22	1,146,153.99	(172,281.98)	2,710,657.00	1,182,275.00	1,184,585.00

2021-2022 Unaudited Actuals Restricted General Fund 6200 (2000000 - 9999999) Expense	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Certificated Teachers' Salaries	539,760.16	409,686.64	349,778.69	734,949.00	756,997.00	779,706.00
Certificated Pupil Support Salaries	129,370.52	139,823.32	148,020.85	145,026.00	149,377.00	153,858.00
Certificated Supervisors' and Administrators' Salaries	-	-	-	-	-	-
Other Certificated Salaries	-	-	-	-	-	-
Certificated Salaries	669,130.68	549,509.96	497,799.54	879,975.00	906,374.00	933,564.00
Classified Instructional Salaries	86,709.55	143,915.12	128,614.28	193,961.00	199,780.00	205,774.00
Classified Support Salaries	-	-	-	-	-	-
Classified Supervisors' and Administrators' Salaries	-	-	-	-	-	-
Clerical, Technical and Office Salaries	-	-	-	-	-	-
Other Classified Salaries	-	-	-	-	-	-
Classified Salaries	86,709.55	143,915.12	128,614.28	193,961.00	199,780.00	205,774.00
STRS	111,836.08	91,348.84	413,108.59	570,757.00	575,799.00	580,992.00
PERS	13,968.57	24,947.56	24,635.18	49,208.00	50,345.00	50,619.00
OASDI/Medicare/Alternative	14,966.86	16,869.18	15,795.40	24,916.00	28,426.00	29,276.00
Health & Welfare Benefits	73,518.86	61,838.47	63,489.14	141,693.00	145,942.00	150,321.00
Unemployment Insurance	291.46	383.39	3,448.69	14,928.00	2,523.00	2,597.00
Workers' Compensation	11,816.64	10,494.98	9,173.46	22,122.00	22,631.00	23,311.00
OPEB, Allocated	-	-	-	-	-	-
APEB, Active Employees	-	-	-	-	-	-
Other Employee Benefits	-	-	-	-	-	-
Employee Benefits	226,398.47	205,882.42	529,650.46	823,624.00	825,666.00	837,116.00

2021-2022 Unaudited Actuals Restricted General Fund 6200 (2000000 - 9999999) Expense	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Textbooks and Core Curricula Materials	-	-	-	-	-	-
Books and Other Reference Materials	-	-	-	-	-	-
Materials and Supplies	22,353.66	66,395.23	5,989.62	39,089.00	22,670.00	23,170.00
Noncapitalized Equipment			-			
Books and Supplies	22,353.66	66,395.23	5,989.62	39,089.00	22,670.00	23,170.00
Subagreements for Services			-			
Travel and Conferences	9,028.52	1,209.13	5,833.09	98,049.00	16,464.00	16,826.00
Dues and Memberships	-	-	-	-	-	-
Insurance	-	-	-	-	-	-
Operations & Housekeeping Services	-	-	-	-	-	-
Rentals, Leases, Repairs & Noncapitalized Improvements	-	-	-	-	-	-
Transfers of Direct Costs	-	-	-	-	-	-
Professional /Consulting Services & Operating Expenditures	166,129.88	526,407.34	513,203.56	416,236.00	392,616.00	400,791.00
Communications			-	2,575.00	2,641.00	2,699.00
Services and Other Operating Expenditures	175,158.40	527,616.47	519,036.65	516,860.00	411,721.00	420,316.00
Depreciatoin Expense	-	-	-	-	-	-
All Other Capital Outlay	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Transfers of Indirect Costs	-	-	72,632.40	-	-	-
Debt Services - Interest	-	-	-	-	-	-
Debt Services - Principal	-	-	-	-	-	-
Other Outgo	-	-	72,632.40	-	-	-
SUBTOTAL EXPENDITURES	1,179,750.76	1,493,319.20	1,753,722.95	2,453,509.00	2,366,211.00	2,419,940.00
Contributions - SPED Federal	-	-	(215,155.59)	(340,001.00)	(352,506.00)	(364,888.00)
Contributions - SPED State	(636,948.06)	-	(464,313.50)	(850,847.00)	(882,999.00)	(924,346.00)
Contributions - SPED State ERMHS	-	-	(1,463.00)	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	(636,948.06)	-	(680,932.09)	(1,190,848.00)	(1,235,505.00)	(1,289,234.00)
TOTAL EXPENDITURES AND OTHER FINANCING	542,802.70	1,493,319.20	1,072,790.86	1,262,661.00	1,130,706.00	1,130,706.00

Restricted General Fund 6200

Special Education Funding Summary Resource 3310000, 6500000 and 6540000

This is a summary of all of the Special Education restricted revenues and expenditures. These include Federal IDEA funding (resource 33100000), State SPED Funding (resource 6500000) and State Educationally Related Mental Health Services Funding (6540000) received through the El Dorado SELPA of which Pacific View Charter School is a member.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Special Education (33100000, 65000000 & 6545000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Special Education Revenue	432,925.00	505,818.00	604,669.00	730,706.00	730,706.00	730,706.00
Prior Year Special Education Revenue	-	-	128,935.00	-	-	-
TOTAL REVENUES	432,925.00	505,818.00	733,604.00	730,706.00	730,706.00	730,706.00
Certificated Salaries	669,130.68	549,509.96	497,799.54	879,975.00	906,374.00	933,564.00
Classified Salaries	86,709.55	143,915.12	128,614.28	193,961.00	199,780.00	205,774.00
Employee Benefits	226,398.47	205,882.42	195,870.46	423,624.00	425,666.00	437,116.00
Books and Supplies	22,353.66	5,077.73	5,989.62	22,100.00	22,670.00	23,170.00
Services and Other Operating Expenditures	98,184.40	478,387.91	513,629.30	401,894.00	411,721.00	420,316.00
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	72,632.40	-	-	-
TOTAL EXPENDITURES	1,102,776.76	1,382,773.14	1,414,535.60	1,921,554.00	1,966,211.00	2,019,940.00
NET INCREASE (DECREASE)	(669,851.76)	(876,955.14)	(680,931.60)	(1,190,848.00)	(1,235,505.00)	(1,289,234.00)
Contribution from UGF	636,948.06	-	680,932.09	1,190,848.00	1,235,505.00	1,289,234.00
BEGINNING FUND BALANCE	-	(32,903.70)	(909,858.84)	0.49	0.49	0.49
ADJUSTMENTS / RESTATEMENTS	-	-	909,858.84			
ENDING FUND BALANCE	(32,903.70)	(909,858.84)	0.49	0.49	0.49	0.49

Restricted General Fund 6200

Special Education Federal IDEA, Part B Funding Resource 3310000

The Individuals with Disabilities Education Act (IDEA) assists in providing a free and appropriate education in the least restrictive environment for children with disabilities ages three through twenty-one. Funding to the El Dorado SELPA is based on a federal three-part formula from which the SELPA then provides an allocation to the school. These funds account for expenditures for pupils with an individualized education plan (IEP) and for the provision of special education and related services required by students with disabilities in order to benefits from a public education.

Per the California Department of Education, "IDEA legislation promised the federal government to fund "up to" 40 percent of the "excess costs" of these services, with state and local funds making up the rest. Congress regularly insists that it is moving toward that goal but has never allocated anything close to the promised 40 percent. Currently California's IDEA grant covers approximately 11.5 percent of the costs, and the state contributes approximately 46 percent. Over the past seven years, the money that Local Educational Agencies (LEAs) have had to spend on special education, over and above state and federal contributions, has increased from 35 percent to 43 percent."

2021-2022 Unaudited Actuals Restricted General Fund 6200 Special Education Federal IDEA (33100000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Special Education Federal Revenue	77,589.00	72,536.00	97,156.00	98,125.00	98,125.00	98,125.00
Prior Year Special Education Federal Revenue	-	-	-			
TOTAL REVENUES	77,589.00	72,536.00	97,156.00	98,125.00	98,125.00	98,125.00
Certificated Salaries	-	-	126,966.04	166,555.00	171,552.00	176,698.00
Classified Salaries	49,241.65	42,655.34	53,247.13	97,872.00	100,808.00	103,833.00
Employee Benefits	-	12,803.23	66,496.42	121,324.00	124,544.00	127,572.00
Books and Supplies	11,177.13	-	5,864.81	9,500.00	9,745.00	9,960.00
Services and Other Operating Expenditures	17,170.22	23,709.70	44,070.80	42,875.00	43,982.00	44,950.00
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	15,666.39	-	-	-
TOTAL EXPENDITURES	77,589.00	79,168.27	312,311.59	438,126.00	450,631.00	463,013.00
NET INCREASE (DECREASE)	-	(6,632.27)	(215,155.59)	(340,001.00)	(352,506.00)	(364,888.00)
Contribution from UGF			215,155.59	340,001.00	352,506.00	364,888.00
BEGINNING FUND BALANCE	-	-	(6,632.27)	-	-	-
ADJUSTMENTS / RESTATEMENTS			6,632.27			
ENDING FUND BALANCE	-	(6,632.27)	-	-	-	-

Restricted General Fund 6200

Special Education State Funding Resource 6500000

The Special Education Program, also known as AB 602, provides funding to special education local plan areas (SELPA) based on the SELPA's average daily attendance (ADA) and other data elements. Most of the SELPAs are made up of multiple districts and charter schools and Pacific View Charter School belongs to the El Dorado SELPA. The SELPA monitors special education funding data throughout the year and issues budget advices for state revenue based on tracking and analyzing this data.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Special Education State (65000000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Special Education State Revenue - SELPA	355,336.00	433,282.00	501,661.00	611,581.00	611,581.00	611,581.00
Prior Year Special Education Federal Revenue	-	-	128,935.00	-	-	-
TOTAL REVENUES	355,336.00	433,282.00	630,596.00	611,581.00	611,581.00	611,581.00
Certificated Salaries	669,130.68	549,509.96	370,833.50	713,420.00	734,822.00	756,866.00
Classified Salaries	37,467.90	101,259.78	75,367.15	96,089.00	98,972.00	101,941.00
Employee Benefits	226,398.47	193,079.19	129,374.04	302,300.00	301,122.00	309,544.00
Books and Supplies	11,176.53	5,077.73	124.81	12,600.00	12,925.00	13,210.00
Services and Other Operating Expenditures	81,014.18	454,678.21	462,624.00	338,019.00	346,739.00	354,366.00
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	56,586.00	-	-	-
TOTAL EXPENDITURES	1,025,187.76	1,303,604.87	1,094,909.50	1,462,428.00	1,494,580.00	1,535,927.00
NET INCREASE (DECREASE)	(669,851.76)	(870,322.87)	(464,313.50)	(850,847.00)	(882,999.00)	(924,346.00)
Contribution from UGF	636,948.06	-	464,313.50	850,847.00	882,999.00	924,346.00
BEGINNING FUND BALANCE	-	(32,903.70)	(903,226.57)	-	-	-
ADJUSTMENTS / RESTATEMENTS		-	903,226.57			
ENDING FUND BALANCE	(32,903.70)	(903,226.57)	-	-	-	-

Restricted General Fund 6200

Special Education State Funding: Educationally Related Mental Health Services (ERMHS) Resource 6546000

AB 3632 originally mandated that county mental health agencies would provide educationally related mental health services. In 2010, responsibility for providing these services shifted to K-12 education by allocating mental health funds directly to SELPAs. Funds are apportioned to the Special Education Local Plan Areas (SELPA) based on the SELPA's average daily attendance (ADA). The purpose of these funds is to provide educationally mental-health related services for students with or without an Individualized Education Program (IEP), including out-of-home residential services for emotionally disturbed pupils, pursuant to the federal Individuals with Disabilities Education Act (IDEA) and as described in the California Education Code sections 56836 and 56836.07. Through the El Dorado SELPA, funding is an elective process for which Pacific View Charter School must apply and complete an Annual Mental Health Plan.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Special Education Educational Related Menthel Health State (6546000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Special Education State Revenue - SELPA	-	-	5,852.00	21,000.00	21,000.00	21,000.00
Prior Year Special Education Federal Revenue	-	-	-	-	-	-
TOTAL REVENUES	-	-	5,852.00	21,000.00	21,000.00	21,000.00
Certificated Salaries	-	-	-			
Classified Salaries	-	-	-			
Employee Benefits	-	-	-			
Books and Supplies	-	-	-			
Services and Other						
Operating Expenditures	-	-	6,934.50	21,000.00	21,000.00	21,000.00
Capital Outlay	-	-	-			
Other Outgo	-	-	380.01	-	-	-
TOTAL EXPENDITURES	-	-	7,314.51	21,000.00	21,000.00	21,000.00
NET INCREASE (DECREASE)			(1,462.51)	-	-	-
Contribution from UGF			1,463.00			
BEGINNING FUND BALANCE	-	-	-	0.49	0.49	0.49
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	0.49	0.49	0.49	0.49

Annual Mental Health Plan

2021/2022

Gen. Info.

Submitting for: Pacific View Charter School

ERMHS Level 2

Program Summary:

Describe how you will use your Level 2 Funding:

Students' and at times, parents', social, emotional, and behavioral needs will be met through the use of these funds. Support will include individual and parent counseling, behavioral interventions, supports and counseling to meet IEP goals. Providing support for social/emotional needs will also directly support students' abilities to be academically successful. When students' mental health needs are attended to, they are freed to focus energy on their academic goals. Students will also get training in coping strategies for managing stress that will assist them with successfully navigating the rigors of school and to address the unique challenges in times of COVID and modern cultural unrest.

Service Providers:

We currently have certified service providers hired through vendors to address needs supported by ERMHS services. They hold valid credentials as Licensed Family and Marriage Therapists.

Does your school have a process for determining when students at your site merit an ERMHS Assessment?

1:IEP Team discussion of concerns, behaviors, and present levels of performance. 2: review of history/records of concerns and behaviors. 3: review of services/interventions to address concerns and behaviors. Analysis of what interventions are successful. Documentation if progress was made. After reviewing the data, the team determines if any other interventions will be implemented prior to ERMHS. 4: The review of most recent comprehensive and emotional assessments. 5: Administer additional assessment if necessary as determined by the IEP team. 6:Review of data collected from assessments and/or recent interventions. 7: Determine if the student is appropriate

to receive ERMHS services. 8. Hold an IEP meeting to offer ERMHS, goals, and service minutes and amend the IEP if in agreement.

The number of students we service with ERMHS is always increasing. We are expecting continual higher needs as developments arise in current culture and world pandemics. Projections may increase to over 12 students per the academic year, even more in our summer session.

Yes, ERMHS Services are noted as a 510 Individual Counseling service and 520 Parent Counseling documented on the IEP Service page along with a comment indicating that it is an ERMHS service.

Progress monitoring occurs at each semester in addition to the annual review IEP meeting and/or Amendment meeting.

Provide the name and title of who will monitor the overall effectiveness of your ERMHS program?

Special Education Coordinator

Restricted General Fund 6200

Federal CARES Act Funding: Learning Loss Mitigation Funds (LLMF) Resource 3220000

COVID-19 Relief Funding through Federal Coronavirus Aid, Relief, and Economic Security (CARES) Act in which the California Department of Education distributed the funds to mitigate learning loss related to COVID-19 school closures. Use of these funds are restricted in nature and subject to certain federal requirements.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Federal Learning Loss Mitigation (3220000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Federal Revenue		52,091.00	-	-	-	-
TOTAL REVENUES	-	52,091.00	-	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	29,345.50	-	-	-	-
Services and Other						
Operating Expenditures	-	22,745.50	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	52,091.00	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	-	-	-
BEGINNING FUND BALANCE	-	-	-	-	-	-
ADJUSTMENTS / RESTATEMENTS			-			
ENDING FUND BALANCE	-	-	-	-	-	-

Restricted General Fund 6200

State Universal PreKindergarten Planning and Implementation Grant Resource 3220000

The Universal PreKindergarten Planning & Implementation (UPK P&I) Grant is a state early learning planning and capacity building initiative with the goal of expanding access for preschool-age students to PreKindergarten (Pre-K) programs at local educational agencies (LEAs). Grant funds may pay for costs associated with creating or expanding California State Preschool Programs or Transitional Kindergarten (TK) programs, or establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs

EC Section 8281.5(c)(3)(B) requires each LEA receiving these funds to develop a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After School Education and Safety Program, CSPPs, Head Start programs, and other community-based early learning and care programs. LEAs must submit this plan for consideration by their governing board or body at a public meeting on, or before, June 30, 2022.

In addition, EC Section 8281.5(c)(3)(A) requires each LEA receiving this apportionment to provide program data to the CDE at the CDE's request, including, but not limited to, recipient information, and to participate in overall program evaluation. Some of this data that LEAs will be required to submit is outlined on the planning template. Additional requests for data, including expenditure data, will be outlined in the future.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Universal Prekindergarten Planning and Implementation (6053000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	-	-	26,130.00	-	-	-
Prior Year Other State Revenues	-	-	-	-	-	-
TOTAL REVENUES	-	-	26,130.00	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	-	-	26,130.00	-	-	-
BEGINNING FUND BALANCE	-	-	-	26,130.00	26,130.00	26,130.00
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	26,130.00	26,130.00	26,130.00	26,130.00

Pacific View Charter School

UPK Planning Template

Self-Certification

1. [Intro](#)
2. [Focus Area A: Vision and Coherence](#)
3. [Focus Area B: Community Engagement and Partnerships](#)
4. [Focus Area C: Workforce Recruitment and Professional Learning](#)
5. [Focus Area D: Curriculum, Instruction and Assessment](#)
6. [Focus Area E: Facilities, Service and Operations](#)

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self Certifying the Statement Above	Email	Phone
Pacific View Charter School	Erin Gorence, Executive Director	egorence@pacificview.org	760-757-0161

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

a. Yes

b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

N/A

Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area?

Currently, PVCS has had no requests for a TK program. This may indicate that they are interested in prioritizing sending students to TK at their school of residence and not through a home study program.

2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	0	0	0	5	5	5

CSPP (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
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Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	0	0	0	1* (place for teacher only)	1* (place for teacher only)	1* (place for teacher only)
CSPP Classrooms	n/a	n/a	n/a	n/a	n/a	n/a
Head Start or Other Early Learning and Care Classrooms	n/a	n/a	n/a	n/a	n/a	n/a

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	0	0	1	1	1	1
TK Teacher's Assistants	0	0	0	1	1	1
CSPP (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a

Other CSPP Classroom Staff (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Early Education District-level staffing (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a

3. As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	0	0

****PVCS is an independent study charter school and did not accept the ELOP funds. Families are not interested in an***

extended onsite program as they have selected PVCS so that they do not have to send their students on campus.

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/EL OP	0	0	0	0	0	0

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board. There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

To provide interested families the opportunity to instruct their children using high quality curriculum, under the direction of a California credentialed teacher through the flexibility of a home study program.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

As Pacific View Charter is an independent study, non-classroom based charter school, services will be provided through a nonclassroom based instructional model in alignment with the K-5 home study program. The school does not offer an extended learning program because it is not a site based school. Families will have access to student support services through our Student Support Services office, including access to resources for additional programs within the community.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA administered early learning and care programs that will support the extended learning components of UPK.

PVCS' Leadership team meets weekly to review school processes and procedures. PVCS did not receive ELOP funds and as such will not be connecting UPK to ELOP.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Academic Services - Director of Curriculum and Instruction

Facilities and HR - HR and Business Services

Special Education - Special Education Coordinator

EL Programs - Director of Student Services

Assessment and Data Collection, Professional Learning, Workforce Recruitment and Preparation - Executive Director

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

N/A - there is only one leadership team at PVCS as it is a single school LEA

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The leadership team that creates the LCAP is the same team that will create the UPK model so integration is inherent.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

UPK students will be serviced in an independent study home study program and will not be in traditional classrooms. However, PVCS has a special education program accessible for all students, supervised by the Special Education Coordinator, who will coordinate FAPE and special education services to all students as required by their IEPs.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

N/a - as previously mentioned, PVCS does not have an ELOP.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. TK offered at all sites
 - b. TK offered at some sites
 - c. TK stand-alone classes
 - d. TK and kindergarten combination classes

- e. CSPP and TK combination classes (CSPP funding and ADA funding)
- f. Locally-funded preschool and TK combination classes
- g. CSPP stand-alone classes
- h. Head Start stand-alone classes
- i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- a. Full Day TK
- b. Part Day TK
- c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
- b. Yes - the LEA applied for a new CSPP contract in 2022–23
- c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

- d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
- e. No - the LEA has no plans to begin or expand a CSPP contract in future years
- f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

- a. Three-year-old children
- b. Four-year-old children who will not be enrolled in TK in the current school year
- c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK.
(Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

- i. Yes
- ii. No
- iii. Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

- i. Yes

ii. No

iii. Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

i. Yes

ii. No

iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

Parents' needs and choices will be solicited through surveys and the weekly meetings with their supervisory teacher. Families who choose Pacific View are already demonstrating school choice by choosing an alternative school placement.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

N/A - as an independent study school, extended learning is not a part of the program.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA administered and non-LEA-administered programs for extended learning and care and other supports?

The Director of Student Services and support staff are responsible for ensuring that families have access to local resources for additional programs including extended care and other support. Through continued building of community partnerships, the DSS will prioritize maintaining a list of resources for families.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

The Special Education Coordinator will collaborate with the El Dorado Selpa for information on additional programs in the community that service students with disabilities. They will also collaborate with the Director of Student

Services to ensure that all community partnerships take into consideration the needs of special education students and families.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

N/A - as described above, the school did not accept ELOP funds as it has been determined through surveying of families that an ELOP program is not appropriate for a home study program.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys

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- c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
- b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P) c. CSPP (on an LEA site)
- d. CSPP (at a CBO site)

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- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

PVCS will post positions through edjoin, attend career fairs and work with existing staff to ascertain if any staff members have or are willing to get the appropriate credentials.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The leadership team will review if this is an appropriate course of action. As an independent study TK program, these partnership trainings may not be appropriate. PVCS will also work with other independent study schools and organizations to cross-plan and learn about how the UPK programs will be implemented in similar settings.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:

a. Who will receive this professional learning?

i. By role: *Lead K8 Teacher, K8 teachers, Sped Teacher/Admin*

ii. By grade *K8 Teachers*

b. What content will professional learning opportunities cover?

ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

iv. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

viii. Creating developmentally-informed environments

ix. Administration and use of child assessments to inform instruction

x. Support for multilingual learners, including home language development and strategies for a

bilingual classroom

xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning

c. How will professional learning be delivered?

i. Coaching and mentoring

ii. Classroom observations and demonstration lessons with colleagues

iii. Workshops with external professional development providers

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

As a single school LEA, the school will employ the current Leadership team to promote vertical and horizontal articulation through the independent study curriculum and to collaboratively monitor student progress. Additional work will be done in the K8 PLC composed of the entire K8 teaching team.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
- a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

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- prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
 - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
 - i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - o. Other [describe, open response]
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

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2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response]
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)

- e. LEA-based, grade level benchmarks and a report card
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
 - c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. ACEs and trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions **as part of their UPK Plan** in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

The Director of Curriculum and Instruction will work with the K8 team to research appropriate, standards aligned curriculum that meets the needs of independent study students. In addition, they will collaborate with other independent study schools and organizations to learn best practices from the community in relation to curriculum selection and implementation.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

Research will be conducted in the 22/23 school year, with plans for implementation in the 23/24 school, assuming TK students enroll in the program. Input from teachers will be solicited through the K8 PLC both during the research phase and the implementation phase.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

The Director of Curriculum and Instruction will work with the TK teacher to develop strategies for ensuring a positive

virtual learning environment for all students who attend synchronous learning sessions. However, traditional classroom behavior interventions and strategies will not be developed as the PVCS TK program will be a home study program, not a classroom-based program.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

N/A - the school will only have one TK program.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

As this program will be offered through independent study, supports for children with disabilities will be provided based on their Individualized Educational Plans, which will include program accommodations, UDL and other strategies proven to be effective with students with special needs.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

The Director of Student Services, with the ELD Teacher will review individual student needs and provide appropriate language support through the synchronous learning sessions. In addition, special attention will be given during curriculum selection to ensure that language supports are embedded in the TK curriculum.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Students will be assessed through the embedded assessments within the independent study curriculum as well as through formal and informal assessments during their weekly meetings with their teacher to assess mastery of the TK concepts they are learning.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
- a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]

- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support
- f. None
- g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

- a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

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- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support
- f. None
- g. Other [describe, open response]

3. Identify methods the LEA plans to use to support the development of social emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
 - g. Staff development opportunities encouraging reflective practice and cross level support for instruction specific to social-emotional learning and executive function skills
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning

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- b. Provide adaptations to instructional materials
- c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- e. Provide additional staff to support participation in instruction
- f. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

- a. ASQ
- b. BRIGANCE Early Childhood Screen
- c. DRDP
- d. DRA
- e. LEA-based grade level benchmarks and a report card
- f. TS GOLD
- g. WSS
- h. Other [describe, open response]
- i. The LEA does not plan to use a common TK assessment
- j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

N/A - Students in these programs will be in an independent study program at home and will not be together on campus. However, the school will work to bring students together in appropriate age groups for school events such as Winter Festival and onsite workshops to be developed by the TK teacher in collaboration with the K8 Lead Teacher.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

N/A - The school does not provide transportation services for the independent home study program.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Students in home study will not require meal service. Any students who visit the campus will have access to a complete meal each day the school is open and families are able to come to campus exclusively for a daily meal if they choose. There will be no need to modify meal service to accommodate the TK students.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
 - a. Yes
 - b. No
 - i. If no, how many more classrooms does the LEA need? [identify number, open response]
 - ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
 - a. Yes
 - b. No
 - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes

b. No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes

b. No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

a. Transportation to and from the TK program

- b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. No transportation will be provided
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

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- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally informed environments for young children
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

- d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
 - e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
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- a. Coaching and mentoring
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

g. Guidance on appropriate assessment selection and utilization h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- a. Using manipulatives to develop fine motor skills
- b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
- c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
- d. Using differentiated groups that include individual, small, and large group experiences
- e. Considering the structure of the daily routine to enhance individual and group learning experiences
- f. Encouraging purposeful play, choice, social interactions, and collaboration
- g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
- h. Using child development knowledge to guide instructional approaches i. Providing language- and literacy-rich environments
- j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
- k. Facilitating development and exploration through art
- l. Incorporating inclusive practices
- m. Supporting students' home language and English language development

- n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children
 - b. Strategies to address transportation issues related to UPK access and enrollment
 - c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
 - d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
 - e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally appropriate (*EC* Section 48000 [d]).
 - **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

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partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P– 3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

[open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

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Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

[open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)
[open response]

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]

Restricted General Fund 6200

State Educator Effectiveness 2021-26 Block Grant Resource 6266000

One-time funding to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year.

The local plan for the Educator Effectiveness Funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before March 31, 2023.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

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2021-2022 Unaudited Actuals Restricted General Fund 6200 Educator Effectiveness Funding (626x000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues		-	137,362.00	-	-	-
Prior Year Other State Revenues		-	-			
TOTAL REVENUES	-	-	137,362.00	-	-	-
Certificated Salaries		-	-	-	-	-
Classified Salaries		-	-	-	-	-
Employee Benefits		-	-	-	-	-
Books and Supplies		-	-	16,989.00		
Services and Other Operating Expenditures		(5,488.94)	5,407.35	114,966.00		
Capital Outlay			-			
Other Outgo			-			
TOTAL EXPENDITURES	-	(5,488.94)	5,407.35	131,955.00	-	-
NET INCREASE (DECREASE)	-	5,488.94	131,954.65	(131,955.00)	-	-
BEGINNING FUND BALANCE	(5,488.94)	(5,488.94)	-	131,954.65	(0.35)	(0.35)
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	(5,488.94)	-	131,954.65	(0.35)	(0.35)	(0.35)

Educator Effectiveness Plan

(21/22-25-26 School Years)

	Professional Development Activity	Provider	Receiving Staff	Proposed Date	Expected Cost
1.	Instructional Coaching -IF	Leadership	Teaching Staff	Ongoing	\$20,000/ year
2.	ELD Strategies	SDCOE	ELD Teacher	Spring 2022	\$500
3.	ELD Strategies Across the Curriculum	SDCOE	Teaching Staff		\$500
4.	SEL/RP Training	Various	All staff who work directly with students	Ongoing	\$10,000/ year
5.	Suicide Prevention	Boeski	All staff who work directly with students	Fall 2022	\$3500
6.	Development of TK Programs	Various	Leadership	Fall 2022	\$1000
7.	IEP Development Training	SELPA	SPED Staff	Fall 2022	\$2000
8.	Graduation Pathways Training	Leadership	All teaching staff	Winter 2022	\$5000
9.	Charter Conferences Trainings	CSDC, CCSA	Leadership and Teaching Staff	Ongoing	\$3000/yr

Allowable Uses of Funds

EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Educator Effectiveness Annual and Final Expenditure Reports

The education trailer bill, [AB 130, Chapter 44, Section 22](#) (Statutes of 2021, EC Section 41480), contains the requirements for the Educator Effectiveness Program.

LEAs shall submit an annual data report and an annual expenditure report detailing expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development. The annual data and expenditure reports are due on or before September 30 of each year.

As a condition of receiving funds LEAs shall on or before September 30, 2026, report detailed final data and expenditure information to the CDE, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. Any funds not expended by June 30, 2026 must be returned to the CDE.

2021–26 Educator Effectiveness Funds Annual Expenditure Report Template

The information included in this document serves as an example of the type of data, which will be collected. The final reporting system is under development and the type of question(s) and information requested may vary from this example. The California Department of Education (CDE) must receive online submissions no later than September 30 of each fiscal year.

A link to the 2021–26 Educator Effectiveness Funds (EEF) Online Annual Expenditure Report will be available on the Educator Effectiveness web page at <https://www.cde.ca.gov/pd/ee/eef2021.asp>.

Information

Field	Instructions
Program Administrator Information <ul style="list-style-type: none"> • Erin • Gorence • Executive Director • Superintendent • 760-757-0161 • 110 • Egorence@pacificview.org 	<p>Please list the name of the person who will serve as the Program Administrator of the EEF. This person will be the main point of contact between the CDE and the EEF Program Administrator.</p> <p>Please provide the title of the Program Administrator. Erin Gorence</p> <p>Please provide the name of the Program Administrator's office. Superintendent/Executive Director</p> <p>Please provide the Program Administrator's telephone number. This number will be used to contact the Program Administrator, if needed. 760-757-0161</p> <p>Please provide the Program Administrator's telephone extension number, if necessary. 110</p> <p>Please provide the Program Administrator's email address. Most communication about the EEF will be through email, so please ensure the email address is correctly inputted. egorence@pacificview.org</p>

Field	Instructions
Type of Entity <ul style="list-style-type: none"> Charter School 	Please select one of the following options: <ul style="list-style-type: none"> Local Educational Agency County Office of Education Charter School State Special School
Name of Entity Using Funds	Please provide the name of the entity using EEF. Pacific View Charter School
Applicant Address <ul style="list-style-type: none"> 3670 Ocean Ranch Blvd. Oceanside CA 92056 	Please provide the street address of the entity. 3670 Ocean Ranch Blvd. Please provide the city where the entity is located. Oceanside Please provide the state where the entity is located. CA Please provide the zip code where the applying is located. 92056
Fiscal Agent Information (optional) <ul style="list-style-type: none"> Ambur Borth Director of Business & Operations 760-757-0161 105 aborth@pacificview.org 	Please list the name of the person who will serve as the Fiscal Agent of the EEF if this person is different from the Program Administrator. This person will be included on communications regarding budget and accounting for the EEF. Ambur Borth Please provide the title of the Fiscal Agent. Director of Business & Operations Please provide the Fiscal Agent's telephone number. 760-757-0161 Please provide the Fiscal Agent's telephone extension number, if needed. 105 Please provide the Fiscal Agent's email address. aborth@pacificview.org

2021 Educator Effectiveness Funds Report

Report Field	Instructions	Total Expenditures
Fiscal Year Being Reported	Identify the fiscal year that this report is detailing. 2021-2022 Remember, a report is due no later than September 30 for each fiscal year.	Not Applicable (N/A)
Date EEF Plan was Adopted by Local Board or Governing Body	Identify the date that the local board or governing body adopted the EEF plan. 11-17-2022 (Optional: Link to posted EEF plan or minutes approving plan)	N/A
Total Amount of Funds Allocated	Report the dollar amount of funds allocated to this entity. \$137,362.00	N/A
Total Amount of Funds Used This Fiscal Year	Provide the dollar amount of EEF used for this fiscal year. \$5,407.35 (Local Educational Agencies are not required to spend funds in every fiscal year. If zero dollars were used in any fiscal year, report this as zero). If zero funds were spent in any fiscal year provide narrative details as to why, and when funds will be spent.	N/A
Total Number of Professional Learning Participants	Report the number of participants served during this fiscal year with EEF. Duplicated: 13 Unduplicated: 11 Total Number of Services Offered: 6	N/A
Total Number of Teachers Served	Identify how many teachers received training. 5	N/A

Report Field	Instructions	Total Expenditures
Total Number of Administrators Served	Identify how many administrators received training. 4	N/A
Total Number of Paraprofessionals	Identify how many paraprofessionals received training.0	N/A
Total Number of Other Classified Staff Served	Identify how many other classified staff received training. 0	N/A

Report Field	Instructions	Total Expenditures
Coaching and Mentoring	Identify the number of coaches provided 0 Identify the number of mentors provided 0 Narrative Details:	N/A
Coaching and Mentoring	Teachers (total number served) 0	N/A
Coaching and Mentoring	Administrators (total number served) 0	N/A
Coaching and Mentoring	Paraprofessionals (total number served) 0	N/A
Coaching and Mentoring	Other Classified Staff (total number served) 0	N/A
Coaching and Mentoring	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Coaching and Mentoring	Beginning teacher induction	

Report Field	Instructions	Total Expenditures
Coaching and Mentoring	Beginning administrator induction	
Coaching and Mentoring	Retaining teachers	
Coaching and Mentoring	Social-emotional learning	
Coaching and Mentoring	Supporting learning communities	
Coaching and Mentoring	Other Were services provided by a vendor? N/A Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	
Coaching and Mentoring	Efforts to Diversify the Teacher Workforce Narrative Details:	
Coaching and Mentoring	Total for Coaching and Mentoring	\$0.00

Report Field	Instructions	Total Expenditures
Standards-Aligned Instruction	Identify the numbers of each type of educator that received professional development in this area: Narrative Details:	N/A
Standards-Aligned Instruction	Teachers (total number served) 2	N/A

Report Field	Instructions	Total Expenditures
Standards-Aligned Instruction	Administrators (total number served) 0	N/A
Standards-Aligned Instruction	Paraprofessionals (total number served) 0	N/A
Standards-Aligned Instruction	Other Classified Staff (total number served) 0	N/A
Standards-Aligned Instruction	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Standards-Aligned Instruction	Effective standard-aligned instruction	
Standards-Aligned Instruction	Improve instruction in literacy across all subject areas	
Standards-Aligned Instruction	Coursework related to credentialing	
Standards-Aligned Instruction	Other Were services provided by a vendor? Yes Name of vendor(s): Math Summit Narrative Details (please include information about any vendors/providers that were utilized):	
Standards-Aligned Instruction	Total for Standards-Aligned Instruction Improvement	\$598.00

Report Field	Instructions	Total Expenditures
Pupil Reengagement and Accelerated Learning	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
Pupil Reengagement and Accelerated Learning	Teachers (total number served) 0	N/A
Pupil Reengagement and Accelerated Learning	Administrators (total number served) 1	N/A
Pupil Reengagement and Accelerated Learning	Paraprofessionals (total number served)	N/A
Pupil Reengagement and Accelerated Learning	Other Classified Staff (total number served)	N/A
Pupil Reengagement and Accelerated Learning	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Pupil Reengagement and Accelerated Learning	Pupil reengagement	\$195.00
Pupil Reengagement and Accelerated Learning	Accelerated learning	

Report Field	Instructions	Total Expenditures
Pupil Reengagement and Accelerated Learning	<p>Other</p> <p>Were services provided by a vendor? Yes</p> <p>Name of vendor(s): Restorative Practices</p> <p>Narrative Details (please include information about any vendors/providers that were utilized):</p>	\$195.00
Pupil Reengagement and Accelerated Learning	Total for Pupil Reengagement and Accelerated Learning	\$195.00

Report Field	Instructions	Total Expenditures
Strategies to Improve Pupil Wellbeing	<p>Identify the number of each type of educators that received professional development in this area:</p> <p>Narrative Details:</p>	N/A
Strategies to Improve Pupil Wellbeing	<p>Teachers (total number served)</p> <p>1</p>	N/A
Strategies to Improve Pupil Wellbeing	<p>Administrators (total number served)</p> <p>2</p>	N/A
Strategies to Improve Pupil Wellbeing	<p>Paraprofessionals (total number served)</p> <p>0</p>	N/A

Report Field	Instructions	Total Expenditures
Strategies to Improve Pupil Wellbeing	Other Classified Staff (total number served) 0	N/A
Strategies to Improve Pupil Wellbeing	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Strategies to Improve Pupil Wellbeing	Social-emotional learning	
Strategies to Improve Pupil Wellbeing	Trauma-informed practices	
Strategies to Improve Pupil Wellbeing	Suicide prevention	
Strategies to Improve Pupil Wellbeing	Access to mental health services	
Strategies to Improve Pupil Wellbeing	Other Were services provided by a vendor? Yes Name of vendor(s): APlus+ Conference Narrative Details (please include information about any vendors/providers that were utilized):	
Strategies to Improve Pupil Wellbeing	Efforts to Diversify the Teacher Workforce Narrative Details:	
Strategies to Improve Pupil Wellbeing	Total for Strategies to Improve Pupil Wellbeing	\$798.00

Report Field	Instructions	Total Expenditures
Practices to Promote Positive School Climate	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
Practices to Promote Positive School Climate	Teachers (total number served) 4	N/A
Practices to Promote Positive School Climate	Administrators (total number served) 1	N/A
Practices to Promote Positive School Climate	Paraprofessionals (total number served) 0	N/A
Practices to Promote Positive School Climate	Other Classified Staff (total number served) 0	N/A
Practices to Promote Positive School Climate	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Practices to Promote Positive School Climate	Restorative justice	
Practices to Promote Positive School Climate	Implicit bias training	
Practices to Promote Positive School Climate	Positive behavioral support training	
Practices to Promote Positive School Climate	Valuing diverse culture and ethnic backgrounds	

Report Field	Instructions	Total Expenditures
Practices to Promote Positive School Climate	Preventing discrimination, harassment, bullying, and intimidation	\$3,645.24
Practices to Promote Positive School Climate	<p>Other</p> <p>Were services provided by a vendor? Yes</p> <p>Name of vendor(s): California Charter School Conference</p> <p>Narrative Details (please include information about any vendors/providers that were utilized):</p>	
Practices to Promote Positive School Climate	<p>Efforts to Diversify the Teacher Workforce</p> <p>Narrative Details:</p>	
Practices to Promote Positive School Climate	Total for Practices to Promote Positive School Climate	\$3,645.24

Report Field	Instructions	Total Expenditures
Inclusive Practices Strategies	<p>Identify the number of each type of educators that received professional development in this area:</p> <p>Narrative Details:</p>	N/A
Inclusive Practices Strategies	Teachers (total number served)	N/A
Inclusive Practices Strategies	<p>Administrators (total number served)</p> <p>3</p>	N/A

Report Field	Instructions	Total Expenditures
Inclusive Practices Strategies	Paraprofessionals (total number served) 0	N/A
Inclusive Practices Strategies	Other Classified Staff (total number served) 0	N/A
Inclusive Practices Strategies	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Inclusive Practices Strategies	Universal Design for Learning	
Inclusive Practices Strategies	Best practices for early identification	
Inclusive Practices Strategies	Development of individualized education programs for individuals with exceptional needs	\$150.00
Inclusive Practices Strategies	Other Were services provided by a vendor? Yes Name of vendor(s): Young, Minney & Coor, LLP Narrative Details (please include information about any vendors/providers that were utilized):	\$150.00
Inclusive Practices Strategies	Total for Inclusive Practices Strategies	\$150.00

Report Field	Instructions	Total Expenditures
English Learner Programs	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
English Learner Programs	Teachers (total number served) 0	N/A
English Learner Programs	Administrators (total number served) 0	N/A
English Learner Programs	Paraprofessionals (total number served) 0	N/A
English Learner Programs	Other Classified Staff (total number served) 0	N/A
English Learner Programs	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
English Learner Programs	Integrated language development across content areas	
English Learner Programs	Increase bilingual and biliterate proficiency	
English Learner Programs	Other Were services provided by a vendor? Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	
English Learner Programs	Efforts to Diversify the Teacher Workforce Narrative Details:	

Report Field	Instructions	Total Expenditures
English Learner Programs	Total for English Learner Programs	\$0.00

Report Field	Instructions	Total Expenditures
New Professional Learning Networks	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
New Professional Learning Networks	Teachers (total number served) 0	N/A
New Professional Learning Networks	Administrators (total number served) 1	N/A
New Professional Learning Networks	Paraprofessionals (total number served) 0	N/A
New Professional Learning Networks	Other Classified Staff (total number served) 0	N/A
New Professional Learning Networks	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
New Professional Learning Networks	New professional learning networks for educators not already engaged in an education-related professional learning network	

Report Field	Instructions	Total Expenditures
New Professional Learning Networks	Other Were services provided by a vendor? Yes Name of vendor(s): Mira Costa College Narrative Details (please include information about any vendors/providers that were utilized):	
New Professional Learning Networks	Efforts to Diversify the Teacher Workforce Narrative Details:	
New Professional Learning Networks	Total for New Professional Learning Networks	\$21.41

Report Field	Instructions	Total Expenditures
Ethnic Studies Curricula	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
Ethnic Studies Curricula	Teachers (total number served) 0	N/A
Ethnic Studies Curricula	Administrators (total number served) 0	N/A
Ethnic Studies Curricula	Paraprofessionals (total number served) 0	N/A
Ethnic Studies Curricula	Other Classified Staff (total number served) 0	N/A

Report Field	Instructions	Total Expenditures
Ethnic Studies Curricula	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Ethnic Studies Curricula	Instruction, education, and strategies to incorporate ethnic studies curricula into pupil instruction for grades 7–12	
Ethnic Studies Curricula	Other Were services provided by a vendor? Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	
Ethnic Studies Curricula	Total for Ethnic Studies Curricula	\$0.00]

Report Field	Instructions	Total Expenditures
Early Childhood or Child Development	Identify the number of each type of educators that received professional development in this area: Narrative Details:	N/A
Early Childhood or Child Development	Teachers (total number served)	N/A
Early Childhood or Child Development	Administrators (total number served)	N/A
Early Childhood or Child Development	Paraprofessionals (total number served)	N/A

Report Field	Instructions	Total Expenditures
Early Childhood or Child Development	Other Classified Staff (total number served)	N/A
Early Childhood or Child Development	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Early Childhood or Child Development	Instruction, education, and strategies in early childhood	
Early Childhood or Child Development	Other Were services provided by a vendor? Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	
Early Childhood or Child Development	Efforts to Diversify the Teacher Workforce Narrative Details:	
Early Childhood or Child Development	Total for Early Childhood or Child Development	\$0.00

Report Field	Instructions	Total Expenditures
Specific Purchases Made	Identify purchases made with EEF that supported professional learning offerings. Only identify purchases for Specific Purchases Made. Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:

Report Field	Instructions	Total Expenditures
Specific Purchases Made	Professional Learning Books Narrative Details (please provide information about the materials purchased and the vendors they were purchased from):	
Specific Purchases Made	Professional Learning Training Materials Narrative Details (please provide information about the materials purchased and the vendors they were purchased from):	
Specific Purchases Made	Other (Provide Narrative Details) Narrative Details (please provide information about the materials purchased and the vendors they were purchased from):	
Specific Purchases Made	Total for Specific Purchases Made	\$0.00

Electronic Signature

Application Field	Instructions
Signature and date by Authorizing Official	<p>The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.</p> <p>I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.</p>

California Department of Education
Educator Effectiveness Funds 2021
June 2022

Restricted General Fund 6200

State Lottery Resource 6300000

In November 1984, California voters passed Proposition 37, now known as Non-Prop 20, as a means to benefit public education. Since the California State Lottery began in 1985, the state has distributed 50 percent of lottery sales revenue back to the public in the form of prizes. Of the remaining revenues, public education, from kindergarten through graduate school, has received more than the statutorily required 34 percent minimum, with the state using less than the maximum 16 percent legally allowed to administer the games. In 2010, legislation was passed that modified the allocation formula for lottery in order to maximize the amount of funding allocated to public education. The legislation reduces the maximum percent to administer the games to 13 percent and allows the State Lottery Commission (SLC) to increase the percentage of lottery revenues for prizes to more than 50 percent and to establish the percentage to be allocated to public education. If the change in law does not provide more revenues for public education than the year prior to the law's enactment, the prior revenue-allocation law will be restored.

The law authorizing the lottery requires school districts, including charter schools, to use lottery funds "exclusively for the education of pupils and students" and specifies that "no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose."

In March 2000, voters passed Proposition 20, known as the "Cardenas Textbook Act of 2000." Proposition 20 provides that, beginning in the 1998–99 fiscal year, one-half of statewide growth in lottery funds for education over the level set in the 1997–98 fiscal year must be allocated to school districts and community colleges for the purchase of instructional materials. The State designated the restricted resource code to properly track Restricted Lottery / Textbooks and Core Curricula purchases.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Lottery / Textbooks & Core Curricula (6300000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	37,536.22	73,115.99	44,747.02	49,112.00	51,569.00	53,879.00
TOTAL REVENUES	37,536.22	73,115.99	44,747.02	49,112.00	51,569.00	53,879.00
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	37,536.22	73,115.99	44,747.02	49,112.00	51,569.00	53,879.00
BEGINNING FUND BALANCE ADJUSTMENTS / RESTATEMENTS	38,587.58	76,123.80	149,239.79	193,986.81	243,098.81	294,667.81
ENDING FUND BALANCE	76,123.80	149,239.79	193,986.81	243,098.81	294,667.81	348,546.81

Restricted General Fund 6200

State Arts, Music, and Instructional Materials Discretionary Block Grant

Resource 6762000

The 2022–23 budget package included two large block grants. The Arts, Music, and Instructional Materials Discretionary Block Grant is one-time funding through the 2025–26 school year. Funds may be used for professional development, acquiring instructional materials, improving school climate (including training on de-escalation and restorative justice strategies), developing diverse book collections with culturally relevant texts, operational costs, and COVID-19 costs.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Instructional Materials Block Grant (6762000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	-	-	-	466,297.00	-	-
TOTAL REVENUES	-	-	-	466,297.00	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	466,297.00	-	-
BEGINNING FUND BALANCE	-	-	-	-	466,297.00	466,297.00
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	-	466,297.00	466,297.00	466,297.00

Restricted General Fund 6200

State Classified Employee Professional Development Resource 7311000

One-time funds to support the professional development of classified school employees. Classified School Employee Professional Development Block Grant provides funding to local educational agencies for any purpose described in Section 45391 of the Education Code, with first priority being for professional development for the implementation of school safety plans, as set forth in Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19 of Division 1 of Title 1 of the Education Code, if applicable. There are no state required reporting or spending deadlines for these funds.

2021-2022 Unaudited Actuals Restricted General Fund 6200 Classified EE PD (7311000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	1,974.00	-	-	-	-	-
Prior Year Other State Revenues		-	-	-	-	-
TOTAL REVENUES	1,974.00	-	-	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	1,974.00	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	1,974.00	-	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	-	-	-
BEGINNING FUND BALANCE	-	-	-	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	-	-	-	-

Restricted General Fund 6200

State College Readiness Block Grant Resource 7338000

The College Readiness Block Grant is established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

2021-2022 Unaudited Actuals Restricted General Fund 6200 College Readiness (7338000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	75,000.00	-	-	-	-	-
Prior Year Other State Revenues		-	-	-	-	-
TOTAL REVENUES	75,000.00	-	-	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	75,000.00	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	75,000.00	-	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	-	-	-
BEGINNING FUND BALANCE	-	-	-	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	-	-	-	-

Restricted General Fund 6200

State Learning Loss Mitigation Funding Resource 7420000

The Learning Loss Mitigation Funding (LLMF), authorized by the 2020–21 budget package, appropriates funding from three different funding sources (CARES Act Governor’s Emergency Education Relief (GEER) Funds, CARES Act Coronavirus Relief (CF) Fund and from the state General Fund (GF) to be allocated to local educational agencies in order to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

The methodology to allocate LLMF funding is established in Section 110 of SB 98 (Chapter 24, Statutes of 2020), as amended by Section 59 of SB 820 (Chapter 110, Statutes of 2020), as amended by Section 4 of AB 86 (Chapter 10, Statutes of 2021), and utilizes three formula calculations as described in the following table. There is no requirement for LEAs to only use the LLMF on the student populations that generated funding.

2021-2022 Unaudited Actuals Restricted General Fund 6200 State Learning Loss Mitigation (7420000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues		63,944.00	-	-	-	-
Prior Year Other State Revenues		-	-	-	-	-
TOTAL REVENUES	-	63,944.00	-	-	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	31,972.00	-	-	-	-
Services and Other						
Operating Expenditures	-	31,972.00	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	63,944.00	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	-	-	-
BEGINNING FUND BALANCE	-	-	-	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	-	-	-	-

Restricted General Fund 6200
State Learning Recovery Emergency Block Grant
Resource 7435000

The 2022–23 budget package included two large block grants. The Learning Recovery Emergency Block Grant is \$7.9 billion in one-time funding to support LEAs creating learning recovery initiatives through the 2027–28 school year. Funds may be used for increased instructional time, closing learning gaps, pupil supports to address barriers to learning, additional instruction, and academic services.

2021-2022 Unaudited Actuals Restricted General Fund 6200 State Learning Recovery Emergency Block Grant (7435000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	-	-	-	1,064,542.00	-	-
TOTAL REVENUES	-	-	-	1,064,542.00	-	-
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other						
Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	-	-	-	1,064,542.00	-	-
BEGINNING FUND BALANCE	-	-	-	-	1,064,542.00	1,064,542.00
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	-	-	-	1,064,542.00	1,064,542.00	1,064,542.00

Restricted General Fund 6200

State STRS On-Behalf Pension Contributions Resource 7690000

Governmental Accounting Standards Board (GASB) Statement 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27, effective starting with the 2014-15 fiscal year, made a fundamental change to how state and local governments account for costs and obligations relating to employee pensions. Specifically, GASB 68 introduces a new requirement for accrual-basis recognition of employer costs and obligations for pensions. Under the new accounting standards, if the present value of the benefits earned by all employees participating in the CalSTRS or CalPERS pension plan exceeds the resources accumulated by the pension plan to pay the benefits, local educational agencies must now report in their government-wide financial statements their proportionate share of the plan's net pension liability.

Recognition of state's on-behalf STRS contributions in governmental funds. The new conversion entries rely on LEAs having recognized in their governmental funds the state's contribution to CalSTRS on behalf of LEA employees. Historically, most California LEAs have not recognized the state's contribution for the reasons described below. For most LEAs, this will necessitate a change of accounting practice.

GASB Statement 24, *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance* (GASB 24), has long required employers to recognize in their governmental funds any on-behalf contributions to pension plans made by a non- employer contributing entity, such as a state. The on-behalf contribution is recognized by debiting pension contribution expenditures and crediting revenue, similarly to how any grant or financial assistance is recognized.

Longstanding practice in California is that most LEAs have not recognized the state's on-behalf contributions to CalSTRS or, in the past, the state's on-behalf contributions to CalPERS. In 1996, when GASB 24 took effect, the California Department of Education (CDE) issued Management Advisory 96-03, *Accounting for Pass-Through Grants and On-Behalf Payments*. Management Advisory 96-03 advised LEAs that while CDE understood the intent of GASB 24, the CDE believed it was not necessary for LEAs to recognize the on-behalf revenue and expenditures in their financial statements because the CDE was able to identify the contributions to the pension plans and to fully disclose K–12 education resources statewide without LEAs doing so.

The CDE has established restricted Resource 7690, STRS On-Behalf Pension Contributions, to account for the receipt and expenditure of the financial assistance represented by the state's contribution. Within Resource 7690, revenue should equal expenditures.

2021-2022 Unaudited Actuals Restricted General Fund 6200 State STRs on Behalf Pass Through (7690000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Other State Revenues	444,268.00	451,185.00	333,780.00	400,000.00	400,000.00	400,000.00
Prior Year Other State Revenues	-	-	(1,447,905.00)	-	-	-
TOTAL REVENUES	444,268.00	451,185.00	(1,114,125.00)	400,000.00	400,000.00	400,000.00
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	333,780.00	400,000.00	400,000.00	400,000.00
Books and Supplies	-	-	-	-	-	-
Services and Other Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	333,780.00	400,000.00	400,000.00	400,000.00
NET INCREASE (DECREASE)	444,268.00	451,185.00	(1,447,905.00)	-	-	-
BEGINNING FUND BALANCE	552,452.00	996,720.00	1,447,905.00	-	-	-
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	996,720.00	1,447,905.00	-	-	-	-



2021-22 Unaudited Actuals Financial Report

Restricted General Fund 6201

Special Reserves – Capital Projects Fund

Resolution 04/05-004 was adopted January 2005, and established a Special Reserve-Capital Projects Fund in accordance with Education Code 42840.

2021-2022 Unaudited Actuals Restricted General Fund 6201 Capital Project Reserve (0000000) Summary	2019-2020 Unaudited Actuals	2020-2021 Unaudited Actuals	2021-2022 Unaudited Actuals	2022-2023 Current Operating Budget	2023-2024 Projected Budget	2024-2025 Projected Budget
Interfund Transfers In						
Interest	1,434.82	1,169.30	876.35	875.00	875.00	875.00
TOTAL REVENUES	1,434.82	1,169.30	876.35	875.00	875.00	875.00
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-
Services and Other						
Operating Expenditures	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	-	-	-	-
NET INCREASE (DECREASE)	1,434.82	1,169.30	876.35	875.00	875.00	875.00
BEGINNING FUND BALANCE	95,388.93	96,823.75	97,993.05	98,869.40	98,869.40	99,744.40
ADJUSTMENTS / RESTATEMENTS						
ENDING FUND BALANCE	96,823.75	97,993.05	98,869.40	99,744.40	99,744.40	100,619.40

8.8

2022/23 Classified Salary Schedule & Severely Disabled Stipend

DRAFT

PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 9/1/2022

DRAFT

Work Year: 233 days 12 month pay

STEP	Receptionist	Per	Hourly	Inst. Aide	Per	Hourly	Office	Per	Hourly	Office	Per	Hourly
	Data Entry	Diem		Ed Spec IA	Diem	208 days	Clerk	Diem		Clerk	Diem	
										Bilingual		
1	27,960	120.00	15.00	31,097	133.46	16.68	34,304	147.23	18.40	38,808	166.56	20.82
2	29,078	124.80	15.60	32,341	138.80	17.35	35,676	153.12	19.14	40,360	173.22	21.65
3	30,242	129.79	16.22	33,635	144.35	18.04	37,103	159.24	19.91	41,975	180.15	22.52
4	31,451	134.98	16.87	34,980	150.13	18.77	38,587	165.61	20.70	43,654	187.36	23.42
5	32,709	140.38	17.55	36,379	156.13	19.52	40,131	172.24	21.53	45,400	194.85	24.36
6	34,018	146.00	18.25	37,834	162.38	20.30	41,736	179.12	22.39	47,216	202.64	25.33
7	35,378	151.84	18.98	39,348	168.87	21.11	43,406	186.29	23.29	49,105	210.75	26.34
8	37,147	159.43	19.93	41,315	177.32	22.16	45,576	195.60	24.45	51,560	221.29	27.66
9	37,890	162.62	20.33	42,141	180.86	22.61	46,487	199.52	24.94	52,591	225.71	28.21
10	38,648	165.87	20.73	42,984	184.48	23.06	47,417	203.51	25.44	53,643	230.23	28.78
11	39,421	169.19	21.15	43,844	188.17	23.52	48,365	207.58	25.95	54,716	234.83	29.35
12	40,209	172.57	21.57	44,721	191.93	23.99	49,333	211.73	26.47	55,810	239.53	29.94
13	41,014	176.02	22.00	45,615	195.77	24.47	50,319	215.96	27.00	56,926	244.32	30.54
14	41,834	179.54	22.44	46,527	199.69	24.96	51,326	220.28	27.54	58,065	249.20	31.15
15	42,670	183.14	22.89	47,458	203.68	25.46	52,352	224.69	28.09	59,226	254.19	31.77
16	43,524	186.80	23.35	48,407	207.76	25.97	53,399	229.18	28.65	60,410	259.27	32.41
17	44,394	190.53	23.82	49,375	211.91	26.49	54,467	233.77	29.22	61,619	264.46	33.06
18	45,282	194.34	24.29	50,363	216.15	27.02	55,557	238.44	29.81	62,851	269.75	33.72
19	46,188	198.23	24.78	51,370	220.47	27.56	56,668	243.21	30.40	64,108	275.14	34.39
20	47,112	202.20	25.27	52,397	224.88	28.11	57,801	248.07	31.01	65,390	280.64	35.08
21	48,054	206.24	25.78	53,445	229.38	28.67	58,957	253.03	31.63	66,698	286.26	35.78

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

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**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 9/1/2022**

DRAFT

Work Year: 233 days 12 month pay

STEP	Lead	Per	Hourly	Lead Inst. Aide	Per	Hourly	Administrative	Per	Hourly	Business	Per	Hourly
	Instructional	Diem		Student	Diem		Assistant	Diem		Services	Diem	
	Aide			Support Asst.						Asst. I		
1	36,024	154.61	19.33	53,040	227.64	28.45	51,878	222.65	27.83	40,836	175.26	21.91
2	37,465	160.79	20.10	55,162	236.75	29.59	53,953	231.56	28.94	42,469	182.27	22.78
3	38,964	167.23	20.90	57,368	246.21	30.78	56,111	240.82	30.10	44,168	189.56	23.70
4	40,522	173.91	21.74	59,663	256.06	32.01	58,356	250.45	31.31	45,935	197.15	24.64
5	42,143	180.87	22.61	62,049	266.31	33.29	60,690	260.47	32.56	47,772	205.03	25.63
6	43,829	188.11	23.51	64,531	276.96	34.62	63,118	270.89	33.86	49,683	213.23	26.65
7	45,582	195.63	24.45	67,113	288.04	36.00	65,642	281.73	35.22	51,671	221.76	27.72
8	47,861	205.41	25.68	70,468	302.44	37.80	68,924	295.81	36.98	54,254	232.85	29.11
9	48,818	209.52	26.19	71,878	308.49	38.56	70,303	301.73	37.72	55,339	237.51	29.69
10	49,795	213.71	26.71	73,315	314.66	39.33	71,709	307.76	38.47	56,446	242.26	30.28
11	50,790	217.98	27.25	74,781	320.95	40.12	73,143	313.92	39.24	57,575	247.10	30.89
12	51,806	222.34	27.79	76,277	327.37	40.92	74,606	320.20	40.02	58,726	252.04	31.51
13	52,842	226.79	28.35	77,803	333.92	41.74	76,098	326.60	40.83	59,901	257.09	32.14
14	53,899	231.33	28.92	79,359	340.59	42.57	77,620	333.13	41.64	61,099	262.23	32.78
15	54,977	235.95	29.49	80,946	347.41	43.43	79,172	339.80	42.47	62,321	267.47	33.43
16	56,077	240.67	30.08	82,565	354.35	44.29	80,756	346.59	43.32	63,567	272.82	34.10
17	57,198	245.49	30.69	84,216	361.44	45.18	82,371	353.52	44.19	64,839	278.28	34.78
18	58,342	250.40	31.30	85,900	368.67	46.08	84,018	360.59	45.07	66,135	283.84	35.48
19	59,509	255.40	31.93	87,618	376.04	47.01	85,699	367.81	45.98	67,458	289.52	36.19
20	60,699	260.51	32.56	89,371	383.57	47.95	87,413	375.16	46.90	68,807	295.31	36.91
21	61,913	265.72	33.22	91,158	391.24	48.90	89,161	382.67	47.83	70,183	301.22	37.65

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DRAFT

**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 9/1/2022**

DRAFT

Work Year: 233 days 12 month pay

STEP	Business	Per	Hourly	Marketing &	Per	Hourly	Inst. Aide	Per	Hourly	Registrar	Per	Hourly
	Services	Diem		Communcation	Diem		1-1 (175 Day)	Diem			Diem	
	Assistant II			Specialist*								
1	51,878	222.65	27.83	62,400	267.81	33.48	28,350	162.00	20.25	49,778	213.64	26.70
2	53,953	231.56	28.94	64,896	278.52	34.82	29,484	168.48	21.06	51,769	222.19	27.77
3	56,111	240.82	30.10	67,492	289.66	36.21	30,663	175.22	21.90	53,840	231.07	28.88
4	58,356	250.45	31.31	70,192	301.25	37.66	31,890	182.23	22.78	55,993	240.32	30.04
5	60,690	260.47	32.56	72,999	313.30	39.16	33,165	189.52	23.69	58,233	249.93	31.24
6	63,118	270.89	33.86	75,919	325.83	40.73	34,492	197.10	24.64	60,563	259.93	32.49
7	65,642	281.73	35.22	78,956	338.87	42.36	35,872	204.98	25.62	62,985	270.32	33.79
8	68,924	295.81	36.98	82,904	355.81	44.48	37,665	215.23	26.90	66,134	283.84	35.48
9	70,303	301.73	37.72	84,562	362.93	45.37	38,419	219.54	27.44	67,457	289.51	36.19
10	71,709	307.76	38.47	86,253	370.18	46.27	39,187	223.93	27.99	68,806	295.31	36.91
11	73,143	313.92	39.24	87,978	377.59	47.20	39,971	228.40	28.55	70,182	301.21	37.65
12	74,606	320.20	40.02	89,738	385.14	48.14	40,770	232.97	29.12	71,586	307.24	38.40
13	76,098	326.60	40.83	91,532	392.84	49.11	41,586	237.63	29.70	73,018	313.38	39.17
14	77,620	333.13	41.64	93,363	400.70	50.09	42,417	242.38	30.30	74,478	319.65	39.96
15	79,172	339.80	42.47	95,230	408.71	51.09	43,266	247.23	30.90	75,968	326.04	40.76
16	80,756	346.59	43.32	97,135	416.89	52.11	44,131	252.18	31.52	77,487	332.56	41.57
17	82,371	353.52	44.19	99,078	425.23	53.15	45,014	257.22	32.15	79,037	339.21	42.40
18	84,018	360.59	45.07	101,059	433.73	54.22	45,914	262.37	32.80	80,617	346.00	43.25
19	85,699	367.81	45.98	103,080	442.40	55.30	46,832	267.61	33.45	82,230	352.92	44.11
20	87,413	375.16	46.90	105,142	451.25	56.41	47,769	272.96	34.12	83,874	359.98	45.00
21	89,161	382.67	47.83	107,245	460.28	57.53	48,724	278.42	34.80	85,552	367.17	45.90

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* = Exempt Employee

PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 9/1/2022

Work Year: 233 days 12 month pay

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Part time positions will be paid hourly rate

Stipends for Advanced Degrees

Master Degree \$2,000

Doctorate Degree \$3,500

Stipends

Severely Disabled Premium \$3,500

Board Approved:

Revised:

6/18/2019

7/16/2019

8/20/2019

9/12/2019

11/19/2019

5/19/2020

9/10/2020

5/18/2021

7/20/2021

3/15/2022

5/25/2022

7/19/2022

09/xx/2022



Stipend Description: Severely Disabled Premium Stipend for Special Education Instructional Aide

Description of Assignment:

Under the general supervision of the Supervisory Teacher, Education Specialist and/or Special Education Coordinator the Special Education Instructional Aide assists one student at the school site with required personal hygiene and care needs.

Essential Duties and Responsibilities include but are not limited to the following:

- Assist with personal hygiene and care routines, including diapering, lifting, transitioning of student in/out of wheelchair, etc.
- Assist with daily feedings.
- Monitor and clear student's feeding tube to prevent choking.
- Administer routine First Aid.
- Complete and maintain advanced medical training from a Registered Nurse.
- Implement any necessary health or safety procedures to respond to student's needs.
- Perform other duties as assigned by the Supervisory Teacher, Education Specialist and/or Special Education Coordinator

Board Approved: September xx, 2022 Effective Date: September 1, 2022

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