



11.1 Salary Negotiations (Gov.Code 54957.6)  
Negotiator: Sandra Benson- Consultant

**Action**

**12.0      Report Out To Public Action Taken In Closed Session**

**13.0      Board/Staff Discussion**

**14.0      Adjournment**

7.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

September 17, 2013

2013/14 TREASURER'S REPORT  
FOR PERIOD ENDING August 31, 2013

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 17, 2013 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01

Statement of Activities for the Period Ending August 31, 2013

Revenues			2013/14	2013/14	#	Year-to-Date	Remaining	%
<u>Object</u>	<u>Resource</u>	<u>Description</u>	<u>Adopted</u>	<u>Revised</u>		<u>7/1-08/31/13</u>	<u>Budget</u>	<u>Budget</u>
			<u>Budget</u>	<u>Budget</u>		<u>Transactions</u>		<u>Remaining</u>
8012	1400	Education Protection Act	0	349,878		0	349,878	100%
8015	0000	General Purpose Entitlement	2,133,400	2,153,604		186,278	1,967,326	91%
8096	0000	Transfer to Charter School Revenue Limit	957,383	957,383		107,520	849,863	89%
8550	0000	Mandated Cost Reimbursement	0	0		0	0	0%
8560	1100	Lottery	58,144	58,144		0	58,144	100%
8560	6300	Restricted Lottery	14,067	14,067		0	14,067	100%
8590	0000	Categorical Block Grant/Other State Funding	291,677	752		0	752	100%
8590	7405	Common Core Standards		89,200				
8660	0000	Interest	1,810	1,810		0	1,810	100%
8699	0000	All Other Local Revenue	8,000	8,000		40	7,961	100%
8919	0000	Other Authorized Interfund Transfers	0	0		0	0	0%
<b>Grand Total All Revenues:</b>			<b><u>3,464,481</u></b>	<b><u>3,632,838</u></b>		<b><u>293,837</u></b>	<b><u>3,249,801</u></b>	<b><u>89%</u></b>

## Expenditures

<u>Object</u>	<u>Certificated Personnel Salaries</u>					
1100	Teacher	1,329,037	1,329,037	201,628	1,127,409	85%
1300	Supervisors and Administrators	174,661	174,661	29,110	145,551	83%
1900	Other Certificated	0	0	0	0	0%
<b>Total Certificated Personnel Salaries:</b>		<b>1,503,698</b>	<b>1,503,698</b>	<b>230,738</b>	<b>1,272,960</b>	<b>85%</b>

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 17, 2013 Board Meeting

### 2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending August 31, 2013

	<u>Description</u>	<b>2013/14 Adopted Budget</b>	<b>2013/14 Revised Budget</b>	<b>Year-to-Date 7/1-08/31/13 Transactions</b>	<b>Remaining Budget</b>	<b>% Budget Remaining</b>
<b><u>Object</u></b>	<b><u>Classified Personnel Salaries</u></b>					
2100	Instructional Aides	29,656	29,656	1,013	28,643	97%
2300	Supervisors and Administrators	121,908	121,908	20,318	101,590	83%
2400	Clerical, Technical and Office	53,584	53,584	7,157	46,427	87%
2900	Other Classified Salaries	58,537	58,537	9,756	48,781	83%
	<b>Total Classified Personnel Salaries:</b>	<b>263,685</b>	<b>263,685</b>	<b>38,244</b>	<b>225,441</b>	<b>85%</b>
	<b><u>Total Employee Benefits:</u></b>	<b>434,862</b>	<b>434,862</b>	<b>62,904</b>	<b>371,958</b>	<b>86%</b>
	<b><u>Books and Supplies</u></b>					
4100	Textbooks	3,650	3,650	515	3,135	86%
4200	Books and Other Reference Materials	0	0	0	0	0%
4300	Materials and Supplies	69,901	109,895	19,031	90,864	83%
4400	Non Capitalized Equipment	0	0	0	0	0%
	<b>Total Books and Supplies:</b>	<b>73,551</b>	<b>113,545</b>	<b>19,546</b>	<b>93,999</b>	<b>83%</b>
	<b><u>Services and Other Operating Expenditures</u></b>					
5200	Travel and Conferences	24,256	24,256	2,544	21,712	90%
5300	Dues and Memberships	7,443	7,443	2,958	4,485	60%
5500	Operations and Housekeeping Services	24,000	24,000	3,309	20,691	86%
5600	Rentals, Leases, Repairs, and Non capitalized Improvements	0	0	0	0	0%
5800	<b>Professional Consulting Services &amp; Operating Expenses</b>	<b>1,118,218</b>	<b>1,083,300</b>	<b>-28,251</b>	<b>1,111,551</b>	<b>103%</b>

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 17, 2013 Board Meeting

### 2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending August 31, 2013

<u>Description</u>		2013/14 Adopted Budget	2013/14 Revised Budget	Year-to-Date 7/1-08/31/13 Transactions	Remaining Budget	% Budget Remaining
<b>Object</b>	<b><u>Services &amp; Other Operating Expenses (con't)</u></b>					
5900	Communications	4,500	4,500	1,177	3,323	74%
	Total Services & Other Operating Expenses:	<u>1,178,417</u>	<u>1,143,499</u>	<u>-18,263</u>	<u>1,161,762</u>	<u>102%</u>
6XXX	<b><u>Capital Outlay</u></b>	0	0	0	0	0%
7XXX	<b><u>Other Outgo and Transfers Out</u></b>					
	Grand Total All Expenditures:	<u>3,454,213</u>	<u>3,459,289</u>	<u>333,169</u>	<u>3,126,120</u>	<u>90%</u>
	Beginning Fund Balance	2,047,455	2,047,455			
	Increase/Decrease	10,268	173,549			
	Ending Fund Balance	2,057,723	2,221,004			
9711	000 Reserve for Revolving Cash	200	200			
9770	000 Designated for Economic Uncertainties	103,626	103,779			
9780	009 Deferred Maintenance Reserve	50,000	50,000			
9780	008 Erate/100 Laptops/Laptop Cart	14,416	14,848			
9780	007 Facilities Reserve	150,000	150,000			
9780	000 Land/Bldg/Deprec/Comp Absence/Growth	1,569,212	1,680,465			
9780	012 Long Term Debt Reserve (Building)	160,237	217,571			
9780	013 Long Term Debt Reserve (Automobile)	10,032	4,141			

8.1



# 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, August 20, 2013

Board Minutes

**1.0 Call to Order/Roll Call**- President Gleisberg called the meeting to order at 5:27pm with 1<sup>st</sup> Vice President Walters and Board Trustee Renfroe present

**2.0 Approval of Agenda** – Moved by President Gleisberg and seconded by Trustee Walters to approve agenda as presented.

AYES: Gleisberg, Renfroe, Walters

NOES: None

ABSTAIN: None

**3.0 Pledge of Allegiance**-1<sup>st</sup> Vice President Walters led the Pledge of Allegiance

**4.0 Introductions** - Lori Bentley, Business Services; Kathi Cohen, Lead Teacher High School; Kathy Meck, Lead Teacher K-8; Don Thiele, Curriculum Coordinator

**5.0 Public Comment** - None

## **6.0 Executive Director's Report**

- ✚ Track 2 High School and K-8 started yesterday
- ✚ Lynn Diaz one of our K-8 teachers solicited donations for PE in our K-8 program. More information will be brought to you next month
- ✚ Star Enterprise testing has begun. This is our in-house assessment tool to properly place students into the appropriate skill level courses
- ✚ The labs and intervention support with tutoring connected to our English and Math courses are beginning this week
- ✚ We will have an unannounced Lockdown drill sometime this month. We will email and send a letter to parents about the drill and ask them to speak to their children explaining that this is a drill to practice our safety procedures
- ✚ We are eblasting our events/fundraisers to parents to promote and increase participation
- ✚ The new website for PVCS will be going live on Friday, August 24, 2013 late in the evening
- ✚ There is a video being made for us to share on the web site and at our events. It will include student testimonials, pictures etc. I will update you when video the video has been completed
- ✚ Since having the dogs on campus has been such a big success we have started a Therapy Dog Committee. Any staff dog that has completed the training and received a certificate will be allowed to come to school on a certain each week. Those

that do not pass the training will be allowed to come occasionally but must remain with their owners at all times

- ✚ The 2012.2013 Audit has been completed and the auditors were very impressed with our program and the checks and balances we have in place to stay compliant. The auditors will be coming to a Board Meeting in the future to make a presentation to you
- ✚ Our enrollment in July 2012 was 630 this year it was 580, but now students are starting to complete their courses and returning to their school of residence. Last year at this time our enrollment was 413 and now it is approximately 300. We have our work cut out for us to bring the numbers up

#### **7.0 Treasurer's Report For Period Ending July 31, 2013**

- ✚ There were funds moved around for Read 180 and additional Adventa seats
- ✚ \$194,000 for construction abatement
- ✚ Not much change to budget
- ✚ We will be bringing the Unaudited Actuals to the next meeting for approval

#### **8.0 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

##### **8.1 Minutes from Board Meeting of August 20, 2013**

Moved by President Gleisberg and seconded by 1<sup>st</sup> Vice President Walters to approve the minutes as presented

AYES: Gleisberg, Renfroe, Walters

NOES: None

ABSTAIN: None

#### **9.0 Action/Discussion Items**

**9.1** Executive Director Campbell shared with the Board and the audience the resignation from Board Trustee Jody Miller.

**9.2** Moved by President Gleisberg and seconded by Tustee Renfroe to approve the Uniform Complaint Form as presented

AYES: Gleisberg, Renfroe, Walters

NOES: None

ABSTAIN: None

##### **9.3 Education Protection Account Budget 2013.2014**

- ✚ Information item only informing the Board of the funds that are a line item for Instruction Related Services

**9.4** Moved by President Gleisberg and seconded by 1<sup>st</sup> Vice President Walters to approve the Executive Leadership Salary Schedule as presented

AYES: Gleisberg, Renfroe, Walters

NOES: None

ABSTAIN: None

**10.0 Curriculum**

**10.1** Moved by President Gleisberg and seconded by 1<sup>st</sup> Vice President Walters to approve Curriculum items 10.1, 10.2, and 10.3 as presented

AYES: Gleisberg, Renfroe, Walters

NOES: None

ABSTAIN: None

**11.0 Board/ Staff Discussion**

None

**12.0 Adjournment-** President Gleisberg adjourned the meeting at 6:30 pm

9.1

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING  
SEPTEMBER 17, 2013

2012/13 UNAUDITED ACTUALS REPORT  
FOR PERIOD ENDING JUNE 30, 2013

**Pacific View Charter School**  
**2012/13 Unaudited Actuals Budget**  
**Financial Summary – June 30, 2013**

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. Financial reporting requirements include Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2012/13 financial status. The Second Interim Report was approved by the Board on February 19, 2013. The Unaudited Actuals Report reflects changes made to the budget since Second Interim Report and finalizes the closing process for the 2012/13 school.

The 2012/13 Unaudited Actuals Budget includes the following items:

- ✓ 2012/13 Unaudited Actuals Multi-year Projection and Assumptions
- ✓ 2012/13 Unaudited Actuals Worksheet For General purpose Block Grant Funding
- ✓ 2012/13 Charter School Unaudited Actuals Alternative Form
- ✓ 2012/13 Unaudited Actuals Charter School Certification – Form CA
- ✓ 2012/13 Unaudited Actuals Average Daily Attendance
- ✓ 2012/13 Unaudited Actuals Lottery Report
- ✓ 2012/13 Unaudited Actuals Charter Schools Enterprise Fund by Object Form 62
- ✓ 2012/13 Unaudited Actuals Charter Schools Enterprise Fund by Function Form 62
- ✓ 2012/13 Unaudited Actuals Charter Schools Restricted Detail Form 62
  
- The School has a Memorandum of Understanding with the Oceanside Unified School District to provide services to our students. Oceanside Unified School District receives NCCSE revenue in exchange for the services and program provided to Pacific View Charter School students.

Detailed financial information is outlined in the enclosed reports, which provide an update of the Pacific View Charter School's 2012/13 budget. Included in the Unaudited Actuals Report are 2013/14 Adopted Budget and projections for two subsequent fiscal years.

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Unaudited Actuals Budget**

ENTERPRISE FUND		2012/13 Unaudited Actuals 6/30/2013	2013/14 Proposed/ Adopted Budget	2014/15 Projected Budget	2015/16 Projected Budget
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	2,853,397	<b>3,090,783</b>	3,280,038	3,482,928
2) Other Federal Revenues	8100-8299	0	<b>0</b>	0	0
3) Other State Revenues	8300-8599	403,753	<b>363,887</b>	376,312	389,631
4) Other Local Revenues	8600-8799	6,357	<b>9,810</b>	10,122	10,452
<b>5) TOTAL REVENUES</b>		<b>3,263,507</b>	<b>3,464,480</b>	<b>3,666,472</b>	<b>3,883,011</b>
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	1,418,248	<b>1,503,698</b>	1,631,846	1,697,120
2) Classified Salaries	2000-2999	240,681	<b>263,685</b>	274,232	285,202
3) Employee Fringes	3000-3999	374,730	<b>434,862</b>	466,859	497,491
4) Books, Supplies, Non-Capital Equip	4000-4999	80,496	<b>73,551</b>	75,758	78,030
5) Services, Other Operating Exp	5000-5999	716,349	<b>1,178,417</b>	1,213,770	1,250,183
6) Depreciation Expense	6900-6999	48,924			
7) Other Outgo	7100-7299	0	<b>0</b>	0	0
8) Debt Service Interest	7438-7439	124,928	<b>0</b>	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>3,004,356</b>	<b>3,454,213</b>	<b>3,662,464</b>	<b>3,808,025</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>		<b>259,151</b>	<b>10,267</b>	<b>4,008</b>	<b>74,986</b>
<b>D. Other Financing Sources/Uses</b>					
1) Interfund Transfers In - 8919		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2) Interfund Transfers Out - 7619		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>259,151</b>	<b>10,267</b>	<b>4,008</b>	<b>74,986</b>
<b>F. FUND BALANCE, RESERVES</b>					
1) Fund 03/06 Beginning Balance/July 1		<b>2,051,455</b>	<b>2,310,606</b>	<b>2,320,873</b>	<b>2,324,881</b>
2) Ending Balance		<b>2,310,606</b>	<b>2,320,873</b>	<b>2,324,881</b>	<b>2,399,867</b>
<b>Components of Fund Balance</b>					
Restricted for Econ Uncert.		<b>90,131</b>	<b>103,626</b>	<b>109,874</b>	<b>114,241</b>
Restricted for Special Purposes		<b>2,220,475</b>	<b>2,217,247</b>	<b>2,215,007</b>	<b>2,285,626</b>
Undesignated		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Components of Fund Balance</b>		<b>2,310,606</b>	<b>2,320,873</b>	<b>2,324,881</b>	<b>2,399,867</b>

**OUTLAY PROJECTS**

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Unaudited Actuals Budget**

		<b>2012/13 Unaudited Actuals</b>	<b>2013/14 Proposed/ Adopted</b>	<b>2014/15 Projected Budget</b>	<b>2015/16 Projected Budget</b>
Designated for Economic Uncertainty	9770-000	90,131	103,626	109,874	114,241
<b>TOTAL</b>		<b>90,131</b>	<b>103,626</b>	<b>109,874</b>	<b>114,241</b>
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Erate/100 Laptops/Laptop Cart	9780-008	14,416	14,848	15,294	15,753
Payroll/Facilities Reserve	9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Comp Absence	9780-000	1,841,481	1,784,486	1,777,801	1,847,961
Long Term Debt Reserve (Building)	9780-012	160,237	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)	9780-013	4,141	141	4,141	4,141
<b>TOTAL</b>		<b>2,220,475</b>	<b>2,217,246</b>	<b>2,215,007</b>	<b>2,285,626</b>
Undesignated	9790-000	0	0	(0)	0
<b>TOTAL</b>		<b>0</b>	<b>0</b>	<b>(0)</b>	<b>0</b>
<b>TOTAL RESERVES</b>		<b>2,310,606</b>	<b>2,320,873</b>	<b>2,324,881</b>	<b>2,399,867</b>



**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Unaudited Actuals Budget**

	<b>2013/14 PROJECTED</b>	<b>2014/15 PROJECTED</b>	<b>2015/16 PROJECTED</b>
<b><u>REVENUE</u></b>			
<b>1. COLA</b>	1.65%	2.20%	2.40%
<b>2. LOTTERY</b>	\$154.00	\$153.75	\$153.50
<b>3. ENROLLMENT ESTIMATES</b>			
Totals	<b>521</b>	<b>541</b>	<b>561</b>
<b>4. ENROLLMENT INCREASE(DECREASE)</b>	20	20	20
Percentage Change	3.69%	3.84%	3.70%
<b>5. REVENUE LIMIT ADA</b>	498.54	517.68	536.82
<b><u>EXPENDITURES</u></b>			
<b>1. FRINGE BENEFIT RATES</b>			
STRS State Teachers Retirement System	<b>8.25%</b>	8.25%	8.25%
PERS Public Employee Retirement System	<b>11.42%</b>	11.42%	11.42%
Social Security	<b>6.20%</b>	6.20%	6.20%
Medicare	<b>1.45%</b>	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	<b>1.10%</b>	1.10%	1.10%
Workers Compensation/09/10 1.80%	<b>1.89%</b>	1.89%	1.89%
 Health Insurance cost per year	<b>\$ 181,173</b>	<b>\$ 199,290</b>	<b>\$ 219,219</b>
 Books and Supplies/Other Operating Services	3%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Unaudited Actuals Budget**

<b>REVENUES</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
<i>Total Student Enrollment</i>	521	541	561
<i>Total Student ADA</i>	498.54	517.68	536.82
<i>Student ADA at 95.69% - MS - Grade K-3</i>	31.25	32.45	33.65
<i>Student ADA at 95.69% - MS - Grade 4-6</i>	31.41	32.62	33.82
<i>Student ADA at 95.69% - MS - Grade 7-8</i>	32.56	33.81	35.06
<i>Student ADA at 95.69% - HS - Grade 9-12</i>	403.32	418.80	434.29
<i>COLA - Expenditures</i>	1.650%	2.20%	2.40%
<i>General Purpose Block Grant - MS - Grade K-3</i>	5,304	5,421	5,551
<i>Categorical Block Grant - MS - Grade K-3</i>	407	416	426
<i>General Purpose Block Grant - MS - Grade 4-6</i>	5,382	5,500	5,632
<i>Categorical Block Grant - MS - Grade 4-6</i>	407	416	426
<i>General Purpose Block Grant - MS - Grade 7-8</i>	5,540	5,662	5,798
<i>Categorical Block Grant - MS - Grade 7-8</i>	407	416	426
<i>General Purpose Block Grant - HS - Grade 9-12</i>	6,386	6,526	6,683
<i>Categorical Block Grant - HS - Grade 9-12</i>	407	416	426
<i>Revenue Limit Sources</i>			
8015 Principal Apport. Grade K-3	165,750	175,899	186,780
8015 Principal Apport. Grade 4-6	169,049	179,400	190,497
8015 Principal Apport. Grade 7-8	180,382	191,428	203,269
8015 Principal Apport. Grade 9-12 less Prop. Taxes	1,618,219	1,754,866	1,900,455
8015-001 Prior Year Principal Apportionment Adjustment	0	0	0
8096 In lieu of Property Taxes-Included in Prin Apport	957,383	978,445	1,001,928
<b>TOTALS</b>	<b>3,090,783</b>	<b>3,280,038</b>	<b>3,482,928</b>
<i>Other Federal Revenues</i>			
8290 Education Jobs Fund	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Other State Revenues</i>			
8550 Mandated Costs	0	0	0
8590 Cat. Block Grant K-3	12,719	13,498	14,332
8590 Cat. Block Grant 4-6	12,784	13,567	14,406
8590 Cat. Block Grant 7-8	13,252	14,063	14,933
8590 Cat. Block Grant 9-12	164,151	174,203	184,978
8590 Funding for disadvantaged pupils	69,225	69,225	69,225
8590-001 PY State Apportionment Adjustment	0	0	0
8590 STAR 0460	752	752	752
8590 Art & Music 0922	4,974	4,974	4,974
8590 CAHSEE 0923	13,820	13,820	13,820
8560 State Lottery - CY Unrestricted 1100	58,144	58,144	58,144
8560 State Lottery - CY Restricted 6300	14,067	14,067	14,067
8560-001 State Lottery Restricted Adjustment	0	0	0
<b>TOTALS</b>	<b>363,887</b>	<b>376,312</b>	<b>389,631</b>
<i>Other Local Revenues</i>			
8660 Interest	1,810	1,882	1,965
8699 All other local revenue	8,000	8,240	8,487
<b>TOTALS</b>	<b>9,810</b>	<b>10,122</b>	<b>10,452</b>
<b>TOTAL REVENUE</b>	<b>\$3,464,480</b>	<b>\$3,666,472</b>	<b>\$3,883,011</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Unaudited Actuals Budget**

<b>EXPENDITURES</b>		<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
		<b>21</b>	<b>22</b>	<b>22</b>
<b><i>Certificated Salaries</i></b>				
1000-1999		<b>1,503,698</b>	<b>1,631,846</b>	<b>1,697,120</b>
Teacher salaries based on 20 FTE				
Admin Salaries 1.0 FTE				
<b><i>Classified Salaries</i></b>				
2000-2999		<b>263,685</b>	<b>274,232</b>	<b>285,202</b>
Support staff & office salaries 4.0 FTE				
Management salaries 1.5 FTE				
<b><i>Employee Fringes</i></b>				
3111 STRS		124,054	134,627	140,012
3212 PERS		28,300	31,309	32,561
3312 Social Security		15,365	17,002	17,683
3321/3322 Medicare		25,626	27,638	28,744
3401/3402 Health & Welfare Benefits		181,173	199,290	219,219
3501/3502 Unemployment Insurance		26,941	20,967	21,806
3601/3602 Workman's Compensation Ins.		33,403	36,025	37,466
<b><i>TOTALS</i></b>		<b>434,862</b>	<b>466,859</b>	<b>497,491</b>
<b><i>Books and Supplies</i></b>				
4000-4999		<b>73,551</b>	<b>75,758</b>	<b>78,030</b>
<b><i>Services, Other Operating Expense</i></b>				
5000-5999		<b>1,178,417</b>	<b>1,213,770</b>	<b>1,250,183</b>
conferences, mileage, dues & memberships, insurance, gas & electric				
cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses,				
contracted services, bottled water, employment services, security services, charter buses, software licensing,				
print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones &				
cell phones, postage, internet costs				
<b><i>Other Outgo</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b><i>Direct Support/Indirect Costs</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES</b>		<b>\$3,454,213</b>	<b>\$3,662,464</b>	<b>\$3,808,025</b>

**WORKSHEET FOR GENERAL PURPOSE BLOCK GRANT FUNDING**

**Pacific View Charter School 2013-14 Projections**

	ADA	SWA RATE	FUNDING	CATEGORICAL RATE	FUNDING	LOTTERY RATE	FUNDING
<b><u>RESIDENT PUPILS</u></b>							
Grade K-3	12.02	5,304	63,754	407.00	4,892		
Grade 4-6	11.05	5,382	59,471	407.00	4,497		
Grade 7-8	15.73	5,540	87,144	407.00	6,402		
Grade 9-12	229.78	6,386	1,467,375	407.00	93,520		
<b><u>NON-RESIDENT PUPILS</u></b>							
Grade K-3	19.23	5,304	101,996	407.00	7,827		
Grade 4-6	20.36	5,382	109,578	407.00	8,287		
Grade 7-8	16.83	5,540	93,238	407.00	6,850	124.00	58,144
Grade 9-12	173.54	6,386	1,108,226	407.00	70,631	30.00	14,067
<b>TOTAL FUNDING</b>	<b>498.54</b>		<b><u>\$ 3,090,783</u></b>		<b><u>\$ 202,906</u></b>		<b><u>\$ 72,211</u></b>
<b><u>FUNDING FOR DISADVANTAGE PUPILS</u></b>							
		213		325.00	69,225		
					<b><u>\$272,131</u></b>		

**IN-LIEU PROPERTY TAX CALCULATION**

OUSD Total Local Property Taxes	38,612,247
District & Charter School Total ADA	20,106.64
Per ADA Property Tax	1,920.37
Total Charter School Block Grant ADA	498.54
<b>Calculated In-Lieu Property Tax</b>	<b>957,382.72</b>
Total Block Grant Charter School Funding	3,090,782.54
<b>State Aid Portion of Block Grant</b>	<b>2,133,399.82</b>

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

July 1, 2012 to June 30, 2013

**Charter School Name:** Pacific View Charter School

**CDS #:** 2012.13 PVCS Alternative

**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, 7438, 9400-9499, 9660-9669, 9796, and 9797)

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

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. Revenue Limit Sources				
State Aid - Current Year	8011			0.00
Education Protection Account State Aid - Current Year	8012	614,334.00		614,334.00
Charter Schools General Purpose Entitlement - State Aid	8015	1,332,339.00		1,332,339.00
State Aid - Prior Years	8019			0.00
Tax Relief Subventions (for revenue limit funded schools)	8020-8039			0.00
County and District Taxes (for revenue limit funded schools)	8040-8079			0.00
Miscellaneous Funds (for revenue limit funded schools)	8080-8089			0.00
Revenue Limit Transfers (for revenue limit funded schools)				
PERS Reduction Transfer	8092			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	906,724.29		906,724.29
Other Revenue Limit Transfers	8091, 8097			0.00
Total, Revenue Limit Sources		2,853,397.29	0.00	2,853,397.29
2. Federal Revenues (see NOTE in Section J)				
No Child Left Behind	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	385,933.89	17,818.83	403,752.72
Total, Other State Revenues		385,933.89	17,818.83	403,752.72
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	6,357.13		6,357.13
Total, Local Revenues		6,357.13	0.00	6,357.13
5. TOTAL REVENUES		3,245,688.31	17,818.83	3,263,507.14
<b>B. EXPENDITURES (see NOTE in Section J)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,220,636.46		1,220,636.46
Certificated Pupil Support Salaries	1200	0.00		0.00
Certificated Supervisors' and Administrators' Salaries	1300	197,611.48		197,611.48
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,418,247.94	0.00	1,418,247.94
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	18,531.73		18,531.73
Noncertificated Support Salaries	2200	0.00		0.00

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

**July 1, 2012 to June 30, 2013**

**Charter School Name:** Pacific View Charter School

**CDS #:** 2012.13 PVCS Alternative

Description	Object Code	Unrestricted	Restricted	Total
Noncertificated Supervisors' and Administrators' Salaries	2300	121,236.49		121,236.49
Clerical and Office Salaries	2400	40,846.25		40,846.25
Other Noncertificated Salaries	2900	60,066.77		60,066.77
Total, Noncertificated Salaries		240,681.24	0.00	240,681.24
<b>3. Employee Benefits</b>				
STRS	3101-3102	113,424.15		113,424.15
PERS	3201-3202	21,827.79		21,827.79
OASDI / Medicare / Alternative	3301-3302	37,020.65		37,020.65
Health and Welfare Benefits	3401-3402	154,963.79		154,963.79
Unemployment Insurance	3501-3502	21,477.05		21,477.05
Workers' Compensation Insurance	3601-3602	26,016.56		26,016.56
OPEB, Allocated	3701-3702	0.00		0.00
OPEB, Active Employees	3751-3752	0.00		0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00		0.00
Other Employee Benefits	3901-3902	0.00		0.00
Total, Employee Benefits		374,729.99	0.00	374,729.99
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	1,569.57		1,569.57
Books and Other Reference Materials	4200	0.00		0.00
Materials and Supplies	4300	78,926.46		78,926.46
Noncapitalized Equipment	4400	0.00		0.00
Food	4700	0.00		0.00
Total, Books and Supplies		80,496.03	0.00	80,496.03
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00		0.00
Travel and Conferences	5200	6,728.75		6,728.75
Dues and Memberships	5300	6,366.00		6,366.00
Insurance	5400	0.00		0.00
Operations and Housekeeping Services	5500	19,432.92		19,432.92
Rentals, Leases, Repairs, and Noncap. Improvements	5600	475.20		475.20
Professional/Consulting Services and Operating Expend.	5800	666,269.98	13,188.00	679,457.98
Communications	5900	3,888.43		3,888.43
Total, Services and Other Operating Expenditures		703,161.28	13,188.00	716,349.28
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 for 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
Depreciation Expense (for accrual basis only)	6900	48,923.78		48,923.78
Total, Capital Outlay		48,923.78	0.00	48,923.78
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00

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

**July 1, 2012 to June 30, 2013**

**Charter School Name:** Pacific View Charter School

**CDS #:** 2012.13 PVCS Alternative

Description	Object Code	Unrestricted	Restricted	Total
Debt Service:				
Interest	7438	124,927.87		124,927.87
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		124,927.87	0.00	124,927.87
Total, Other Outgo		124,927.87	0.00	124,927.87
<b>8. TOTAL EXPENDITURES</b>		<b>2,991,168.13</b>	<b>13,188.00</b>	<b>3,004,356.13</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>254,520.18</b>	<b>4,630.83</b>	<b>259,151.01</b>
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)</b>		<b>254,520.18</b>	<b>4,630.83</b>	<b>259,151.01</b>
<b>F. FUND BALANCE, RESERVES</b>				
1. Beginning Fund Balance				
a. As of July 1	9791	2,051,455.00	0.00	2,051,455.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00
c. Adjusted Beginning Balance		2,051,455.00	0.00	2,051,455.00
2. Ending Fund Balance, June 30 (E+F1c)		<b>2,305,975.18</b>	<b>4,630.83</b>	<b>2,310,606.01</b>
Components of Ending Fund Balance (Modified Accrual Basis) (Optional)				
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				0.00
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
f. Components of Ending Net Position (Accrual Basis)				
1. Net Investment in Capital Assets	9796			0.00
2. Restricted Net Position	9797		4,630.83	4,630.83
3. Unrestricted Net Position	9790A	2,305,975.18	0.00	2,305,975.18
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	983,338.59	(5,931.74)	977,406.85
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	22,498.12		22,498.12
In Revolving Fund	9130	200.00		200.00
With Fiscal Agent/Trustee	9135			0.00

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

July 1, 2012 to June 30, 2013

**Charter School Name:** Pacific View Charter School

**CDS #:** 2012.13 PVCS Alternative

Description	Object Code	Unrestricted	Restricted	Total
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	506,184.15	10,562.57	516,746.72
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	6,026.01		6,026.01
7. Other Current Assets	9340			0.00
8. <i>Capital Assets (for accrual basis only)</i>	9400-9499	2,927,704.70		2,927,704.70
9. TOTAL ASSETS		4,445,951.57	4,630.83	4,450,582.40
<b>H. LIABILITIES</b>				
1. Accounts Payable	9500	108,191.36		108,191.36
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Deferred Revenue	9650			0.00
5. <i>Long-Term Liabilities (for accrual basis only)</i>	9660-9669	2,031,785.03		2,031,785.03
6. TOTAL LIABILITIES		2,139,976.39	0.00	2,139,976.39
<b>I. FUND BALANCE</b>				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		2,305,975.18	4,630.83	2,310,606.01



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

July 1, 2012 to June 30, 2013

**Charter School Name:** Pacific View Charter School

**CDS #:** 2012.13 PVCS Alternative

**J. FEDERAL NO CHILD LEFT BEHIND (NCLB) 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 NO CHILD LEFT BEHIND (NCLB) 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. Not applicable	\$ 0.00	0.00	0.00
b.	0.00	0.00	0.00
c.	0.00	0.00	0.00
d.	0.00	0.00	0.00
e.	0.00	0.00	0.00
f.	0.00	0.00	0.00
g.	0.00	0.00	0.00
h.	0.00	0.00	0.00
i.	0.00	0.00	0.00
j.	0.00	0.00	0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**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	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits (except 3801-3802)	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**  
**July 1, 2012 to June 30, 2013**

**Charter School Name:** Pacific View Charter School  
**CDS #:** 2012.13 PVCS Alternative

**3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2011-12 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2014-15.

a. Total Expenditures (B8)	3,004,356.13
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]	0.00
c. Subtotal of State & Local Expenditures [a minus b]	3,004,356.13
d. Less Community Services [J2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less J1 Total]	173,851.65
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 2,830,504.48

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2012 to June 30, 2013**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** Pacific View Charter School  
**CDS #:** 2012.13 PVCS Alternative  
**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:

For Approving Entity:

Dr. Luis Ibarra  
Name

Associate Superintendent of Business Services  
Title

760-966-4047  
Telephone

Libarra@oside.us  
E-mail address

For Charter School:

Gina Campbell  
Name

Executive Director  
Title

760-757-0161 Ext. 103  
Telephone

gcampbell@pacificview.org  
E-mail address

To the entity that approved the charter school:

(  X ) 2012-13 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: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Date: \_\_\_\_\_

Printed  
Name: Gina Campbell

Title: Executive Director

To the County Superintendent of Schools:

(  X ) 2012-13 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: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Printed  
Name: Gina Campbell

Title: Executive Director

To the Superintendent of Public Instruction:

(  X ) 2012-13 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: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

Charter Number: 247

To the entity that approved the charter school:

2012-13 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report is hereby approved and filed by the charter school pursuant to Education Code Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Gina Campbell Title: Executive Director

To the County Superintendent of Schools:

2012-13 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been reviewed and is hereby filed with the County Superintendent of Schools pursuant to Education Code Section 42100(a).

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

Printed Name: Gina Campbell Title: Executive Director

To the Superintendent of Public Instruction:

2012-13 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: 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)

For additional information on the unaudited actual financial report, please contact:

For Approving Entity:

For Charter School:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
E-mail Address

Description	2012-13 Unaudited Actuals			2013-14 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
ELEMENTARY						
1. General Education			93.33	95.22	95.22	95.22
a. Kindergarten	5.68	5.68				
b. Grades One through Three	19.71	19.71				
c. Grades Four through Six	26.60	26.60				
d. Grades Seven and Eight	41.34	41.34				
e. Opportunity Schools and Full-Day Opportunity Classes						
f. Home and Hospital						
g. Community Day School						
2. Special Education						
a. Special Day Class						
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])						
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
3. TOTAL, ELEMENTARY	93.33	93.33	93.33	95.22	95.22	95.22
HIGH SCHOOL						
4. General Education			385.18	403.32	403.32	403.32
a. Grades Nine through Twelve	385.18	385.18				
b. Continuation Education						
c. Opportunity Schools and Full-Day Opportunity Classes						
d. Home and Hospital						
e. Community Day School						
5. Special Education						
a. Special Day Class						
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])						
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
6. TOTAL, HIGH SCHOOL	385.18	385.18	385.18	403.32	403.32	403.32
COUNTY SUPPLEMENT						
7. County Community Schools (EC 1982[a])						
a. Elementary						
b. High School						
8. Special Education						
a. Special Day Class - Elementary						
b. Special Day Class - High School						
c. Nonpublic, Nonsectarian Schools - Elementary						
d. Nonpublic, Nonsectarian Schools - High School						
e. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - Elementary						
f. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - High School						
9. TOTAL, ADA REPORTED BY COUNTY OFFICES	0.00	0.00	0.00	0.00	0.00	0.00
10. TOTAL, K-12 ADA (sum lines 3, 6, and 9)	478.51	478.51	478.51	498.54	498.54	498.54
11. ADA for Necessary Small Schools also included in lines 3 and 6.						
12. REGIONAL OCCUPATIONAL CENTERS & PROGRAMS*						

Description	2012-13 Unaudited Actuals			2013-14 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
<b>CLASSES FOR ADULTS</b>						
13. Concurrently Enrolled Secondary Students*						
14. Adults Enrolled, State Apportioned*						
15. Students 21 Years or Older and Students 19 or Older Not Continuously Enrolled Since Their 18th Birthday, Participating in Full-Time Independent Study*						
16. TOTAL, CLASSES FOR ADULTS (sum lines 13 through 15)						
17. Adults in Correctional Facilities						
18. TOTAL, ADA (sum lines 10, 12, 16, and 17)	478.51	478.51	478.51	498.54	498.54	498.54
<b>SUPPLEMENTAL INSTRUCTIONAL HOURS</b>						
19. ELEMENTARY*						
20. HIGH SCHOOL*						
21. TOTAL, SUPPLEMENTAL INSTRUCTIONAL HOURS (sum lines 19 and 20)						
<b>COMMUNITY DAY SCHOOLS - Additional Funds</b>						
22. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
23. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
<b>CHARTER SCHOOLS</b>						
24. Charter ADA Funded Through the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RL)						
b. All Other Block Grant Funded Charters	478.51	478.51	478.51	498.54	498.54	498.54
25. Charter ADA Funded Through the Revenue Limit						
26. TOTAL, CHARTER SCHOOLS ADA (sum lines 24a, 24b, and 25)	478.51	478.51	478.51	498.54	498.54	498.54
27. SUPPLEMENTAL INSTRUCTIONAL HOURS*						
<b>BASIC AID "CHOICE"/COURT ORDERED VOLUNTARY PUPIL TRANSFER</b>						
28. Regular Elementary and High School ADA (SB 937)						
<b>BASIC AID OPEN ENROLLMENT</b>						
29. Regular Elementary and High School ADA						

\*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), currently in effect from 2008-09 through 2014-15.

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	23,354.99		0.00	23,354.99
2. State Lottery Revenue	8560	72,632.60		17,818.83	90,451.43
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		95,987.59	0.00	17,818.83	113,806.42
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		0.00	0.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	90,423.99			90,423.99
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			13,188.00	13,188.00
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		90,423.99	0.00	13,188.00	103,611.99
<b>C. ENDING BALANCE</b>					
(Must equal Line A6 minus Line B12)	979Z	5,563.60	0.00	4,630.83	10,194.43
<b>D. COMMENTS:</b>					
Resource 6300 Restricted Lottery funds were expended for K-12 on-line curriculum products.					

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

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

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>A. REVENUES</b>					
1) Revenue Limit Sources		8010-8099	2,853,397.29	3,090,783.00	8.3%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	403,752.72	363,888.00	-9.9%
4) Other Local Revenue		8600-8799	6,357.13	9,810.00	54.3%
5) TOTAL, REVENUES			3,263,507.14	3,464,481.00	6.2%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	1,418,247.94	1,503,698.00	6.0%
2) Classified Salaries		2000-2999	240,681.24	263,685.00	9.6%
3) Employee Benefits		3000-3999	374,729.99	434,862.00	16.0%
4) Books and Supplies		4000-4999	80,496.03	73,551.00	-8.6%
5) Services and Other Operating Expenses		5000-5999	716,349.28	1,178,417.00	64.5%
6) Depreciation		6000-6999	48,923.78	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	124,927.87	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,004,356.13	3,454,213.00	15.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			259,151.01	10,268.00	-96.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			259,151.01	10,268.00	-96.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,047,455.00	2,310,606.01	12.9%
b) Audit Adjustments		9793	4,000.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,051,455.00	2,310,606.01	12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,051,455.00	2,310,606.01	12.6%
2) Ending Net Position, June 30 (E + F1e)			2,310,606.01	2,320,874.01	0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	2,310,606.01	2,320,874.01	0.4%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	977,406.85		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	22,498.12		
c) in Revolving Fund		9130	200.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	516,746.72		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	75,000.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	6,026.01		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	829,925.84		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	2,208,688.64		
e) Accumulated Depreciation - Buildings		9435	(80,986.00)		
f) Equipment		9440	92,040.00		
g) Accumulated Depreciation - Equipment		9445	(121,963.78)		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			4,525,582.40		

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>H. LIABILITIES</b>					
1) Accounts Payable		9500	108,191.36		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	75,000.00		
4) Current Loans		9640	0.00		
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net OPEB Obligation		9664	0.00		
b) Compensated Absences		9665	23,451.46		
c) COPs Payable		9666	0.00		
d) Capital Leases Payable		9667	0.00		
e) Lease Revenue Bonds Payable		9668	0.00		
f) Other General Long-Term Liabilities		9669	2,008,333.57		
7) TOTAL, LIABILITIES			2,214,976.39		
<b>I. NET POSITION</b>					
Net Position, June 30					
(must agree with line F2) (G10 - H7)			2,310,606.01		

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>REVENUE LIMIT SOURCES</b>					
Principal Apportionment					
Education Protection Account State Aid - Current Year		8012	614,334.00	0.00	-100.0%
Charter Schools General Purpose Entitlement - State Aid		8015	1,332,339.00	2,133,400.00	60.1%
State Aid - Prior Years		8019	0.00	0.00	0.0%
Revenue Limit Transfers					
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	906,724.29	957,383.00	5.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>2,853,397.29</b>	<b>3,090,783.00</b>	<b>8.3%</b>
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3205, 4036-4126, 5510	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	7,210.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	90,451.43	72,211.00	-20.2%
School Based Coordination Program	7250	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	306,091.29	291,677.00	-4.7%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>403,752.72</b>	<b>363,888.00</b>	<b>-9.9%</b>

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,701.36	1,810.00	-33.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	3,655.77	8,000.00	118.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>6,357.13</b>	<b>9,810.00</b>	<b>54.3%</b>
<b>TOTAL, REVENUES</b>			<b>3,263,507.14</b>	<b>3,464,481.00</b>	<b>6.2%</b>

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,220,636.46	1,329,037.00	8.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	197,611.48	174,661.00	-11.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,418,247.94	1,503,698.00	6.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	18,531.73	29,656.00	60.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	121,236.49	121,908.00	0.6%
Clerical, Technical and Office Salaries		2400	40,846.25	53,584.00	31.2%
Other Classified Salaries		2900	60,066.77	58,537.00	-2.5%
TOTAL, CLASSIFIED SALARIES			240,681.24	263,685.00	9.6%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	113,424.15	124,054.00	9.4%
PERS		3201-3202	21,827.79	28,300.00	29.7%
OASDI/Medicare/Alternative		3301-3302	37,020.65	40,991.00	10.7%
Health and Welfare Benefits		3401-3402	154,963.79	181,173.00	16.9%
Unemployment Insurance		3501-3502	21,477.05	26,941.00	25.4%
Workers' Compensation		3601-3602	26,016.56	33,403.00	28.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			374,729.99	434,862.00	16.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	1,569.57	3,650.00	132.5%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	78,926.46	69,901.00	-11.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			80,496.03	73,551.00	-8.6%

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,728.75	24,256.00	260.5%
Dues and Memberships		5300	6,366.00	7,443.00	16.9%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	19,432.92	24,000.00	23.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	475.20	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	679,457.98	1,118,218.00	64.6%
Communications		5900	3,888.43	4,500.00	15.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			716,349.28	1,178,417.00	64.5%
<b>DEPRECIATION</b>					
Depreciation Expense		6900	48,923.78	0.00	-100.0%
TOTAL, DEPRECIATION			48,923.78	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	124,927.87	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			124,927.87	0.00	-100.0%



Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			3,004,356.13	3,454,213.00	15.0%

Description	Resource Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>A. REVENUES</b>					
1) Revenue Limit Sources		8010-8099	2,853,397.29	3,090,783.00	8.3%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	403,752.72	363,888.00	-9.9%
4) Other Local Revenue		8600-8799	6,357.13	9,810.00	54.3%
5) TOTAL, REVENUES			3,263,507.14	3,464,481.00	6.2%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,068,781.09	2,276,454.00	10.0%
2) Instruction - Related Services	2000-2999		553,523.45	591,530.00	6.9%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		140,064.08	208,320.00	48.7%
8) Plant Services	8000-8999		117,059.64	377,909.00	222.8%
9) Other Outgo	9000-9999	Except 7600-7699	124,927.87	0.00	-100.0%
10) TOTAL, EXPENSES			3,004,356.13	3,454,213.00	15.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			259,151.01	10,268.00	-96.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2012-13 Unaudited Actuals	2013-14 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			259,151.01	10,268.00	-96.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,047,455.00	2,310,606.01	12.9%
b) Audit Adjustments		9793	4,000.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,051,455.00	2,310,606.01	12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,051,455.00	2,310,606.01	12.6%
2) Ending Net Position, June 30 (E + F1e)			2,310,606.01	2,320,874.01	0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	2,310,606.01	2,320,874.01	0.4%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2012-13	2013-14
		Unaudited Actuals	Budget
0000		2,300,411.58	2,241,168.58
1100		5,563.60	62,007.60
6300		4,630.83	17,697.83
Total, Restricted Net Position		2,310,606.01	2,320,874.01

9.2

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Governor's LCFF Revised Budget**

ENTERPRISE FUND		2013/14 Adopted Budget	2013/14 Governor's LCFF Budget	2014/15 Projected Budget	2015/16 Projected Budget
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	3,090,783	<b>3,460,865</b>	4,345,402	4,609,631
2) Other Federal Revenues	8100-8299	0	<b>0</b>	0	0
3) Other State Revenues	8300-8599	363,887	<b>72,963</b>	72,963	72,963
4) Other Local Revenues	8600-8799	9,810	<b>9,810</b>	10,122	10,452
<b>5) TOTAL REVENUES</b>		<b>3,464,480</b>	<b>3,543,638</b>	<b>4,428,488</b>	<b>4,693,046</b>
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	1,503,698	<b>1,503,698</b>	1,631,846	1,697,120
2) Classified Salaries	2000-2999	263,685	<b>263,685</b>	274,232	285,202
3) Employee Fringes	3000-3999	434,862	<b>434,862</b>	468,834	499,544
4) Books, Supplies, Non-Capital Equip	4000-4999	73,551	<b>113,545</b>	116,951	120,460
5) Services, Other Operating Exp	5000-5999	1,178,417	<b>1,143,499</b>	1,177,804	1,213,138
6) Depreciation Expense	6000-6999	0	<b>0</b>	0	0
7) Other Outgo	7100-7299	0	<b>0</b>	0	0
8) Debt Service Interest	7438-7439	0	<b>0</b>	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>3,454,213</b>	<b>3,459,289</b>	<b>3,669,667</b>	<b>3,815,464</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>		<b>10,267</b>	<b>84,349</b>	<b>758,820</b>	<b>877,583</b>
<b>D. Other Financing Sources/Uses</b>					
1) Interfund Transfers In - 8919		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2) Interfund Transfers Out - 7619		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>10,267</b>	<b>84,349</b>	<b>758,820</b>	<b>877,583</b>
<b>F. FUND BALANCE, RESERVES</b>					
1) Fund 03/06 Beginning Balance/July 1		<b>2,051,455</b>	<b>2,061,722</b>	<b>2,146,071</b>	<b>2,904,891</b>
2) Ending Balance		<b>2,061,722</b>	<b>2,146,071</b>	<b>2,904,891</b>	<b>3,782,474</b>
<b>Components of Fund Balance</b>					
Restricted for Econ Uncert.		<b>103,626</b>	<b>103,779</b>	<b>110,090</b>	<b>114,464</b>
Restricted for Special Purposes		<b>1,958,096</b>	<b>2,042,292</b>	<b>2,794,801</b>	<b>3,668,010</b>
Undesignated		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Components of Fund Balance</b>		<b>2,061,722</b>	<b>2,146,071</b>	<b>2,904,891</b>	<b>3,782,474</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Governor's LCFF Revised Budget**

		<b>2013/14 Adopted Budget</b>	<b>2013/14 Governor's LCFF</b>	<b>2014/15 Projected Budget</b>	<b>2015/16 Projected Budget</b>
Designated for Economic Uncertainty	9770-000	103,626	103,779	110,090	114,464
<b>TOTAL</b>		<b>103,626</b>	<b>103,779</b>	<b>110,090</b>	<b>114,464</b>
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Erate/100 Laptops/Laptop Cart	9780-008	14,416	14,848	15,294	15,753
Payroll/Facilities Reserve	9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Comp Absence	9780-000	1,841,481	1,860,581	2,620,848	3,501,982
Long Term Debt Reserve (Building)	9780-012	160,237	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)	9780-013	4,141	4,141	4,141	4,141
<b>TOTAL</b>		<b>2,220,475</b>	<b>2,297,342</b>	<b>3,058,054</b>	<b>3,939,647</b>
Undesignated	9790-000	(262,379)	(255,050)	(263,253)	(271,637)
<b>TOTAL</b>		<b>(262,379)</b>	<b>(255,050)</b>	<b>(263,253)</b>	<b>(271,637)</b>
<b>TOTAL RESERVES</b>		<b>2,061,722</b>	<b>2,146,071</b>	<b>2,904,891</b>	<b>3,782,474</b>



**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Governor's LCFF Revised Budget**

	<b>2013/14 PROJECTED</b>	<b>2014/15 PROJECTED</b>	<b>2015/16 PROJECTED</b>
<b><u>REVENUE</u></b>			
<b>1. COLA</b>	1.565%	1.80%	2.30%
<b>2. LOTTERY</b>	\$156.00	\$156.00	\$156.00
<b>3. ENROLLMENT ESTIMATES</b>			
Totals	521	541	561
<b>4. ENROLLMENT INCREASE(DECREASE)</b>	20	20	20
Percentage Change	3.69%	3.84%	3.70%
<b>5. REVENUE LIMIT ADA</b>	498.54	517.68	536.82
<b><u>EXPENDITURES</u></b>			
<b>1. FRINGE BENEFIT RATES</b>			
STRS State Teachers Retirement System	8.25%	8.25%	8.25%
PERS Public Employee Retirement System	11.442%	11.442%	11.442%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance	1.10%	1.10%	1.10%
Workers Compensation	1.99%	1.99%	1.99%
 Health Insurance cost per year	 \$ 181,173	 \$ 199,290	 \$ 219,219
 Books and Supplies/Other Operating Services	 3%	 3%	 3%

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Governor's LCFF Revised Budget**

<b>REVENUES</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
<i>Total Student Enrollment</i>	521	541	561
<i>Total Student ADA</i>	498.54	517.68	536.82
<i>Student ADA at 95.69% - MS - Grade K-3</i>	31.25	32.45	33.65
<i>Student ADA at 95.69% - MS - Grade 4-6</i>	31.41	32.62	33.82
<i>Student ADA at 95.69% - MS - Grade 7-8</i>	32.56	33.81	35.06
<i>Student ADA at 95.69% - HS - Grade 9-12</i>	403.32	418.80	434.29
<i>COLA - Expenditures</i>	1.565%	1.80%	2.30%
<i>Local Control Funding Formula - Grade K-3</i>	6,942	7,067	7,229
<i>Supplemental Grants 20% - Grade K-3</i>	1,388	1,413	1,446
<i>Local Control Funding Formula - Grade 4-6</i>	6,942	7,067	7,229
<i>Supplemental Grants 20% - Grade 4-6</i>	1,388	1,413	1,446
<i>Local Control Funding Formula - Grade 7-8</i>	6,942	7,067	7,229
<i>Supplemental Grants 20% - Grade 7-8</i>	1,388	1,413	1,446
	6,942	7,067	7,229
<i>Categorical Block Grant - HS - Grade 9-12</i>	1,388	1,413	1,446
<i>Revenue Limit Sources</i>			
8015 Local Control Funding Formula Grade K-3	216,938	275,184	291,920
8015 Local Control Funding Formula Grade 4-6	218,048	231,908	245,958
8015 Local Control Funding Formula Grade 7-8	226,032	286,720	304,158
8015 Local Control Funding Formula Grade 9-12	2,799,847	3,551,591	3,767,595
8015-001 Prior Year Principal Apportionment Adjustment	0	0	0
<b>TOTALS</b>	<b>3,460,865</b>	<b>4,345,402</b>	<b>4,609,631</b>
<i>Other Federal Revenues</i>			
8290 Education Jobs Fund	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Other State Revenues</i>			
8550 Mandated Costs	0	0	0
8590 STAR 0460	752	752	752
8560 State Lottery - CY Unrestricted 1100	58,144	58,144	58,144
8560 State Lottery - CY Restricted 6300	14,067	14,067	14,067
8560-001 State Lottery Restricted Adjustment	0	0	0
<b>TOTALS</b>	<b>72,963</b>	<b>72,963</b>	<b>72,963</b>
<i>Other Local Revenues</i>			
8660 Interest	1,810	1,882	1,965
8699 All other local revenue	8,000	8,240	8,487
<b>TOTALS</b>	<b>9,810</b>	<b>10,122</b>	<b>10,452</b>
<b>TOTAL REVENUE</b>	<b>\$3,543,638</b>	<b>\$4,428,488</b>	<b>\$4,693,046</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2013-2016 Governor's LCFF Revised Budget**

<b>EXPENDITURES</b>		<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
		<b>21</b>	<b>22</b>	<b>22</b>
<b><i>Certificated Salaries</i></b>				
1000-1999		<b>1,503,698</b>	<b>1,631,846</b>	<b>1,697,120</b>
Teacher salaries based on 20 FTE				
Admin Salaries 1.0 FTE				
<b><i>Classified Salaries</i></b>				
2000-2999		<b>263,685</b>	<b>274,232</b>	<b>285,202</b>
Support staff & office salaries 4.0 FTE				
Management salaries 1.5 FTE				
<b><i>Employee Fringes</i></b>				
3111 STRS		124,054	134,627	140,012
3212 PERS		28,300	31,378	32,633
3312 Social Security		15,365	17,002	17,683
3321/3322 Medicare		25,626	27,638	28,744
3401/3402 Health & Welfare Benefits		181,173	199,290	219,219
3501/3502 Unemployment Insurance		26,941	20,967	21,806
3601/3602 Workman's Compensation Ins.		33,403	37,931	39,448
<b><i>TOTALS</i></b>		<b>434,862</b>	<b>468,834</b>	<b>499,544</b>
<b><i>Books and Supplies</i></b>				
4000-4999		<b>113,545</b>	<b>116,951</b>	<b>120,460</b>
<b><i>Services, Other Operating Expense</i></b>				
5000-5999		<b>1,143,499</b>	<b>1,177,804</b>	<b>1,213,138</b>
conferences, mileage, dues & memberships, insurance, gas & electric				
cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses,				
contracted services, bottled water, employment services, security services, charter buses, software licensing,				
print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones &				
cell phones, postage, internet costs				
<b><i>Other Outgo</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b><i>Direct Support/Indirect Costs</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES</b>		<b>\$3,459,289</b>	<b>\$3,669,667</b>	<b>\$3,815,464</b>

**WORKSHEET FOR GENERAL PURPOSE BLOCK GRANT FUNDING**

**Pacific View Charter School 2013-14 LCFF Revised Projections**

	REGULAR ADA	LCFF RATE	FUNDING	ELL/DIS ADA	SUPPLEMENTAL GRANT RATE	FUNDING	LOTTERY RATE	FUNDING
<b><u>RESIDENT PUPILS</u></b>								
Grade K-3	12.02	6,942	83,443		1,388	0		
Grade 4-6	11.05	6,942	76,709		1,388	0		
Grade 7-8	15.73	6,942	109,198		1,388	0		
Grade 9-12	229.78	6,942	1,595,133		1,388	0		
<b><u>NON-RESIDENT PUPILS</u></b>								
Grade K-3	19.23	6,942	133,495		1,388	0		
Grade 4-6	20.36	6,942	141,339		1,388	0		
Grade 7-8	16.83	6,942	116,834		1,388	0	126.00	59,081
Grade 9-12	173.54	6,942	1,204,715		1,388	0	30.00	14,067
<b>TOTAL FUNDING</b>	<b>498.54</b>		<b><u>\$ 3,460,865</u></b>			<b><u>\$ -</u></b>		<b><u>\$ 73,148</u></b>

9.3

PACIFIC VIEW CHARTER SCHOOL

Board of Trustees Meeting  
September 17, 2013

Acceptance of Items Donated to Pacific View Charter School

Background Information

The following items have been donated to the School. In accordance with the School's Fiscal Policy-G Fundraising, Grant Solicitation and Donation Recognition this donation is being presented for acceptance by the Board of Trustees on behalf of the School.

Donor	Description/Conditions Restrictions/Compliance Requirements	Value
Donor's Choose.com	PE Supplies, Musical Instrument, misc classroom supplies	Estimated value \$1281.80
	<b>TOTAL VALUE</b>	<b>\$1281.80</b>

The staff is recommending the Board accept this donation on behalf of the school.

9.4

## 2013.2014 SCHOOL GOALS

### **Leadership**

Increase API to growth target score

Expand awareness of PVCS programs by promoting the school throughout the community

Successfully renew Charter

Collaborate to implement Common Core State Standards across the Curriculum

Replicate PVCS's exceptional learning model to a second location

Develop PVCS plan to comply with Local Control Accountability Plan

### **Technology**

Continue to expand the functionality of School Pathways, our Learning Management System (LMS)

Maximize the use of technology within curriculum and instructional practices

Prepare our technology resources to fully implement Smarter Balanced assessments

Research a data collection tool that will facilitate the creation of various reports to analyze students academic history and performance

### **Assessment and Accountability**

*80% of students grades 9-12 will have met their individualized learning goals in Math as measured by Star Enterprise assessments.*

*60% of students grades 9-12 will have met their individualized learning goals in English as measured by Star Enterprise assessments*

*85 % of 10th graders will pass the CAHSEE exam in both Math and English*

### **Curriculum/Instruction**

Targeted Math and English courses aligned to the new Common Core Standards and a-g approved

Align all science classes to the new Next Generation Science Standards



Continue to add technology-related assignments to all courses to make them interesting and relevant to all students

Assess all incoming students grades 2-8 on Star Enterprise and place in appropriate curriculum and instructional interventions.

Plan and implement an RTI model for K-8 students

Place 80% of Tier 3 and 4 students grades 9-12 in an appropriate Math course

Assign 100% of Tier 3 and 4 students in Math to an instructional intervention

Place 80% of Tier 3 and 4 students grades 9-12 in Read 180

Expand Read 180 to a third class, and utilize the L book for all English Language Learners.

Expand all English workshop classes to 90 minutes, to allow for personalized instruction of students' recommended focus skills as targeted by Star Enterprise

### **Finance**

Prepare expenditure plan as part of the Local Control Accountability Plan to track expenditures for California Department of Education and Board

Prepare Common Core State Standards expenditure plan to track expenditures for California Department of Education and Board

Plan and prepare for building construction for e-occupancy, tutoring rooms and warehouse to classroom conversion

Monitor and update a very strong and reliable Crisis Response Plan

Maintain school facilities to provide a safe, clean and well maintained environment for the students, parents and staff.

Investigate grants, loans and other funding opportunities for additional site

Review and update Website and Social Media marketing options with latest technology to reach a larger population

Maintain sound fiscal policies and a balanced budget

9.5

## **Pacific View Charter School Therapy Dog Program**

### **Purpose:**

To improve student and staff morale. The Therapy Dog Program will assist students with socialization and communication, along with incorporating attitudes of kindness and compassion. The use of therapy dogs has shown to enhance humane attitudes towards animals, which have been linked to increased human empathy. Therapy dogs create an environment of approachability. Authority figures such as teachers and school administrators are seen as much more approachable when a dog is present.

### **Program:**

The therapy dogs will participate in the classroom setting, and be present in teacher offices. The elementary students will have the opportunity to read to the dogs or retell a story to the dogs, improving communication and comprehension skills. After the student reads a story to the dog, the student will have the opportunity to ask the dog to perform a trick. The dogs will also be used to provide educational opportunities focused on how to approach an unfamiliar dog, care, and communication along with many other educational experiences.

### **Benefits:**

One of the main benefits of the Therapy Dog Program is the joy people get from just being around a dog. The presence of dogs on campus is a motivating factor in student attendance and participation. Therapy dogs improve socialization and communication. They help to encourage positive behavior and decrease anxiety. Studies have shown contact with dogs, and other pets, can lower blood pressure and improve overall health. A good relationship with an animal friend may spill over into better relations with humans.

**Concerns:**

One of the first concerns people may have is for adults and children with allergies. Most people who suffer from pet allergies are allergic only when they touch the pet. People, in general, have dander on them, and if someone is that allergic they would not be able to be around anyone. The handlers of the dogs are instructed that if a child has an allergy, to teach the child not to touch the dog. Another concern is fear of dogs. This is a great opportunity to teach children how to act around an unfamiliar dog and how to introduce themselves to it. As a child interacts with a therapy dog, they will develop a better understanding of the dog. These dogs are calm and gentle, which provides a nonthreatening environment. Liability insurance for therapy dogs is addressed through the school's JPA .

**Guidelines:**

All PVCS Therapy Dogs must pass the Canine Good Citizen Test and be at least one year old to be in the program. PVCS Therapy Dogs must be recertified through the Canine Good Citizen Test every three years. A dog may be a Therapy Dog in training for no more than 6 months. All dogs must be well behaved, up to date on immunizations and have an annual check-up attested to by a veterinarian within the past year. A negative Fecal test must have been done within the past year and a negative Heartworm test must have been done within the past year if the dog is not on continuous heartworm prevention medication. (A negative Heartworm test must have been done within the past two years if the dog is on a continuous heartworm medication.) A copy of immunization records must be on file with the office at PVCS. PVCS Therapy Dogs are owned by individual staff members who are responsible for the cost and care of the dog.

District Home		sitemap	contact	search our site	go
SCHOOLS	DISTRICT	SERVICES	PARENTS	COMMUNITY	PAL-MAC WAY



PALMYRA-MACEDON  
CENTRAL SCHOOL DISTRICT  
*The Pal-Mac Way is Every Day*








Services

Services » The Pal-Mac Way

- Registration-We Welcome New Students!
- Food Service
- Support for our Military Families
- Facilities and Grounds
- Athletics & Aquatics
- Community Education
- Transportation
- Link to WFL BOCES
- SchoolMessenger
- Therapy Dogs
- Need Help?
- Information about the Flu
- Health Services
- Kinship Care
- Dignity for All Students Act (DASA)

**PALMYRA-MACEDON CSD**  
151 Hyde Parkway  
Palmyra, New York 14522  
Phone: 315-697-3401  
Fax: 315-697-3898

Therapy Dogs

<p><b>Katie</b></p>  <p>Partner: Miss Davis High School</p>	<p><b>Marley</b></p>  <p>Partner: Mrs. Green Primary School</p>
<p><b>Ellison "Ellie"</b></p>  <p>Partners: Mr. and Mrs. Baehr Middle School</p>	<p><b>Molly</b></p>  <p>Partner: Mrs. McLaughlin High School</p>
<p><b>Maggie</b></p>  <p>Partner: Mrs. Wilchezski Intermediate School</p>	

## Academic Benefits of a dog in the classroom

- Improves attendance and decreases tardiness
- Students turn in homework more often and increase performance in other subjects
- Reinforces learning
- Motivates speech, learning, and exercise
- Stimulates the senses
- Facilitates counseling
- Does not judge, criticize, or laugh and they are less intimidating than peers

## Social Benefits of a dog in the classroom

- Students build self esteem, confidence, social skills, and communication skills
- Trusting relationships are formed
- Fosters feelings of safety and acceptance
- Decreases loneliness, anxiety, anger, and depression
- Teaches unconditional love and acceptance,
- Teaches to give instead of receive
- Encourages positive social behaviors
- Lowers blood pressure and increases relaxation
- Inspires people to laugh, smile and have fun!

## Teaches Responsibility

- Take dog to the bathroom
- Fill the water bowl
- Time the rest (naps) and play time
- Keep the dog groomed (most grooming will be done at home by the handler)
- Clean the toys and bedding
- Restrict treats
- Award good behavior

Edline

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School Websites

## A Dog Goes to School

By Jordan Smith, Middle School Teacher, Soar Learning Center

There are many studies and authors that have written about animals and their potential therapeutic value. Although opinion, theory, and fact must be separated, there is widespread evidence that supports the many benefits animals provide humans. While many animal therapy organizations exist and function at high levels in various settings, the prospective opportunities are even greater for even our local community. The human-animal relationship dates far back into world history. Before the written word there were records and evidence of the important roles animals played in the lives of humans. Citing the Egyptians, Greeks, Romans, and Chinese, Walsh (2009, p. 463) described that through either agricultural roles, acting as protectors, or simply being companions, animals have long been part of our society and human lives. As odd as it sounds, animal rights developed in 1866 were actually used to "prosecute cases of child abuse before child protection laws were written" (New York Society for Prevention of Cruelty to Children as cited by Walsh, 2009). When it comes to pet therapy, there are many potential clients and well supported reasons for choosing pet therapy. Pitts (2005) stated that the positive effects of animal interactions have occurred for many years but have only recently been documented in medical literature for about fifty years.

Of these benefits, Blue (1986) described clients of animal therapy to experience "love, attachment and comfort; sensori-motor and nonverbal learning; responsibility, nurturance and sense of competence; learning about life, death, and grief; therapeutic benefits to psychological and physical health; nurturing, humaneness, ecological awareness and ethical responsibility" (Pitts, 2005, p. 38). Pitts also explained that pet therapy can play an essential role for children with special needs such as PDD, communication challenges, and autism. Through acting as a "transitional object" the animals can be with whom the children first develop relationships which can then be transferred more easily to human interactions (Pitts, 2005, p. 39). Pattnaik (2004-2005) also supports this idea that therapy animals can serve as 'transitional objects' and cited Levinson (1980) stating that they can "link the child's inner self with the outside world" which helps "reduce stresses and anxieties" (p. 96). These therapy animals can truly serve as a building block for students that face challenges with social situations, relationships, behaviors, and emotional regulation.

Another reason animal and human clients work so well together in therapeutic relationships is due to the uniqueness of every human and every animal trained for therapeutic programs. Everyone relates differently to one another and it therefore takes special animals to be able to participate in therapy situations. Katz (2003) explained how biological anthropologists "have found that dogs demonstrate an uncanny ability...to read human cues and behavior" (Walsh, 2009, p. 268-269). Just as animals have incredible strengths and intelligences, humans too have their own surprises. Temple Grandin, a woman with autism, was able to understand animals at a deeper level than most and consequently fell into a career of animal advocacy and leadership (Walsh, 2009, p. 471). Whether it is a unique ability or just an adoration of animals, humans and animals benefit greatly from one another for a multitude of reasons and unique characteristics of both parties.

There are however, many concerns and issues to sort out when beginning any form of animal therapy in a health care or educational setting. Common concerns are allergies, disease, infection, insurance, and safety. With this comes the understanding that informed consent should be acquired from participating clients and their guardians, depending upon client age. Even with consent and signed releases, due to the unpredictability of some situations or environmental factors, participants must be



aware that sessions might look different depending upon the day. Just like people, if an animal is not feeling well or is overly stressed, their performance will be impacted. The ability of the handlers to read their dog's behavior as well as environmental cues is critical. Additionally, the handlers must be able to communicate these observations and needs to maintain safety and positive interactions between clients, animals, and handlers. Therefore respect and understanding must be agreed upon by all parties.

Therapy Dogs of Vermont is another organization that is highly recognized and maintains their dogs' insurance through frequent testing and evaluations by agency officers. This organization, with dogs and handlers right here in our own community, works tirelessly to ensure their insured dogs and handlers are assessed in a variety of settings and with an array of clients before being awarded the title of 'therapy dog'. Therapy Dogs of Vermont visit hospitals, nursing homes, rehabilitation facilities, correctional facilities, shelters, libraries, schools, and youth centers. The organization began with a man named Steve Reiman. He felt dogs had healing abilities and worked to gain access for his dog to a local hospital. He was given permission to bring his dog into Fletcher Allen Hospital in Burlington in 1990. With the success of these visits, Steve founded Therapy Dogs of Vermont two years later. Since that time, the nonprofit organization has only grown and has been recognized by medical directors across Vermont and even featured on Oprah's Big Give in 2008. Vermont is lucky to have this organization as they stay on top of policies and issues surrounding canine therapy and they are responsive to emerging health care issues and facility requirements. Therapy Dogs of Vermont is an organization composed of a team of expert advisors, including veterinarians, dog behaviorists, and health care professionals. These caring individuals ensure a rigorous testing and certification process for dogs and their handlers. As a result, Therapy Dogs of Vermont has produced incredible therapy dogs and handlers that are available right here in Franklin County.

Living in Georgia, Vermont, Sherri Bushee and her German Shepherd Holland are one of these incredible therapy dog/handler teams. After Sherri and a teacher from Soar Learning Center met at pet store in the fall of 2009, an idea was born to bring therapy dogs to school. As the teacher worked to complete her master's degree in education, she realized that this would make a perfect, applicable practicum project. After much research around pet therapy and animals in school, a very supportive literature review was written. The next step was the proposal. As Soar Learning Center is part of Northwestern Counseling and Support Services, it was not just the school administrators that needed knowledge of this project. With the school and agency leaders on board, families and students were then notified of the project. Once consent was received, students in the Back to School program began discussing and preparing for the first visit with Holland. Much learning occurred prior to the first visit around why Holland was a therapy dog, why students were looking forward to her visit, why our own pets at home are important to us, and also what our personal responsibilities were to be able to participate in the visit.

During the first visit, students took quickly not only to Holland but to Sherri as well. Sherri worked to get to know and understand the students. She communicated with the teacher prior to the visit to tailor the time to the needs of the students. During the visit she checked in with students and allowed them each one on one time to pet and get kisses from Holland. Since that first visit, students continue to look forward to our almost monthly visit from Sherri and Holland. Several students look forward to these visits simply for the wet kisses so they can wipe their faces and pretend they didn't just enjoy getting slobbered. Others just enjoy watching Holland show off her amazing obedience training. This is particularly impressive since Holland has been trained and understands commands in German. The students see this and are amazed that a dog can hear a single word, lay down, and remain in that position



and location until Sherri gives another command. The reflection and discussions that come from these visits are extraordinary. A moment that will forever be in the memory of Sherri and staff within the Back to School program occurred during the first visit. A typically introverted student had knelt down for his time to pet and get kisses from Holland and began talking about a dog he had. He then explained that his dog had since passed away. Everyone was quiet and respectful but one peer reached down and just gently patted this student's back. The empathy was moving and to this day reminds staff of the powerful impact Holland brings.

A little more than a year after Sherri and this teacher met in that pet store, WCAX recently visited the Back to School program at Soar Learning Center. Working on an 'Everything Animals' segment, WCAX took an interest in Therapy Dogs of Vermont. One of the reporters contacted Sherri as she is one of the officers for the organization. They informed her that they wanted to film a segment with her and Holland. She knew right away where the segment would be filmed. The teacher went to the same directors and leaders within Soar Learning Center and NCSS, acquired consent from families, and on December 10<sup>th</sup> there was a reporter and camera man in the Back to School Classroom. Students presented Holland and Sherri with stockings that held a bone inside and message of thanks to Holland on the front. Students wrote about the excitement and happiness they received from petting, getting kisses, and watching Holland do tricks. They smiled and laughed as though a camera was not three feet away from them. The visit may have been one of the best yet. Although students were certainly looking forward to seeing themselves on television, the question of most importance was 'when is Holland's next visit?'

While the research supports that pet therapy holds many potential benefits for clients of all ages and in a variety of settings, seeing it and feeling it is the best proof. The human-animal relationship has a long history that should continue to build and become stronger. Throughout the course of many years, the therapeutic role of animals has become more formalized and medically recognized. When precautions are taken, trusted agencies and organizations accessed, and consent acquired, animal assisted therapy can be very successful for children, adolescents, adults, and the elderly. The Back to School program at Soar Learning Center would certainly agree with this, and they know that when a dog goes to school, it is going to be a good day.

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### *Advantages of Pet Facilitated Therapy*

The use of pet facilitated therapy in various settings has produced several studies reporting the specific benefits of using animals as a therapeutic tool. General advantages of implementing a pet facilitated therapy program are suggested by Arkow (1980) such as enhancing the treatment milieu by "de-institutionalizing a facility and providing a more natural, home-like environment -- improving not only residents' recoveries, but also staff morale and families perceptions" (p. 4). Pet facilitated therapy programs are also cost effective. Levinson (1961) stated a dog could be a companion, friend, servant, admirer, confidant, toy, teammate, slave, scapegoat, mirror, trustee, or defender. The benefits of using animals are numerous. Dogs can be active playmates that can facilitate the release of a child's pent up energy and tension. Dogs can improve the rate of recovery from illness and ability to cope with illness (McCulloch, 1981). Dogs can provide a stimulus for motoric activity -- walking, feeding, and grooming. Dogs can help shy children break the ice with other children. Dogs have been found to increase cooperation with caregivers (Arkow, 1981). They can help children confront their fears. What children may see as too fearful to do alone may seem safer with a dog by their side, thus building self-esteem and confidence. Most importantly, dogs are accepting. They accept the child for who they are without criticism (Levinson, 1972).

### *Self - Esteem*

Juhaz (1983) conducted a survey among 12-14 year old male and female adolescents. Surveyed students were asked to list things that made them feel satisfied and good about themselves. Pets were ranked below parents but above other adults in the subjects' lives, including teachers. Many people gain a feeling of achievement with pet

facilitated therapy (McCulloch, 1985). Training a simple command, or taking part in the feeding, grooming, walking, or helping to build a dog house, all can give the child a feeling of accomplishment, increasing their self esteem.

### *Empathy*

Hyde and Kurdek (1983) conducted a survey to determine empathy among college students with pets and without pets. Results found that college age pet owners tended to have higher empathy and interpersonal trust scores than non-pet owners.

### *Education*

As an educational tool, classroom pets can be used to develop a respect for living things and foster children's natural curiosity (Vansant & Dondiego, 1995). Reduced tardiness and increased attendance have been reported benefits seen by incorporating a dog in a classroom (Owens & Williams, 1995). Two studies report students have a new found interest in school after introducing animals in a classroom (Kaye, 1984; Condoret, 1978). Improved behavior and increased responsibility have also been seen (Kaye, 1984; Owens & Williams, 1995).

### *Anxiety and Rapport Development*

Several studies have been conducted demonstrating the changes in physiological response in the presence of animals. One controlled study found that the introduction of a dog to an experimental setting produced significantly lower blood pressure in children (Friedmann, Katcher, Thomas, Lynch & Messent, 1983). The authors suggested that the presence of the dog changed the children's perception of the setting making it less anxiety provoking, resulting in lower blood pressure. Brickel (1982) suggested that the mere presence of a dog could be a distracter. Brickel reports that dogs can divert attention

from an anxiety generating stimuli that the client faces - thus serving as a distracter. A child, who is very anxious or even fearful about going to see a psychiatrist, can be distracted from his/her anxiety and/or fearfulness by the unexpected presence of a dog in the therapist's office. If the dog distracts the child long enough from his/her fear and/or anxiety - the child may soon come to realize there is no need for his/her fear and/or anxiety.

Pets can break the ice and can be of assistance in forming a relationship with some children (Levinson, 1961). Pets can help establish rapport at the outset of therapy, allowing the child to view the environment as less hostile. Not only do pets help to establish rapport between therapist and patient, but they have also been reported to facilitate communication. Corson and Corson (1978) describe this process as the "Rippling Effect". First, the patient accepts the animal, develops trust, plays with it, cares for it, talks to it, and loves it. Then the patient begins to accept the therapist as a friend since the therapist introduced the patient to the pet. Third, the patient begins to come out of withdrawal and interacts with nurses, orderlies, aides and other therapists, once the pet becomes a conversation piece. Lastly, the patient begins to draw other patients in.

The essences of pet facilitated therapy are to introduce a non-threatening loving pet to serve as a catalytic vehicle for forming adaptive and satisfactory social interactions. The patient often relates positively to pets in non-verbal and tactile interactions. Gradually, the circle of social interactions widens to first include the therapist who introduced the pet, and later to other patients and medical personnel,



then progressive expansion of positive social interactions outside hospital (Corson & Corson, 1978).

Pets have been found to facilitate positive communication between caregivers and those receiving care in settings such as prisons, schools, nursing homes, and hospitals (Beck & Katcher, 1983; Marino, 1995). Animals have also been found to facilitate and initiate communication with patients who have been uncommunicative for extended periods of time (Beck, 1985). Condoret (1983) reported that daily contact with classroom pets could facilitate language development. In a well-known study, a young autistic girl, communicated for the first time ever when a dove was introduced and flew around the room (Condoret, 1983).

#### *Pets as Social Catalysts*

Numerous evidence exists that pets can act as social catalysts. In a study by Messant (1982), men and women were found to be more approachable when accompanied by a pet than when alone. Pets facilitate interaction by being social lubricants. They can provide a neutral subject of conversation, increasing the quality and quantity of social interactions and increasing social visibility (Veevers, 1985; Corson & Corson, 1977).

#### *Pets as Mediators in Therapy*

Levinson reports (1972), that children see animals as accepting and dependent. Therapists on the other hand are often viewed as authoritarian. The acceptance provided by the pet can lead the way to improved self confidence. The child feels safe in confiding in the pet and gradually develops a trust allowing the animal to act as a mediator with the therapist (Levinson, 1972).

### *Disadvantages of Pet Facilitated Therapy*

It would be unfair to neglect to mention some of the purported disadvantages and potential problems associated with pet facilitated therapy. There is no scientific culmination of documented pet facilitated therapy failures, rather only vague references to what can go wrong are mentioned (McCulloch, 1985).

Some potential disadvantages of pet facilitated therapy can include: allergies of staff and students, certain zoonotic diseases (disease that can be transmitted from animals to humans), cost, legal liability due to patient injury or accident, and noise levels (Arkow, 1980; Bustad, 1979; McCulloch, 1985). Additionally there is a real threat for the potential of animal abuse. Animal abuse can occur either intentionally or by students who are not aware they may be harming or provoking the animal due to mental incapacities. Other disadvantages of pet facilitated therapy can be a student becoming possessive of the animal and/or the animal rejecting the student due to unrealistic expectations. "Pets can be sources of rivalry and competition in group environments" (Arkow, 1980 p. 7). Additionally, Arkow (1980) suggests that the following concerns should be addressed before implementing a pet facilitated therapy program: proper handling of animals to avoid injury to animals or children, allergies, sanitation, veterinary care, potential injury to animals, noise, zoonotic disease, and legal liability issues. Additionally, while cost is relatively minimal it should always be addressed at the outset of implementing a program (Arkow, 1980). Some concerns can be avoided by taking care in pet selection, adequate supervision, ongoing program monitoring, sufficient training of staff and students, and support provided by administration and staff, some are unavoidable risks that we can only

attempt to minimize their chance for occurrence. The simple awareness of potential concerns will help any facility take preventative measures to minimize occurrence of some of the potential disadvantages of pet facilitated therapy.

### *Populations served by Pet Facilitated Therapy*

The use of pet facilitated therapy has been found beneficial in working with several populations of people. From prisoners, to the elderly to children with autism, benefits have been seen using pet facilitated therapy. Most relevant to the present study is research addressing using pet facilitated therapy with children with autism, emotional and behavior disturbances, special needs (e.g., attention deficit disorder, conduct disorder), and juvenile delinquents.

#### *Children with Autism*

Few successful therapies exist for working with autistic children. Several studies (Issacs, 1998; Condoret, 1983; Redefer & Goodman, 1989) using animals have shown promising results working with this population. A common symptom of autism is social withdrawal. Pet facilitated therapy has been reported to increase social interactions in autistic children (Issacs, 1998; Condoret, 1983; Redefer & Goodman, 1989). Issacs (1998) reported that the use of a dog seemed to "greatly enhance" social interaction of autistic children through petting and touching, increasing eye contact, attention span, affect and affection.

In a well-known study, Condoret (1983) captured on video an autistic girl's first spontaneous interaction with living beings when she observed the flight of a dove that was brought into the classroom. His discovery was made while studying the impact of

animals on both normal and disturbed nursery school children. This autistic girl prior to watching the dove's flight had never spoken with or permitted any physical contact with people or animals. Her only interest had been in inanimate objects. After that, her attention increased with a dog, other children, and her teachers (Condoret, 1983).

Redefer and Goodman (1989) reported that the presence of a dog produced a sharp increase in social interactions and a decrease in isolation in seriously withdrawn autistic children. Children can communicate with animals primarily nonverbally.

Redefer (1986) suggests that a dog's effectiveness in working with autistic children is because dogs are a simple social stimulus transmitting less complicated social cues than humans. She also explained dogs' effectiveness in working with autistic children as related to the need for repetitive play among children with autism; dogs are known to engage in repetitive simple social play.

*Children with Attention Deficit Hyperactivity Disorder (ADHD) and/or Attention Deficit Disorder (ADD)*

Mixed results have been seen when incorporating pet facilitated therapy in the treatment of ADHD children. One study found that boys with ADD were more aggressive towards animals than boys without ADD (Gislason, Swanson, Martinex, Quiroga, & Castillo, 1984). The authors concluded that the characteristics of ADD children, impulsivity, inattention, and hyperactivity, quite possibly contributed to the more aggressive behavior. Given this study, pet facilitated therapy with this population should be monitored closely. Yet, another study by Katcher and Wilkins (1994), found that children with conduct disorders and ADHD showed significant reduction in behavior pathology when exposed to animals. Two groups were compared, the first group placed



in an outward-bound program, and the second group placed in a Zoo program. The boys in the zoo program displayed less behavior problems than boys placed in the outward bound program during the program (Katcher & Wilkins, 1994).

At the Philadelphia's Devereux Foundation, a treatment center for troubled children, a 1993 study found caring for guinea pigs, birds and other small animals improved grades and behavior in students with attention deficit disorder (Muhammad, 1999).

### *Juvenile Delinquents*

Numerous studies have been conducted evaluating the promise of using pet facilitated therapy with juvenile delinquents and disturbed children and adolescents. No other population other than the elderly has had so many programs incorporating pet facilitated therapy. Levinson reports (1961) that an intense need to master something that does not talk back, that accepts the child as is, no matter who they are, is overwhelmingly prevalent among disturbed children. Disturbed children do not want to be judged. They want to be accepted and admired. Disturbed children are afraid of human contacts because they have been hurt so much and so often. They have a strong need for safe physical contact. Since their hurt is not associated with the dog, they allow the dog to approach them (Levinson, 1961). At the George B. Page Boys Ranch in Ojai, California, animals provide an alternative life for juvenile delinquents. Boys care for livestock and farm animals, thereby providing a sense of achievement as well as education (Arkow, 1981).

In a study by Robin, ten Benschel, Quigly and Anderson (1983), researchers set out to determine adolescent and children's perceptions of pets. Surveys asking about family

pets were sent to male and female students in a psychiatric hospital, a school for delinquents, and a regular high school. The study found that delinquents reported more often than other subjects that they played with their pet alone. Delinquent and hospitalized subjects emphasized more strongly the role of their pet as a love object and confidant than other groups. Furthermore, delinquent youth reported more frequently than public school youth that their pet protected them from physical harm (Robin, ten Bensel, Quigley, & Anderson 1983).

In Burbank, California dogs are used in an after school violence prevention program for elementary school children. The program teaches children how to appropriately handle and train dogs. The program is based on humane education, believing that teaching children a personal sense of responsibility and compassion and encouraging them to consider the needs, feelings and suffering of animals will in turn increase their level of compassion for people and their environment. If a child can learn how to properly treat a dog they can transfer this to their treatment with people (Latham, 2001).

In 1933, the U.S. National Parent Teacher Association stated that:

Children trained to extend justice, kindness and mercy to animals become more just, kind and considerate in their relations with one another. Character training along these lines in youths will result in men and women of broader sympathies. They will be more humane, more law-abiding, and in every respect, more valuable citizens (Battle, 2001, p. 10).

However, some recent research suggests caution using pet facilitated therapy with this group of children because of a high tendency for animal abuse (Battle, 2001). With their

need for control and aggressive tendencies, animals can be at great risk if programs utilizing them are not adequately supervised.

### *Language Disorders and Disabilities*

Positive results have also been found using pet facilitated therapy with children who have language disorders and disabilities. Pets can be used to help children imitate animal sounds, say the pet's name, give the pet a command, and communicate with the pet. In a nursery school in France, a dog was introduced into a classroom with children having various language problems. Condoret (1983) reported that many children showed some improvement in speech problems after the introduction of the dog. Condoret felt the child's increased motivations to acquire language were attributed to the child's desire to be able to communicate with the animal.

Dismuke (1984) conducted a study using horseback riding for children with language disorders. Twenty-six children with moderate to severe language disorders were randomly placed into a control or experimental group. Effects of horseback riding on language were measured by results on pre, mid and post tests given to participants. This study found that those children who received rehabilitative horseback riding made significant gains in their ability to use language efficiently and appropriately (Dismuke, 1984). In addition, this study found that children in the experimental group were found to have greater self-esteem as evidenced by scores on the Piers-Harris Self Concept Scale.

### *Children with Mental Disabilities*

In children with Down syndrome the rhythmic movement of horseback riding has been found to help them normalize their muscle tone, coordination and balance

(Muhammad, 1999). A child can sometimes for the first time experience control in his or her life by being able to control a large horse around a ring.

Pets have also been used to help prepare the mentally disabled for more productive independent lives (Gores in Levinson, 1972). Levinson (1972) speaks of an experiment by Gores in which three youngsters with Intelligence Quotients ranging from 48-85 did an excellent job caring for animals and helping to run a pet shop. Subjects reported that they felt happier and felt that they were contributing to society as a result of their job. Dogs can be used to provide the mentally disabled with vocational training starting in the early years and continuing to adulthood. Taking care of pets can help teach them responsibility and confidence. Children can be given varying amounts of responsibility for classroom dogs, as their ability allows. They can learn how to feed, groom and walk the dog which can help them later get a job that incorporates walking, feeding, grooming and general care for dogs and other animals.

### *Conclusion*

The use of animals for therapeutic purposes has been seen in prisons, mental institutions, psychiatric hospitals, nursing homes, residential treatment centers, schools, and in clinical settings. Promising results have been reported using animals with the elderly, the chronically ill, the depressed, the incarcerated, juvenile delinquents, children with ADHD, children with emotional disturbances and/or conduct disorders, children with language disorders, mentally disabled children, and children with autism. Many studies provide simple observational reports of benefits, while only a few, offer empirical evidence of true causal relationships when implementing pets as therapeutic tools. Too

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**Pacific View Charter School**  
**Salary Schedule Column Advancement Criteria**

Only successfully completed ***college units earned in upper division or graduate college course work***\* from an accredited college or university may be used for advancement on the Salary Schedule. The following ***upper division or graduate level***\* college units will be approved and accepted for horizontal movement:

- Courses directly related to a currently held credential being utilized to render Service
- Courses within a college major or minor field of study
- Courses directly related to a current assignment
- Courses related to an advanced degree, which is directly related to a current assignment in a college major or minor field of study
- Courses taken at the specific and written suggestion of the Executive Director in order to qualify for a different work assignment and
- Courses taken that are required to maintain a current assignment, provided said courses are not paid for by the Institution or taken during regular work-hours.

Prior to enrolling in college courses referred to in the above criteria, employees may submit a written request for clarification from the *Executive Director or Designee* regarding the acceptability of such units. ~~Employees may petition in writing the Executive Director for horizontal movement credit for college units that are beyond the criteria listed. Normally, the petition will be submitted reasonably in advance of enrollment in such courses.~~

Annually, by July 1st, employees will furnish the Business Services Technician with a transcript or grade-slip proof that course work justifying horizontal movement and interim placement has been successfully completed. Documentation submitted after July first will not result in horizontal movement until the following year.

*\* Courses designated by College/University as Lower Division will NOT be accepted for Column Advancement.*

Board Approved: August 2, 2004

Amended: September 21, 2011