

LATROBE SCHOOL DISTRICT BOARD OF TRUSTEES

Tuesday, January 17, 2023

REGULAR MEETING MINUTES

Board Members Present: Jared Meredith, Janet Saitman, Scot Yarnell

Board Member Absent:

District Office Staff Present: Dave Scroggins, Superintendent; Jennifer Fusano, Chief Fiscal Officer; Tracy Pearson, District Secretary

Others: Sherry Magness

CALL TO ORDER

The regular meeting of the Latrobe School District Board of Trustees was called to order at 6:00pm by Scot Yarnell at the Miller's Hill School library, 7900 South Shingle Road, Latrobe, CA, 95682. Jared Meredith led the flag salute.

APPROVAL OF AGENDA AND MINUTES

Agenda - It was motioned by Janet Saitman, seconded by Jared Meredith to approve the agenda of the January 17, 2023 regular board meeting.

Motion passed: 3-0

Minutes - It was motioned by Janet Saitman, seconded by Jared Meredith to approve the minutes of the December 20, 2022 regular board meeting.

Motion passed: 3-0

PUBLIC COMMENTS

There were no comments from the public.

APPROVAL OF DISTRICT WARRANTS

It was motioned by Jared Meredith, seconded by Janet Saitman to approve the district warrants report for the period of December 20, 2022.

Motion passed: 3-0

CONSENT AGENDA

It was motioned by Janet Saitman, seconded by Jared Meredith to approve the Consent Agenda which included the following items:

- Accept the Quarterly Report on Williams Uniform Complaints for the period October 1 – December 31, 2022. There were no complaints.

Motion passed: 3-0.

ACTION/DISCUSSION ITEMS

2022-23 Single Plan for School Achievement (SPSA)

It was motioned by Janet Saitman, seconded by Jared Meredith, to accept the 2022-23 SPSA as updated and approved by the School Site Council/LCAP Parent Advisory Committee. Schools

3.6.

are required to consolidate all school plans for programs funded through the ConApp (state) and ESEA (federal) Program Improvement into the SPSA. The three goals in Latrobe's SPSA are in alignment with our three LCAP goals.

Motion passed: 3-0.

Transfer Funds from Fund 01 to Fund 14

It was motioned by Jared Meredith, seconded by Janet Saitman to approve of \$50,000. This annual amount is to be set aside for future deferred maintenance projects as outlined in the District 10-Year Deferred Maintenance Plan. An initial transfer of \$350,000 was made in February 2022.

Motion passed: 3-0.

January 2023 Personnel Action Report (PAR)

It was motioned by Jared Meredith, seconded by Janet Saitman to accept the January 2023 personnel actions, including the following:

- Max Beaver, K-8 PE Teacher, 0.4 FTE, Employment, effective January 1, 2023
- Sherry Magness, TK/Teacher, 1.0 FTE, Retirement, effective June 1, 2023

Sherry Magness present her letter of resignation to the board in person. Dave Scroggins thanked Sherry for her years of service to the district, and acknowledged and complimented her exceptional, warmth, care, and patience with young students.

Motion passed: 3-0.

2023-24 School Calendar

It was motioned by Jared Meredith, seconded Janet Saitman adopt the 2023-24 school calendar as recommended by Meet & Confer committee.

Motion passed: 3-0.

BOARD POLICIES/ADMINISTRATIVE REGULATIONS

It was motioned by Jared Meredith, seconded by Janet Saitman to conduct a first reading and adoption of the following new and revised policies:

CSBA June 2022 Quarterly Update

- 1) AR & Exhibit 1312.4 – Williams Uniform Complaint Procedures
- 2) AR & Exhibit 3517 – Facilities Inspection
- 3) BP/AR 3523 – Electronic Signatures (*new*)
- 4) BP/AR 3550 – Food Service/Child Nutrition Program (*new to Latrobe*)
- 5) BP/AR 3551 – Food Service Operations/Cafeteria Fund (*new to Latrobe*)
- 6) BP/AR 3553 – Free and Reduced Price Meals

Motion passed: 3-0.

INFORMATION/CORRESPONDENCE

A. Annual form 700 Conflict of Economic Interest statements are due online for 2023. Please email Tracy a copy when complete.

BOARD MEMBER REPORTS

Janet Saitman attended a First5 board meeting. They are creating new hub websites and graphics for each hub location.

SUPERINTENDENT’S REPORT

Dave Scroggins presented information to the Board including:

- 2022-23 Enrollment: 165 students (67 LES; 98 MH) – We had five new students in January; two students are leaving for four months.
- PBIS Rewards – This new program we are using asks for the type of phone, and camera access. There is no data collection or access to anything else on the user’s phone. Staff has been trained on its use.
- Chronic Absenteeism Messaging – Individual emails went out today to families whose students were absent 10% or more of school days. So far the responses have been positive.

CLOSED SESSION

There were no items for Closed Session.

ADJOURNMENT

There being no further business the regular meeting was adjourned at 6:35 p.m.

Next regular meeting: Tuesday, February 21, 2023 at 6:00 p.m.

Copies of all reports, contract, agreements, and resolutions are made a part of these minutes as if contained fully herein. All documents are available in the district office.

Adopted:

Scot Yarnell, President of the Board

Date

008 LATROBE SCHOOL DISTRICT
JANUARY 11, 2023

J54554

ACCOUNTS PAYABLE PRELIST
BATCH: 0020 JANUARY 11, 2023

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0020

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
101350/00	ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579								
235002	PO-230002	01/11/2023 BOTTLED WATER/INV.010623		1	01-0000-0-5520-0000-8200-000-0000-00-001	NN P		21.46	21.46
235002	PO-230002	01/11/2023 BOTTLED WATER/INV.010623		2	01-0000-0-5520-0000-8200-000-0000-00-002	NN P		21.46	21.46
		TOTAL PAYMENT AMOUNT						42.92 *	42.92
101055/00	ALL AMERICAN DOOR HARDWARE INC 154 ACRES ROAD UNIT 203 MONROE, NY 10950								
235124	PO-230124	01/11/2023 INV.131630/GATE LOCK LES		1	01-8150-0-4300-0000-8110-000-0000-00-001	NN P		192.85	192.85
		TOTAL PAYMENT AMOUNT						192.85 *	192.85
008233/00	AMERICAN FIDELITY ASSURANCE ACCOUNT ADMIN PO BOX 268805 OKLAHOMA CITY, OK 73126-8805		730714500						
	PV-230109	01/11/2023 FLEX/DECEMBER			01-0000-0-9582-0000-0000-000-0000-00-000	NN			237.50
	PV-230110	01/11/2023 PRODUCTS/DECEMBER			01-0000-0-9582-0000-0000-000-0000-00-000	NN			1,551.93
		TOTAL PAYMENT AMOUNT						1,789.43 *	1,789.43
100880/00	ASCIP 16550 BLOOMFIELD AVE. CERRITOS, CA 90703		954260198						
235008	PO-230008	01/11/2023 DENTAL/JANUARY		1	01-0000-0-9586-0000-0000-000-0000-00-000	NN P		1,778.24	1,778.24
235008	PO-230008	01/11/2023 DENTAL/JANUARY-COBRA		1	01-0000-0-9586-0000-0000-000-0000-00-000	NN P		111.14	111.14
235008	PO-230008	01/11/2023 VISION/JANUARY-RETIREE		2	01-0000-0-9587-0000-0000-000-0000-00-000	NN P		22.90	22.90
235008	PO-230008	01/11/2023 VISION/JANUARY-COBRA		2	01-0000-0-9587-0000-0000-000-0000-00-000	NN P		22.90	22.90
235008	PO-230008	01/11/2023 VISION/JANUARY		2	01-0000-0-9587-0000-0000-000-0000-00-000	NN P		366.40	366.40
		TOTAL PAYMENT AMOUNT						2,301.58 *	2,301.58

Item 5.

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
081696/00	AT&T P.O. BOX 5075 CAROL STREAM, IL	60197-5075	000000000						
235007	PO-230007	01/11/2023	ACCT.0518903091001/LONG DIST	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	33.92	33.92	
235007	PO-230007	01/11/2023	ACCT.0518903091001/LONG DIST	3	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	33.89	33.89	
235007	PO-230007	01/11/2023	ACCT.0518903091001/LONG DIST	2	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	33.89	33.89	
TOTAL PAYMENT AMOUNT						101.70 *		101.70	
100839/00	AT&T PO BOX 9011 CAROL STREAM, IL	60197-9011							
235005	PO-230005	01/11/2023	BAN9391047287/PHONE SERVICE	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	23.01	23.01	
235005	PO-230005	01/11/2023	BAN9391047287/PHONE SERVICE	3	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	22.99	22.99	
235005	PO-230005	01/11/2023	BAN9391047287/PHONE SERVICE	2	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	22.99	22.99	
235005	PO-230005	01/11/2023	BAN9391007284/PHONE SERVICES	2	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	59.00	59.00	
235005	PO-230005	01/11/2023	BAN9391007284/PHONE SERVICES	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	59.02	59.02	
235005	PO-230005	01/11/2023	BAN9391007284/PHONE SERVICES	3	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	59.00	59.00	
TOTAL PAYMENT AMOUNT						246.01 *		246.01	
100776/00	AT&T MOBILITY P.O. BOX 6463 CAROL STREAM, IL	60197-6463							
235006	PO-230006	01/11/2023	ACCT.287252191647/CELL PHONES	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	172.07	172.07	
TOTAL PAYMENT AMOUNT						172.07 *		172.07	
101287/00	BATTERIES PLUS BULBS #863 2791 E. BIDWELL STREET SUITE #200 FOLSOM, CA	95630							
PV-230116	01/11/2023	MAINT SUPPLIES/INV.P57208637	01-8150-0-4300-0000-8110-000-0000-00-002	NN			183.00	183.00	
TOTAL PAYMENT AMOUNT						183.00 *		183.00	

008 LATROBE SCHOOL DISTRICT
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ACCOUNTS PAYABLE PRELIST
BATCH: 0020 JANUARY 11, 2023

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL FUNC LC1	LOC2	L3	SCH	T9MPS	Liq Amt	Net Amount

000042/00	CALIFORNIA DEPT OF TAX & FEE ADMINISTRATION P.O. BOX 942879 SACRAMENTO, CA 94279-3535										
PV-230113	01/11/2023	USE TAX OCT-DEC 2022			01-0000-0-9512-0000-0000-0000-00-000	NN					6.00
		TOTAL PAYMENT AMOUNT								6.00 *	6.00

101071/00	CALIFORNIA CHOICE BENEFIT ADMIN ATTN: ACCOUNTS RECEIVABLE PO BOX 7088 ORANGE, CA 92863-7088	330115986									
235010	PO-230010	01/11/2023	inv.4134931/FEBRUARY MEDICAL	1	01-0000-0-9570-0000-0000-0000-00-000	NN	P			8,800.39	8,800.39
			TOTAL PAYMENT AMOUNT							8,800.39 *	8,800.39

100915/00	CALSTRS 900 S. CAPITAL OF TEXAS HWY SUITE 350 AUSTIN, TX 78746										
PV-230111	01/11/2023	403(B) FEES/DECEMBER			01-0000-0-5800-0000-2700-000-0000-00-100	NN					20.00
		TOTAL PAYMENT AMOUNT								20.00 *	20.00

100741/00	CHERYL WEIDERT 6300 GALENA DR. EL DORADO, CA 95623										
PV-230119	01/11/2023	REIMB CLASSROOM BOOKS			01-9012-0-4200-1110-1000-010-0000-00-002	NN					59.84
		TOTAL PAYMENT AMOUNT								59.84 *	59.84

000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000										
235074	PO-230074	01/11/2023	AIDE BILLING/AUGUST	1	01-6500-0-7142-5750-9200-000-0000-00-100	NN	P			210.00	210.00
			TOTAL PAYMENT AMOUNT							210.00 *	210.00

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA 91109-7428								
235013	PO-230013	01/11/2023	ACCT.4030-10260/LES	1	01-0000-0-5560-0000-8200-000-0000-00-001	NN P		150.63	150.63
235013	PO-230013	01/11/2023	ACCT.4030-10243/MH	2	01-0000-0-5560-0000-8200-000-0000-00-002	NN P		308.80	308.80
				TOTAL PAYMENT AMOUNT				459.43 *	459.43
011552/00	EL DORADO UNION HIGH SCHOOL DISTRICT: ACCTS REC. 4675 MISSOURI FLAT RD PLACERVILLE, CA 95667								
	PV-230117	01/11/2023	AMADOR FARMS FIELD TRIP K-1		01-9012-0-5835-1110-1000-012-0000-00-001	NN			440.28
	PV-230117	01/11/2023	HARRIS TREE FARM 2/3		01-9012-0-5835-1110-1000-012-0000-00-001	NN			609.04
	PV-230117	01/11/2023	LATROBE TO MILLER'S HILL NINJA		01-9012-0-5835-1110-1000-012-0000-00-001	NN			233.99
				TOTAL PAYMENT AMOUNT				1,283.31 *	1,283.31
101223/00	Fenton, Teresa M 2600 Knollwood Ct#63 Cameron park, CA 95682		451791075						
235110	PO-230110	01/11/2023	ARTS ATTACK/DECEMBER	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY P		240.00	240.00
				TOTAL PAYMENT AMOUNT				240.00 *	240.00
101258/00	GAUTSCHI, SAMANTHA 3070 ROYAL DRIVE CAMERON PARK, CA 95682		000000000						
	PV-230115	01/11/2023	REIMB CULINARY ELECTIVE		01-9012-0-4300-1110-1000-024-0000-00-002	NN			444.16
				TOTAL PAYMENT AMOUNT				444.16 *	444.16
101372/00	HEUSER, CLAUDIA 4980 BARNETT RANCH RD SHINGLE SPRINGS, CA 95682		626232485						
235108	PO-230108	01/11/2023	TK-5 FAME/DECEMBER	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY P		412.50	412.50
235108	PO-230108	01/11/2023	TK-5 FAME/DECEMBER	2	01-5810-0-5800-1132-1000-000-0000-00-002	NY P		212.50	212.50
				TOTAL PAYMENT AMOUNT				625.00 *	625.00

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100853/00	HSA BANK PO BOX 939 SHEBOYGAN, WI	53082-0939							
235023	PO-230023	01/11/2023 CONTRIBUTIONS/JANUARY		1	01-0000-0-9570-0000-0000-0000-00-000	NN P	300.00	300.00	
		TOTAL PAYMENT AMOUNT					300.00 *	300.00	
101353/00	IT TAKES THE VILLAGE 4987 GOLDEN FOOTHILL PARKWAY EL DORADO HILLS, CA	95762	352467410						
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER		1	01-6546-0-5806-5770-3110-000-0000-00-001	N6 P	26.90	26.90	
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER		2	01-6546-0-5806-5770-3110-000-0000-00-002	N6 P	254.16	254.16	
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER		3	01-7422-0-5806-0000-3110-000-0000-00-002	N6 P	189.00	189.00	
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER		4	01-6537-0-5806-5770-3110-000-0000-00-001	N6 P	243.31	243.31	
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER		5	01-6537-0-5806-5770-3110-000-0000-00-002	N6 P	486.63	486.63	
235106	PO-230106	01/11/2023 SCHOOL COUNSELING/NOVEMBER			01-6500-0-5806-5770-1120-000-0000-00-001	N6		300.00	
		PV-230120 01/11/2023 OCC THERAPY/DECEMBER							
		TOTAL PAYMENT AMOUNT					1,500.00 *	1,500.00	
101180/00	MILTON, SARAH 7780 JOAQUIN WAY SHINGLE SPRINGS, CA	95682	000000000						
	PV-230118	01/11/2023 REIMB STUENT SUPPLIES			01-0000-0-4300-1110-1000-000-0000-00-001	NN		29.07	
		TOTAL PAYMENT AMOUNT					29.07 *	29.07	
000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA	95899-7300							
235028	PO-230028	01/11/2023 ACCT.4463182038-6/LES		1	01-0000-0-5540-0000-8200-000-0000-00-001	NN P	677.35	677.35	
235028	PO-230028	01/11/2023 ACCT.3223769836-3/MH		2	01-0000-0-5540-0000-8200-000-0000-00-002	NN P	1,033.96	1,033.96	
		TOTAL PAYMENT AMOUNT					1,711.31 *	1,711.31	
100810/00	PLACERVILLE UNION SCHOOL DIST. 1032 THOMPSON WAY PLACERVILLE, CA	95667							
	PV-230114	01/11/2023 CBO SERVCS 10/1/2022-12/31/22			01-0000-0-5810-0000-7300-000-0000-00-100	NN		16,161.06	
		TOTAL PAYMENT AMOUNT					16,161.06 *	16,161.06	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt		Net Amount

100260/00	SCHOOL SPECIALITY PO BOX 825640 PHILADELPHIA, PA 19182-5640	000000000						
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235119	PO-230119 01/11/2023	INV.208131641696/PLAYGROUND	1 01-0000-0-4300-1110-1000-000-0000-00-002 NN F			111.49		111.49
		TOTAL PAYMENT AMOUNT				111.49 *		111.49

100420/00	SERVICES GROUP- KAMPS PROPANE DEPT LA 25110 PASADENA, CA 91185-5110	000000000						
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235026	PO-230026 01/11/2023	PROPANE/LES INV.2023	1 01-0000-0-5530-0000-8200-000-0000-00-001 NN P			388.76		388.76
		TOTAL PAYMENT AMOUNT				388.76 *		388.76

100718/00	SIERRA SECURITY & FIRE P.O. BOX 2498 PLACERVILLE, CA 95667	421532458						
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235031	PO-230031 01/11/2023	3RD QTR/LES-INV.19383	1 01-0000-0-5800-0000-8200-000-0000-00-001 NY P			159.00		159.00
235031	PO-230031 01/11/2023	4TH QTR/LES-INV.19633	1 01-0000-0-5800-0000-8200-000-0000-00-001 NY P			159.00		159.00
235031	PO-230031 01/11/2023	3RD QTR/MH-INV.19397	2 01-0000-0-5800-0000-8200-000-0000-00-002 NY P			159.00		159.00
235031	PO-230031 01/11/2023	4TH QTR/MH-INV.19647	2 01-0000-0-5800-0000-8200-000-0000-00-002 NY P			159.00		159.00
		TOTAL PAYMENT AMOUNT				636.00 *		636.00

020200/00	STATE OF CALIFORNIA DEPT OF JUSTICE-ACCT SRV PO BOX 944255 SACRAMENTO, CA 94244-2550							
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PV-230112	01/11/2023	INV.627486/FINGERPRINTING FEES	01-0000-0-5812-0000-7200-000-0000-00-100 NN			32.00		32.00
		TOTAL PAYMENT AMOUNT				32.00 *		32.00


TOTAL BATCH PAYMENT 38,047.38 *** 0.00 38,047.38

TOTAL DISTRICT PAYMENT 38,047.38 **** 0.00 38,047.38

TOTAL FOR ALL DISTRICTS: 38,047.38 **** 0.00 38,047.38

Number of checks to be printed: 27, not counting voids due to stub overflows. 38,047.38

Pursuant to Latrobe School District policy, the
 El Dorado County Superintendent of Schools
 is hereby authorized and directed to issue
 individual warrants to the payees named hereon.

 1/11/2023
 District Designee Date

008 LATROBE SCHOOL DISTRICT
JANUARY 18, 2023

J55753

ACCOUNTS PAYABLE PRELIST
BATCH: 0021 JANUARY 17, 2023

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0021

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL	Account num FUNC LC1	LOC2 L3	SCH	T9MPS	EE	ES	E-Term Liq Amt	E-ExtRef Net Amount
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008233/00		AMERICAN FIDELITY ASSURANCE ACCOUNT ADMIN PO BOX 268805 OKLAHOMA CITY, OK 73126-8805	730714500										
	PV-230123	01/17/2023	PRODUCTS/JANUARY		01-0000-0-9582-0000-0000-0000-00-000	NN							1,551.93
	PV-230123	01/17/2023	PRODUCTS/DECEMBER		01-0000-0-9582-0000-0000-0000-00-000	NN							1,551.93
			TOTAL PAYMENT AMOUNT				3,103.86	*					3,103.86

100979/00		AMERICAN FIDELITY ASSURANCE CO ATTN: FLEX ACCOUNT ADMIN. P.O. BOX 219326 KANSAS CITY, MO 64121-9326											
	PV-230124	01/17/2023	FLEX/NOVEMBER		01-0000-0-9582-0000-0000-0000-00-000	NN							237.50
	PV-230124	01/17/2023	FLEX/DECEMBER		01-0000-0-9582-0000-0000-0000-00-000	NN							237.50
			TOTAL PAYMENT AMOUNT				475.00	*					475.00

100062/00		BANK OF AMERICA BUSINESS CARD P.O. BOX 15796 WILMINGTON, DE 19886-5796											
	PV-230129	01/17/2023	SpotifySpotify		01-0000-0-4300-1110-1000-000-0000-00-002	NN							9.99
	PV-230129	01/17/2023	Adobe AcrobatAdobe		01-0000-0-4300-0000-7100-000-0000-00-100	NN							14.99
	PV-230129	01/17/2023	Office SbscrptMicrosoft		01-0000-0-4300-0000-7100-000-0000-00-100	NN							99.99
	PV-230129	01/17/2023	Audio CordsAmazon		01-8150-0-4300-0000-8200-000-0000-00-002	NN							21.39
	PV-230129	01/17/2023	Fire Pump Test BookSP BNI		01-8150-0-4300-0000-8200-000-0000-00-002	NN							131.06
	PV-230129	01/17/2023	Audio CordsAmazon		01-8150-0-4300-0000-8200-000-0000-00-001	NN							10.66
			TOTAL PAYMENT AMOUNT				288.08	*					288.08

101370/00		CATER, NIKKI 1382 CROCKER DRIVE EL DORADO HILLS, CA 95762											
	PV-230126	01/17/2023	REIMB TPT PURCHASES		01-9012-0-4300-1110-1000-008-0000-00-002	NN							34.69
			TOTAL PAYMENT AMOUNT				34.69	*					34.69

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net	E-ExtRef Amount
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000								
235011	PO-230011 01/17/2023	DISTRICT SUPPORT/AUG		1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			2,007.00		2,007.00
235011	PO-230011 01/17/2023	DISTRICT SUPPORT/AUG		2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			2,007.00		2,007.00
235011	PO-230011 01/17/2023	DISTRICT SUPPORT/SEPT		1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			936.00		936.00
235011	PO-230011 01/17/2023	DISTRICT SUPPORT/SEPT		2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			936.00		936.00
235011	PO-230011 01/17/2023	PROGRAMMER SERVICES/AUG		1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			45.00		45.00
235011	PO-230011 01/17/2023	PROGRAMMER SERVICES/AUG		2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			45.00		45.00
235011	PO-230011 01/17/2023	PROGRAMMER SERVICES/SEPT		1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			45.00		45.00
235011	PO-230011 01/17/2023	PROGRAMMER SERVICES/SEPT		2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			45.00		45.00
		TOTAL PAYMENT AMOUNT					6,066.00 *		6,066.00
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000								
	PV-230127 01/17/2023	INV.230142			01-9054-0-4300-1110-1000-000-0000-00-002 NN Y				2,445.00
		TOTAL PAYMENT AMOUNT					2,445.00 *		2,445.00
101035/00	EWING IRRIGATION PRODUCTS INC. PO BOX 208728 DALLAS, TX 75320-8728		941351799						
235016	PO-230016 01/17/2023	INV.14878770/MAIN SUPP		2 01-8150-0-4300-0000-8200-000-0000-00-002 NN P			42.54		42.54
		TOTAL PAYMENT AMOUNT					42.54 *		42.54
101353/00	IT TAKES THE VILLAGE 4987 GOLDEN FOOTHILL PARKWAY EL DORADO HILLS, CA 95762		352467410						
235106	PO-230106 01/17/2023	SCHOOL COUNSELOR/DECEMBER		1 01-6546-0-5806-5770-3110-000-0000-00-001 N6 P			53.81		53.81
235106	PO-230106 01/17/2023	SCHOOL COUNSELOR/DECEMBER		4 01-6537-0-5806-5770-3110-000-0000-00-001 N6 P			486.63		486.63
235106	PO-230106 01/17/2023	SCHOOL COUNSELOR/DECEMBER		2 01-6546-0-5806-5770-3110-000-0000-00-002 N6 P			508.32		508.32
235106	PO-230106 01/17/2023	SCHOOL COUNSELOR/DECEMBER		3 01-7422-0-5806-0000-3110-000-0000-00-002 N6 P			377.99		377.99
235106	PO-230106 01/17/2023	SCHOOL COUNSELOR/DECEMBER		5 01-6537-0-5806-5770-3110-000-0000-00-002 N6 P			973.25		973.25
		TOTAL PAYMENT AMOUNT					2,400.00 *		2,400.00

008 LATROBE SCHOOL DISTRICT
 JANUARY 18, 2023

J55753

ACCOUNTS PAYABLE PRELIST
 BATCH: 0021 JANUARY 17, 2023

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
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000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300								
235028 PO-230028	01/17/2023	ACCT.2549674067-8/LES		1	01-0000-0-5540-0000-8200-000-0000-00-001	NN P		1,020.41	1,020.41
235028 PO-230028	01/17/2023	ACCT.3265436500-9/MH		2	01-0000-0-5540-0000-8200-000-0000-00-002	NN P		450.56	450.56
TOTAL PAYMENT AMOUNT								1,470.97 *	1,470.97

100810/00	PLACERVILLE UNION SCHOOL DIST. 1032 THOMPSON WAY PLACERVILLE, CA 95667								
PV-230130	01/18/2023	NURSING SERVICES/AUG-NOV			01-0000-0-5810-0000-3140-000-0000-00-001	NN			423.68
PV-230130	01/18/2023	NURSING SERVICES/AUG-NOV			01-0000-0-5810-0000-3140-000-0000-00-002	NN			423.68
TOTAL PAYMENT AMOUNT								847.36 *	847.36

000298/00	SCOE FINANCIAL SERVICES P.O. BOX 269003 SACRAMENTO, CA 95826-9003								
PV-230125	01/17/2023	SCIENCE CAMP 2023-24 DEPOSIT			01-9012-0-5835-1110-1000-015-0000-00-002	NN			750.00
TOTAL PAYMENT AMOUNT								750.00 *	750.00

100549/00	SOAPTRONIC 20562 CRESCENT BAY DRIVE LAKE FOREST, CA 92630								
235127 PO-230127	01/17/2023	ENCUMBRANCE CHANGE		1	01-0000-0-4300-0000-8200-000-0000-00-001	NN C		190.87	0.00
235127 PO-230127	01/17/2023	ENCUMBRANCE CHANGE		1	01-0000-0-4300-0000-8200-000-0000-00-001	NN O		-192.34	0.00
235127 PO-230127	01/17/2023	INV.0110213-IN/SANITIZER BAGS		1	01-0000-0-4300-0000-8200-000-0000-00-001	NN F		192.34	192.34
TOTAL PAYMENT AMOUNT								192.34 *	192.34

101121/00	STANDARD PLUMBING SUPPLY CO. P.O. BOX 708490 SANDY, UT 84070								
PV-230128	01/17/2023	INV.TDPX83/MAIN SUPP MH WATER			01-8150-0-4300-0000-8110-000-0000-00-002	NN			112.87
TOTAL PAYMENT AMOUNT								112.87 *	112.87

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount				

101172/00	SYNCB/AMAZON PO BOX 530958 ATLANTA, GA 30353-0958								
PV-230121	01/17/2023	giAyLaqJyHxC/Stu Supp	01-0000-0-4300-1110-1000-000-0000-00-001 NN		126.34				
PV-230121	01/17/2023	849575639896PE supplies	01-9012-0-4300-1110-1000-031-0000-00-002 NN		8.02				
PV-230121	01/17/2023	948496753544Main suppl	01-8150-0-4300-0000-8200-000-0000-00-002 NN		24.01				
PV-230121	01/17/2023	CwNaxbnhUwjzOff Supp	01-0000-0-4300-0000-2700-000-0000-00-002 NN		27.34				
PV-230121	01/17/2023	CXbMdtcXsUWoMain suppl	01-8150-0-4300-0000-8200-000-0000-00-002 NN		123.34				
PV-230121	01/17/2023	BpEhrZfcBfxwAthletic Supp	01-9012-0-4300-1133-4200-026-0000-00-002 NN		30.00				
PV-230121	01/17/2023	CjnwOPDdQRyBasketballs	01-9012-0-4300-1133-4200-026-0000-00-002 NN		180.18				
PV-230121	01/17/2023	CIGfXHdbQjMMMain suppl	01-8150-0-4300-0000-8200-000-0000-00-002 NN		107.43				
PV-230121	01/17/2023	CaiFuDuHXHgdStu Supp	01-9012-0-4300-1110-1000-003-0000-00-002 NN		165.06				
PV-230121	01/17/2023	BNnFiYroFHaqEL Supplies	01-0000-0-4300-1110-1000-000-0000-00-002 NN		267.05				
PV-230121	01/17/2023	BjtdaQUexow/splitOff Supp	01-0000-0-4300-0000-2700-000-0000-00-002 NN		83.02				
PV-230121	01/17/2023	BjtdaQUexow/splitMain suppl	01-8150-0-4300-0000-8200-000-0000-00-002 NN		85.51				
TOTAL PAYMENT AMOUNT				1,227.30 *	1,227.30				

080432/00 U.S. BANK 000000000
 P.O. BOX 790428
 ST. LOUIS, MO 63179-0428

PV-230122	01/17/2023	ADMINISTRATIVE TRAINING/MF	01-0000-0-5200-0000-2700-000-0000-00-001 NN		79.00				
PV-230122	01/17/2023	FIRE PUMP TEST REGISTRATION/AB	01-8150-0-4300-0000-8200-000-0000-00-002 NN		81.92				
TOTAL PAYMENT AMOUNT				160.92 *	160.92				

TOTAL BATCH PAYMENT	19,616.93 ***	0.00	19,616.93
TOTAL DISTRICT PAYMENT	19,616.93 ****	0.00	19,616.93
TOTAL FOR ALL DISTRICTS:	19,616.93 ****	0.00	19,616.93

Number of checks to be printed: 15, not counting voids due to stub overflows. 19,616.93

Pursuant to Latrobe School District policy, the
 El Dorado County Superintendent of Schools
 is hereby authorized and directed to issue
 individual warrants to the payees named hereon.

 1/18/2023
 District Designee Date

008 LATROBE SCHOOL DISTRICT
FEBRUARY 1, 2023

J58578

ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			
101336/00	49er Live Scan and Notary 76 MAIN ST PLACERVILLE, CA 95667	550740835						
PV-230136	01/31/2023	FINGERPRINTING COSTS STAFF	01-0000-0-5812-0000-7200-000-0000-00-100 NY					21.00
		TOTAL PAYMENT AMOUNT		21.00 *				21.00
081696/00	AT&T P.O. BOX 5075 CAROL STREAM, IL 60197-5075	000000000						
235007 PO-230007	01/31/2023	ACCT.0518903091001/LONG DIST	1 01-0000-0-5901-0000-2700-000-0000-00-100 NN P	17.90	17.90			
235007 PO-230007	01/31/2023	ACCT.0518903091001/LONG DIST	2 01-0000-0-5901-0000-2700-000-0000-00-001 NN P	17.88	17.88			
235007 PO-230007	01/31/2023	ACCT.0518903091001/LONG DIST	3 01-0000-0-5901-0000-2700-000-0000-00-002 NN P	17.88	17.88			
		TOTAL PAYMENT AMOUNT		53.66 *				53.66
100839/00	AT&T PO BOX 9011 CAROL STREAM, IL 60197-9011							
235005 PO-230005	02/01/2023	BAN9391007284/PHONE SERVICE	1 01-0000-0-5901-0000-2700-000-0000-00-100 NN P	60.27	60.27			
235005 PO-230005	02/01/2023	BAN9391007284/PHONE SERVICE	3 01-0000-0-5901-0000-2700-000-0000-00-001 NN P	60.24	60.24			
235005 PO-230005	02/01/2023	BAN9391007284/PHONE SERVICE	2 01-0000-0-5901-0000-2700-000-0000-00-002 NN P	60.24	60.24			
235005 PO-230005	02/01/2023	BAN9391047287/PHONE SERVICE	1 01-0000-0-5901-0000-2700-000-0000-00-100 NN P	23.61	23.61			
235005 PO-230005	02/01/2023	BAN9391047287/PHONE SERVICE	2 01-0000-0-5901-0000-2700-000-0000-00-002 NN P	23.61	23.61			
235005 PO-230005	02/01/2023	BAN9391047287/PHONE SERVICE	3 01-0000-0-5901-0000-2700-000-0000-00-001 NN P	23.61	23.61			
		TOTAL PAYMENT AMOUNT		251.58 *				251.58
100776/00	AT&T MOBILITY P.O. BOX 6463 CAROL STREAM, IL 60197-6463							
235006 PO-230006	01/31/2023	ACCT.287252191647/CELL PHONES	1 01-0000-0-5901-0000-2700-000-0000-00-100 NN P	172.57	172.57			
		TOTAL PAYMENT AMOUNT		172.57 *				172.57

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount	
101247/00	BROOKE ELECTRIC COMPANY PO BOX 5311 EL DORADO HILLS, CA 95762		824738983							
	PV-230133	01/31/2023 REPAIRS TO WELL #3			01-8150-0-5806-0000-8110-000-0000-00-002	NY		410.00	410.00	
				TOTAL PAYMENT AMOUNT				410.00 *	410.00	
101026/00	CANON FINANCIAL SERVICES INC. 14904 COLLECTIONS CENTER DRIVE CHICAGO, IL 60693-0149		223056822							
235009	PO-230009	01/31/2023 INV.29811269/COPIER COSTS		1	01-0000-0-5630-1110-1000-000-0000-00-001	NN P		353.74	353.74	
235009	PO-230009	01/31/2023 INV.29811269/COPIER COSTS		3	01-0000-0-5630-0000-2700-000-0000-00-100	NN P		78.61	78.61	
235009	PO-230009	01/31/2023 INV.29811269/COPIER COSTS		2	01-0000-0-5630-1110-1000-000-0000-00-002	NN P		353.75	353.75	
				TOTAL PAYMENT AMOUNT				786.10 *	786.10	
101178/00	EL DORADO AG IN THE CLASSROOM 2460 HEADINGTON RD PLACERVILLE, CA 95667		000000000							
	PV-230131	01/31/2023 FARM DAY REG 2023/2ND & 3RD GR			01-9012-0-5835-1131-1000-012-0000-00-001	NN		175.00	175.00	
				TOTAL PAYMENT AMOUNT				175.00 *	175.00	
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA 91109-7428									
	235013	PO-230013		02/01/2023 ACCT.4030-10243/MH		2	01-0000-0-5560-0000-8200-000-0000-00-002	NN P	308.80	308.80
				TOTAL PAYMENT AMOUNT				308.80 *	308.80	
101346/00	EYNC 2850 SAN LORENZO WAY CARMICHAEL, CA 95608		000000000							
	PV-230134	01/31/2023 SCIENCE EVENT LES 2/23/2023			01-9012-0-5806-1110-1000-012-0000-00-001	NN		450.80	450.80	
				TOTAL PAYMENT AMOUNT				450.80 *	450.80	

008 LATROBE SCHOOL DISTRICT
 FEBRUARY 1, 2023

J58578

ACCOUNTS PAYABLE PRELIST
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
101352/00	Fagen Friedman & Fulfro PO Box 8445 Pasadena, CA 91109-8445		421706595						
	PV-230142 01/31/2023	PROFESSIONAL SERVICES/NOVEMBER		01-9009-0-5819-0000-7100-000-0000-00-100	NY			907.50	
	PV-230142 01/31/2023	PROFESSIONAL SERVICES/DECEMBER		01-9009-0-5819-0000-7100-000-0000-00-100	NY			631.50	
		TOTAL PAYMENT AMOUNT				1,539.00 *		1,539.00	
100853/00	HSA BANK PO BOX 939 SHEBOYGAN, WI 53082-0939								
235023	PO-230023 02/01/2023	CONTRIBUTIONS/FEBRUARY		1 01-0000-0-9570-0000-0000-000-0000-00-000	NN P		300.00	300.00	
		TOTAL PAYMENT AMOUNT				300.00 *		300.00	
100875/00	HUNT & SONS INC. PO BOX 101630 PASADENA, CA 91189-1630								
235024	PO-230024 01/31/2023	INV.940608/MAINT FUEL		1 01-0000-0-4370-0000-8100-000-0000-00-001	NN P		31.64	31.64	
235024	PO-230024 01/31/2023	INV.940608/MAINT FUEL		2 01-0000-0-4370-0000-8100-000-0000-00-002	NN P		31.64	31.64	
		TOTAL PAYMENT AMOUNT				63.28 *		63.28	
101163/00	JARED MEREDITH 1120 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA 95682								
	PV-230138 01/31/2023	REIMB BOARD MEDICAL/JAN		01-0000-0-3902-0000-7100-000-0000-00-100	NN			176.32	
	PV-230138 01/31/2023	REIMB BOARD MEDICAL/FEB		01-0000-0-3902-0000-7100-000-0000-00-100	NN			176.32	
		TOTAL PAYMENT AMOUNT				352.64 *		352.64	
101376/00	KOBY PEST CONTROL PO BOX 2137 PLACERVILLE, CA 95667		680424520						
235120	PO-230120 01/31/2023	INV.242544/PEST CONTROL		1 01-8150-0-5806-0000-8200-000-0000-00-001	NN P		100.00	100.00	
235120	PO-230120 01/31/2023	INV.242546/PEST CONTROL		2 01-8150-0-5806-0000-8200-000-0000-00-002	NN P		150.00	150.00	
		TOTAL PAYMENT AMOUNT				250.00 *		250.00	

008 LATROBE SCHOOL DISTRICT
 FEBRUARY 1, 2023

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ACCOUNTS PAYABLE PRELIST
 BATCH: 0022 JANUARY 31, 2023

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS				Liq Amt	Net Amount
100131/00	MAGNESS, SHERRY 3446 ROSEBUD DR. SHINGLE SPRINGS, CA 95682							
PV-230137	01/31/2023	REIMB CLASSROOM SUPPLIES	01-9012-0-4300-1110-1000-007-0000-00-001 NN					386.58
		TOTAL PAYMENT AMOUNT					386.58 *	386.58
101381/00	MEEK, BEATA 5741 HONEYCOMB LANE SHINGLE SPRINGS, CA 95682							
PV-230143	01/31/2023	REIMB FINGERPRINTING COSTS	01-0000-0-5812-0000-7200-000-0000-00-100 NY					53.00
		TOTAL PAYMENT AMOUNT					53.00 *	53.00
101313/00	PACE SUPPLY CORP PO BOX 6407 ROHNERT PARK, CA 94927-6407	000000000						
235027	PO-230027 01/31/2023	INV.068317167/CHLORINE	1 01-8150-0-4300-0000-8110-000-0000-00-001 NN P				32.50	32.50
235027	PO-230027 01/31/2023	INV.068317167/CHLORINE	2 01-8150-0-4300-0000-8110-000-0000-00-002 NN P				32.50	32.50
235027	PO-230027 01/31/2023	INV.068317167/CHLORINE	3 01-8150-0-4300-0000-8110-000-0000-00-100 NN P				33.48	33.48
		TOTAL PAYMENT AMOUNT					98.48 *	98.48
100500/00	PEARSON, TRACY 2272 WINTERHAVEN DRIVE CAMERON PARK, CA 95682							
PV-230146	02/01/2023	REIMB OFFICE SUPPLIES	01-0000-0-4300-0000-2700-000-0000-00-002 NN					136.13
PV-230146	02/01/2023	REIMB OFFICE SUPPLIES	01-0000-0-4300-0000-2700-000-0000-00-001 NN					68.07
		TOTAL PAYMENT AMOUNT					204.20 *	204.20
100496/00	PHIL TULGA P.O. BOX 60771 SACRAMENTO, CA 95860-0771	545290584						
PV-230132	01/31/2023	MUSICAL MATH ASSEMBLY	01-9012-0-5806-1110-1000-012-0000-00-001 NY					400.00
PV-230132	01/31/2023	MUSICAL MATH ASSEMBLY	01-9012-0-5806-1110-1000-012-0000-00-002 NY					400.00
		TOTAL PAYMENT AMOUNT					800.00 *	800.00

008 LATROBE SCHOOL DISTRICT
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ACCOUNTS PAYABLE PRELIST
BATCH: 0022 JANUARY 31, 2023

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date			FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt		Net Amount


101245/00	TCI LEARNING PO BOX 6004 WHITTIER, CA 90607		000000000						
235128 PO-230128	01/31/2023	INV.102466/ADD HISTORY CURR		1	01-0000-0-4100-1110-1000-000-0000-00-002	NN F	104.60		104.60
235128 PO-230128	01/31/2023	INV.102466/ADD HISTORY CURR		2	01-0000-0-4200-1110-1000-000-0000-00-002	NN F	32.00		32.00
		TOTAL PAYMENT AMOUNT					136.60 *		136.60

101159/00	YARNELL, JAMES SCOT 1541 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA 95682		574180873						
PV-230140	01/31/2023	REIMB BOARD MEDICAL/JAN			01-0000-0-3902-0000-7100-000-0000-00-100	NN			443.80
PV-230140	01/31/2023	REIMB BOARD MEDICAL/FEB			01-0000-0-3902-0000-7100-000-0000-00-100	NN			443.80
		TOTAL PAYMENT AMOUNT					887.60 *		887.60

TOTAL BATCH PAYMENT	10,811.89 ***	0.00	10,811.89
TOTAL DISTRICT PAYMENT	10,811.89 ****	0.00	10,811.89
TOTAL FOR ALL DISTRICTS:	10,811.89 ****	0.00	10,811.89

Number of checks to be printed: 26, not counting voids due to stub overflows. 10,811.89

Pursuant to Latrobe School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon.


 District Designee _____ Date 2/1/23

008 LATROBE SCHOOL DISTRICT
FEBRUARY 8, 2023

J60131

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 FEBRUARY 7, 2023

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0023

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			

101350/00 ALHAMBRA
PO BOX 660579
DALLAS, TX 75266-0579

235002	PO-230002	02/07/2023	INV.020323/BOTTLED WATER	1	01-0000-0-5520-0000-8200-000-0000-00-001	NN	P	82.64	82.64
235002	PO-230002	02/07/2023	INV.020323/BOTTLED WATER	2	01-0000-0-5520-0000-8200-000-0000-00-002	NN	P	82.65	82.65
TOTAL PAYMENT AMOUNT								165.29 *	165.29

100979/00 AMERICAN FIDELITY ASSURANCE CO
ATTN; FLEX ACCOUNT ADMIN.
P.O. BOX 219326
KANSAS CITY, MO 64121-9326

PV-230150		02/07/2023	FLEX/JANUARY		01-0000-0-9582-0000-0000-000-0000-00-000	NN		277.50	277.50
TOTAL PAYMENT AMOUNT								277.50 *	277.50

100880/00 ASCIP
16550 BLOOMFIELD AVE.
CERRITOS, CA 90703

235008	PO-230008	02/08/2023	VISION/FEBRUARY-RETIREE	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	P	22.90	22.90
235008	PO-230008	02/08/2023	ENCUMBRANCE CHANGE	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	C	193.90	0.00
235008	PO-230008	02/08/2023	ENCUMBRANCE CHANGE	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	O	-2,000.00	0.00
235008	PO-230008	02/08/2023	VISION/FEBRUARY	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	P	366.40	366.40
235008	PO-230008	02/08/2023	DENTAL/FEBRUARY	1	01-0000-0-9586-0000-0000-000-0000-00-000	NN	P	1,778.24	1,778.24
TOTAL PAYMENT AMOUNT								2,167.54 *	2,167.54

100839/00 AT&T
PO BOX 9011
CAROL STREAM, IL 60197-9011

235004	PO-230004	02/07/2023	ENCUMBRANCE CHANGE	1	01-0000-0-5901-0000-7700-000-0000-00-100	NN	C	2,468.56	0.00
235004	PO-230004	02/07/2023	ENCUMBRANCE CHANGE	1	01-0000-0-5901-0000-7700-000-0000-00-100	NN	O	-1,000.00	0.00
235004	PO-230004	02/07/2023	ENCUBRANCE CHANGE	2	01-0000-0-5901-0000-7700-000-0000-00-001	NN	O	-1,000.00	0.00
235004	PO-230004	02/07/2023	ENCUBRANCE CHANGE	2	01-0000-0-5901-0000-7700-000-0000-00-001	NN	C	2,468.56	0.00
235004	PO-230004	02/07/2023	ENCUMBRANCE CHANGE	3	01-0000-0-5901-0000-7700-000-0000-00-002	NN	O	-1,000.00	0.00
235004	PO-230004	02/07/2023	ENCUMBRANCE CHANGE	3	01-0000-0-5901-0000-7700-000-0000-00-002	NN	C	2,469.29	0.00
TOTAL PAYMENT AMOUNT								0.00 *	0.00

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
100062/00	BANK OF AMERICA BUSINESS CARD P.O. BOX 15796 WILMINGTON, DE	19886-5796							
	PV-230152 02/08/2023	ADOBE ACROBAT PRO/ADOBE			01-0000-0-4300-0000-7100-000-0000-00-100	NN		14.99	
	PV-230152 02/08/2023	SPOTIFY/SPOTIFY			01-0000-0-4300-1110-1000-000-0000-00-002	NN		9.99	
		TOTAL PAYMENT AMOUNT						24.98 *	24.98
101071/00	CALIFORNIACHOICE BENEFIT ADMIN ATTN: ACCOUNTS RECEIVABLE PO BOX 7088 ORANGE, CA	92863-7088	330115986						
	235010 PO-230010 02/07/2023	MARCH MEDICAL			1 01-0000-0-9570-0000-0000-000-0000-00-000	NN P	8,800.39	8,800.39	8,800.39
		TOTAL PAYMENT AMOUNT						8,800.39 *	8,800.39
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA	95667-0000							
	235074 PO-230074 02/07/2023	AIDE BILLING/SEPTEMBER			1 01-6500-0-7142-5750-9200-000-0000-00-100	NN P	256.67	256.67	256.67
		TOTAL PAYMENT AMOUNT						256.67 *	256.67
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA	91109-7428							
	235013 PO-230013 02/07/2023	ACCT.4030-10260/MH			2 01-0000-0-5560-0000-8200-000-0000-00-002	NN P	150.83	150.83	150.83
		TOTAL PAYMENT AMOUNT						150.83 *	150.83
101035/00	EWING IRRIGATION PRODUCTS INC. PO BOX 208728 DALLAS, TX	75320-8728	941351799						
	235016 PO-230016 02/07/2023	INV.18632261/MAINT SUPPLIES			1 01-8150-0-4300-0000-8200-000-0000-00-001	NN P	202.53	202.53	202.53
	235016 PO-230016 02/07/2023	INV.18632261/MAINT SUPPLIES			2 01-8150-0-4300-0000-8200-000-0000-00-002	NN P	202.54	202.54	202.54
		TOTAL PAYMENT AMOUNT						405.07 *	405.07

008 LATROBE SCHOOL DISTRICT
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt	Net Amount	
101372/00	HEUSER, CLAUDIA 4980 BARNETT RANCH RD SHINGLE SPRINGS, CA 95682	626232485						
235108	PO-230108	02/07/2023	TK-5 FAME/JANUARY	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY P	412.50	412.50
235108	PO-230108	02/07/2023	TK-5 FAME/JANUARY	2	01-5810-0-5800-1132-1000-000-0000-00-002	NY P	212.50	212.50
			TOTAL PAYMENT AMOUNT		625.00 *		625.00	
100034/00	HILLYARD/SACRAMENTO P.O. BOX 801400 KANSAS CITY, MO 64180-1400							
235021	PO-230021	02/07/2023	INV.605013640/CUST SUPP	1	01-0000-0-4300-0000-8200-000-0000-00-001	NN P	575.96	575.96
235021	PO-230021	02/07/2023	INV.605013640/CUST SUPP	2	01-0000-0-4300-0000-8200-000-0000-00-002	NN P	575.97	575.97
			TOTAL PAYMENT AMOUNT		1,151.93 *		1,151.93	
101353/00	IT TAKES THE VILLAGE 4987 GOLDEN FOOTHILL PARKWAY EL DORADO HILLS, CA 95762	352467410						
235106	PO-230106	02/08/2023	INV.2022-0123/OT SERVICES	1	01-6546-0-5806-5770-3110-000-0000-00-001	N6 P	50.44	50.44
235106	PO-230106	02/08/2023	INV.2022-0123/OT SERVICES	4	01-6537-0-5806-5770-3110-000-0000-00-001	N6 P	456.21	456.21
235106	PO-230106	02/08/2023	INV.2022-0123/OT SERVICES	2	01-6546-0-5806-5770-3110-000-0000-00-002	N6 P	476.55	476.55
235106	PO-230106	02/08/2023	INV.2022-0123/OT SERVICES	3	01-7422-0-5806-0000-3110-000-0000-00-002	N6 P	354.37	354.37
235106	PO-230106	02/08/2023	INV.2022-0123/OT SERVICES	5	01-6537-0-5806-5770-3110-000-0000-00-002	N6 P	912.43	912.43
235131	PO-230131	02/08/2023	INV.1650-0123/OT SERVICE-JAN	1	01-6500-0-5811-5770-1180-000-0000-00-001	N6 P	225.00	225.00
			TOTAL PAYMENT AMOUNT		2,475.00 *		2,475.00	
100322/00	KEYS PLUS 2864 RAY LAWYER DR. #100 PLACERVILLE, CA 95667	680334611						
PV-230149	02/07/2023	MAINTENANCE SUPPLIES		01-8150-0-4300-0000-8110-000-0000-00-100	NY		177.80	
PV-230149	02/07/2023	MAINTENANCE SERVICE		01-8150-0-5806-0000-8110-000-0000-00-100	NY		86.85	
			TOTAL PAYMENT AMOUNT		264.65 *		264.65	

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y	Objt	ABA num GOAL	Account num FUNC LC1	EE ES L3 SCH	E-Term T9MPS	E-ExtRef Liq Amt	Net Amount
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000232/00 PACIFIC GAS & ELECTRIC COMPANY
PO BOX 997300
SACRAMENTO, CA 95899-7300

235028	PO-230028	02/07/2023	ACCT.3223769836-3/MH	2	01-0000-0-5540-0000-8200-000-0000-00-002	NN P				1,066.49	1,066.49
235028	PO-230028	02/07/2023	ACCT.4463182038-6/LES	1	01-0000-0-5540-0000-8200-000-0000-00-001	NN P				574.36	574.36
TOTAL PAYMENT AMOUNT										1,640.85 *	1,640.85

101366/00 PACIFIC INSTITUTE OF MUSIC
540 PLAZA DRIVE STE 130
FOLSOM, CA 95630

235092	PO-230092	02/08/2023	MUSIC/NOVEMBER	1	01-5810-0-5800-1206-1000-000-0000-00-002	NN P				750.00	750.00
235092	PO-230092	02/08/2023	MUSIC/DECEMBER	1	01-5810-0-5800-1206-1000-000-0000-00-002	NN P				1,000.00	1,000.00
235092	PO-230092	02/08/2023	MUSIC/JANUARY	1	01-5810-0-5800-1206-1000-000-0000-00-002	NN P				750.00	750.00
TOTAL PAYMENT AMOUNT										2,500.00 *	2,500.00

100950/00 SCHOOLS INSURANCE AUTHORITY
P.O. BOX 511598
LOS ANGELES, CA 90051-8153

235030	PO-230030	02/07/2023	ENCUMBRANCE CHANGE	1	01-0000-0-5430-0000-7200-000-0000-00-100	NN C				1,922.00	0.00
235030	PO-230030	02/07/2023	ENCUMBRANCE CHANGE	1	01-0000-0-5430-0000-7200-000-0000-00-100	NN O				-5,078.00	0.00
235030	PO-230030	02/07/2023	LIABILITY 2022/23	1	01-0000-0-5430-0000-7200-000-0000-00-100	NN F				5,078.00	5,078.00
235030	PO-230030	02/07/2023	WORKER'S COMP 22/23	2	01-0000-0-9560-0000-0000-000-0000-00-000	NN F				12,982.00	10,018.00
	PV-230148	02/07/2023	EAP FEES/STAFF-JANUARY		01-0000-0-3402-0000-2700-000-0000-00-100	NN					10.05
	PV-230148	02/07/2023	EAP FEES/STAFF-JANUARY		01-0000-0-3401-1110-1000-000-0000-00-100	NN					44.48
	PV-230148	02/07/2023	EAP FEES/TEACHERS-FEBRUARY		01-0000-0-3401-1110-1000-000-0000-00-100	NN					34.43
	PV-230148	02/07/2023	EAP FEES/STAFF-FEBRUARY		01-0000-0-3402-0000-2700-000-0000-00-100	NN					20.10
TOTAL PAYMENT AMOUNT										15,205.06 *	15,205.06

100976/00 SIERRA WEST OFFICIALS ASSOC.
PO BOX 575
LOTUS, CA 95651

	PV-230147	02/07/2023	GIRLS BASKETBALL OFFICIALS		01-9012-0-5807-1133-4200-026-0000-00-002	NN					400.00
TOTAL PAYMENT AMOUNT										400.00 *	400.00

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount		

020200/00 STATE OF CALIFORNIA
DEPT OF JUSTICE-ACCT SRV
PO BOX 944255
SACRAMENTO, CA 94244-2550

PV-230151	02/08/2023	FINGERPRINT FEES			01-0000-0-5812-0000-7200-000-0000-00-100 NN				32.00
TOTAL PAYMENT AMOUNT						32.00 *			32.00

019202/00 WATER ENVIRONMENTAL TESTING
LA. INC.
5649 MILTON RANCH RD
SHINGLE SPRINGS, CA 95682-000

235033	PO-230033	02/07/2023	INV.22-12-LS/WATER TESTING DEC 1	01-0000-0-5800-0000-8200-000-0000-00-001 NN P		28.00			28.00
235033	PO-230033	02/07/2023	INV.22-12-LS/WATER TESTING DEC 2	01-0000-0-5800-0000-8200-000-0000-00-002 NN P		28.00			28.00
235033	PO-230033	02/07/2023	INV.23-01-LS/WATER TESTING JAN 1	01-0000-0-5800-0000-8200-000-0000-00-001 NN P		154.00			154.00
235033	PO-230033	02/07/2023	INV.23-01-LS/WATER TESTING JAN 2	01-0000-0-5800-0000-8200-000-0000-00-002 NN P		154.00			154.00
TOTAL PAYMENT AMOUNT						364.00 *			364.00

TOTAL BATCH PAYMENT				36,906.76 ***		0.00			36,906.76
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TOTAL DISTRICT PAYMENT				36,906.76 ****		0.00			36,906.76
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TOTAL FOR ALL DISTRICTS:				36,906.76 ****		0.00			36,906.76
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Number of checks to be printed: 18, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

36,906.76

Pursuant to Latrobe School District policy, the
El Dorado County Superintendent of Schools
is hereby authorized and directed to issue
individual warrants to the payees named hereon.

District Designee

Date

Latrobe Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Latrobe Elementary School
Street	7680 South Shingle Road
City, State, Zip	Shingle Springs, CA 95682
Phone Number	(530) 677-0260
Principal	Dave Scroggins
Email Address	dscroggins@latrobeschool.com
School Website	www.latrobeschool.com
County-District-School (CDS) Code	09-61911-6005581

2022-23 District Contact Information

District Name	Latrobe School District
Phone Number	(530) 677-0260
Superintendent	Dave Scroggins
Email Address	dscroggins@latrobeschool.com
District Website Address	www.latrobeschool.com

2022-23 School Overview

Latrobe Elementary is one of two schools in the Latrobe School District.

Latrobe School District is a small, rural, TK-8 district covering 35 square miles located in the southwest corner of El Dorado County. Latrobe Elementary serves approximately 65 students in grades TK-3. Latrobe Elementary School is an inviting campus with a focus on the academic and social success of every student.

The Latrobe School District's educational mission is to provide a place to learn, a place to grow, a place to be safe, a place to be proud, and a place to work together. Our small class size (ideally 20 students or less) enables us to know and appreciate each individual student's abilities and needs. Students are encouraged to become the best that they can be, meet or exceed state standards, and help each other achieve individual and group goals. Students participate in 80 weekly minutes of PE from a credentialed specialist, visit the garden for outdoor learning activities, and are taught fine arts through our FAME program. Students in 3rd grade take the CAASPP test in ELA and Math each spring.

Parents are encouraged to become actively involved in the educational process. Parents readily volunteer in the classrooms, help with special events, serve on the Parent Advisory Committee/School Site Council, Parent Teacher Club, and perform other countless acts of service making the schools the center of our community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	18
Grade 2	15
Grade 3	15
Total Enrollment	61

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	1.6
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	18.0
White	62.3
English Learners	1.6
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	13.1
Students with Disabilities	1.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	100.00	10.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	4.50	100.00	10.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	100	10.4	100		
Intern Credential Holders Properly Assigned	0	0	0	0		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	4.7	100	10.4	0		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Latrobe School District held a public hearing on September 20, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district adopted NGSS Science materials (StudySync) to be deployed and implemented in the 2022-23 school year and beyond.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill / My Math Adoption Year 2015	Yes	0.0%
Science	StudySync Adoption Year 2022	Yes	0.0%
History-Social Science	Pearson / My World Interactive Adoption Year 2018	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Latrobe Elementary was originally constructed in 1915. It has grown from a one room school over the years to include 5 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff room/kitchen, 1 playground and 1 artificial turf field. The district has developed policies regarding campus safety, fire drills, and playground supervision. Buildings are kept clean and well maintained. The Superintendent/Principal works daily with the Director of Maintenance and the full-time custodian to ensure that the routine maintenance and the cleaning of the school is maintained to provide for a healthy and safe environment. A school building maintenance plan is followed ensuring that the schools are upgraded and maintained properly. A School's Insurance Authority inspection was conducted in November, 2016. Minor findings from the inspection were addressed. Energy efficient lights were installed across the district. The Board of Trustees surveyed both schools during a September 2020 Study Session. Members were briefed on the following additions: handwashing stations, additional hand sanitizing stations, new water tanks, and a new generator. Priorities were set for short and long term improvements. In the 2021-2022 school year, the Board of Trustees approved and funded a 10-year deferred maintenance plan. Our facilities are in good repair, clean and more than adequate to serve our student population. Latrobe Elementary is wired and Internet access is provided in every classroom. Thanks to a committed community and parents who volunteer support, the school continues to be a place of pride for our community. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	88	N/A	73	N/A	47
Mathematics (grades 3-8 and 11)	N/A	100	N/A	63	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	17	100.00	0.00	88.24
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	17	100.00	0.00	100.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		55.17	55.56	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Latrobe School District benefits greatly from its supportive parents. The school has a strong base of parent volunteers. Parents are encouraged to join the Latrobe Parent Teacher Club and serve on the Parent Advisory Committee/School Site Council. These two groups serve both schools in the district. The Parent Teacher Club meets monthly and plans and hosts numerous events for our students and families. The Parent Advisory Committee/School Site Council meets approximately three times per year. They provide oversight of our LCAP and Single Plan for Student Achievement, and they monitoring our progress on the goals set forth in each plan. Through the LCAP process parents are also invited to give us feedback through our annual Parent Feedback Survey.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	67	67	26	38.8
Female	31	31	15	48.4
Male	36	36	11	30.6
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	12	12	1	8.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	6	54.5
White	42	42	18	42.9
English Learners	2	2	1	50.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	9	9	4	44.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	3	100.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.52	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	1.26	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of Latrobe Elementary. The school strives to be compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed at the first staff meeting of the year (8/8/2022). Additional reviews of the plan are held following drills and/or other events as necessary. (11/15/2022) The plan is updated as needed by the School Safety Committee and the staff members. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, evacuation, lock down, and earthquake drills are conducted throughout the school year. Students are supervised before and after school by certificated staff and by classified staff during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the office.

In January 2013 security gates and an intercom system were installed at Latrobe Elementary. The front door and both gates are kept locked during school hours. Visitors check in via intercom at the front door and are buzzed in by the school secretary. Gates are unlocked after school. In 2016 all district staff members were trained in active shooter procedures and strategies and as a result of this training our procedures and protocols were updated across the district. The staff is also trained in CPR/First Aid and AED procedures every other year. A new AED was installed at Latrobe Elementary in 2022.

Currently, all staff members are actively implementing Positive Behavior Interventions and Supports (PBIS). PBIS focuses on school climate and the social emotional well-being of our students which is a component of our Safety Plan as well as our Local Control Accountability Plan.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	13	1		
2	9	1		
3	22		1	
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	15	1		
2	14	1		
3	9	1		
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1	18	1		
2	15	1		
3	15	1		
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.14
Psychologist	.03
Social Worker	
Nurse	.06
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,162	3,148	13,014	78,987
District	N/A	N/A	12,933	
Percent Difference - School Site and District	N/A	N/A	0.6	9.5
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	65.5	6.4

2021-22 Types of Services Funded

Latrobe School District is a community-based funding district. In addition to community (local) funding, Latrobe Elementary receives federal funding for categorical and other support programs from the following sources:

- Title IIA
- REAP

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	49,955	\$46,844
Mid-Range Teacher Salary	71,692	\$73,398
Highest Teacher Salary	96,178	\$93,345
Average Principal Salary (Elementary)	101,746	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	44,506	\$136,296
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	10%	6%

Professional Development

Using data from LCAP and the CA Dashboard, district staff members identified school climate and attendance as areas of focus. The district was awarded MTSS grant funds and a team of staff members worked throughout the 2018-19 school year reviewing data, procedures, programs and policies that related to school climate and environment. In the second year grant funds were used for staff members to attend the Positive Behavior Interventions and Strategies (PBIS) conference in Sacramento and participate in PBIS on site trainings. This year, staff members continue to make adjustments and improvement in our procedures relating to school climate, student success, and positive attendance. This is an ongoing process and will continue to be a focus of our Professional Development for the foreseeable future. Also, as the district implements newly adopted NGSS aligned science materials, teachers will participate in local training at the county office and on site training offered by vendors.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	13	15

Miller's Hill School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Miller's Hill School
Street	7900 South Shingle Road
City, State, Zip	Shingle Springs, CA 95682
Phone Number	(530) 677-0260
Principal	Dave Scroggins
Email Address	dscroggins@latrobeschool.com
School Website	www.latrobeschool.com
County-District-School (CDS) Code	09-61911-6103857

2022-23 District Contact Information

District Name	Latrobe School District
Phone Number	(530) 677-0260
Superintendent	Dave Scroggins
Email Address	dscroggins@latrobeschool.com
District Website Address	www.latrobeschool.com

2022-23 School Overview

Miller's Hill is one of two schools in the Latrobe School District.

Latrobe School District is a small, rural, K-8 district covering 35 square miles located in the southwest corner of El Dorado County. Miller's Hill serves approximately 100 students in grades 4-8. Miller's Hill has been recognized seven times as a California Distinguished School, most recently in 2021. Miller's Hill was also a 2015 Gold Ribbon School, and a 2015 California Association of School Boards Golden Bell Award winner. Dedicated staff and students have made this school a model of success, both academically and socially.

The Latrobe School District's educational mission is to provide a place to learn, a place to grow, a place to be safe, a place to be proud, and a place to work together. Our small class size (ideally 20 students or less) enables us to know and appreciate each individual student's abilities and needs. Students are encouraged to become the best that they can be, meet or exceed state standards, and help each other achieve individual and group goals. In 2016 an Elective Wheel was added to the curriculum for sixth through eighth graders. Instrumental music for all students was a new addition in 2018. Students in grades 6-8 rotate through eight week enrichment classes including Character Drawing, Culinary Arts, Instrumental Music, Spanish, and Video Production. We also employ a PE teacher so that every child receives 80 minutes of Physical Education from a credentialed specialist each week. Sports is a big part of our culture at Miller's Hill, and students participate in the county sports league in the following sports: Cross Country, Boys and Girls Basketball, Boys and Girls Volleyball, and Track.

Parents are encouraged to become actively involved in the educational process. Parents readily volunteer in the classrooms, help with special events, serve on the Parent Advisory Committee/School Site Council, Parent Teacher Club, and perform other countless acts of service making the schools the center of the community. The Parent Teacher Club brings the community together through well-planned regular events that involve both parents and students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	10
Grade 5	25
Grade 6	23
Grade 7	19
Grade 8	22
Total Enrollment	99

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.4
Male	59.6
American Indian or Alaska Native	2.0
Asian	3.0
Black or African American	0.0
Filipino	1.0
Hispanic or Latino	6.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.1
White	80.8
English Learners	3.0
Foster Youth	0.0
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	13.1
Students with Disabilities	12.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	100.00	10.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	5.50	100.00	10.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.7	100	10.4	100		
Intern Credential Holders Properly Assigned	0	0	0	0		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	5.7	100	10.4	100		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Latrobe School District held a public hearing on September 20, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw Hill (6-8) Adoption Year 2015 Benchmark (4-5) Adoption Year 2017	Yes	0.0%
Mathematics	Big Ideas (6-8) McGraw-Hill/Pearson My Math (4-5) Adoption Year 2014	Yes	0.0%
Science	StudySync (TK-8) Adoption Year 2022	Yes	0.0%
History-Social Science	Pearson (4-6) My World Interactive Adoption Year 2018 TCI (7-8) Adoption Year 2018	Yes	0.0%
Foreign Language			
Health	Positive Prevention Plus Adoption Year 2018	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Miller's Hill was originally constructed in 1983. In 2002 a major addition of a new library and 3 classrooms was built. Today there are 9 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff room, 1 playground and 1 field. The district has developed policies regarding campus safety, fire drills, and playground supervision. Buildings are kept clean and well maintained. The Superintendent/Principal works daily with the custodial staff of one full-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. A school building maintenance plan is followed ensuring that the schools are upgraded and maintained properly. Our facilities are more than adequate to serve our current student population.

Miller's Hill School is wired and Internet access is provided in every classroom. Thanks to a committed community and parents who volunteer support, the school continues to be a place of pride for our community. In 2015 School's Insurance Authority conducted a campus inspection. The report was positive in all regards. In 2016, an energy efficiency project was undertaken. All the lights on campus were replaced with more energy efficient lights and bulbs. All efforts to ensure building safety, cleanliness, and adequacy have been successful. During 2020 a generator was added to the campus. The generator ensures that the water treatment plant will remain functional in case of a power outage.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	73	N/A	47
Mathematics (grades 3-8 and 11)	N/A	56	N/A	63	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	96	95.05	4.95	70.83
Female	41	38	92.68	7.32	73.68
Male	60	58	96.67	3.33	68.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	79	76	96.20	3.80	68.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	15	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	11	91.67	8.33	36.36

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	96	95.05	4.95	56.25
Female	41	38	92.68	7.32	55.26
Male	60	58	96.67	3.33	56.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	79	76	96.20	3.80	52.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	15	100.00	0.00	6.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	11	91.67	8.33	27.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	55.17	55.56	55.17	55.56	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	45	91.84	8.16	55.56
Female	21	18	85.71	14.29	50
Male	28	27	96.43	3.57	59.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	51.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Latrobe School District greatly benefits from its supportive parents. The school has a strong base of parent volunteers. Parents are encouraged to join the Latrobe Parent Teacher Club and serve on the Parent Advisory Committee/School Site Council. These two groups serve both schools in the district. The Parent Teacher Club meets monthly and plans and hosts numerous events for out students and families. The Parent Advisory Committee/School Site Council meets approximately three times per year. They provide oversight of our LCAP and Single Plan for Student Achievement and monitor progress on goals in each plan. Through the LCAP process parents are also invited to give us feedback through our annual Parent Survey.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	102	102	34	33.3
Female	41	41	13	31.7
Male	61	61	21	34.4
American Indian or Alaska Native	2	2	2	100.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	8	8	2	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	81	81	30	37.0
English Learners	5	5	2	40.0
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	15	15	7	46.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	12	5	41.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.44	2.52	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.02	0.00	1.26	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of Miller's Hill. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed at the first staff meeting of the year (8/8/22). Additional reviews of the plan are held following drills and/or other events as necessary (11/15/22). The plan is updated as needed by the School Safety Committee and the staff members. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, evacuation, lockdown and earthquake drills are conducted throughout the school year. Students are supervised before and after school by certificated staff and by classified staff during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the office.

Additional security cameras and alarms have been added to the Miller's Hill campus. Two are directly connected to our new water treatment plant.

The staff is trained in CPR/First Aid and AED procedures every other year. An AED was installed at Miller's Hill in 2019 and an additional unit was installed at Latrobe Elementary in 2022. In 2016 all staff members participated in Active Shooter Training, and as result of this training our procedures and protocols were updated across the district.

Currently all staff members are actively implementing Positive Behavior Interventions and Supports (PBIS). PBIS focuses on school climate and the social emotional well-being of our students which a component of our Safety Plan as well as our Local Control Accountability Plan.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	18	1		
5	16	1		
6	21			1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	25		1	
5	18	1		
6	18	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	10	1		
5	25		1	
6	23		1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	2		
Mathematics	14	2		
Science	14	2		
Social Science	14	2		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	2		
Mathematics	17	2		
Science	17	2		
Social Science	17	2		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20.5	2		
Mathematics	20.5	2		
Science	20.5	2		
Social Science	20.5	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.17
Psychologist	.03
Social Worker	
Nurse	.06
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,251	4,381	12,870	76,473
District	N/A	N/A	12,933	
Percent Difference - School Site and District	N/A	N/A	-0.5	-6.9
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	64.5	3.2

2021-22 Types of Services Funded

Latrobe School District is a community-based funding district. In addition to community (local) funding, Miller's Hill receives federal funding for categorical and other support programs from the following sources:

- Title IIA
- REAP

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	49,955	\$46,844
Mid-Range Teacher Salary	71,692	\$73,398
Highest Teacher Salary	96,178	\$93,345
Average Principal Salary (Elementary)	103,846	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	44,506	\$136,296
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	10%	6%

Professional Development

Using data from LCAP and the CA Dashboard, district staff members identified School Climate and attendance as areas of focus. The district was awarded MTSS grant funds and a team of staff members worked throughout the 2018-2019 school year reviewing data, procedures, programs and policies that related to school climate and environment. In the second year grant funds were used for staff members to attend the Positive Behavior Interventions and Strategies (PBIS) conference in Sacramento and participate in PBIS on site trainings. This year, staff members will continue to make adjustments and improvement in our procedures relating to school climate and student success. This is an ongoing process and will continue to be a focus of our Professional Development for the foreseeable future. Also, as the district has adopted a new NGSS Science curriculum, StudySync, teachers will participate in local training at the county office and on site training offered by vendors.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	13	15

Latrobe School District
Personnel Action Report

February 21, 2023

Name	Position	Time	Effective	Action
Fenton, Mechelle	LES School Secretary I	.8125 FTE	2/16/2023	Resignation
Pearson, Desiree	Long Term Sub, LES School Secretary I	.8125 FTE	3/1/2023 – 5/26/2023	Employment

7.A.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-C
(Alpine, El Dorado, and Mono Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

**denotes incumbent*

Jessica K. Rodgers (El Dorado Union HSD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

7.B.

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Jackie Thu-Huong Wong (Washington USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 6-A (Yolo)

Vacant, term expires 2024

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2023

Michael Baker (Twin Rivers USD)◆, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2024

Christopher Clark (Folsom-Cordova USD), 2024

Pam Costa (San Juan USD)◆, appointed term expires 2023

Zima Creason (San Juan USD)◆, appointed term expires 2024

Christine Jefferson (Twin Rivers USD), term expires 2024

Chinua Rhodes (Sacramento City USD), term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2024

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2024

Vacant, term expires 2023

County Delegate:

Shelton Yip (Yolo COE), term expires 2024

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

View results

Respondent

13 Anonymous

235:42
Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Jessicca K Rodgers

3. Full name *

Jessicca Rodgers

4. Region/subregion *

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE *

El Dorado Union HSD

6. Years on board *

3.5

7. Profession

Executive Director - Solution Tree (Education Professional Development Organization)

8. Contact number *

916-586-0054

9. Primary email address *

jessicarodgers@gmail.com

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a delegate because I want to get involved at a higher level of influence in the education space. Our students are very important to me and I want to participate and promote policies that are good for kids. I will bring a strong voice and new energy as a delegate. This is an area that I am passionate about!

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I was appointed to the EDUHSD board in 2019 and was recently re-elected in fall of 2022. In 2022 I served as the Board Clerk and beginning in 2023 I will be serving as Board President. I currently serve as the EDUHSD representative on multiple district committees and also for the El Dorado County School Boards Association where I also serve as President.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

While there are many things I would consider to be challenging, the biggest challenge facing governing boards is addressing the massive drop in student learning from the pandemic (test scores, A-G completion, the number of D or F grades, literacy, math proficiency, etc.). As we move on from the pandemic, we need to get back to ensuring that students are learning! I think CSBA can support that effort by lobbying for continuous funding for tutors and other supportive resources, work with other state organizations (CTA, colleges & universities, etc.) to address teacher/staff shortages, and by educating board members on how to set goals that enable district administration to make student learning the number one priority.

Latrobe School District

California Longitudinal Pupil Achievement Data System

CALPADS

Fall 1 Reporting Summary 2022-23

Number of Students

2/1/2023

Student Group	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Enrollment	143	137	145	147	148	160	161
Transitional Kindergarten (TK)	2	4	1	3	3	4	7
English Learners (EL)	0	1	0	0	0	4	8
Initially Fluent English Proficient (IFEP)	2	4	3	3	3	2	2
Redesignated English Proficient (RFEP)	0	1	1	0	0	1	1
Title III Eligible Immigrants	0	0	0	0	0	0	0
Gifted and Talented Education (GATE)	19	21	15	13	10	9	5
Title I Part C Migrant	0	0	0	0	0	0	0
Special Education	19	20	22	19	9	13	14
<i>Learning Disability</i>	8	8	8	8	4	8	10
<i>Speech Only</i>	11	12	14	11	5	5	4
Socio-Economically Disadvantaged (SED)	11	12	13	14	16	21	24
<i>Foster</i>	2	0	1	0	3	0	3
<i>Homeless</i>	0	0	3	1	1	2	3

7.C.

Latrobe School District

California Longitudinal Pupil Achievement Data System

CALPADS

End of Year (EOY) Reporting Summary 2021-22

Number of Students

2/1/2023

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Cumulative Enrollment	148*	143*	155*	156*	159*	169*
<i>Census Day Enrollment (first Wed in October)</i>	143	137	145	147	148	160

ATTENDANCE	2016-17	2017-18	2018-19	2019-20 ¹	2020-21 ²	2021-22 ³
Students absent less than 5% enrolled school days <i>Percent of Cumulative Enrollment</i>	101 68.24%	98 68.53%	102 66.67%	130 83.33%	102 64.15%	43 25.44%
Students absent between 5% and 10% enrolled school days <i>Percent of Cumulative Enrollment</i>	36 24.32%	40 27.97%	45 29.41%	24 15.38%	41 25.79%	66 39.05%
Students absent between 10% and 20% enrolled school days (chronic) <i>Percent of Cumulative Enrollment</i>	10 6.76%*	5 3.50%*	6 3.87%*	2 1.28%*	16 10.06%*	51 30.18%*
Students absent 20% or more enrolled school days (chronic) <i>Percent of Cumulative Enrollment</i>						9 5.33%*

DISCIPLINE	2016-17	2017-18	2018-19	2019-20 ¹	2020-21	2021-22
Students suspended at least once <i>Percent of Cumulative Enrollment</i>	5 3.38%*	6 4.2%*	3 1.94%*	4 2.56%*	2 1.26%*	0 0%
Total Number of Incidents	3	9	3	8	1	0
<i>Students with Out of School Suspensions</i>	5	7	1	8	0	0
<i>Students with In-School Suspensions</i>	0	2	2	0	2	0

SPECIAL EDUCATION				2019-20	2020-21	2021-22
Students with Disabilities (cumulative)				24	14	16
<i>Resource Specialist IEPs</i>				8	6	10
<i>Speech Therapist IEPs</i>				14	6	5
<i>Private School Group (Marble Valley)</i>				2	2	1

*Data used for Dashboard Indicators

¹In 2019-20 the state waived reporting Attendance and Discipline to the Dashboard due to COVID-19 school closures from March 16 through May 29, 2020.

²2020-21 totals include Distance Learners.

³2021-22 absences included mandatory COVID isolations and quarantines for close contacts.

CSBA Policy Updates: September and December 2022
Selected BP/ARs for Latrobe School District
First Reading and Consideration for Adoption – February 21, 2023

1. BP/AR 6158 – Independent Study – Add sentence about interdistrict transfers may be offered

Policy updated to reflect **NEW LAW (AB 181, 2022)** which (1) encourages districts to consider offering more than one independent study model for short- and long-term placements when adopting policy, (2) changes the threshold for when tiered reengagement strategies are required to be implemented, (3) adds that tiered reengagement strategies procedures include local programs intended to address chronic absenteeism, (4) includes that the requirement to develop a plan to transition students whose families wish to return to in-person instruction, as specified, applies to students who participate in independent study for at least 15 school days, (5) creates an exemption from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements for any student who is enrolled in classroom-based instruction and is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, (6) specifies that a signed written/learning agreement be obtained before the student begins independent study for students participating in independent study for 15 school days or more, and within ten school days of the first day of the student's enrollment for student participation of less than 15 school days, (for both traditional and course-based independent study), (7) adds that for students with disabilities the certificated employee designated as having responsibility for the special education programming of the student is required to sign the written/learning agreement, (for both traditional and course-based independent study), and (8) includes that a student with disabilities may participate in a course-based independent study program if the student's individualized education program specifically provides for such participation. Policy also updated to (1) move and expand material regarding the requirement for Governing Boards to hold a public hearing when setting policy, as specified, (2) emphasize that no student may be required to participate in independent study, (3) clarify that for course-based independent study procedures tiered reengagement strategies are not required to include notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, and (4) delete material applicable only to the 2021-22 school year.

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which (1) no longer includes individualized alternative education designed to teach the knowledge and skills of the core curriculum in the list of educational opportunities that may be provided through independent study, (2) includes that a student with disabilities may participate in independent study if the student's individualized education program specifically provides for such participation, (3) specifies that if a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's individualized education program (IEP) team is required to make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) in an independent study placement, (4) provides that a student's inability to work independently, need for adult support, or need for special education or related services does not preclude the IEP team from determining that the student can receive FAPE in an independent study placement, (5) clarifies that, until July 1, 2024, any student who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided by means of the virtual program, as specified, and (6) creates an exception to the limitation on the percentage of students enrolled in a continuation high school or opportunity school or program who are eligible for apportionment credit for independent study for students participating in independent study due to an emergency, as specified. Regulation also updated to clarify that if a student transfers to another public school in California, a written record of findings from any evaluation conducted because a student has failed to make satisfactory educational progress be forwarded to that school. Additionally, regulation updated to delete material pertaining to adult education and that which is applicable only to the 2021-22 school year.

2. Board Policy 6164.2 – Guidance/Counseling Services – Delete section on Educational and Career Counseling

Policy updated to expand the Governing Board's philosophical statement to include student well-being, and reflect **NEW LAW (AB 2508, 2022)** which (1) urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent

counseling program within a Multi-Tiered Systems of Support framework, (2) revises the definition of “educational counseling,” (3) amends the legislative intent of the responsibilities of school counselors, (4) requires educational counseling to include specified postsecondary services, and (5) revises the components that educational counseling is required and authorized to include. Policy also updated to reflect **NEW LAW (AB 643, 2021)** which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs and for districts that do hold such events to notify apprenticeship programs in their county, as specified. Additionally, policy updated to move material regarding early identification and intervention plans for students who may be at risk for violence.

3. BP/AR 7150 – Site Selection and Development

Policy updated to add material regarding the Governing Board’s obligations when evaluating property prior to acquiring a new school or an addition to an existing school site, and reflect **NEW LAW (AB 819, 2021)** which requires the district to post specified environmental review documents.

Regulation updated to specify that the request for information to evaluate the safety of a proposed site be in writing, and reflect **NEW LAW (AB 819, 2021)** which requires the district to post specified environmental review documents.

4. Board Bylaw 9100 – Organization **Option 2, Board shall elect entire slate of officers each year.**

Bylaw updated to reflect **NEW LAW (AB 486, 2021)** which changes the date requirements for districts to hold their annual organizational meeting.

5. BP/AR 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

6. BP/AR 3250 - Transportation Fees

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

7. BP 3540 - Transportation

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

8. AR 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

9. Board Bylaw 9323 - Meeting Conduct

Bylaw updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

Policy 6158: Independent Study

Status: DRAFT

Original Adopted Date: 03/17/2020 | Last Revised Date: 02/21/2023

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, ~~and~~ an online course, ~~or interdistrict transfer agreements with neighboring districts as available.~~

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code 46300)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in

8.1)

Education Code 52060

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (UC) or the California State University (CSU) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 15 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative in which no student may be required

to participate

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by UC or CSU as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year, for all students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for all students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for all students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program as indicated by the student's performance on applicable student-level measures of student achievement and engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more independent study courses is not being made, the teacher providing instruction shall notify the student and, if the student is under 18 years of age, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be treated as a mandatory interim student record maintained for three years from the date of the evaluation. If

the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208
11. Courses required for high school graduation or for admission to UC or CSU shall not be offered exclusively through independent study
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course
14. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within a course-based independent study program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of the Course-Based Independent Study section above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not

limited to, a regular school program

5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course projected to last for 15 school days or more, or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days, the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of the independent study course, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Regulation 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 10/01/2015 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher or teachers of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Continuing and special study during travel
4. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work

consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, may participate in independent study if the student's individualized education program (IEP) specifically provides for such participation. If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement. (Education Code 51745)

In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied.

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through independent study. (Education Code 51745)

Except for students participating in independent study due to an emergency as described in Education Code 41422 and 46392 and pregnant and parenting students who are the primary caregiver for their child(ren), no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program shall be enrolled in independent study. (Education Code 51745)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether independent study is in the student's best interest. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program. (Education Code 51747, 51749.5; 5 CCR 11701)

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation, and if the student transfers to another public school in California, the record shall be forwarded to that school. (Education Code 51747, 51749.5)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with Item #4 in the section on "Records" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress

7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	Description
5 CCR 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Emergency conditions and apportionments
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for independent study teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Interdistrict attendance computation
Ed. Code 47612-47612.1	Charter School Operation
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51744-51749.6	Independent study
Ed. Code 52060	Local Control and Accountability Plan
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers

Policy 6164.2: Guidance/Counseling Services

Status: DRAFT

Original Adopted Date: 05/17/2016

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of district students. The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide direct school counseling, school psychology, school social work services to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of such positions shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services
2. Planning, implementing, and evaluating school counseling programs
3. Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement
4. Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies
5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis
6. Intervening to ameliorate school-related problems, including problems related to chronic absences and retention
7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict or bullying
8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
10. Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and public and private services

11. Engaging in continued development as a professional school counselor

Educational And Career Counseling

~~Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)~~

~~The educational counseling program shall include academic counseling and postsecondary services, in the following areas (Education Code 49600):~~

- ~~1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans~~
- ~~2. Optimizing progress towards achievement of proficiency standards and competencies~~
- ~~3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes~~
- ~~4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to colleges and universities, standardized admissions tests, and financial aid~~
- ~~5. High-quality career programs at all grade levels in which students are assisted in doing all of the following:~~
 - ~~a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities; career planning, course selection, and career transition~~
 - ~~b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success~~
 - ~~c. Developing work self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life~~
 - ~~d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options~~
 - ~~e. Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers; the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities~~
 - ~~f. Understanding the need to develop essential employable skills and work habits~~
 - ~~g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test~~

~~The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their peers, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for students who fail to meet graduation requirements to continue with their education.~~

~~The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)~~

~~As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health-related classroom instruction to reduce stigma and increase awareness of counseling support services.~~

~~No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 – Nondiscrimination in District Programs and Activities.~~

~~In addition, counselors shall affirmatively explore with a student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)~~

~~For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)~~

~~OPTION 1: Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)~~

~~OPTION 1 ENDS HERE~~

~~OPTION 2: Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes. (Education Code 49603; 10 USC 503)~~

~~OPTION 2 ENDS HERE~~

~~The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.~~

~~When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)~~

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic

incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

Policy 7150: Site Selection And Development

Status: ADOPTED

Original Adopted Date: 02/01/1999 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board believes that a school site should serve the district's educational needs in accordance with the district's master plan, as well as show potential for contributing to other community needs.

The Board recognizes the importance of community input in the site selection process. To this end, the Board will solicit community input whenever a school site is to be selected and shall provide public notice and hold public hearings in accordance with law.

The Superintendent or designee shall establish a site selection process which complies with law and ensures that the best possible sites are acquired and developed in a cost-effective manner.

Before acquiring property for a new school or an addition to an existing school site, the Board, at a public hearing, shall either evaluate the property using state site selection standards specified in 5 CCR 14010 or, if a district advisory committee was appointed to evaluate the property, receive the committee's report of findings based on those standards. (Education Code 17211, 17251)

Environmental Impact Investigation for the Site Selection Process

The Superintendent or designee shall determine whether any proposed development project is subject to the requirements of the California Environmental Quality Act (CEQA) and shall ensure compliance with this Act, including any web site posting requirements. When evaluating district projects, the CEQA guidelines shall be used.

Environmental review documents, including a draft environmental impact report, environmental impact report, negative declaration or mitigated negative declaration, and public notice of the preparation and availability of such documents, shall be posted on the district's web site. (Public Resources Code 21082.1, 21092, 21092.2)

Agricultural Land

If the proposed site is in an area designated in a city, county, or city and county general plan for agricultural use and zoned for agricultural production, the Board shall determine all of the following: (Education Code 17215.5)

1. That the district has notified and consulted with the city, county, or city and county within which the prospective site is to be located
2. That the Board has evaluated the final site selection based on all factors affecting the public interest and not limited to selection on the basis of the cost of the land
3. That the district shall attempt to minimize any public health and safety issues resulting from the neighboring agricultural uses that may affect students and employees at the site

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

14 CCR 15000-15285

5 CCR 14001-14036

CCP 1263.710-1263.770

Ed. Code 17006

Description

Implementation of California Environmental Quality Act of 1970

California Department of Education: school facilities construction

Remediation of hazardous substances on property to be acquired by school district

Definition of self-certifying district -

<https://simbli.eboardsolutions.com/SU/JyroSyXQrb4GnslshgVQuNx5A==>

8.3

Regulation 7150: Site Selection And Development

Status: ADOPTED

Original Adopted Date: 11/01/2000 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

As part of the district's site selection process, the Superintendent or designee shall:

1. Meet with appropriate local government recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)
2. Notify the appropriate local planning agency in writing and request its report and recommendations regarding the proposed site or proposed addition's conformity with the adopted general plan. (Government Code 65402; Public Resources Code 21151.2)
3. Have the site investigated by competent personnel with regard to population trends, transportation, water supply, waste disposal facilities, utilities, traffic hazards, surface drainage conditions, and other factors affecting initial and operating costs. This investigation shall include geological and soil engineering studies to preclude locating the school on terrain that has the potential for earthquake or other geologic hazard damage as specified in Government Code 65302. (Education Code 17212-17212.5)
4. Make a written request for information necessary or useful to assess and determine the safety of a proposed school site, or an addition to an existing school site, from a person, corporation, public utility, locally publicly owned utility, or governmental agency regarding pipelines, electric transmission and distribution lines, railroads, and storage tanks in accordance with law. (Education Code 17212.2, 17251)
5. Ensure that the site meets state standards for school site selection as specified in 5 CCR 14010-14012.
6. Ensure compliance with the California Environmental Quality Act (CEQA) as required by law, including posting required notices to the district web site. (Public Resources Code 21000-21177)
7. Notify the California Department of Education in writing before acquiring title or leasing the site if the proposed site is within two miles of the air line of an airport runway or proposed runway. (Education Code 17215)
8. Conduct an air quality analysis pursuant to Health and Safety Code 44360 and Education Code 17213 if the proposed site is within 500 feet of the edge of the closest traffic lane of a freeway or other busy traffic corridor and determine that the air quality at the proposed site is such that neither short-term nor long-term exposure poses significant health risks to students. (Education Code 17213)

In the selection and development of projects funded pursuant to the School Facilities Program of 1998 (Proposition 1A) as contained in Education Code 17070.10-17077.10, the Superintendent or designee shall:

1. Determine whether the proposed site is free of toxic contamination by ensuring that a Phase I environmental assessment and/or preliminary endangerment assessment is conducted as required by law (Education Code 17213.1)

The Superintendent or designee shall ensure that the preliminary endangerment assessment is made available for public review and comment in accordance with Education Code 17213.1.

2. Submit an annual summary report of expenditures to the State Allocation Board in accordance with law (Education Code 17076.10)
3. Include in the plans a hard-wired connection to a public switched telephone network or utilization of wireless technology (Education Code 17077.10)
4. Establish a participation goal of at least three percent, per year, of the overall dollar amount expended each year by the district for disabled veteran business enterprises (Education Code 17076.11)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Bylaw 9100: Organization

Status: ADOPTED

Original Adopted Date: 09/01/1992 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within 15 days following the second Friday in December after the regular election. During all other years, the meeting may be held on any date in December, but no later than December 20th. (Education Code 35143)

During any year in which a regular election is conducted, the Board, at the regular meeting held immediately prior to the second Friday in December, shall select the day and time of the organizational meeting. For any other year, the day and time of the organizational meeting shall be selected at the last regular meeting held immediately before the annual meeting. On behalf of the Board, the Superintendent shall notify the County Superintendent of Schools of the day and time selected. Within 15 days prior to the date of the annual meeting, the Superintendent shall notify in writing all Board members and members-elect of the date and time selected for the meeting. (Education Code 35143)

At this meeting the Board shall:

1. Elect a president and a clerk and/or vice president from its members
2. Appoint the Superintendent as secretary to the Board
3. Authorize signatures
4. Approve a schedule of regular meetings for the year and a Board governance calendar stating the time when the Board will address important governance matters
5. Designate Board representatives to serve on committees or commissions of the district, other public agencies, or organizations with which the district partners or collaborates
6. Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials

Election of Officers

~~OPTION 1: The Board shall each year elect one of its members to be (clerk)/(vice president). This member shall be one who previously has not served in office, unless all the Board's members have previously served in office. After serving one year as (clerk)/(vice president), the elected member shall serve one year as president of the Board.~~

~~OPTION 1 ENDS HERE~~

OPTION 2: The Board shall each year elect its entire slate of officers.

OPTION 2 ENDS HERE

~~No Board member shall serve more than _____ consecutive year(s) in the same office.~~

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

8.4

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

8.5)

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

The Board shall establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

Description

5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair - https://simbli.eboardsolutions.com/SU/SWCTtYtHLbJV2oTkKplusAVTw==
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Board.
 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 15494-15497

Description

Local control and accountability plan and spending requirements

Policy 3250: Transportation Fees

Status: ADOPTED

Original Adopted Date: 12/01/1992 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Whenever the cost of providing student transportation exceeds funding provided by the state, the Governing Board may charge fees for home-to-school student transportation and other transportation services as expressly authorized by law.

The Superintendent or designee shall annually submit proposed transportation fee schedules for Board approval.

The transportation fee shall be waived for any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. (Education Code 39807.5)

At the recommendation of the Superintendent or designee, the Board may also approve a waiver of a transportation fee for any group of district students.

In addition, no charge shall be made for any transportation of a student with a disability. (Education Code 39807.5)

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

The Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

State References	Description
5 CCR 350	Fees not permitted
Ed. Code 10900-10914.5	Community recreation programs - https://simbli.eboardsolutions.com/SU/2plusoQINP9plus8k2kxekeluvFw==
Ed. Code 10913	Fees for uses of school buses for community recreation purposes - https://simbli.eboardsolutions.com/SU/yqjrwj2jslshxfZEkcUSABlg==
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 39800-39860	Transportation
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39809.5	Excess fees; adjustments
Ed. Code 39837	Transportation to summer employment program
Ed. Code 41850	Transportation to regional occupational center or program
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49557-49558	Applications for free and reduced-price meals
Ed. Code 56026	Individual with exceptional needs

Management Resources References

Description

8.6)

Regulation 3250: Transportation Fees

Status: ADOPTED

Original Adopted Date: 05/01/2019 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

When approved by the Governing Board, the district may charge transportation fees for students traveling to and from school. (Education Code 39807.5)

With Board approval, the district may also charge transportation fees for:

1. Participants in a community recreation program offered pursuant to Education Code 10900-10914.5 (Education Code 10913, 39835)
2. Students traveling between the regular full-time schools of attendance and regular full-time occupational classes provided by a regional occupational center or program (Education Code 39807.5)
3. Matriculated or enrolled adults traveling to and from school, or adults pursuing other educational purposes (Education Code 39801.5)
4. Students traveling to and from a place of employment during summer in connection with a summer employment program for youth (Education Code 39837)

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 10913, 39801.5, 39809.5, 39837)

Bus passes and tickets shall be sold, electronically, if available, and at all district schools and at the district office. No money shall be collected on school buses.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

- 5 CCR 350
- Ed. Code 10900-10914.5
- Ed. Code 10913
- Ed. Code 35330
- Ed. Code 39800-39860
- Ed. Code 39801.5
- Ed. Code 39807.5
- Ed. Code 39809.5
- Ed. Code 39837
- Ed. Code 41850
- Ed. Code 42238.02
- Ed. Code 49014
- Ed. Code 49557-49558
- Ed. Code 56026

Description

- Fees not permitted
- Community recreation programs - <https://simbli.eboardsolutions.com/SU/2plusoOINP9plus8k2kxekeluyFw==>
- Fees for uses of school buses for community recreation purposes - <https://simbli.eboardsolutions.com/SU/yqjrwj2jslshxfZEKciUSABlg==>
- Field trips and excursions; student fees
- Transportation
- Transportation for adults
- Payment of transportation costs by parents
- Excess fees; adjustments
- Transportation to summer employment program
- Transportation to regional occupational center or program
- Local Control Funding Formula
- Public School Fair Debt Collection Act
- Applications for free and reduced-price meals
- Individual with exceptional needs

Management Resources References

Description

Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Expenses and Fees

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

8.7)

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

- 13 CCR 2025
- 5 CCR 14100-14103
- 5 CCR 15240-15343
- 5 CCR 15253-15272
- Ed. Code 35330
- Ed. Code 35350
- Ed. Code 39800
- Ed. Code 39800-39860
- Ed. Code 39801
- Ed. Code 39802-39803
- Ed. Code 39806
- Ed. Code 39807
- Ed. Code 39807.5
- Ed. Code 39808
- Ed. Code 41850-41854
- Ed. Code 41860-41862
- Ed. Code 42238.02
- Ed. Code 45125.1
- Ed. Code 52311
- Gov. Code 3540-3549.3
- Pen. Code 637.7
- Veh. Code 2807

Description

- Retrofitting of diesel school buses - <https://simbli.eboardsolutions.com/SU/pWrAqnJz71uosnnovuAPRg==>
- Use of school buses and school pupil activity buses
- Allowances for student transportation
- District records related to transportation
- Field trips and excursions; student fees
- Authority to transport pupils
- Powers of governing board to provide transportation to and from school
- Transportation
- Contract with County Superintendent of Schools to provide transportation
- Bids and contracts for transportation services
- Payments to parents in lieu of transportation
- Food and lodging payments in lieu of transportation
- Payment of transportation costs by parents
- Transportation for private school students
- Allowances for transportation
- Supplemental allowances for transportation
- Local Control Funding Formula
- Criminal records summary; employees of contracting entity
- Regional occupational centers; transportation
- Educational Employment Relations Act
- Electronic tracking devices
- School bus inspection

Management Resources References

Description

Regulation 5141.3: Health Examinations

Status: ADOPTED

Original Adopted Date: 06/01/1996 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities, including scoliosis screening, when the Budget Act does not provide reimbursement during that fiscal year. As a result, districts should determine whether the Budget Act for the current fiscal year allows for the suspension of these requirements, and if so, suspend certain provisions of the following administrative regulation related to scoliosis screening. For more information, the district should consult CSBA's District and County Offices of Education Legal Services or district legal counsel.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

Vision Tests

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.
2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

Eye Examinations for the Purpose of Eyeglasses

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include

8-8)

a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

Hearing Tests

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Scoliosis Screening

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 1 Diabetes Information

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

17 CCR 2950-2951
 5 CCR 3027
 5 CCR 3028
 5 CCR 590-596
 Ed. Code 44871-44879
 Ed. Code 48980
 Ed. Code 49400-49414.5
 Ed. Code 49422
 Ed. Code 49450-49458
 Ed. Code 49460-49466
 Gov. Code 17581.5
 H&S Code 120325-120380
 H&S Code 121475-121520
 H&S Code 124025-124110
 H&S Code 1685-1686

Description

Hearing tests -
<https://simbli.eboardsolutions.com/SU/MedMEQ0Cedro066RKeINDw==>
 Hearing and vision screening for special education
 Audiological screening
 Vision screening
 Employment qualifications
 Parent/Guardian notifications
 Student health; general powers of school boards
 Supervision of health and physical development
 Physical examinations of students
 Development of standardized health assessments
 Specific costs mandated by the state
 Immunization against communicable diseases
 Tuberculosis tests for students
 Child Health and Disability Prevention Program
 Audiometrists

Federal References

20 USC 1232g

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

8.9)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

	Description
CCP. 527.8	Workplace violence safety - https://simbli.eboardsolutions.com/SU/zzBhO3hWGUr7lplusYiDNCP8A==
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
Elec. Code 18430	Prevention or hinderance of electors assembling in public meeting
Gov. Code 54953.3	Meetings to be open and public; remote attendance
Gov. Code 54953.5	Audio or video recording of proceedings
Gov. Code 54953.6	Broadcasting of proceedings
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54957	Closed session personnel matters

January 13, 2023

Scot Yarnell, School Board President
Latrobe School District
1541 Shadow Hawk Drive
Shingle Springs, CA 95682

Dear Scot Yarnell:

In compliance with the provisions of Education Code Section 42127 et seq., our office has completed its review of the 2022-23 First Interim Budget adopted by the District Governing Board (Board) December 15, 2022. Per Education Code (EC) 42131, the Board certifies whether or not the District is able to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

The County Office is required to issue a letter to the Board by January 13, 2023 that indicates our agreement or disagreement with the Board's finding of *positive, qualified, or negative*. This office has reviewed the data submitted, including the criteria and standards for your district, and **concur with the positive certification** finding approved by the Board.

Budget Overview

On August 26, 2022, the Governor signed SB 185, the Education Omnibus Trailer Bill, which made changes to the June 27, 2022 state adopted budget. The budget maintained several proposals that were included in the May Revision; however, many changes have been incorporated in the final state budget.

The major K-12 funding provisions included in the 2022-23 state budget:

- LCFF base grant increases by 6.70%; the initial state budget increased the base grant by 6.28%, but the trailer bill (AB 185) established the increase at 6.70%
- LCFF calculation amended to allow school districts to utilize the greater of current year, prior year, or the average of the most recent three prior years' ADA
- For eligible Local Education Agencies (LEAs), 2021-22 LCFF calculation amended to utilize the greater of 2021-22 ADA or the 2021-22 ADA adjusted to reflect the LEA's 2019-20 attendance rate
- \$7.9 billion to establish the Learning Recovery Emergency Block Grant
- \$3.6 billion to establish the Arts, Music, and Instructional Materials Discretionary Block Grant
- Full funding of \$4 billion for the Expanded Learning Opportunities Program (ELOP) with changes to calculation of funds, offering, and access requirements. \$5 million of the \$4 billion is for county offices to provide technical assistance, evaluation and training services to support program improvement [EC 46120(d)(8)]
- Home-to-school transportation funding equal to 60% of expenditures reported in the prior year, excluding capital outlay and nonagency expenditures, and reduced by the transportation add-on to the LCFF
- Special education base rate increase to \$820 per ADA

2022-23 through 2024-25 First Interim Review

The County Office has reviewed the data submitted, applying additional analysis as necessary. This review covers the 2022-23 First Interim Budget, as well as projections for 2023-24 and 2024-25. Technical

comments relative to the data submitted have been provided to your District’s Chief Fiscal Officer. Please see below for items highlighted as part of this review:

Local Control Funding (Property Taxes) - Under the Local Control Funding Formula (LCFF), basic aid or community funded districts receive most of its funding from local property taxes because local property taxes exceed the state’s guaranteed per student funding amount (equal to a district’s funding amount in 2012-13 when LCFF was initiated). Community-funded districts are allowed to retain their allotted property tax revenue, which keeps state contributions minimal.

In 2022-23 the District’s property taxes increased approximately 11.07% compared to the prior year. The District’s multiyear projection reflects assumptions that the District will remain in basic aid or community funded status in 2023-24 and 2024-25. Property tax projections are estimated to increase by an estimated 4.67% in 2023-24 and are greater than the projected LCFF targets.


Deficit Spending - The District’s 2022-23 First Interim Budget does not project deficit spending in the current year or in the multiyear projection. This means the District is not spending more than the current year income they are receiving.

As districts spend down their one-time federal and state funding, it is recommended that school districts analyze the economic impacts of the COVID-19 pandemic for their district and develop contingency plans to manage projected deficit spending. Transparent and robust conversations with your district’s educational partners regarding these economic impacts are critical in the development of contingency plans that mitigate continued deficit spending.


Employee Negotiations & Staffing Costs – The 2022-23 First Interim Budget reflects the status of negotiations for Certificated as settled and for Classified as settled.

Since the inception of LCFF in 2013-14, LEAs in California have experienced increased costs and pressures to keep pace with the rising CalSTRS and CalPERS employer pension rates. Over the last nine years, employer pension rates increased by 10.85% for CalSTRS and 14.66% for CalPERS. Although the 2022-23 enacted state budget did not provide any funding relief for the employer pension increased costs pressures on school districts, employer pension rates are estimated to remain flat or slightly decrease for 2022-23 to 2024-25. While the employer pension rates may be flat or slightly decrease, districts may still see increased employer costs due to annual step and column increase adjustments for employees and potential increases in negotiated ongoing salary schedules.

The District’s current year and multiyear includes the following CalSTRS and CalPERS employer rate percentages listed in the table below.

						Projected*	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Employer Rate	16.28%	17.10%	16.15%	16.92%	19.10%	19.10%	19.10%
Increase from Prior Year	3.700%	0.820%	-0.950%	0.770%	2.180%	0.000%	0.000%

**Starting in 2021-22, employer rate set by CalSTRS board*

						Projected*	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-46
Employer Rate	18.06%	19.72%	20.70%	22.91%	25.37%	25.20%	24.60%
Increase from Prior Year	4.172%	1.661%	0.979%	2.210%	2.460%	-0.170%	-0.600%

Administration Transition – The District experienced an administrative change in July 2021 with the hiring of a new superintendent. Leadership stability is considered a key fiscal indicator in measuring the financial solvency of districts, while leadership instability is one of the primary Fiscal Crisis and Management Assistance Team’s (FCMAT) predictors of school agencies needing intervention. The FCMAT Fiscal Health Risk Analysis indicates that a district that has a superintendent and/or a chief fiscal officer that has been with the district less than two years, combined with other key fiscal indicators, may increase the risk of the district’s fiscal health.

Reserve Levels / Ending Fund Balance - As of the First Interim Budget, the District has an economic uncertainty reserve of 44.77% for 2022-23. The state required minimum economic uncertainty reserve level for the District is 5.0%. We recognize the District maintains additional reserves beyond the required minimum.

County offices continue to reinforce the need for reserves more than the state minimum reserve. The required reserves represent only a few weeks of payroll for most districts. Government Finance Officers Association and Moody’s recommend that districts maintain reserves of at least the cost of two months of operating expenses or approximately 17% of total expenditures. To help quantify this percentage, the average cost of one month payroll (which is typically at least 85% of a district’s monthly expense) for the District is approximately \$160,000. This would mean the District should have over \$320,000 in reserves to meet this recommendation.

Prudent reserves afford a district and their governing board time to thoughtfully identify and implement budget adjustments over time. Inadequate reserves force districts to react quickly, often causing significant disruption to student programs and employees.

Cash Flow - The general fund cash flow submitted with the 2022-23 First Interim Budget projects that the District will end the budget year with a positive cash balance.

Summary Statement

We appreciate the efforts of the Board and District Administration as they strive to develop and maintain balanced budgets. The need for the District to continue to their open communication and efforts to keep all educational partners informed about the District’s financial planning has never been greater. We recommend the Board and District Administration continue the development of their District budget stabilization plan to ensure long-term fiscal health in this volatile economic climate.

We look forward to our continued partnership as we work together to support continued student achievement throughout El Dorado County. Please do not hesitate to contact our office if we can be of assistance or support.

Sincerely,



Dr. Ed Manansala, County Superintendent of Schools
El Dorado County Office of Education

cc: Dave Scroggins, District Superintendent
Jennifer Fusano, District Chief Business Officer
Wendy Frederickson, EDCOE Deputy Superintendent, Administrative Services
Roslynne Manansala-Smith, EDCOE Director, External Business Services

El Dorado County School Boards Association
 Annual Awards Dinner RSVP
 Monday, March 27, 2023

District: LATROBE

Number of Guests Attending: _____ x \$40 each = TOTAL DUE: \$ _____

Please make checks payable to:

El Dorado County School Boards Association
 c/o EDCOE
 6767 Green Valley Road
 Placerville, CA 95667

Please list guests:

Name <i>(as it should appear on nametag)</i>	Board Member	Superintendent	Guest/Other
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please return this form to Taylor Sabado (tsabado@edcoe.org) **by Friday, March 3, 2023.**

q.B.

Latrobe School District
2022-23 Enrollment Summary

2022-23

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
TK	7	7	7	7	7	7	7			
K	13	11	11	11	11	11	11			
1	13	13	13	13	13	14	13			
2	16	16	16	16	16	17	17			
3	18	18	18	18	18	18	18			
LES	67	65	65	65	65	67	66	0	0	0
4	18	18	18	18	18	18	18			
5	12	11	11	11	11	11	11			
6	24	24	24	24	24	25	24			
7	25	26	26	26	26	27	27			
8	17	17	17	17	17	17	16			
MH	96	96	96	96	96	98	96	0	0	0
Total	163	161	161	161	161	165	162	0	0	0

Historical (May Counts)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
TK				1	5	2	4	2	5	3	5
K	17	6	11	12	11	18	3	17	17	12	9
1	15	15	6	14	13	11	20	7	13	17	17
2	19	13	13	8	18	13	13	24	10	14	13
3	21	17	12	13	8	17	13	20	22	10	17
LES	72	51	42	48	55	61	53	70	67	56	61
4	20	23	16	14	15	8	18	13	19	26	11
5	17	22	19	15	17	14	10	20	17	18	23
6	21	18	7	20	20	15	16	11	23	18	23
7	18	20	15	16	20	21	17	20	11	21	17
8	18	19	19	13	16	21	21	17	17	13	24
MH	94	102	76	78	88	79	82	81	87	96	98
Total	166	153	118	126	143	140	135	151	154	152	159

H.A.