

LATROBE SCHOOL DISTRICT BOARD OF TRUSTEES

Tuesday, May 17, 2022

REGULAR MEETING MINUTES

Board Members Present: Janet Saitman, Geene Alhady, Scot Yarnell

Board Member Absent: None

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

Others: Jessi Wunschel, Jared Meredith, Sarah Milton, Dan Milton, Chris Resha

CALL TO ORDER

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

APPROVAL OF AGENDA AND MINUTES

Agenda - It was motioned by Geene Alhady, seconded by Scot Yarnell to approve the agenda of the May 17, 2022 regular board meeting.

Motion passed: 3-0

Minutes - It was motioned by Geene Alhady, seconded by Scot Yarnell to approve the minutes of the April 19, 2022 regular board meeting.

Motion passed: 3-0

PUBLIC COMMENTS

There were no comments from the public.

BOARD MEMBER PROVISIONAL APPOINTMENT

It was moved by Scot Yarnell, seconded by Janet Saitman to provisionally appoint candidate Jared Meredith to fill the Board vacancy for the term ending 12/2/2022. A vacancy exists on the Board of Trustees due to the resignation of Geene Alhady effective 6/1/2022. Pursuant to BB 9222 and BB 9223, candidate interviews, associated Board discussions, and final Board vote for the successful candidate were all conducted in open session. Each candidate was asked the same set of questions. A roll call vote was taken from each eligible Board Member. A resigning Board Member may not vote for his/her successor in a provisional appointment.

Candidates: Jared Meredith
 Jessi Wunschel

Roll Call Vote: Janet Saitman: Jared Meredith
 Scot Yarnell: Jared Meredith

Motion passed: 2-0 (Geene Alhady ineligible to vote)

4.B.

APPROVAL OF DISTRICT WARRANTS

It was motioned by Geene Alhady, seconded by Scot Yarnell to approve the district warrants report for the period of April 4 – May 3, 2022.

Motion passed: 3-0

CONSENT AGENDA

It was motioned by Scot Yarnell, seconded by Geene Alhady to approve the Consent Agenda, including the following items:

- Accept 2022-23 Agreement for County School Services (County Contract) for services to be received from EDCOE.
- Accept May 2022 Personnel Action Report (PAR) including the following actions:
 - Resignation – Eric Amen, 8th Teacher, effective 5/31/2022
 - Resignation – Patty Knoblauch, Nurse, effective 5/31/2022
 - Resignation – Drake Ussery, PE Teacher, effective 5/31/2022

Motion passed: 3-0.

ACTION/DISCUSSION ITEMS

2022-23 MOU with Placerville USD for Nursing Services

It was motioned by Geene Alhady, seconded by Scot Yarnell to accept the 2022-23 Agreement for Nursing Services with Placerville USD. Due to Patty Knoblauch's retirement, the District will contract for 10 days per year of nursing services with Placerville, to be billed at the current daily rate.

Motion passed: 3-0.

Universal Pre-Kindergarten Plan (UPK) for Latrobe School District

It was motioned by Scot Yarnell, seconded by Geene Alhady to approve the UPK Plan for Latrobe School District. The Budget Act of 2021 calls for the establishment of a Universal Prekindergarten plan for all four-year-olds in California. As part of the UPK Planning and Implementation Grant Programs, districts are required to create and adopt a UPK Plan describing how all children within the district attendance area will have access to full-day learning programs the year before kindergarten. The plan is due by June 30, 2022.

Motion passed: 3-0.

Public Hearing: 2022-23 Local Control Accountability Plan (LCAP) and Budget Overview for Parents (BOP)

During a public hearing opening at 6:25pm and closing at 6:49pm, Dave Scroggins presented a draft of the 2022-23 LCAP to the Board, including the 2022-23 Budget Overview for Parents and the 2021-22 Supplement to the Annual Update. He also reported out on the Parent, Staff, and Student Survey results. The final report will be brought back to the June meeting for adoption.

No action required.

Public Hearing: 2022-23 Budget and 2021-22 Updated Budget

During a public hearing opening at 6:50pm and closing at 7:14pm, Jennifer Fusano presented the 2022-23 Budget, including an update to the 2021-22 budget. The final report will be brought back to the June meeting for adoption.

No action required.

2022-23 Declaration of Need (DON)

It was motioned by Scot Yarnell, seconded by Geene Alhady to approve the 2022-23 DON. The DON must be submitted annually to the Commission on Teacher Credentialing, indicating an estimated number of emergency teaching permits that may potentially become needed during the school year. The DON must be approved by the Board at a regular meeting at may not be part of the Consent Agenda. This declaration shall remain in force until June 30, 2023

BOARD POLICIES/ADMINISTRATIVE REGULATIONS

There were no board policies for review.

INFORMATION/CORRESPONDENCE

- Letter from EDCOE concurring with the positive certification of the Second Interim Budget Report.

BOARD MEMBER REPORTS

- Geene thanked the Board and Administration for allowing him to be part of the team these last seven years.
- Janet attended a First5 board meeting, the first in-person meeting in two years.

SUPERINTENDENT’S REPORT

Dave Scroggins presented information to the Board including:

- 2021-22 Enrollment: 159 students (61 LES; 98 MH).
- We had three teams attend the Spelling Bee last week, the first one in two years.
- The PTC School’s Out Hangout (SOHO) at LES last weekend was well attended and very successful.
- Upcoming events: 8th grade trip to Quarry Park on Friday; 8th grade promotion on May 26; Last Day of School RC Car Races and Hot Dog lunch on May 27.
- Thank you to office staff in attendance at board meeting tonight, Sarah Milton and Tracy Pearson, for their invaluable assistance during the past few weeks while we are short-staffed.

CLOSED SESSION

The Board postponed meeting in Closed Session for the following until next month:

- Superintendent’s Evaluation (Gov Code 54957.6)

ADJOURNMENT

There being no further business the regular meeting was adjourned at 7:19 p.m.

Next regular meeting: Tuesday, June 21, 2022 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:

Janet Saitman, President of the Board

Date

008 LATROBE SCHOOL DISTRICT
May 18, 2022

J84903

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 MAY 18, 2022

APY500 L.00.19 05/18/22 14:16 PAGE 1
<< Held for Audit >>

0037

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			

011552/00	EL DORADO UNION HIGH SCHOOL DISTRICT: ACCTS REC. 4675 MISSOURI FLAT RD PLACERVILLE, CA 95667							
PV-220253	05/18/2022	INV. 220210 FIELD TRIPS 1304	01-9012-0-5835-1110-1000-012-0000-00-001 NN					546.11
		TOTAL PAYMENT AMOUNT		546.11 *				546.11

101148/00	FORT BRAGG ELECTRIC INC. P.O. BOX 1878 FORT BRAGG, CA 95437	942630912						
225120	PO-220120	05/18/2022	INVOICE W22088 DIR#1000000561	1 14-0000-0-6170-0000-8500-000-0000-00-002 NN P				35,843.00
			TOTAL PAYMENT AMOUNT		35,843.00 *			35,843.00

000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300							
225028	PO-220028	05/18/2022	ACCT. 2549674067-8/LES	1 01-0000-0-5540-0000-8200-000-0000-00-001 NN P				400.19
225028	PO-220028	05/18/2022	ACCT. 3265436500-9/MH	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN P				389.89
225028	PO-220028	05/18/2022	ACCT. 3223769836	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN O				-14,000.00
225028	PO-220028	05/18/2022	ACCT. 3223769836	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN C				2,844.00
225028	PO-220028	05/18/2022	TRUE-UP STMNT ACCT.3223769836	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN P				12,998.78
			TOTAL PAYMENT AMOUNT		13,788.86 *			13,788.86

100500/00	PEARSON, TRACY 2272 WINTERHAVEN DRIVE CAMERON PARK, CA 95682							
PV-220255	05/18/2022	REIMBURSE STUDENT PRSNL PROD	01-0000-0-4300-0000-8110-000-0000-00-002 NN					22.72
PV-220255	05/18/2022	REIMBURSE TESTING SNACKS	01-0000-0-4300-1110-1000-000-0000-00-100 NN					166.52
PV-220255	05/18/2022	REIMBURSE BOARD FUNCTION	01-0000-0-4300-0000-7100-000-0000-00-100 NN					25.32
		TOTAL PAYMENT AMOUNT			214.56 *			214.56

Item 6.

008 LATROBE SCHOOL DISTRICT
May 18, 2022

J84903

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 MAY 18, 2022

APY500 L.00.19 05/18/22 14:16 PAGE 2
<< Held for Audit >>

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
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100717/00	STAPLES PO BOX 660409 DALLAS, TX 75266-0409								
225123	PO-220123	05/18/2022 CLOSE PO		1	01-0000-0-4400-0000-2700-000-0000-00-002	NN C	1,555.13		0.00
TOTAL PAYMENT AMOUNT							0.00 *		0.00

020200/00	STATE OF CALIFORNIA DEPT OF JUSTICE-ACCT SRV PO BOX 944255 SACRAMENTO, CA 94244-2550								
PV-220254	05/18/2022 INV. 577836/	FINGERPRINT APPS		01-0000-0-5812-0000-7200-000-0000-00-100	NN				32.00
TOTAL PAYMENT AMOUNT							32.00 *		32.00

TOTAL BATCH PAYMENT	50,424.53 ***	0.00	50,424.53
TOTAL DISTRICT PAYMENT	50,424.53 ****	0.00	50,424.53
TOTAL FOR ALL DISTRICTS:	50,424.53 ****	0.00	50,424.53
			50,424.53

Number of checks to be printed: 5, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

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

008 LATROBE SCHOOL DISTRICT
May 25, 2022

J86666

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 MAY 23, 2022

APY500 L.00.19 05/25/22 14:01 PAGE 1
<< Held for Audit >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
081696/00	AT&T P.O. BOX 5075 CAROL STREAM, IL 60197-5075		000000000						
225006 PO-220006	05/23/2022	ACCT. 0518903091001/LONG DIST	2	01-0000-0-5901-0000-2700-000-0000-00-001	NN	P	32.56	32.56	
225006 PO-220006	05/23/2022	ACCT. 0518903091001/LONG DIST	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN	P	32.56	32.56	
225006 PO-220006	05/23/2022	ACCT. 0518903091001/LONG DIST	3	01-0000-0-5901-0000-2700-000-0000-00-002	NN	P	32.56	32.56	
TOTAL PAYMENT AMOUNT							97.68 *	97.68	97.68
101276/00	BOWLSON, KEVIN DUAN 5400 HERITAGE TREE LN, APT 708 CITRUS HEIGHTS, CA 95610		608562089						
225008 PO-220008	05/23/2022	MAY/MUSIC	1	01-5810-0-5800-1206-1000-000-0000-00-002	NY	P	750.00	750.00	
TOTAL PAYMENT AMOUNT							750.00 *	750.00	750.00
101026/00	CANON FINANCIAL SERVICES INC. 14904 COLLECTIONS CENTER DRIVE CHICAGO, IL 60693-0149		223056822						
225009 PO-220009	05/23/2022	MAY COPIER CHARGES	1	01-0000-0-5630-1110-1000-000-0000-00-001	NN	P	389.77	389.77	
225009 PO-220009	05/23/2022	MAY COPIER CHARGES	2	01-0000-0-5630-1110-1000-000-0000-00-002	NN	P	389.77	389.77	
TOTAL PAYMENT AMOUNT							779.54 *	779.54	779.54
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000								
PV-220257	05/25/2022	AIDE BILLING/OCTOBER	01-6500-0-7142-5750-9200-000-0000-00-100	NN			551.25	551.25	
TOTAL PAYMENT AMOUNT							551.25 *	551.25	551.25
101148/00	FORT BRAGG ELECTRIC INC. P.O. BOX 1878 FORT BRAGG, CA 95437		942630912						
225018 PO-220018	05/24/2022	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-001	NN	C	4,554.50	0.00	
225018 PO-220018	05/24/2022	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-001	NN	O	-3,000.00	0.00	
225018 PO-220018	05/24/2022	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-002	NN	O	-5,554.50	0.00	
225018 PO-220018	05/24/2022	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-002	NN	C	4,554.50	0.00	
225018 PO-220018	05/24/2022	INV.W22089/IRRIGATION REPAIRI	1	01-8150-0-4300-0000-8110-000-0000-00-002	NN	P	929.00	929.00	
225018 PO-220018	05/24/2022	INV.W22090/WELL 5 REPAIRS	1	01-8150-0-4300-0000-8110-000-0000-00-002	NN	P	4,000.00	4,000.00	
TOTAL PAYMENT AMOUNT							4,929.00 *	4,929.00	4,929.00

0038

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC	Account num LC1 LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
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101352/00	Fagen Friedman& Fulfrost LLP PO Box 8445 Pasadena, CA 91109-8445		421706595						
225115 PO-220115	05/24/2022	ENCUMBRANCE CHANGE		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY O	-2,908.00	0.00	
225115 PO-220115	05/24/2022	ENCUMBRANCE CHANGE		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY C	5.50	0.00	
225115 PO-220115	05/24/2022	INVOICE 201711/PROF SERVICES		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY P	61.00	61.00	
225115 PO-220115	05/24/2022	INVOICE 200109/PRO SERVICES		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY P	2,267.50	2,267.50	
225115 PO-220115	05/24/2022	INVOICE 200851/PRO SERVICES		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY P	579.50	579.50	
TOTAL PAYMENT AMOUNT							2,908.00 *		2,908.00

100875/00 HUNT & SONS INC.
PO BOX 101630
PASADENA, CA 91189-1630

225025 PO-220025	05/24/2022	INVOICE 394677/MAINT FUEL		1	01-0000-0-4370-0000-8100-000-0000-00-001	NN P	28.19	28.19	
225025 PO-220025	05/24/2022	INVOICE 394677/MAINT FUEL		2	01-0000-0-4370-0000-8100-000-0000-00-002	NN P	28.19	28.19	
TOTAL PAYMENT AMOUNT							56.38 *		56.38

101084/00 Henry Del Valle dba
RDV Consulting Services
1945 S Ocean Drive
Unit 2111
Hallandale Beach, FL 33009

PV-220256	05/24/2022	E-RATE SERVICES 22-23			01-0000-0-5806-0000-2700-000-0000-00-100	NY		150.00	
TOTAL PAYMENT AMOUNT							150.00 *		150.00

TOTAL BATCH PAYMENT	10,221.85 ***	0.00	10,221.85
TOTAL DISTRICT PAYMENT	10,221.85 ****	0.00	10,221.85
TOTAL FOR ALL DISTRICTS:	10,221.85 ****	0.00	10,221.85

Number of checks to be printed: 8, not counting voids due to stub overflows. 10,221.85

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

008 LATROBE SCHOOL DISTRICT
JUNE 1, 2022

J88271

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 MAY 31, 2022

APY500 L.00.19 06/01/22 10:35 PAGE 1
<< Held for Audit >>

0039

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num	Account num LC1 LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef Net Amount
101001/00	AARON BRYANT P.O. BOX 615 SHINGLE SPRINGS, CA 95682								
	PV-220259 05/31/2022	MILEAGE		01-8150-0-5210-0000-8100-000-0000-00-100	NN			150.36	
	PV-220259 05/31/2022	MOWER TIRES REIMB		01-8150-0-4300-0000-8110-000-0000-00-100	NN			141.38	
		TOTAL PAYMENT AMOUNT				291.74 *		291.74	
101350/00	ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579								
	225112 PO-220112 05/31/2022	WATER DELIVERY INV.	052722	1 01-0000-0-5520-0000-8200-000-0000-00-001	NN P		34.17	34.17	
	225112 PO-220112 05/31/2022	WATER DELIVERY INV.	052722	2 01-0000-0-5520-0000-8200-000-0000-00-002	NN P		34.17	34.17	
		TOTAL PAYMENT AMOUNT				68.34 *		68.34	
100154/00	ARNOLDS FOR AWARDS 3971 DUROCK RD. SHINGLE SPRINGS, CA 95682								
	PV-220262 05/31/2022	8TH GRADE AWARDS INV.	92298	01-9012-0-4300-1110-1000-014-0000-00-002	NN			47.99	
		TOTAL PAYMENT AMOUNT				47.99 *		47.99	
100776/00	AT&T MOBILITY P.O. BOX 6463 CAROL STREAM, IL 60197-6463								
	225005 PO-220005 06/01/2022	ACT. 287252191647/CELL PHONES	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN C		112.55	0.00	
	225005 PO-220005 06/01/2022	ACT. 287252191647/CELL PHONES	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN O		-169.03	0.00	
	225005 PO-220005 06/01/2022	ACT. 287252191647/CELL PHONES	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P		169.03	169.03	
		TOTAL PAYMENT AMOUNT				169.03 *		169.03	
007521/00	BILYEU, PRISCILLA 3739 CORTO LANE PLACERVILLE, CA 95667-0000								
	PV-220269 06/01/2022	REIMBURSE FAME SUPPLIES		01-9012-0-4300-1110-1000-014-0000-00-002	NN			147.84	
		TOTAL PAYMENT AMOUNT				147.84 *		147.84	

008 LATROBE SCHOOL DISTRICT
JUNE 1, 2022

J88271

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 MAY 31, 2022

APY500 L.00.19 06/01/22 10:35 PAGE 2
<< Held for Audit >>

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
019632/00	DUGAN, ARLENE 3475 CHASEN DR CAMERON PARK, CA	95682-0000							
PV-220268	06/01/2022	REIMB CLASSROOM SUPPLIES		01-9012-0-4300-1110-1000-003-0000-00-002	NN		119.62	119.62	
		TOTAL PAYMENT AMOUNT				119.62 *		119.62	
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA	91109-7428							
225014	PO-220014	06/01/2022	ACCT. 4030-10260/LES	1	01-0000-0-5560-0000-8200-000-0000-00-001	NN P	136.94	136.94	
225014	PO-220014	06/01/2022	ACCT. 4030-10243/MH	2	01-0000-0-5560-0000-8200-000-0000-00-002	NN P	216.02	216.02	
		TOTAL PAYMENT AMOUNT				352.96 *		352.96	
083043/00	HOME DEPOT CREDIT SERVICES DEPT. 32-2540181868 P.O. BOX 78047 PHOENIX, AZ	85062-8047							
225023	PO-220023	06/01/2022	INV. 9621615	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN P	84.86	84.86	
		TOTAL PAYMENT AMOUNT				84.86 *		84.86	
100853/00	HSA BANK PO BOX 939 SHEBOYGAN, WI	53082-0939							
225024	PO-220024	05/31/2022	JUNE CONTRIBUTIONS	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN P	300.00	300.00	
		TOTAL PAYMENT AMOUNT				300.00 *		300.00	
101163/00	JARED MEREDITH 1120 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA	95682							
PV-220264	05/31/2022	END OF YEAR LUNCH REIMB		01-9012-0-4300-1110-1000-012-0000-00-100	NN		556.95	556.95	
		TOTAL PAYMENT AMOUNT				556.95 *		556.95	

008 LATROBE SCHOOL DISTRICT
JUNE 1, 2022

J88271

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 MAY 31, 2022

APY500 L.00.19 06/01/22 10:35 PAGE 3
<< Held for Audit >>

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			
101288/00	JOLENE LEMMON 3800 COTHRIN RANCH ROAD SHINGLE SPRINGS, CA 95682							
PV-220263	05/31/2022	FRUIT FOR LUNCHES/BREAKFAST	13-5310-0-4710-0000-3700-000-0000-00-002 NN					19.38
		TOTAL PAYMENT AMOUNT		19.38 *				19.38
000388/00	MOUNTAIN DEMOCRAT PO BOX 1088 PLACERVILLE, CA 95667-0000							
PV-220266	05/31/2022	PUBLIC NOTICE	01-0000-0-5813-0000-7100-000-0000-00-100 NN					44.10
		TOTAL PAYMENT AMOUNT		44.10 *				44.10
100500/00	PEARSON, TRACY 2272 WINTERHAVEN DRIVE CAMERON PARK, CA 95682							
PV-220267	05/31/2022	REIMB. BREAKFAST FRUIT	13-5310-0-4710-0000-3700-000-0000-00-002 NN					39.55
		TOTAL PAYMENT AMOUNT		39.55 *				39.55
100287/00	PINOTTI, JEAN 185 SPANISH STREET SUTTER CREEK, CA 95685	550744377						
PV-220258	05/31/2022	MEDICAL REIMB-RETIREE/JUNE	01-0000-0-3901-0000-7100-000-0000-00-100 NN					450.27
		TOTAL PAYMENT AMOUNT		450.27 *				450.27
100190/00	SAITMAN, JANET 4601 SUMMER CREEK COURT SHINGLE SPRINGS, CA 95682	553354664						
PV-220260	05/31/2022	BOARD MEDICAL REIMB/JUNE	01-0000-0-3902-0000-7100-000-0000-00-100 NN					625.00
		TOTAL PAYMENT AMOUNT		625.00 *				625.00

008 LATROBE SCHOOL DISTRICT
JUNE 1, 2022

J88271

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 MAY 31, 2022

APY500 L.00.19 06/01/22 10:35 PAGE 4
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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			

101358/00	SARAH MILTON 7780 JOAQUIN WAY SHINGLE SPRINGS, CA 95682							
PV-220265	05/31/2022	REIMB BREAKFAST FRUIT	13-5310-0-4710-0000-3700-000-0000-00-002 NN					31.89
		TOTAL PAYMENT AMOUNT		31.89 *				31.89

101357/00	Staples Technology Solutions PO Box 95230 Chicago, IL 60694-5230							
225124	PO-220124	05/31/2022	ENCUMBRANCE CHANGE	1 01-0000-0-4400-0000-2700-000-0000-00-002 NN C		1,555.13		0.00
225124	PO-220124	05/31/2022	ENCUMBRANCE CHANGE	1 01-0000-0-4400-0000-2700-000-0000-00-002 NN O		-1,559.13		0.00
225124	PO-220124	05/31/2022	INV. MPG116	1 01-0000-0-4400-0000-2700-000-0000-00-002 NN P		1,559.13		1,559.13
			TOTAL PAYMENT AMOUNT		1,559.13 *			1,559.13

101159/00	YARNELL, JAMES SCOT 1541 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA 95682	574180873						
PV-220261	05/31/2022	BOARD MEDICAL REIMB/JUNE	01-0000-0-3902-0000-7100-000-0000-00-100 NN					462.20
		TOTAL PAYMENT AMOUNT		462.20 *				462.20

TOTAL BATCH PAYMENT	5,370.85 ***	0.00	5,370.85
TOTAL DISTRICT PAYMENT	5,370.85 ****	0.00	5,370.85
TOTAL FOR ALL DISTRICTS:	5,370.85 ****	0.00	5,370.85

Number of checks to be printed: 18, not counting voids due to stub overflows. 5,370.85

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

0040

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
100839/00	AT&T PO BOX 9011 CAROL STREAM, IL 60197-9011								
225004	PO-220004 06/07/2022	BAN9391047287/PHONE SERVICE		1 01-0000-0-5901-0000-2700-000-0000-00-100	NN P	21.38	21.38		
225004	PO-220004 06/07/2022	BAN9391047287/PHONE SERVICE		2 01-0000-0-5901-0000-2700-000-0000-00-002	NN P	21.36	21.36		
225004	PO-220004 06/07/2022	BAN9391047287/PHONE SERVICE		3 01-0000-0-5901-0000-2700-000-0000-00-001	NN P	21.36	21.36		
225004	PO-220004 06/07/2022	BAN9391007284/PHONE SERVICE		1 01-0000-0-5901-0000-2700-000-0000-00-100	NN P	55.87	55.87		
225004	PO-220004 06/07/2022	BAN9391007284/PHONE SERVICE		2 01-0000-0-5901-0000-2700-000-0000-00-002	NN P	55.86	55.86		
225004	PO-220004 06/07/2022	BAN9391007284/PHONE SERVICE		3 01-0000-0-5901-0000-2700-000-0000-00-001	NN P	55.86	55.86		
		TOTAL PAYMENT AMOUNT				231.69 *		231.69	
101071/00	CALIFORNIACHOICE BENEFIT ADMIN ATTN: ACCOUNTS RECEIVABLE PO BOX 7088 ORANGE, CA 92863-7088								
225011	PO-220011 06/07/2022	INV.42102/JULY MEDICAL		1 01-0000-0-9570-0000-0000-000-0000-00-000	NN P	8,532.74	8,532.74		
		TOTAL PAYMENT AMOUNT				8,532.74 *		8,532.74	
011552/00	EL DORADO UNION HIGH SCHOOL DISTRICT: ACCTS REC. 4675 MISSOURI FLAT RD PLACERVILLE, CA 95667								
PV-220270	06/07/2022	BUS TO COLOMA GOLD PARK		01-9012-0-5835-1110-1000-012-0000-00-002	NN		401.49		
PV-220270	06/07/2022	BUS TO QUARRY PARK-8TH GRADE		01-9012-0-5835-1110-1000-012-0000-00-002	NN		392.70		
		TOTAL PAYMENT AMOUNT				794.19 *		794.19	
100369/00	FRANCIS DISTRIBUTING INC. 6188 ENTERPRISE DRIVE DIAMOND SPRINGS, CA 95667								
225019	PO-220019 06/07/2022	ENCUMBRANCE CHANGE		1 13-5310-0-4710-0000-3700-000-0000-00-001	NN O	-193.50	0.00		
225019	PO-220019 06/07/2022	ENCUMBRANCE CHANGE		1 13-5310-0-4710-0000-3700-000-0000-00-001	NN C	95.25	0.00		
225019	PO-220019 06/07/2022	MAY MILK		1 13-5310-0-4710-0000-3700-000-0000-00-001	NN F	193.50	193.50		
225019	PO-220019 06/07/2022	ENCUMBRANCE CHANGE		2 13-5310-0-4710-0000-3700-000-0000-00-002	NN O	-193.50	0.00		
225019	PO-220019 06/07/2022	ENCUMBRANCE CHANGE		2 13-5310-0-4710-0000-3700-000-0000-00-002	NN C	95.25	0.00		
225019	PO-220019 06/07/2022	MAY MILK		2 13-5310-0-4710-0000-3700-000-0000-00-002	NN F	193.50	193.50		
		TOTAL PAYMENT AMOUNT				387.00 *		387.00	

008 LATROBE SCHOOL DISTRICT
 JUNE 7, 2022

J89583

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 JUNE 7, 2022

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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	

101012/00 GOLD COUNTRY HARDWARE & HOBBY
 4121 CAMERON PARK DRIVE
 CAMERON PARK, CA 95682

225020	PO-220020	06/07/2022	INV.016673/MAINT	SUPP	1	01-8150-0-4300-0000-8200-000-0000-00-001	NN	P		7.82	7.82		
225020	PO-220020	06/07/2022	INV.016673/MAINT	SUPP	2	01-8150-0-4300-0000-8200-000-0000-00-002	NN	P		7.82	7.82		
225020	PO-220020	06/07/2022	INV.016821/MAINT	SUPP	1	01-8150-0-4300-0000-8200-000-0000-00-001	NN	P		2.24	2.24		
225020	PO-220020	06/07/2022	INV.016821/MAINT	SUPP	2	01-8150-0-4300-0000-8200-000-0000-00-002	NN	P		2.24	2.24		
TOTAL PAYMENT AMOUNT											20.12	*	20.12

101084/00 Henry Del Valle dba
 RDV Consulting Services
 1945 S Ocean Drive
 Unit 2111
 Hallandale Beach, FL 33009

PV-220273	06/07/2022	E-RATE SERVICES	22-23		01-0000-0-5806-0000-2700-000-0000-00-100	NY				350.00	350.00		
TOTAL PAYMENT AMOUNT											350.00	*	350.00

101080/00 MILLER, NATALIE
 9206 MADISON GREEN LN APT 35
 ORANGEVALE, CA 95662

PV-220272	06/07/2022	8TH GRADE SUPPLIES			01-9012-0-4300-1110-1000-014-0000-00-002	NN				160.10	160.10		
TOTAL PAYMENT AMOUNT											160.10	*	160.10

000232/00 PACIFIC GAS & ELECTRIC COMPANY
 PO BOX 997300
 SACRAMENTO, CA 95899-7300

225028	PO-220028	06/07/2022	ACCT.4463182038-6/LES		1	01-0000-0-5540-0000-8200-000-0000-00-001	NN	P		472.90	472.90		
TOTAL PAYMENT AMOUNT											472.90	*	472.90

100278/00 RESCUE UNION SCHOOL DISTRICT
 2390 BASS LAKE RD.
 RESCUE, CA 95672

225109	PO-220109	06/07/2022	OT SERVS NOV21-MARCH		1	01-6500-0-5810-5770-1120-000-0000-00-002	NN	P		585.81	585.81		
TOTAL PAYMENT AMOUNT											585.81	*	585.81

008 LATROBE SCHOOL DISTRICT
JUNE 7, 2022

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ACCOUNTS PAYABLE PRELIST
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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

100260/00	SCHOOL SPECIALITY PO BOX 825640 PHILADELPHIA, PA 19182-5640									
PV-220274	06/07/2022	STUDENT SUPPLIES			01-0000-0-4300-1110-1000-000-0000-00-001	NN				80.76
TOTAL PAYMENT AMOUNT										80.76 *

100950/00	SCHOOLS INSURANCE AUTHORITY P.O. BOX 511598 LOS ANGELES, CA 90051-8153									
PV-220271	06/07/2022	EAP FEES-STAFF/JUNE			01-0000-0-3402-0000-2700-000-0000-00-100	NN				10.05
PV-220271	06/07/2022	EAP FEES-TEACHER/JUNE			01-0000-0-3401-1110-1000-000-0000-00-100	NN				54.53
TOTAL PAYMENT AMOUNT										64.58 *

101172/00	SYNCB/AMAZON PO BOX 530958 ATLANTA, GA 30353-0958									
PV-220275	06/07/2022	STUDENT SUPPLIES			01-9012-0-4300-1110-1000-014-0000-00-002	NN				26.80
PV-220275	06/07/2022	FAME SUPPLIES			01-9012-0-4300-1110-1000-014-0000-00-001	NN				51.42
PV-220275	06/07/2022	DVD PLAYERS FOR MH			01-9012-0-4300-1110-1000-018-0000-00-002	NN				92.24
TOTAL PAYMENT AMOUNT										170.46 *

019202/00	WATER ENVIRONMENTAL TESTING LA. INC. 5649 MILTON RANCH RD SHINGLE SPRINGS, CA 95682-000									
225035	PO-220035	06/07/2022	INV.2205LS/WATER TESTING/MAY	1	01-0000-0-5800-0000-8200-000-0000-00-001	NN P			70.00	70.00
225035	PO-220035	06/07/2022	INV.2205LS/WATER TESTING/MAY	2	01-0000-0-5800-0000-8200-000-0000-00-002	NN P			70.00	70.00
TOTAL PAYMENT AMOUNT										140.00 *

TOTAL BATCH PAYMENT	11,990.35 ***	0.00	11,990.35
TOTAL DISTRICT PAYMENT	11,990.35 ****	0.00	11,990.35
TOTAL FOR ALL DISTRICTS:	11,990.35 ****	0.00	11,990.35

Number of checks to be printed: 13, not counting voids due to stub overflows.

11,990.35

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

6/7/2022

008 LATROBE SCHOOL DISTRICT
JUNE 15, 2022

J91571

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
008233/00	AMERICAN FIDELITY ASSURANCE ACCOUNT ADMIN PO BOX 268805 OKLAHOMA CITY, OK 73126-8805	730714500									
PV-220282	06/15/2022	MAY PRODUCTS		01-0000-0-9582-0000-0000-000-000-000	NN					871.01	871.01
TOTAL PAYMENT AMOUNT 871.01 *											
100880/00	ASCIP 16550 BLOOMFIELD AVE. CERRITOS, CA 90703	954260198									
225007	PO-220007	06/15/2022	VISION/JUNE	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	P			346.95	346.95
225007	PO-220007	06/15/2022	VISION/JUNE-RETIREE	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	P			23.13	23.13
225007	PO-220007	06/15/2022	VISION/JUNE-COBRA	2	01-0000-0-9587-0000-0000-000-0000-00-000	NN	P			23.13	23.13
225007	PO-220007	06/15/2022	DENTAL/JUNE	1	01-0000-0-9586-0000-0000-000-0000-00-000	NN	P			1,701.15	1,701.15
225007	PO-220007	06/15/2022	DENTAL/JUNE-COBRA	1	01-0000-0-9586-0000-0000-000-0000-00-000	NN	P			113.41	113.41
TOTAL PAYMENT AMOUNT 2,207.77 *											
101126/00	B.T. MANCINI CO. INC 8571 23RD AVE SACRAMENTO, CA 95827										
225121	PO-220121	06/14/2022	MH GYM FLOOR REPAIR	1	01-8150-0-5806-0000-8110-000-0000-00-002	NN	F			1,989.00	1,989.00
TOTAL PAYMENT AMOUNT 1,989.00 *											
100915/00	CALSTRS 900 S. CAPITAL OF TEXAS HWY SUITE 350 AUSTIN, TX 78746										
PV-220283	06/15/2022	403(B)FEES/MAY		01-0000-0-5800-0000-2700-000-0000-00-100	NN					20.00	20.00
TOTAL PAYMENT AMOUNT 20.00 *											
100741/00	CHERYL WEIDERT 6300 GALENA DR. EL DORADO, CA 95623										
PV-220279	06/14/2022	CLASSROOM SUPPLIES		01-9012-0-4300-1110-1000-010-0000-00-002	NN					204.00	204.00
PV-220279	06/14/2022	CLASSROOM BOOKS		01-9012-0-4200-1110-1000-010-0000-00-002	NN					20.00	20.00
PV-220279	06/14/2022	ELECTIVE SUPPLIES		01-9012-0-4300-1110-1000-014-0000-00-002	NN					8.14	8.14
TOTAL PAYMENT AMOUNT 232.14 *											

008 LATROBE SCHOOL DISTRICT
JUNE 15, 2022

J91571

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

000126/00	EL DORADO COUNTY OFFICE OF ED															
	6767 GREEN VALLEY RD															
	PLACERVILLE, CA 95667-0000															
PV-220281	06/15/2022	AIDE BILLING/NOVEMBER		01-6500-0-7142-5750-9200-000-0000-00-100	NN										393.75	393.75
		TOTAL PAYMENT AMOUNT													393.75 *	393.75

011552/00	EL DORADO UNION HIGH SCHOOL															
	DISTRICT: ACCTS REC.															
	4675 MISSOURI FLAT RD															
	PLACERVILLE, CA 95667															
225016	PO-220016	06/14/2022	2ND SEMESTER TRANSPORTATION	1	01-0000-0-5100-0000-3600-000-0000-00-001	NN	F								2,561.20	2,561.20
225016	PO-220016	06/14/2022	2ND SEMESTER TRANSPORTATION	2	01-0000-0-5100-0000-3600-000-0000-00-002	NN	F								2,561.20	2,561.00
225016	PO-220016	06/14/2022	2ND SEMESTER TRANSPORTATION	3	01-0000-0-5810-0000-3600-000-0000-00-001	NN	F								6,402.99	6,402.99
225016	PO-220016	06/14/2022	2ND SEMESTER TRANSPORTATION	4	01-0000-0-5810-0000-3600-000-0000-00-002	NN	F								6,402.99	5,546.43
			TOTAL PAYMENT AMOUNT												17,071.62 *	17,071.62

100853/00	HSA BANK															
	PO BOX 939															
	SHEBOYGAN, WI 53082-0939															
225024	PO-220024	06/15/2022	ENCUMBRANCE CHANGE	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN	C								0.00	0.00
225024	PO-220024	06/15/2022	ENCUMBRANCE CHANGE	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN	O								-300.00	0.00
225024	PO-220024	06/15/2022	JULY CONTRIBUTIONS	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN	F								300.00	300.00
			TOTAL PAYMENT AMOUNT												300.00 *	300.00

100875/00	HUNT & SONS INC.															
	PO BOX 101630															
	PASADENA, CA 91189-1630															
225025	PO-220025	06/14/2022	INV.409473/MAINT FUEL	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	P								22.53	22.53
225025	PO-220025	06/14/2022	ENCUBRANCE CHANGE	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	O								-31.40	0.00
225025	PO-220025	06/14/2022	ENCUBRANCE CHANGE	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	C								22.52	0.00
225025	PO-220025	06/14/2022	INV.409473/MAINT FUEL	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	F								31.40	31.40
225025	PO-220025	06/14/2022	ENCUMBRANCE CHANGE	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	O								-41.27	0.00
225025	PO-220025	06/14/2022	ENCUMBRANCE CHANGE	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	C								0.00	0.00
225025	PO-220025	06/14/2022	INV.323657/MAINT FUEL	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	F								41.27	41.27
			TOTAL PAYMENT AMOUNT												95.20 *	95.20

008 LATROBE SCHOOL DISTRICT
 JUNE 15, 2022

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ACCOUNTS PAYABLE PRELIST
 BATCH: 0041 JUNE 14, 2022

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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			
101353/00	IT TAKES THE VILLAGE 4987 GOLDEN FOOTHILL PARKWAY EL DORADO HILLS, CA 95762	352467410						
225116 PO-220116	06/15/2022	INV.1650-0522/OCC THERAPY	1 01-6500-0-5806-5770-1120-000-0000-00-001 NY P	562.50	562.50			
225116 PO-220116	06/15/2022	INV.1537-0522/OCC THERAPY	1 01-6500-0-5806-5770-1120-000-0000-00-001 NY P	712.50	712.50			
		TOTAL PAYMENT AMOUNT		1,275.00 *		1,275.00		
100807/00	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC PO BOX 371887 PITTSBURGH, PA 15250-7887							
225029 PO-220029	06/14/2022	ENCUMBRANCE CHANGE	1 01-0000-0-5902-0000-7200-000-0000-00-100 NN O	-156.55	0.00			
225029 PO-220029	06/14/2022	ENCUMBRANCE CHANGE	1 01-0000-0-5902-0000-7200-000-0000-00-100 NN C	80.35	0.00			
225029 PO-220029	06/14/2022	ACCT.0015540916/POSTAGE LEASE	1 01-0000-0-5902-0000-7200-000-0000-00-100 NN F	156.55	156.55			
		TOTAL PAYMENT AMOUNT		156.55 *		156.55		
100260/00	SCHOOL SPECIALITY PO BOX 825640 PHILADELPHIA, PA 19182-5640	000000000						
PV-220280	06/15/2022	CLASSROOM SUPPLIES	01-0000-0-4300-1110-1000-000-0000-00-002 NN		61.17			
		TOTAL PAYMENT AMOUNT		61.17 *		61.17		
100950/00	SCHOOLS INSURANCE AUTHORITY P.O. BOX 511598 LOS ANGELES, CA 90051-8153							
PV-220278	06/14/2022	EAP FEES-TEACHER/JUNE	01-0000-0-3401-1110-1000-000-0000-00-100 NN		44.53			
PV-220278	06/14/2022	EAP FEES-STAFF/JUNE	01-0000-0-3402-0000-2700-000-0000-00-100 NN		10.00			
		TOTAL PAYMENT AMOUNT		54.53 *		54.53		
100718/00	SIERRA SECURITY & FIRE P.O. BOX 2498 PLACERVILLE, CA 95667	421532458						
225033 PO-220033	06/14/2022	ENCUMBRANCE CHANGE	1 01-0000-0-5800-0000-8200-000-0000-00-001 NY O	-318.00	0.00			
225033 PO-220033	06/14/2022	ENCUMBRANCE CHANGE	1 01-0000-0-5800-0000-8200-000-0000-00-001 NY C	182.00	0.00			
225033 PO-220033	06/14/2022	INV.18854/JAN-MAR	1 01-0000-0-5800-0000-8200-000-0000-00-001 NY P	159.00	159.00			
225033 PO-220033	06/14/2022	ENCUMBRANCE CHANGE	2 01-0000-0-5800-0000-8200-000-0000-00-002 NY O	-318.00	0.00			
225033 PO-220033	06/14/2022	ENCUMBRANCE CHANGE	2 01-0000-0-5800-0000-8200-000-0000-00-002 NY C	182.00	0.00			
225033 PO-220033	06/14/2022	INV.19126/JAN-MAR	2 01-0000-0-5800-0000-8200-000-0000-00-002 NY P	159.00	159.00			

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				

100718 (CONTINUED)

225033	PO-220033	06/14/2022	INV.19126/APR-JUNE	2	01-0000-0-5800-0000-8200-000-0000-00-002	NY	F			159.00	159.00	
225033	PO-220033	06/14/2022	INV.19112/APR-JUNE	1	01-0000-0-5800-0000-8200-000-0000-00-001	NY	F			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

PV-220276	06/14/2022	FINGERPRINT TEACHER HIRE	01-0000-0-5812-0000-7200-000-0000-00-100	NN						32.00	32.00	
				TOTAL PAYMENT AMOUNT						32.00	*	32.00

101258/00 WALZ, SAMANTHA
 3070 ROYAL DRIVE
 CAMERON PARK, CA 95682
 0000000000

PV-220277	06/14/2022	REIMB STUDENT SUPPLIES TPT	01-9012-0-4300-1110-1000-002-0000-00-002	NN						104.95	104.95	
				TOTAL PAYMENT AMOUNT						104.95	*	104.95

TOTAL BATCH PAYMENT 25,500.69 *** 0.00 25,500.69

TOTAL DISTRICT PAYMENT 25,500.69 **** 0.00 25,500.69

TOTAL FOR ALL DISTRICTS: 25,500.69 **** 0.00 25,500.69

Number of checks to be printed: 16, not counting voids due to stub overflows. 25,500.69



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Latrobe School District

CDS Code: 09-61911

School Year: 2022-23

LEA contact information:

Dave Scroggins

Superintendent/Principal

dscroggins@latrobeschool.com

(530) 677-0260

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

Budget Overview for the 2022-23 School Year

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Latrobe School District

CDS Code: 09-61911

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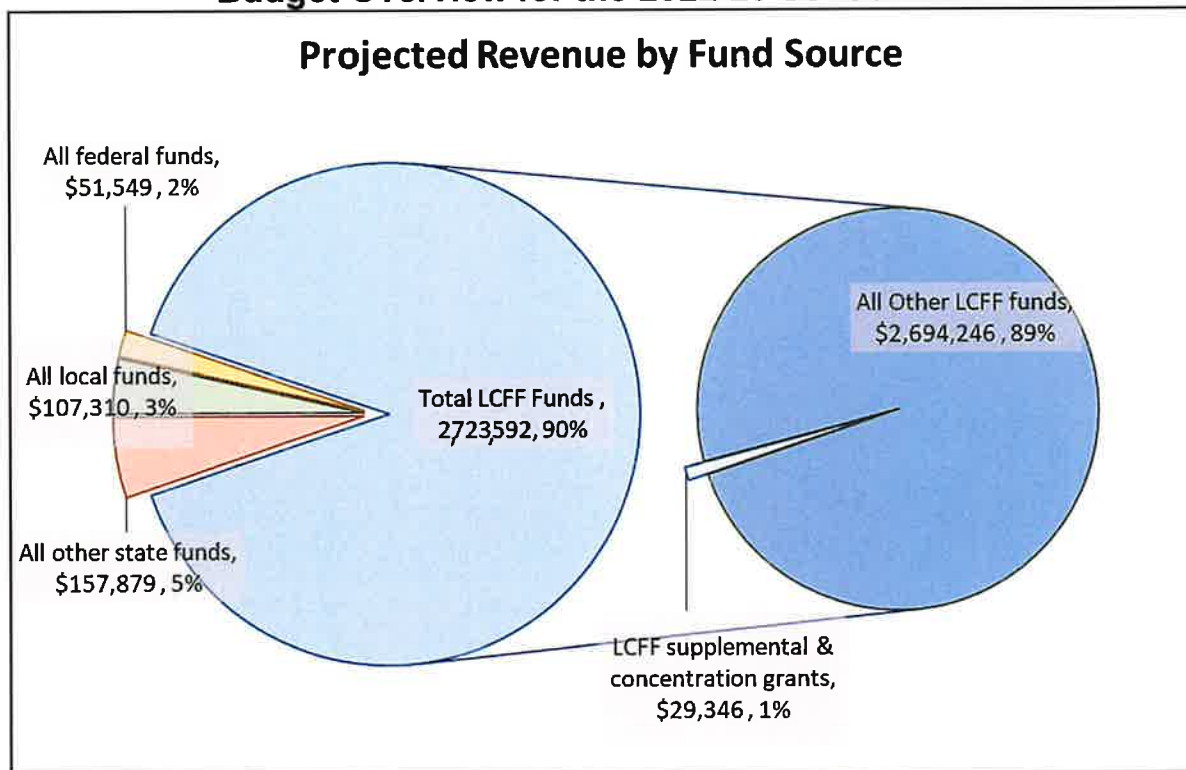
Superintendent/Principal

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Budget Overview for the 2022-23 School Year

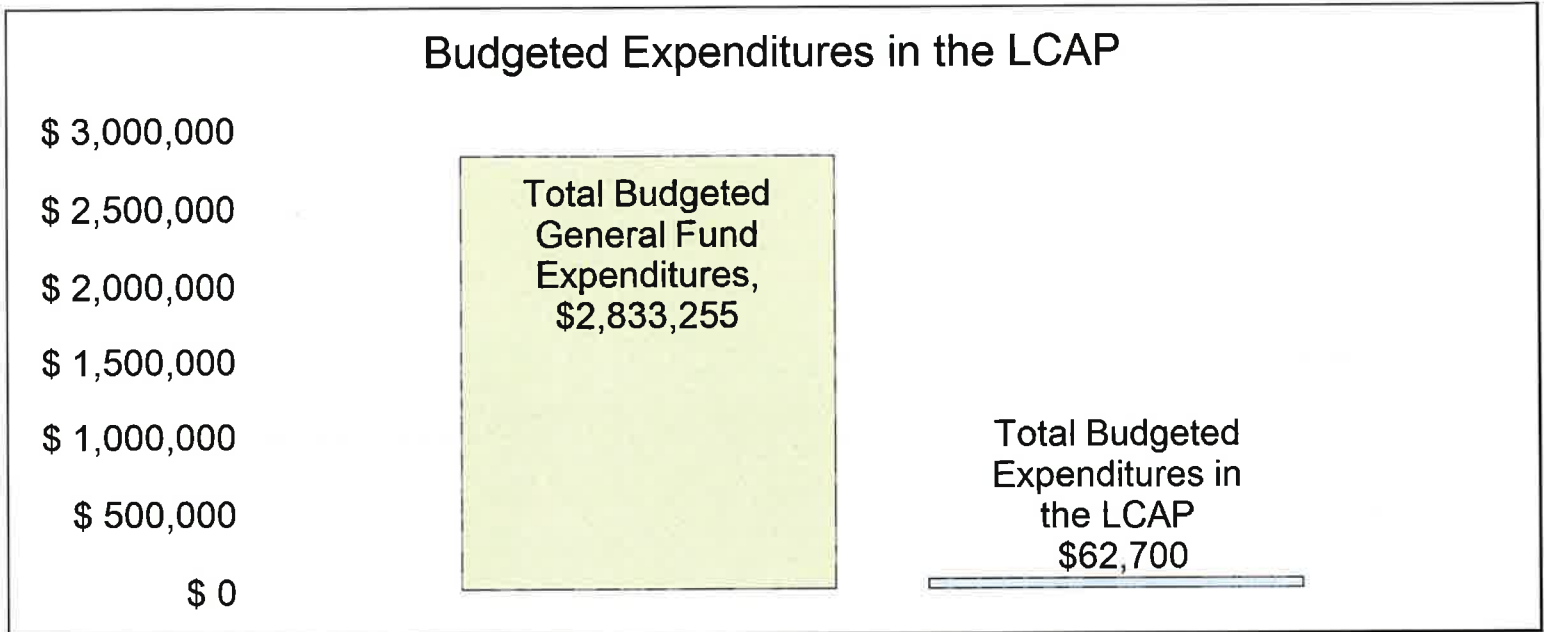


This chart shows the total general purpose revenue Latrobe School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Latrobe School District is \$3,040,330, of which \$2,723,592 is Local Control Funding Formula (LCFF), \$157,879 is other state funds, \$107,310 is local funds, and \$51,549 is federal funds. Of the \$2,723,592 in LCFF Funds, \$29,346 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Latrobe School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Latrobe School District plans to spend \$2,833,255 for the 2022-23 school year. Of that amount, \$62,700 is tied to actions/services in the LCAP and \$2,770,555 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

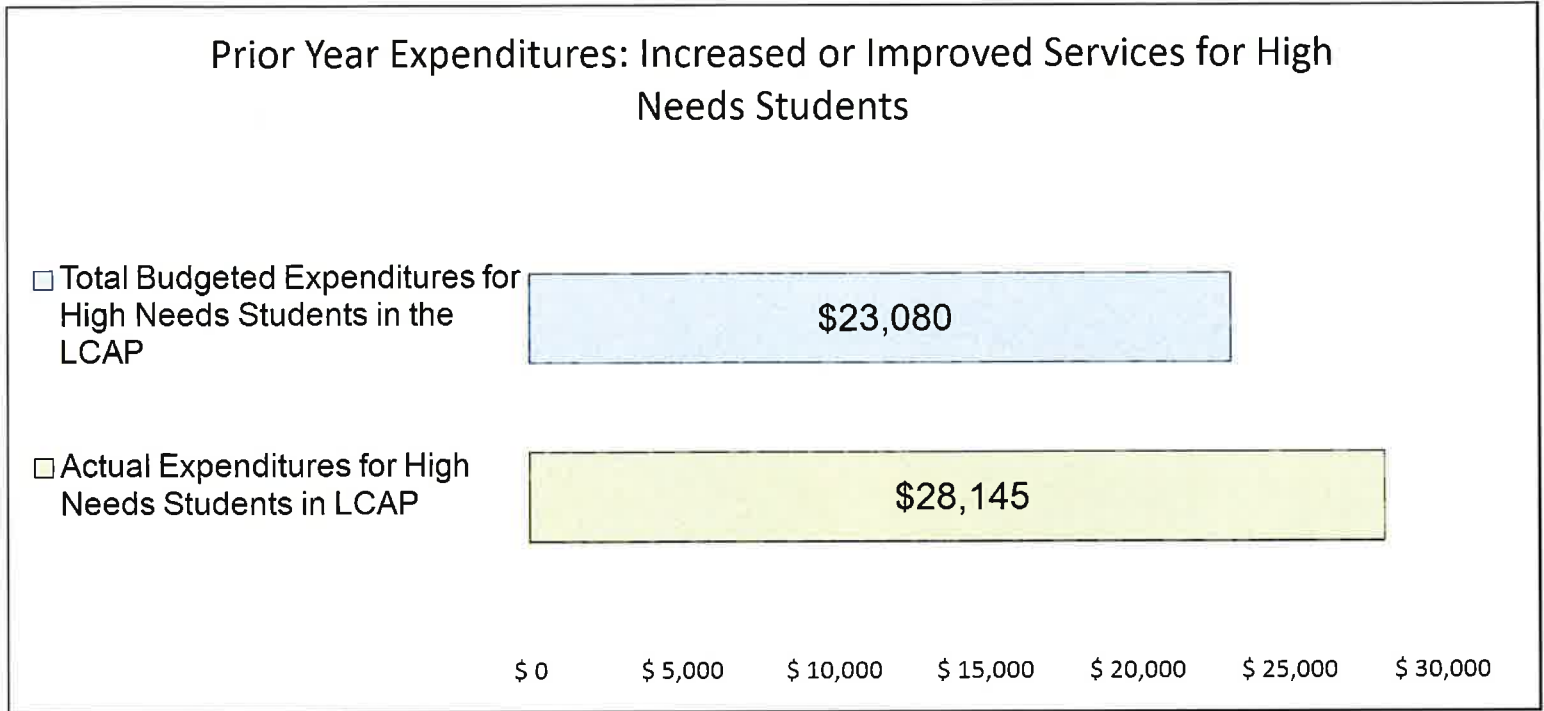
The remaining expenditures that are not included in the LCAP are the overall operating expenditures of the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Latrobe School District is projecting it will receive \$29,346 based on the enrollment of foster youth, English learner, and low-income students. Latrobe School District must describe how it intends to increase or improve services for high needs students in the LCAP. Latrobe School District plans to spend \$29,346 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Latrobe School District's LCAP budgeted \$23,080 for planned actions to increase or improve services for high needs students. Latrobe School District actually spent \$28,145 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Latrobe School District	Dave Scroggins Superintendent	dscroggins@latrobeschool.com 5306770260

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

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

The Latrobe School District has engaged community partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-2022 Local Control Accountability Plan (LCAP). These funds include the Educator Effectiveness Block Grant, Expanded Learning opportunities Program, and Pre-K Planning and Implantation Grant.

The Latrobe School District engaged our LCAP Parent Advisory Committee and our School Site Council on the use of these funds. Both teams met most recently on December 15, 2021 to discuss initiatives and related expenditures. Topics of discussion included staff development, afterschool interventions and supports, and curricular programs.

On November 9, 2021, we also engaged our Latrobe student alumni to better understand how the services, programs, and supports offered by the Latrobe School District, including distance learning and pandemic related initiatives, prepare our students for success in high school. As a result, funds from the Budget Act of 2021 were dedicated to increase the number of afterschool tutorial supports.

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

The Latrobe School District does not receive additional concentration add-on funding.

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

The Latrobe School District has engaged community partners on the use of one time federal funds by meeting with our LCAP Parent Advisory Committee and our School Site Council. Both teams met most recently on December 15, 2021 to discuss initiatives and the expenditure of one time federal funds to support recovery from the COVID-19 Pandemic. Additionally, the staff met in early August to develop recovery initiatives and programs to support students. Regular updates and opportunity for public comment have been available at monthly board meetings.

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

The Latrobe School District did not receive ESSR III funding.

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

The Latrobe School District ensures that the expenditure of fiscal resources is aligned to our Local Control Accountability Plan as well as our Single Plans for Student Achievement. The goals written into these plans address educational services, school culture and climate, and clean, safe facilities. Additionally, the District has approved expenditures on personnel and equipment related to our COVID Reopening Plan and COVID Safety Plan.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Latrobe School District	Dave Scroggins Superintendent/Principal	dscroggins@latrobeschool.com (530) 677-0260

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We provide a healthy and safe environment in which students can learn and grow. The Latrobe School District is a small, rural, K-8 school district in the southwest corner of El Dorado County. The district encompasses approximately 35 square miles. There is a staff of 21: a Superintendent/ Principal, nine regular education teachers, one special education teacher, one paraprofessional, one district secretary, one part time Chief Financial Officer, one part time Speech Therapist, one part time Nurse, a part time counselor, two school secretaries, one Director of Maintenance, and one custodial staff. The staff is professional and cohesive in its collaborative approach to planning and refining new and existing curriculum. California State Standards are being implemented in every classroom for every grade level. Latrobe Schools continue to emphasize student use of technology. Every classroom is equipped for Individualized computing with 1:1 ratio of either iPads (TK-1) or Chromebooks (2-8). The Accelerated Reader Program is used to encourage students to read appropriately leveled books and to enable staff to track progress through testing on classroom workstations. The program is very successful and has markedly increased circulation of library books. District funds and donations are used to regularly update the library collection and purchase hardware and software as needed. Parent and community involvement at Latrobe Schools is positive and broad in scope. Parents volunteer in their children’s classrooms and in many other ways. Two parent groups that provide continuous and valuable support to the schools are the Parent Advisory Committee/School Site Council and our parent teacher organization, the PTC. The Board of Trustees and district administration prioritizes the support of staff, students, improvements to the physical plant ensure school site safety, accessibility and a positive school climate as district priorities. Latrobe School District continues to be recognized around the county and the state as a place where every student counts and student is seen as a unique individual.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Latrobe School District's remarkable achievement is documented on the Local Indicators for the California School Dashboard, on statewide CAASPP assessments, and in local benchmark tests. In the areas of English Language Arts and Math the district is performing significantly higher than the state and county average. A strong teaching staff with high expectations for student academic success has been the cornerstone for our instructional programs and instrumental in our progress. The very first goal of our previous LCAP was, "Latrobe School District will provide a relevant, rigorous, and integrated curriculum designed to engage all students." Our efforts to meet Goal #1 were

recognized in March, 2021 when Miller's Hill School was named a California Distinguished School. That is another remarkable achievement that sets our schools and district apart. Staff will continue to utilize the best and most current educational practices coupled with multiple assessment measures with a goal to equip every student with the skills necessary to be successful in an ever-changing world. This goal and the desire to provide all of our students with a "first class" education will continue to be the main focus of the district.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One performance category that has been identified as an area in need of improvement is attendance. Although not reflected on the California School Dashboard this year, local analysis shows significantly higher absenteeism. This is, in part, due to lengthy quarantines and isolations imposed by California Department of Health guidelines. However, other unexcused absences also contributed to our higher absenteeism rate and should be addressed.

We will continue to work with the staff and students to raise awareness around the importance of good attendance and will continue to work with families, early on, to identify poor attendance and provide interventions and support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The new district LCAP retains many of the goals in our previous LCAP. We continue to have high expectations for academic achievement across the district and the desire to maintain a climate that is welcoming, positive and safe for our students and staff. Our facilities are in excellent condition. The staff and Board of Trustees will continue develop long and short term plans to maintain our schools, grounds, and water systems.

We have made some important additions to our new three-year plan. After analyzing and considering feedback from our educational partners, including students, staff, and families, we have added actions to further support social emotional learning at both campuses. A part time teacher on special assignment will be hired to support students through classroom based lessons, structured playground activities, and teacher training. Through this work, it is our goal that students have the social and emotional skills necessary to achieve their fullest potential in all areas, including academics.

Additionally, after reviewing feedback from parents and staff, we have recognized that students at Latrobe Elementary have fewer opportunities for participation in extracurricular activities, such as sports, music, and electives. To address this, an action has been created to provide several afterschool enrichment classes for Latrobe students. The district will provide materials and an instructor to facilitate these courses.

We will also be expanding our food service program to provide breakfast and lunch to all interested students. This is a large undertaking and may require the purchase of additional kitchen equipment and the hiring of trained personnel. This action provides a valuable service to our students and families.

In accordance with new state law, we will be expanding our transitional kindergarten program over the next few years. In the 2022-2023 school year, we will expand our enrollment window to accept students who turn 5 by February 2nd. We will provide additional curriculum to better target the unique academic and social needs of transitional kindergarten students. A full time instructional aide will also be hired to assist in this classroom, keeping the ratio of students to staff at or below 12:1.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Does not apply.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Does not apply.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Does not apply.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement is a high priority in the Latrobe School District. Maintaining open communication between staff members and our families is an ongoing goal, therefore meet and confer meetings are held annually with classified and certificated groups. Based on data gathered from our annual parent survey, we have determined the methods of communication that parents find most helpful. Using that information, we have made adjustments to our methods of communication in order to solicit increased input on the Local Control Accountability Plan.

In the process of developing the LCAP, information is gathered from stakeholder groups including parents, teachers, other school personnel, and students. The Parent Teacher Club (PTC) meets monthly and the Site Council/Parent Advisory Committee meets approximately three times each year. In their roles as parent and teacher leaders, they review our state test scores, offer input on school climate from their own perspective, review the LCAP and assist the staff with revisions to current actions and the creation of new actions based on current needs and wants. Similarly, the staff and students in grades 4-7 are also surveyed in the spring to determine perceived strengths and needs of the district. The Board of Trustees are also involved in the annual review of LCAP goals. Collectively, all information is reviewed, trends are analyzed, and revisions to the LCAP are made in accordance with the data. The Site Council/PAC reviewed the final draft of the LCAP on April 26th. Incidentally, the District does not have an English Language Advisory Committee, so there was no engagement process with that group to note.

El Dorado County SELPA was also consulted on May 12, 2022.

A summary of the feedback provided by specific educational partners.

A summary of the data received in the Parent Survey, administered from March 28 - April 4 indicates that a majority of parents are appreciative and satisfied with the current work our schools are doing with respect to academics, safety, and school-community relationships. When asked about whether their children are appropriately challenged academically, 93.4% of respondents indicated that they agree or strongly agree. 96.6% of the parents who responded also felt that the schools are doing a good job of building academic stamina, while 96.7% of respondents agreed or strongly agreed that our teachers promote positive communication and collaboration skills in the classroom. We also surveyed parents about our new PE program and 94.9% of parents agreed or strongly agreed that the program is effective. With that said, when parents were asked if their child received that appropriate amount of homework, 15% disagreed, suggesting that further investigation into this issue would be worthwhile.

When asked questions regarding safety at school, 100% of respondents reported that their child feels safe at school. Similarly, 98.3% of respondents shared that they feel the campuses are safe and secure. 98.3% of parents also shared that they feel well informed about the district's safety procedures and 100% of those surveyed reported that the buildings and grounds are in good condition. A relative weakness

appeared when asked about whether the district's transportation services are safe. On this question, only 78.9% of those surveyed agreed or strongly agreed that our transportation service is safe. Incidentally, this year we had a coolant line break that sprayed hot water onto a couple of students' legs. This incident, combined with a couple of other breakdowns, may have played a role in the relatively lower scores for transportation. Although our transportation services are provided by the high school district, more work may need to be done to ensure that buses are well maintained.

Results from the parent survey also indicated that school-community relationships are a strength. 95% of parents reported that they receive support from the school when needed and 93.3% feel that the school views parents as partners in the educational process. 93.3% of parents believe that school staff shows respect for students and parents and 96.6% of parents found the office staff to be helpful. Finally, an overwhelming 98.3% of parents reported that their child enjoys going to school and 100% of those surveyed feel that our schools are welcoming and inclusive!

The parent survey also included open-ended questions to highlight areas the district is performing well and any areas in which the district could improve. These open-ended responses were analyzed and trends were identified. When asked what the district is doing well, our staff was mentioned most often, followed by effective communication, and positive relationships between staff, students, and parents. Academics and safety were also mentioned by a relative majority. When asked about ways that the school could improve, adding field trips was the most frequently mentioned. Additional after school activities, especially for Latrobe Elementary, were also requested, as were additional opportunities for music and arts (i.e. year long band program). Notably, several parents also called out a need for increased social emotional learning programs.

Equally important, if not moreso, is the information we collect from our 4-8 grade students in the annual student survey. This year, students were surveyed the week of April 4th. The results of their surveys reveal some bright spots, especially around our efforts to provide a high quality and rigorous education, but also give us some valuable areas to consider for growth and improvement.

Of the students who participated in this year's survey, 97.2% reported that their teachers and other adults at school cared about them and 100% of the teachers value learning. 94.4% of students also reported that teachers have high academic standards and 98.6% of students shared that teachers give enough help so that everyone can learn, even when things are difficult or challenging. 98.6% of students said that the adults have built a positive learning environment and 91.6% of teachers promote tolerance and acceptance. When it comes to having sufficient materials in class, 98.6% of students reported that they have the technology needed to be successful. However, while 95.8% of students reported that they are encouraged to do well by their teacher, only 80.5% of students reported that they are recognized for their efforts.

When asked about social issues, it was interesting to see that nearly 20% of students have moved at least once in the last year. And, while there were no reports of drugs, alcohol, or vaping, 2.9% reported some tobacco use. It was also concerning to see that only 55% of students report that they come to school rested and alert and only 35.3% reported that they are excited to learn. Finally, while 86.1% of students reported that their peers are respectful to staff, only 63.9% of students indicated that they are respectful to other students. These relatively lower scores on social matters may indicate a need for enhanced social emotional support and targeted social emotional learning.

Our students, like our parents, we also asked open-ended questions about what their school does well and in what ways their school might be able to improve. By far, students shared that our teachers and staff do a great job of teaching and providing academic support. This was followed by comments related to the genuine care that our staff has for the students and the safe environment they provide. When asked how our schools might improve, the majority of responses had to do with recess time. Students reported that they'd like to have more playground equipment and opportunities to play. Several students also reported that they'd like to see better behavior, primarily less cursing, by students on the playground. Students also mentioned issues around social emotional supports and building tolerance for students who have different political or social views.

Finally, our staff was surveyed during the weeks of March 28 and April 4. Because our staff has a bit more knowledge and understanding of the LCAP, questions for the staff were aligned to each of the three goals. And, like our students and parents, open-ended questions were provided so that our staff could relay what they feel is going well and ways that we might be able to improve.

Staff responded to questions related to academics, school climate, and basic needs. As mentioned above, these areas aligned with our three LCAP Goals. In the area of academics, teachers spoke highly of the academic rigor and focus on achievement that is common across the grades; however, staff did note an ongoing need to adopt an NGSS aligned science curriculum. The staff also noted the positive impact that small class sizes have on learning and student relationships. In the area of school climate, staff gave high marks to the relationships we form with colleagues and students. Multiple staff members reported a need for a social emotional learning program and a renewed focus on Positive Behavioral Supports and Interventions (PBIS). In the basic needs category, teachers shared appreciation for the new PE program that was put into place at the beginning of the year. They also spoke highly of the way our campuses are maintained and kept safe. In this area, teachers again noted a need for an NGSS aligned curriculum and an SEL program for students and staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on common feedback from the surveys administered to our parents, students, and staff, we will work to hire a part time teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We will also purchase curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff.

Based on feedback, we will develop an action to provide after school enrichment, such as art classes, for students at Latrobe Elementary School who typically have less opportunities to participate in sports, elective classes, etc.

To address food service needs mentioned by students, we will add an action to provide breakfast and lunch to all students of the district. To accomplish this, we will purchase necessary supplies and equipment, hire staff to provide service to students, and partner with neighboring districts to provide additional support.

Although not specifically listed as new actions in the LCAP, our staff, based on the feedback received, will also explore new opportunities for field trips, examine our practices related to homework, and look for additional ways to recognize students for exemplary academic and social performance.

Goals and Actions

Goal

Goal #	Description
1	Latrobe School District will provide a relevant, rigorous, and integrated curriculum designed to engage all students and ensure that they are college and career focused upon completion of eighth grade. Staff will utilize best educational practices and multiple assessment measures to equip every student with the skills necessary to be successful in an ever-changing world. (Priority 1, Priority 2, Priority 4)

An explanation of why the LEA has developed this goal.

Latrobe School District has enjoyed high levels of academic achievement. This goal supports our continuing efforts to provide a rigorous and successful academic program for every student in the district. New curriculum adoptions will be prioritized with Science and Health projected to be in place by the end of the 2021-2022 school year. New Math curriculum will be reviewed over the course of the next two years. To further support this goal our stakeholders have indicated a desire to improve our Physical Education (PE) program. Improvements to the PE program will include hiring a part time PE teacher and upgrading PE equipment. An added benefit of a PE teacher will be planning/prep time for classroom teachers which in turn benefits our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scores	86% Met or Exceeded Standard	81.1% Met or Exceeded Standard			90% Met or Exceeded Standard
Math CAASPP Scores	77% Met or Exceeded Standard	68.9% Met or Exceeded Standard			90% Met or Exceeded Standard
Science CAASPP Scores (CAST)	59% Met or Exceeded Standard	55.2%			75% Met or Exceeded Standard
Third Grade Students Reading at Grade Level as measured by Accelerated Reader Results	87% Reading at Grade Level	87.5% Reading at Grade Level (AR Report Generated April 8, 2022)			90% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	There were no EL Students Enrolled 2020-21	No Students Reclassified due to limited time in District			Reclassify 50% of any new ELs by 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Students in grades three through eight will increase CAASPP scores in the areas of ELA, Math and Science. Our goal is to increase the number of students that meet or exceed the standard for their grade level with a particular focus on Foster Youth, English Learners and Socioeconomically Disadvantaged students. Instructional Aide support will be provided to help meet this goal.	\$21,458.00	Yes
1.2	Pilot an NGSS aligned Science Curriculum	The district will participate in opportunities to review and adopt science materials. The new science materials will positively impact science instruction across the district and increase student achievement on the California Science Test (CAST). Once adopted, the district will provide ongoing training and support to teachers so that they can effectively use this program with all students.	\$0.00	No
1.3	Increase reading levels for all students in grades K-3	Use the additional Instruction Aide time to accomplish the following: <ul style="list-style-type: none"> • Provide Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) instruction in grades K-3. • Measure outcomes and record data on the following assessments: <ul style="list-style-type: none"> • SIPPS Placement and mastery tests • STAR Placement Accelerated Reader • Running Records • BPST • Johnston Spelling • NWEA MAP tests 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ACTION COMPLETED IN 2021-2022.		
1.4	Review math materials for adoption	District staff will review the new math materials with a plan to adopt new curriculum for the 2023-2024 or 2024-2025 school year.	\$0.00	No
1.5	After school tutoring at Latrobe Elementary and Miller's Hill School	Students who are performing below grade level on local assessments in math and reading will be referred to the after school tutoring program. Teachers will provide additional instruction after school one to two days per week as needed. ACTION COMPLETED IN 2021-2022 using Expanded Learning Opportunity Grant.	\$0.00	No
1.6	Physical Education Teacher	The district will hire a part-time credentialed PE teacher to provide PE instruction at both school sites two days per week. ACTION COMPLETED IN 2021-2022.	\$0.00	No
1.7	Health Curriculum	Health Curriculum will be adopted for grades 7&8 to replace the Positive Prevention Plus curriculum currently in place. ACTION COMPLETED IN 2021-2022.	\$0.00	No
1.8	Support for Transitional Kindergarten Expansion	In 2022-2023, the district will begin an expansion of our current transition kindergarten program, accepting students who turn five by February 2nd. To meet the needs of additional students and to comply with state requirements, we will hire a full time aide to support the students in the class and keep the ratio of students to staff at or below 12:1. We will also purchase additional curricular programs and materials to better support the unique needs of these young transitional kindergarten students.	\$26,354.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions listed in this goal were carried out and there were no substantive differences between planned actions and actual implementation of the actions, with the exception of Action 1.4 (Review math materials for adoption). This action did not take place due to a more pressing need to review the NGSS curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action item 1.2 Science textbook adoption: The district did not purchase an adoption, we will continue to review curriculum for 22-23. Action 1.3 Increase Reading Levels: The district has decided not purchase Running Records, BPST, Johnson Spelling. Action 1.7 Health Curriculum: The State framework was not available in time for the district to adequately review. We will review in 22-23.

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

Local and state assessments combined with survey data from staff, students, and parents indicate that the Latrobe School District was successful in providing a relevant, rigorous, and integrated curriculum designed to engage all students and ensure that they are college and career focused upon completion of eighth grade. Staff received training and utilized best educational practices and multiple assessment measures to equip every student with the skills necessary to be successful in an ever-changing world. Actions 1.2, 1.3, 1.5, 1.6, and 1.7 were completed in the 2021-2022 school year. Although still listed in our plan, no LCFF Supplemental or CARES Act funds are now associated with these actions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from educational partners, we added actions to support our TK expansion. Although not specifically listed in our LCAP, we also plan to bolster our extracurricular programs at Latrobe Elementary School.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Latrobe School District will create and sustain a positive and respectful school environment that supports and promotes teaching and learning. Partnering with families and stakeholders, we will promote a climate and culture for students to set positive goals, make responsible and purposeful choices that support an atmosphere of physical and emotional safety. (Priority 3, Priority 5, Priority 6)

An explanation of why the LEA has developed this goal.

During the 2019-2020 school year district staff members were trained in Tier 1, 2 and 3 levels of Positive Behavior Intervention Strategies (PBIS). It is our goal to continue implementing the system with efficacy, refining our practice and ensuring that we are meeting the needs of our staff and students. Our desired outcome will be a decrease in negative behaviors and an increase in student attendance. The district also recognizes the increased need for Social and Emotional health for our staff and students. To support those needs, the district has maintained a school counselor for the past three years. In 2020-2021 we went from a schedule of two days per week down to one. Offering counseling services for our students two days per week is preferable and allows the counselor to spend one day per week at each school site. Two days per week allows the counselor to provide in class lessons and individual and small group sessions. Providing extra time for counseling supports this goal and the desire to maintain our positive and respectful school environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate	1.9%	0% (As of April 28, 2022)			1.5%
Student Referral Rate	6%	2.4% (As of April 28, 2022)			4%
Attendance Average	96%	90.1% (As of April 28, 2022)			97%
Chronic Attendance Rate	3.9%	35% (As of April 28, 2022)			2.5%
Middle School Dropout Rate	0%	0% (As of April 28, 2022)			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0% (As of April 28, 2022)			0%
Parent Survey Results (Welcoming School Climate)	81.25% Strongly Agree (18-19)	100% (Agree and Strongly Agree)			85%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Decrease student suspensions	Student suspensions will decrease by 2%. Continue to implement PBIS program at both schools.	\$0.00	No
2.2	Decrease student referrals	Referrals to the office for negative behavior will decrease by 2%. Continue to implement PBIS program at both schools.	\$0.00	No
2.3	Increase average daily attendance rate	Average daily attendance will maintain or exceed 95%. Continue to implement PBIS program at both schools.	\$0.00	No
2.4	Decrease chronic attendance rate	The chronic attendance rate will decrease by 1%. Continue to implement PBIS program at both schools.	\$0.00	No
2.5	School Counselor	Increase the school counselor from one day per week to two days per week, one day at each school. ACTION COMPLETED IN 2021-2022.	\$0.00	No
2.6	PBIS Professional Development	Staff members will be encouraged to engage in ongoing, in house PBIS professional development. Staff members will be encouraged to attend PBIS specific events and conferences.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	<p>The District will hire a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We will also purchase curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff.</p> <p>Social emotional learning supports will be provided to everyone; however, focus will be placed on socioeconomically disadvantaged students, as economic disadvantage has been correlated to lower development of such skills (Organisation for Economic Cooperation and Development (OECD) Survey on Social and Emotional Skills, 2015)</p>	\$7,888.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions listed in this goal were carried out and there were no substantive differences between planned actions and actual implementation of the actions, with the exception of Actions 2.3 and 2.4 (Increase average daily attendance and Reduce Chronic Absenteeism.) These actions were hindered by the California Department of Public Health’s guidance to keep students out of school when exposed to or diagnosed with COVID-19. As a result, we had far more absences this year than in previous years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Survey data from staff, students, and parents indicate that the Latrobe School District was successful in creating and sustaining a positive and respectful school environment that supports and promotes teaching and learning. Partnering with families and educational partners, we will continue to promote a climate and culture for students to set positive goals, make responsible and purposeful choices that support an atmosphere of physical and emotional safety. Action 2.5 was completed in the 2021-2022 school year. Although still listed in our plan, no supplemental dollars or CARES Act funds are now associated with these actions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from educational partners, we added an action (SEL Coordinator Position) to enhance the social emotional learning provided to students and improve the professional development and support provided to staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will have access to basic educational services. All teachers will be fully credentialed in the subject areas and grade levels they are teaching. Students will have access to standards aligned instructional materials. Facilities will be maintained in good repair. (Priority 1, Priority 7, Priority 8)

An explanation of why the LEA has developed this goal.

In order to meet the criteria of the William's Act, the district intends to continue to provide current curriculum, appropriately credentialed and assigned teachers and to maintain the facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will have access to California State Standards based materials.	Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies	Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies			Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies 4. Science
Teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and assigned for their subject and grade level.	100% of teachers are fully credentialed and assigned for their subject and grade level.			100% of teachers are fully credentialed and assigned for their subject and grade level.
Facilities are maintained in good repair.	100% of site inspections show good or excellent findings.	100% of site inspections show good or excellent findings.			100% of site inspections show good or excellent findings.
William's Act complaints.	0	0			0

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Adopt Next Generation Science Standards curriculum	The district seeks to research, review, adopt, and implement new science materials for grades TK-8. *See Goal 1 Action 2.	\$0.00	No
3.2	Teachers are fully credentialed	All teachers will be fully credentialed for the grade levels they teach or the subject matter that they teach.	\$0.00	No
3.3	Facilities are in good repair	Maintenance of each school will be a priority measured by monthly inspection reports. Short and long term maintenance goals will be maintained by the Superintendent/Principal, the Director of Maintenance, the Chief Financial Officer. These goals will be reviewed with the Board of Trustees in the fall of each year. A deferred maintenance plan has been developed to guide repair and maintenance projects each year.	\$7,000.00	No
3.4	William's Act Complaints	We will strive to have no complaints on the annual County Office of Education William's Act Review. See Goal 3 Action 3.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions listed in this goal were carried out and there were no substantive differences between planned actions and actual implementation of the actions, with the minor exception of Action 3.1 (Adopt Next Generation Science Standards Curriculum). This goal was delayed due to COVID, but substantial work was done piloting programs and we are confident that an adoption will occur soon.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Survey data from staff, students, and parents as well as facility inspection reports indicate that the Latrobe School District was successful in providing all students access to basic educational services. All teachers were fully credentialed in the subject areas and grade levels they are teaching. Students were provided access to standards aligned instructional materials. Facilities were maintained and in good repair.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Although not formally listed in our LCAP, based on feedback from educational partners, we will expand food our food service program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
29,346	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.97%	0.00%	\$0.00	1.97%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Supplemental funds will be principally directed to serve students in grades Transitional Kindergarten, Kindergarten, First, Second, and Third at Latrobe Elementary School that include low-income, English Learners, and foster youth. Currently, there are no English Learners in the district and the number of Socioeconomically Disadvantaged and Foster Youth is not a significant group. Individual and small group interventions will target all under-performing students based on local assessments, diagnostic tests, and teacher observation. One or more paraeducators, under the direction of classroom teachers will provide support in phonics (SIPPS), reading fluency development and comprehension. This research-based instructional strategy of targeted, instruction scaffolding in smaller groups provides the most effective intervention for our at risk students. The Strategic School Making the Most of People, Time and Money (Corwin Press 2008).

The District will hire a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We will also purchase curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff. Social emotional learning supports will be provided to everyone; however, focus will be placed on

socioeconomically disadvantaged students, as economic disadvantage has been correlated to lower development of such skills (Organisation for Economic Cooperation and Development (OECD) Survey on Social and Emotional Skills, 2015)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners, and low income students are being increased by adding additional paraeducator support at Latrobe Elementary. The paraeducator will support students in the classrooms and in targeted small group settings outside the classroom.

Services for foster youth, English learners, and low income students are being increased by adding a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,346.00	\$18,520.00		\$7,834.00	\$62,700.00	\$55,700.00	\$7,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	\$21,458.00				\$21,458.00
1	1.2	Pilot an NGSS aligned Science Curriculum	All					\$0.00
1	1.3	Increase reading levels for all students in grades K-3	All					\$0.00
1	1.4	Review math materials for adoption	All					\$0.00
1	1.5	After school tutoring at Latrobe Elementary and Miller's Hill School	Students performing below grade level in reading and math. evel. All					\$0.00
1	1.6	Physical Education Teacher	All					\$0.00
1	1.7	Health Curriculum	All					\$0.00
1	1.8	Support for Transitional Kindergarten Expansion	All		\$18,520.00		\$7,834.00	\$26,354.00
2	2.1	Decrease student suspensions	All					\$0.00
2	2.2	Decrease student referrals	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Increase average daily attendance rate	All					\$0.00
2	2.4	Decrease chronic attendance rate	All					\$0.00
2	2.5	School Counselor	All					\$0.00
2	2.6	PBIS Professional Development	All					\$0.00
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Low Income	\$7,888.00				\$7,888.00
3	3.1	Adopt Next Generation Science Standards curriculum	All					\$0.00
3	3.2	Teachers are fully credentialed	All					\$0.00
3	3.3	Facilities are in good repair	All	\$7,000.00				\$7,000.00
3	3.4	William's Act Complaints	All					\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,486,996	29,346	1.97%	0.00%	1.97%	\$29,346.00	0.00%	1.97 %	Total:	\$29,346.00
								LEA-wide Total:	\$7,888.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$21,458.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$21,458.00	
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	LEA-wide	Low Income	All Schools	\$7,888.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$157,952.00	\$109,085.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	\$23,080.00	28,145
1	1.2	Adopt NGSS Science Curriculum	No	\$30,000.00	0
1	1.3	Increase reading levels for all students in grades K-3	No	\$17,972.00	5,080
1	1.4	Review math materials for adoption	No	\$0.00	0
1	1.5	After school tutoring at Latrobe Elementary and Miller's Hill School	No	\$8,000.00	3,501
1	1.6	Physical Education Teacher	No	\$33,210.00	34,106
1	1.7	Health Curriculum	No	\$5,000.00	0
2	2.1	Decrease student suspensions	No	\$0.00	
2	2.2	Decrease student referrals	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Increase average daily attendance rate	No	\$0.00	0
2	2.4	Decrease chronic attendance rate	No	\$0.00	0
2	2.5	School Counselor	No	\$33,690.00	33,690
2	2.6	PBIS Professional Development	No	\$0.00	0
3	3.1	Adopt Next Generation Science Standards curriculum	No	\$0.00	0
3	3.2	Teachers are fully credentialed	No	\$0.00	0
3	3.3	Facilities are in good repair	No	\$7,000.00	4,563
3	3.4	William's Act Complaints	No	\$0.00	0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
28,145	\$23,080.00	\$28,145.00	(\$5,065.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	\$23,080.00	28,145		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,363,358	28,145	0	2.06%	\$28,145.00	0.00%	2.06%	\$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the *2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

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

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

8.A.e.

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Latrobe School District 2021-22 Updated Budget & 2022-23 Adopted Budget



Board Members

- Janet Saitman-President
 - Scot Yarnell-Clerk
 - Gene Alhady-Member
-
- Dave Scroggins- Superintendent/Principal
 - Jen Fusano-CBO
 - *Public Hearing May 17th 2022*
 - *Adoption June 21st 2022*

2021-22 Assumptions

- Property taxes have been adjusted to County's estimates.
- EPA revenue is budget same as 2020-21
- Forest Reserve revenue is not budgeted
- Budget includes REAP grant
- Step and column are included
- All salary settlements are included in budget
- Budgeted one time Federal and State CARES Act revenue and expense
- Budgeted transfer out from the General Fund to the Cafeteria Fund to cover personnel and food costs
- Budgeted transfer between the General Fund and Deferred Maintenance Fund.



21-22 Revenues

Revenues

	2021-22 Second Interim			2021-22 June Update			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,587,264		2,587,264	2,596,890		2,596,890	9,626
Federal Revenue	-	86,065	86,065	-	74,354	74,354	-
Other State Revenue	29,720	394,779	424,499	29,720	358,364	388,084	-
Other Local Revenue	27,935	92,901	120,836	17,935	105,743	123,678	(10,000)
Total Revenue	2,644,919	573,745	3,218,664	2,644,545	538,461	3,183,006	(374)

Community funding increased slightly due to further reduction of charter in lieu students. There were none for 21-22.

Lowered local income due to revised estimates.



21-22 Expenses

Expenses

	2021-22 Second Interim			2021-22 June Update			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Expenditure Detail							
Certificated	994,173	131,897	1,126,070	990,173	131,297	1,121,470	(4,000)
Classified	302,277	86,447	388,724	289,765	76,655	366,420	(12,512)
Employee benefits	422,363	190,943	613,306	410,407	183,569	593,976	(11,956)
Books & Supplies	124,388	119,925	244,313	98,219	77,234	175,453	(26,169)
Service, Other Operating	268,936	177,558	446,494	260,911	181,116	442,027	(8,025)
Capital Outlay		28,903	28,903		28,903	28,903	-
Other Outgo	1,494	10,415	11,909	8,791	10,415	19,206	7,297
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,109,762	749,957	2,859,719	2,054,397	693,058	2,747,455	(55,365)

- Lowered sub costs for certificated budget.
- Re-classed a portion of the campus assistant to food services.
- Lowered supplies, mainly the textbook budget.
- Lowered various services budget.

	2021-22 Second Interim			2021-22 June Update			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,587,264		2,587,264	2,596,890		2,596,890	9,626
Federal Revenue	-	86,065	86,065	-	74,354	74,354	-
Other State Revenue	29,720	394,779	424,499	29,720	358,364	388,084	-
Other Local Revenue	27,935	92,901	120,836	17,935	105,743	123,678	(10,000)
Total Revenue	2,644,919	573,745	3,218,664	2,644,545	538,461	3,183,006	(374)
Expenditure Detail							
Certificated	994,173	131,897	1,126,070	990,173	131,297	1,121,470	(4,000)
Classified	302,277	86,447	388,724	289,765	76,655	366,420	(12,512)
Employee benefits	422,363	190,943	613,306	410,407	183,569	593,976	(11,956)
Books & Supplies	124,388	119,925	244,313	98,219	77,234	175,453	(26,169)
Service, Other Operating	268,936	177,558	446,494	260,911	181,116	442,027	(8,025)
Capital Outlay		28,903	28,903		28,903	28,903	-
Other Outgo	1,494	10,415	11,909	8,791	10,415	19,206	7,297
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,109,762	749,957	2,859,719	2,054,397	693,058	2,747,455	(55,365)
Excess/(Deficiency)	535,157	(176,212)	358,945	590,148	(154,597)	435,551	54,991
Other Financing Sources/uses							
Transfers Out	(360,000)		(360,000)	(367,000)		(367,000)	(7,000)
Contributions	(342,267)	342,267		(342,267)	342,267		-
Total Other Sources/Uses	(702,267)	342,267	360,000	(709,267)	342,267	367,000	(7,000)
Net Inc/Dcr to Fund Balance	(167,110)	166,055	(1,055)	(119,119)	187,670	68,551	47,991
Beginning Balance	1,227,796	257,863	1,485,659	1,227,796	257,863	1,485,659	
Ending Balance	1,060,686	423,918	1,484,604	1,108,677	445,533	1,554,210	47,991

Estimated Ending Fund Balance and Fund Balance % For The General Fund

	2021-22 June Update			
	Unrestricted	Restricted	Total	Unrestricted Variance
Total Revenue	2,644,545	538,461	3,183,006	(374)
Total Expenditures	2,054,397	693,058	2,747,455	(55,365)
Excess/(Deficiency)	590,148	(154,597)	435,551	54,991
Other Financing Sources/uses				
Transfers Out	(367,000)		(367,000)	(7,000)
Contributions	(342,267)	342,267		-
Total Other Sources/Uses	(709,267)	342,267	367,000	(7,000)
Net Inc/Dcr to Fund Balance	(119,119)	187,670	68,551	47,991
Beginning Balance	1,227,796	257,863	1,485,659	
Ending Balance	1,108,677	445,533	1,554,210	47,991
Components of Ending Fund Balance				
Nonspendable	1,000		1,000	
Restricted		445,533	445,533	
Assigned			-	
Economic Uncertainty	1,107,677		1,107,677	
Total Fund 01	1,108,677	445,533	1,554,210	
		EUR Fund 01	46.53%	

Other Funds



2021-22 June Update

Other Funds Fund #	Cafeteria 13	Def Maint. 14	Capital Fac 25	Spec Resv 40
Total Revenue	\$ 5,374	\$ 150	\$ 87,887	\$ 113,500
Total Expenses	\$ 20,810	\$ 35,843	\$ 28,366	\$ 2,725
Excess/(Deficiency)	\$ (15,436)	\$ (35,693)	\$ 59,521	\$ 110,775
Other Financing Sources/Uses	\$ 17,000	\$ 350,000		
Net Inc/Dec to Fund Balance	\$ 1,564	\$ 314,307	\$ 59,521	\$ 110,775
Beginning Balance	\$ 7,592	\$ 22,658	\$ 144,670	\$ 1,019,725
Ending Balance	\$ 9,156	\$ 336,965	\$ 204,191	\$ 1,130,500

2022-2023 Adopted Budget



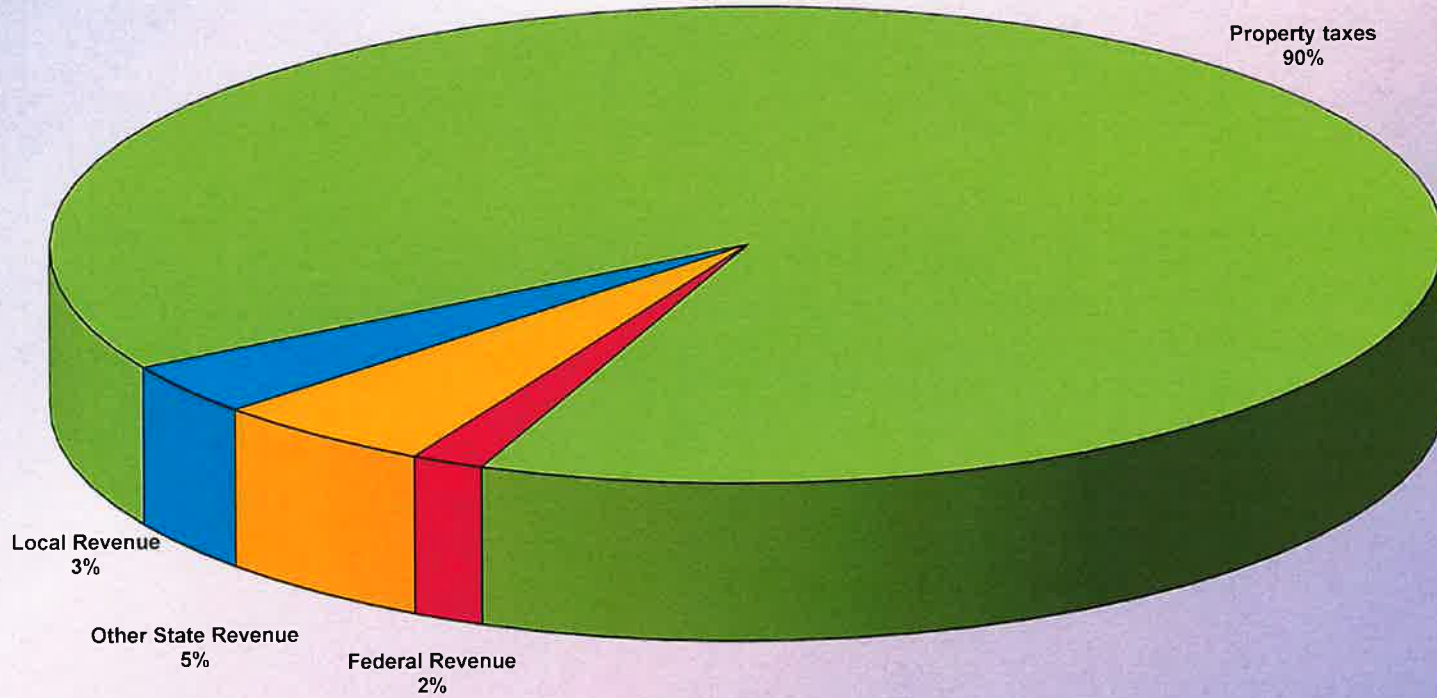
2022-23 Assumptions

- Property taxes are budgeted with a 6% increase.
- Budget includes the REAP Grant.
- Budget does not include any one time revenue but does include one time CARES ACT expenses.
- Budget does not include any Forest Reserve funding.
- EPA revenue is budgeted.
- STRS and PERS is budgeted with an increase of \$34,375.
- Step and column is included.
- Added 1FTE classified instructional aide due to TK requirements.
- Increased certificated staff position from .4FTE to .8FTE and moved from restricted to unrestricted.
- Buckeye counseling contract moved from restricted to unrestricted.
- Budgeted Placerville nursing contract.
- Budgeted science textbook adoption.
- Transfer to fund 13-Food Services for \$14,000.
- Transfer to fund 14-Deferred Maintenance for \$50,000.

Latrobe School District

2022-23

Projected Revenues



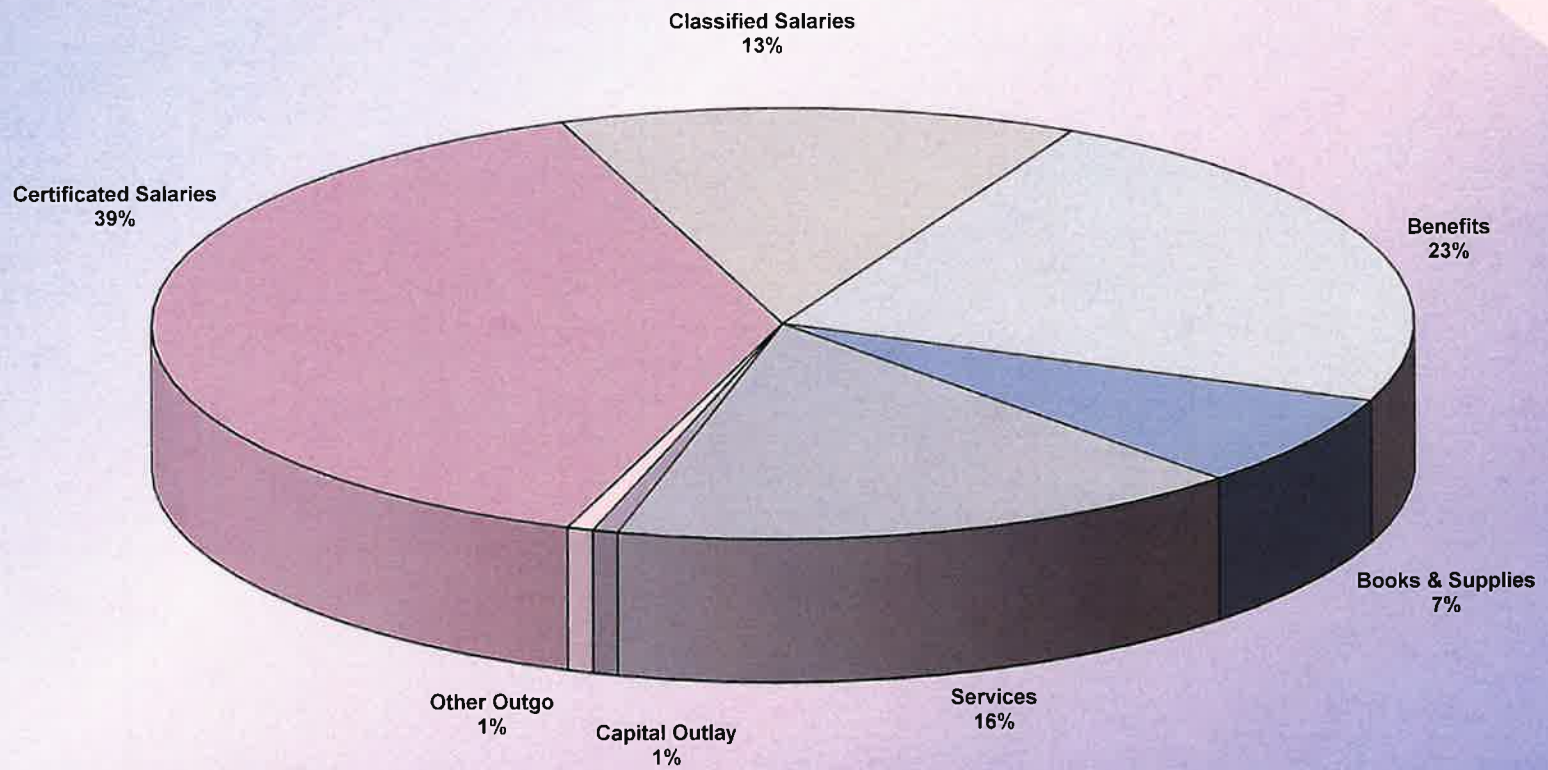
22-23 Revenues

	2021-22 June Update			<u>2022-2023</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,596,890		2,596,890	2,723,592		2,723,592	126,702
Federal Revenue	-	74,354	74,354	-	51,549	51,549	-
Other State Revenue	29,720	358,364	388,084	29,720	128,159	157,879	-
Other Local Revenue	17,935	105,743	123,678	15,750	91,561	107,311	(2,185)
Total Revenue	2,644,545	538,461	3,183,006	2,769,062	271,269	3,040,331	124,517

Community funding is estimated with a 6% increase in property taxes.
Local revenue was revised lower from 21-22.

Latrobe School District

2022-23 Projected Expense



22-23 Expenses

	2021-22 June Update			<u>2022-2023</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Expenditure Detail							
Certificated	990,173	131,297	1,121,470	1,002,160	95,850	1,098,010	11,987
Classified	289,765	76,655	366,420	290,911	85,927	376,838	1,146
Employee benefits	410,407	183,569	593,976	470,122	191,713	661,835	59,715
Books & Supplies	98,219	77,234	175,453	124,388	71,505	195,893	26,169
Service, Other Operating	260,911	181,116	442,027	302,936	160,188	463,124	42,025
Capital Outlay		28,903	28,903	-	18,349	18,349	-
Other Outgo	8,791	10,415	19,206	8,791	10,415	19,206	-
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,054,397	693,058	2,747,455	2,195,439	637,816	2,833,255	141,042

Salaries and benefits include step/column.
 Supplies budgeted textbook adoption.
 Services include counseling and nurse contracts.

Other Financing Sources/Uses

	2021-22 June Update			<u>2022-2023</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Other Financing Sources/uses							
Transfers In						-	
Transfers Out	(367,000)		(367,000)	(64,000)		(64,000)	303,000
Other Sources						-	
Other Uses							
Contributions	(342,267)	342,267		(340,853)	340,853	-	1,414
Total Other Sources/Uses	(709,267)	342,267	367,000	(404,853)	340,853	64,000	304,414

22-23 transfers include the following:

\$50,000 to Fund 14-Deferred Maintenance

\$14,000 to Fund 13-Food Service

	2021-22 June Update			2022-2023			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,596,890		2,596,890	2,723,592		2,723,592	126,702
Federal Revenue	-	74,354	74,354	-	51,549	51,549	-
Other State Revenue	29,720	358,364	388,084	29,720	128,159	157,879	-
Other Local Revenue	17,935	105,743	123,678	15,750	91,561	107,311	(2,185)
Total Revenue	2,644,545	538,461	3,183,006	2,769,062	271,269	3,040,331	124,517
Expenditure Detail							
Certificated	990,173	131,297	1,121,470	1,002,160	95,850	1,098,010	11,987
Classified	289,765	76,655	366,420	290,911	85,927	376,838	1,146
Employee benefits	410,407	183,569	593,976	470,122	191,713	661,835	59,715
Books & Supplies	98,219	77,234	175,453	124,388	71,505	195,893	26,169
Service, Other Operating	260,911	181,116	442,027	302,936	160,188	463,124	42,025
Capital Outlay		28,903	28,903	-	18,349	18,349	-
Other Outgo	8,791	10,415	19,206	8,791	10,415	19,206	-
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,054,397	693,058	2,747,455	2,195,439	637,816	2,833,255	141,042
Excess/(Deficiency)	590,148	(154,597)	435,551	573,623	(366,547)	207,076	(16,525)
Other Financing Sources/uses							
Transfers In						-	
Transfers Out	(367,000)		(367,000)	(64,000)		(64,000)	303,000
Other Sources						-	
Other Uses						-	
Contributions	(342,267)	342,267		(340,853)	340,853	-	1,414
Total Other Sources/Uses	(709,267)	342,267	367,000	(404,853)	340,853	64,000	304,414
Net Inc/Dcr to Fund Balance	(119,119)	187,670	68,551	168,770	(25,694)	143,076	287,889
Beginning Balance	1,227,796	257,863	1,485,659	1,108,677	445,533	1,554,210	
Ending Balance	1,108,677	445,533	1,554,210	1,277,447	419,839	1,697,286	216,761

2022-23 Education Protection Act Expenditure Plan



LATROBE SCHOOL DISTRICT 2022-23 Education Protection Act Expenditure Plan

Proposition 30 established the Education Protection Account (EPA) to receive the additional tax revenue that will be collected from the higher sales tax and income tax rates due to its passage November 6, 2012. These funds will be apportioned from the EPA to school districts on a quarterly basis beginning in July 2013. The creation of the Education Protection Act (EPA) by Proposition 30 has created an accountability component. These components are as follows:

- Criteria on how to spend the funds are mandated by the state.
- The governing board must approve the spending plan during a public meeting.
- School board approves the expenditure plan before the expense has occurred.
- The district is required to publish on their website the amount of funds received and how the funds were expended.

- The school district's auditor will verify the compliance of expenses during the annual audit.

In accordance with Proposition 30, **Latrobe School District** is providing their expenditure plan under the Education Protection Act for 2022-23.

The 2022-23 EPA funds for the district is estimated to be \$29,292.

It is proposed that the EPA funds be used to pay towards a portion of the salary and benefit cost of a certificated teacher. Any difference in revenue and/or expenditure will be adjusted at year-end.

Certificated Position		
Positions	SACS function	Estimated Costs
Portion of Classroom Teacher	1000	\$ 29,292

2022-23 Reasons for
Assigned and
Unassigned Ending
Fund Balances Above
The State
Recommended
Minimum Limit



Combined Assigned and Unassigned Fund Balances		
Fund	Fund Description	2022-23 Budget
01	General Fund/County School Service Fund	\$1,277,447
	Total Assigned and Unassigned Fund Balance	\$1,277,447
	District Standard Reserve Level	5%
	Less: District's Reserve Standard amount	\$63,874
	Fund Balance that Requires a Statement of Reasons	\$1,213,575

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level

Form	Fund	2022-23 Budget Reasons
01	General Fund/County School Service Fund	
	Petty Cash	\$ 1,000.00
	Economic Uncertainty	\$ 1,212,575.00
	The district maintains reserve levels higher than the standard due to the fact that we receive funds twice a year and must rely on adequate reserves to manage cash flow for normal daily operations, unexpected purchases and unforeseen events. In addition Latrobe, a Community Funded district, must have a higher reserve to protect against the volatility of property tax fluctuations.	
	Total of Substantiated Needs	\$ 1,213,575.00

Multi-Year Projections



2023-24 Assumptions

- Property taxes are budgeted with a 5% increase.
- Budget includes the REAP Grant.
- Budget does not include any Forest Reserve funding.
- EPA revenue is budgeted.
- STRS and PERS is budgeted with an increase of \$9,200.
- Step and column is included.
- FTE remains the same for Certificated and Classified.
- Classified position moves from restricted to unrestricted.
- Increased costs of supplies and services by 5%.
- Transfer to fund 13-Food Services \$10,000.
- Transfer to fund 14-Deferred Maintenance \$50,000.

	<u>2022-2023</u>			<u>2023-2024</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,723,592		2,723,592	2,854,409		2,854,409	130,817
Federal Revenue	-	51,549	51,549	-	32,679	32,679	-
Other State Revenue	29,720	128,159	157,879	29,720	128,159	157,879	-
Other Local Revenue	15,750	91,561	107,311	13,775	91,561	105,336	(1,975)
Total Revenue	2,769,062	271,269	3,040,331	2,897,904	252,399	3,150,303	128,842
Expenditure Detail							
Certificated	1,002,160	95,850	1,098,010	1,015,161	95,850	1,111,011	13,001
Classified	290,911	85,927	376,838	328,359	59,479	387,838	37,448
Employee benefits	470,122	191,713	661,835	480,122	191,713	671,835	10,000
Books & Supplies	124,388	71,505	195,893	135,000	86,505	221,505	10,612
Service, Other Operating	302,936	160,188	463,124	310,000	162,000	472,000	7,064
Capital Outlay	-	18,349	18,349	-	8,000	8,000	-
Other Outgo	8,791	10,415	19,206	8,791	10,415	19,206	-
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,195,439	637,816	2,833,255	2,273,564	617,831	2,891,395	78,125
Excess/(Deficiency)	573,623	(366,547)	207,076	624,340	(365,432)	258,908	50,717
Other Financing Sources/uses							
Transfers Out	(64,000)		(64,000)	(60,000)		(60,000)	4,000
Contributions	(340,853)	340,853	-	(350,432)	350,432	-	(9,579)
Total Other Sources/Uses	(404,853)	340,853	64,000	(410,432)	350,432	60,000	(5,579)
Net Inc/Dcr to Fund Balance	168,770	(25,694)	143,076	213,908	(15,000)	198,908	45,138
Beginning Balance	1,108,677	445,533	1,554,210	1,277,447	419,839	1,697,286	
Ending Balance	1,277,447	419,839	1,697,286	1,491,355	404,839	1,896,194	213,908

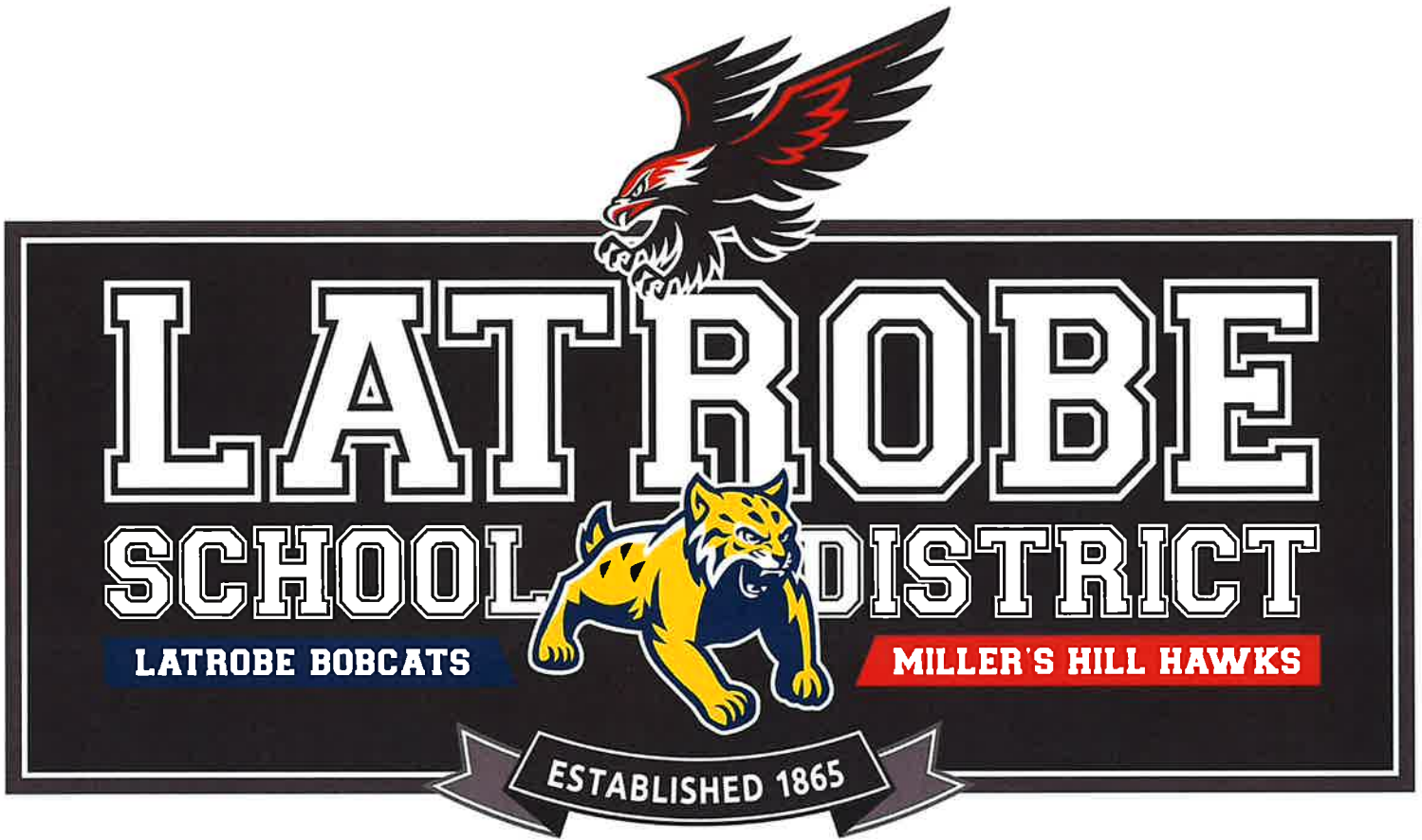
2024-25 Assumptions

- Property taxes are budgeted with a 5% increase.
- Budget includes the REAP Grant.
- Budget does not include any Forest Reserve funding.
- EPA revenue is budgeted.
- STRS and PERS is budgeted with an increase of \$9,200.
- Step and column is included.
- FTE remains the same for Certificated and Classified.
- Classified position moves from restricted to unrestricted.
- Increased costs of supplies and services by 5%.
- Transfer to fund 13-Food Services \$10,000.
- Transfer to fund 14-Deferred Maintenance \$50,000.

	<u>2023-2024</u>			<u>2024-2025</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,854,409		2,854,409	2,991,766		2,991,766	137,357
Federal Revenue	-	32,679	32,679	-	32,679	32,679	-
Other State Revenue	29,720	128,159	157,879	29,720	128,159	157,879	-
Other Local Revenue	13,775	91,561	105,336	13,775	91,561	105,336	-
Total Revenue	2,897,904	252,399	3,150,303	3,035,261	252,399	3,287,660	137,357
Expenditure Detail							
Certificated	1,015,161	95,850	1,111,011	1,030,161	95,850	1,126,011	15,000
Classified	328,359	59,479	387,838	332,359	61,979	394,338	4,000
Employee benefits	480,122	191,713	671,835	487,622	191,713	679,335	7,500
Books & Supplies	135,000	86,505	221,505	140,000	80,000	220,000	5,000
Service, Other Operating	310,000	162,000	472,000	314,000	164,000	478,000	4,000
Capital Outlay	-	8,000	8,000	-	8,000	8,000	-
Other Outgo	8,791	10,415	19,206	8,791	10,415	19,206	-
Direct Support/Indirect	(3,869)	3,869	-	(3,869)		(3,869)	-
Total Expenditures	2,273,564	617,831	2,891,395	2,309,064	611,957	2,921,021	35,500
Excess/(Deficiency)	624,340	(365,432)	258,908	726,197	(359,558)	366,639	101,857
Other Financing Sources/uses							
Transfers Out	(60,000)		(60,000)	(60,000)		(60,000)	-
Contributions	(350,432)	350,432	-	(359,558)	359,558	-	(9,126)
Total Other Sources/Uses	(410,432)	350,432	60,000	(419,558)	359,558	60,000	(9,126)
Net Inc/Dcr to Fund Balance	213,908	(15,000)	198,908	306,639	-	306,639	92,731
Beginning Balance	1,277,447	419,839	1,697,286	1,491,355	404,839	1,896,194	
Ending Balance	1,491,355	404,839	1,896,194	1,797,994	404,839	2,202,833	306,639

Estimated Ending Fund Balance

	2021-22 June Update			2022-2023			2023-2024			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
Total Revenue	2,644,545	538,461	3,183,006	2,769,062	271,269	3,040,331	2,897,904	252,399	3,150,303	
Total Expenditures	2,054,397	693,058	2,747,455	2,195,439	637,816	2,833,255	2,273,564	617,831	2,891,395	
Excess/(Deficiency)	590,148	(154,597)	435,551	573,623	(366,547)	207,076	624,340	(365,432)	258,908	
Other Financing Sources/uses										
Transfers Out	(367,000)		(367,000)	(64,000)		(64,000)	(60,000)		(60,000)	
Contributions	(342,267)	342,267		(340,853)	340,853	-	(350,432)	350,432	-	
Total Other Sources/Uses	(709,267)	342,267	367,000	(404,853)	340,853	64,000	(410,432)	350,432	60,000	
Net Inc/Dcr to Fund Balance	(119,119)	187,670	68,551	168,770	(25,694)	143,076	213,908	(15,000)	198,908	
Beginning Balance	1,227,796	257,863	1,485,659	1,108,677	445,533	1,554,210	1,277,447	419,839	1,697,286	
Ending Balance	1,108,677	445,533	1,554,210	1,277,447	419,839	1,697,286	1,491,355	404,839	1,896,194	
Components of Ending Fund Balance										
Nonspendable	1,000		1,000	1,000		1,000	1,000		1,000	
Restricted		445,533	445,533		419,839	419,839		404,839	404,839	
Assigned			-			-			-	
Economic Uncertainty	1,107,677		1,107,677	1,276,447		1,276,447	1,490,355		1,490,355	
Total Fund 01	1,108,677	445,533	1,554,210	1,277,447	419,839	1,697,286	1,491,355			
			EUR Fund 01	46.53%		EUR Fund 01	46.09%		EUR Fund 01	52.64%



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Latrobe School District	Dave Scroggins Superintendent/Principal	dscroggins@latrobeschool.com (530) 677-0260

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

S.C.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science					5

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science					5

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The Latrobe School District fosters healthy and respectful relationships between our staff members and our families. We strive to maintain welcoming physical, educational, and social-emotional environments at both school sites. One area of need is an increase in counselor contact with our students. The district plans to add an additional day of counseling in 2021-2022. This will allow the school counselor to spend a day a week on each campus which will be a benefit for our students, staff and families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Our goal to engage our families as partners in their child's education begins before school starts. Teachers reach out with information and invitations to attend Back to School Night which is scheduled during the first five days of the new school term. School to home communication has been a priority. The district and individual teachers use ParentSquare for direct communication to families. We also strive to achieve a 100% participation rate at our Parent/Teacher Conferences held at the end of the first trimester. Our Student Success Team meets when a child is at risk academically or emotionally. The team includes the parents/guardians in a thoughtful discussion that includes an action plan for resources and supports. Students with IEP's have annual meetings. The parents/guardians are given parental rights at the beginning of each meeting. During COVID we were able to hold IEP meetings via Zoom. It is our intent to continue using that platform when necessary to allow families with challenges to more easily participate in their child's education plan.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

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

Seeking Input	1	2	3	4	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The Superintendent/Principal meets with staff on a monthly basis. Because our district is so small the administrator is able to engage in daily contact with all staff members. The Parent Teacher Club meets monthly and includes a Principal's Report on every agenda. They routinely provide input on a variety of topics that impact each school. The Site Council/Parent Advisory Committee meets to review testing results, the LCAP and survey results from parents and students. Some of these meetings were conducted via Zoom which allowed more people to join the discussion. It there continues to be a desire for virtual meetings, that option will be added to support families that might otherwise be unable to join the discussion.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

Data from our 2021 Student Spring Survey gave the district a snapshot of our current school climate. The following results were particularly helpful to the staff and administration.

Survey Question & Combined Strongly Agree & Agree Responses

I feel safe at school

97%

I am happy to be at this school

95%

My school has a positive learning environment

95%

People at my school listen to me

90%

Teachers at my school create an environment of tolerance and acceptance

93%

Students at this school respect other students

78%

Adults at this school respect students

91%

Students at this school respect staff and adults

94%

Based on these results the district will continue to implement Positive Behavior Strategies and Interventions. One noted area of need is in the area of mutual respect among students. This will be a focus of the school counselor during his/her weekly classroom meetings. The goal will be to have a higher percentage of students feel like they are respected by their peers here at school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Latrobe is a very small school district. With approximately 160 students between two schools we are fortunate to be able to provide an excellent education and positive school climate for our students and staff. Every teacher in grade TK-8 has a Multiple Subject Credential. All teachers teach all subjects to all students. To increase opportunities for all students, the district has added enrichment classes at both schools. At Latrobe Elementary students have a Fine Arts Mini Experience (FAME) class twice a month. All students at Latrobe have access to these classes. At Miller's Hill the fourth and fifth grades also have FAME twice a month. Also at Miller's Hill all students have an enrichment music class each week. Students in grades six through eighth grade have a weekly elective class. All elective classes are taught by our teaching staff. Parent and staff surveys revealed a desire to add a Physical Education Teacher to the district teaching staff. Previously, the district was unable to financially support a PE position. The current plan, based on budget projections is to employ a part time PE teacher for the 2021-2022 school year.

Latrobe School District
Curriculum Adoptions

6/8/2022

	MATH	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES
Year Adopted	Grades/Publisher	Grades/Publisher	Grades/Publisher	Grades/Publisher
2022-23			K-8, STEMScopes Next Generation Science Standards (NGSS)	
2018-19				K-6, Pearson 7-8, TCI
2017-18		K-5, Benchmark		
2016-17	K-3, McGraw Hill-My Math	6-8, McGraw Hill-Study Sync		8, CA Standards Mini-DBQs
2014-15	4-5, McGraw Hill-My Math 6-8, Houghton Mifflin-Big Ideas			
2009-10		6-8 Holt McDougal		
2008-09	K-5, Houghton Mifflin 6-8, Holt			
2007-08			K-5, Scott Foresman 6-8, Pearson Prentice Hall	
2006-07				K-3, Harcourt 4-5, Pearson Scott Foresman 6-7, Pearson Prentice Hall 8, Glencoe McGraw Hill
2003-04		K-5, Houghton Mifflin		

8.D.

RESOLUTION NO. 22-02

Latrobe School District

Declaring an Election Be Held in its Jurisdiction
Consolidation with Other Districts
Requesting Election Services

WHEREAS, it is the determination of the above-named district that an election be held on November 8, 2022, at which election the issue to be presented to the voters shall be:

NOMINATION OF CANDIDATES

No. of Members

To be Elected

2

Term

Full 4 year term to expire 12/11/2026

BE IT RESOLVED that the Elections Department of El Dorado County is hereby requested to:

1. Consolidate said election with any other election conducted on the same day.
2. Authorize and direct the Registrar of Voters, at District expense, to provide all necessary services, which shall include, **but not be limited to:**

publications, issue nomination documents, ballots, sample ballots, election officers, polling places and canvass.

3. In the event of a tie vote, the winning candidate shall be decided by lot.

PASSED AND ADOPTED on 6/21/2022, 2022 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

President

ATTEST: _____

Date: _____

8.E

PLEASE POST

Notice of Consolidated Districts Election

(Elections Code Sections 10510,12112)

Latrobe School District

(Name of District)

Notice hereby is given that a Consolidated Districts Election will be held in this district on Tuesday, November 8, 2022.

The names of the offices for which candidates may be nominated are as follows:

Two Full Terms to be Elected will Expire 12/02/2022 (Incumbent) Scot Yarnell and Jared Meredith

The qualifications of a nominee and of an elective officer of the district are as follows:

Registered Voter within the District

There are measures to be voted on: Yes No
(Please circle one)

Declaration of candidacy forms for eligible candidates desiring to file for any of the elective offices may be obtained from the Elections Department at 2850 Fairlane Court, Placerville, CA. Forms shall be available commencing on July 18, 2022, before the election, and shall be filed with the Elections Department, in person no later than 5:00 p.m., August 12, 2022, before the election.

PLEASE NOTE: Districts in the Tahoe area call (530) 621-7490 for appointment.

In the event that there are no nominees or an insufficient number of nominees for each elective office and a petition for an election is not timely filed, an appointment to such elective office shall be made. (Elections Code Section 10515)

The ¹ Candidates Statement is to be paid for by:

Candidate District
(Please circle one)

Date: March 10, 2022

Bill O'Neill
Registrar of Voters

INSTRUCTIONS:

¹ **NOTE:** FPPC Regulations Section 18530, effective October 10, 1990, provides that districts can pay for "production and dissemination of candidates statements" notwithstanding Government Code Section 85300 forbidding use of public funds "for the purpose of seeking elective office."

NOTE: This Notice shall be published once by the Registrar of Voters at least 90 days and not more than 120 days before the general election in a newspaper of general circulation published in the district or, if none, in a newspaper having general circulation in the district published in any affected county in the district. (EC 12112)

Latrobe School District
Personnel Action Report

June 21, 2022

Name	Position	Time	Effective	Action
Cater, Nikki	8th Grade Teacher	1.0 FTE	8/5/2022	Employment, Step 9 Column 5 on Certificated Salary Schedule
Medina, Stacey	TK/K Instructional Aide	0.75 FTE (6 hrs/day)	8/11/2022	Employment, Step 3 on Classified Salary Schedule

S.F.

K-8 School Counselor/Social Emotional Learning Coordinator

BASIC FUNCTION:

Under general supervision of the Superintendent/Principal, this employee will counsel individuals and groups of students in areas including, but not limited to, self-esteem, decision-making, career orientation and planning, educational, personal, physical, substance abuse, and goal setting. This employee will also help design and implement the district's social emotional learning program. The ideal candidate will have a strong background in social emotional learning and experience with curriculum design and proficiency-based learning as well as demonstrated success leading adult learners.

ESSENTIAL FUNCTIONS:

- Share time between Latrobe Elementary (TK-3) and Miller's Hill (4-8), spending two days per week at each school.
- Provide individual counseling sessions as needed.
- Deliver weekly grade level-appropriate classroom presentations to promote the SEL Core Competencies within children.
- Facilitate the integration of social emotional learning and mindfulness as a regular part of a proactive classroom behavior management system to assist with instructional delivery.
- Provide SEL related Professional Development to staff.
- Assist with program monitoring to ensure that students are developing the necessary social and emotional skills to be healthy and successful.
- Help coordinate our Positive Behavioral Interventions and Supports (PBIS) program.
- Work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment.
- Hold weekly Lunch Bunch sessions with selected students.
- Advise parents and school personnel as a means of helping students with education and personal problems that may be interfering with their learning and success in school.
- Prepare records and reports related to the assignment; prepare letters to parents, progress reports, referrals, and related documents.
- Attend district meetings as necessary.
- Maintain current knowledge of and become familiar with new community resources and recent trends in counseling techniques.
- Assist students in maintaining satisfactory relationships with their teachers and other students.
- Participate in Student Study Team and IEP meetings as appropriate.
- Maintain professional competence through participation in professional growth activities.
- Support staff with creating and following personal self-care plans.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to:

- Collaborate with administrators, teachers, students and parents.
- Interface with families as necessary.
- Establish and maintain cooperative and effective working relationships with others.
- Demonstrate commitment to students and learning.
- Communicate effectively and model appropriate interpersonal skills.
- Organize tasks, manage time, and follow through.
- Demonstrate a high sense of urgency and ability to successfully handle multiple cases concurrently.
- Take initiative and work independently.

Knowledge of:

- Positive Behavior Interventions and Strategies (PBIS)
- Social Emotional Core Competencies
- Trauma Informed Practices

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform the essential duty satisfactorily. The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND EXPERIENCE:

Credential:

- Valid California Pupil Personnel Services Credential
- Valid California Teaching Credential is also preferred.

Experience:

- At least three (3) years successful certificated School Counselor experience preferred.
- At least three (3) years successful teaching experience is preferred.

LICENSES AND CERTIFICATES:

- TB risk assessment
- California Department of Justice fingerprint clearance
- Valid driver license

Board approval: 6/21/22

Latrobe School District
Board Resolution #22-03
Certification of Signatures

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are of the members of the governing board. I certify that the signatures as shown in column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provision of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633
Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board. These approved signatures are valid for the period of July 1, 2022 to June 30, 2023, in accordance with governing board approval dated June 21, 2022.

Column 1 Signatures of Members of the Governing Board	Column 2 Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary, or Commercial Payments, Notices of Employment and Contracts.
Signature:	Signature:
Typed Name: Janet Saitman	Typed Name: Dave Scroggins
Title: President	Title: Superintendent/Principal

Signature:	Signature:
Typed Name: Jared Meredith	Typed Name: Jennifer Fusano
Title: Clerk	Title: Chief Financial Officer

Signature:	Signature:
Typed Name: Scot Yarnell	Typed Name:
Title: Member	Title:

Approval: _____
 Janet Saitman, President of the Board

Date: _____

8.H.

Education Code

Education Code

Article 2. Officers and Agents

EC 35120

(a) (1) In any school district in which the average daily attendance for the prior school year exceeded 400,000, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed two thousand dollars (\$2,000) per month.

(2) In any school district that is not located in a city and county, and in which the average daily attendance for the prior school year exceeded 60,000, the governing board may prescribe, as compensation for the services of each member of the board who actually attends all meetings held, a sum not to exceed one thousand five hundred dollars (\$1,500) in any month.

(3) In any school district in which the average daily attendance for the prior school year was 60,000, or less, but more than 25,000, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed seven hundred fifty dollars (\$750) in any month.

(4) In any school district in which the average daily attendance for the prior school year was 25,000, or less, but more than 10,000, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed four hundred dollars (\$400) in any month.

(5) In any school district in which the average daily attendance for the prior school year was 10,000 or less but more than 1,000, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed two hundred forty dollars (\$240) in any month.

(6) In any school district in which the average daily attendance for the prior school year was 1,000 or less but more than 150, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed one hundred twenty dollars (\$120) in any month.

(7) In any school district in which the average daily attendance for the prior school year was less than 150, each member of the city board of education or the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed sixty dollars (\$60) per month.

(8) Any member who does not attend all meetings held in any month may receive, as compensation for his or her services, an amount not greater than the maximum amount allowed by this subdivision divided by the number of meetings held and multiplied by the number of meetings actually attended.

(9) For the purposes of providing compensation pursuant to paragraphs (1) to (7), inclusive, average daily attendance for the prior school year may be increased by a school district's percentage of excused absences reported for the 1996-97 fiscal year.

(b) The compensation of members of the governing board of a school district newly organized or reorganized shall be governed by subdivision (a). For this purpose, the total average daily attendance in all of the schools of the district in the school year in which the organization or reorganization became effective pursuant to Section 4062 shall be deemed to be the average daily attendance in the district for the prior school year.

(c) A member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the school district or districts, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

(d) The compensation shall be a charge against the funds of the school district. If the city board of education or the governing board of the district is the governing board of more than one school district, the compensation shall be charged against and paid by the respective school districts in the same proportion as the salary of the city superintendent of schools is charged against them. Compensation shall be reduced by an amount equal to any salary or compensation paid to the members of the city board of education from any funds of the city.

(e) On an annual basis, the governing board may increase the compensation of individual board members beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the governing board.

(Amended by Stats. 2002, Ch. 1168, Sec. 7.)

Reference:

Education Code 4062 (Repealed by Stats. 1982, Ch. 1214, Sect. 2.)

Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: ADOPTED

Original Adopted Date: 01/15/2008

Remuneration

Each member of the Board of Trustees may receive monthly compensation as provided for in law.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

If a member does not attend all Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

A member may be paid for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Education Code 35120)

Reimbursement of Expenses

The rate of reimbursement shall be the same rate specified for district personnel.

Health and Welfare Benefits

Health and welfare benefits for Board members shall be no greater than that received by district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

The district shall pay up to \$400 per month as a reimbursement for costs of approved health plans that have been paid by the Board member.



NEWS RELEASE

June 9, 2022

FOR IMMEDIATE RELEASE

Contact info:

Dina Gentry

Communications Director

530-295-2411; dgentry@edcoe.org

A Commitment to Safe Schools in El Dorado County

A Message From El Dorado County Education Leaders and Law Enforcement Partners

In El Dorado County, keeping students and schools safe is a top priority for every school administrator and law enforcement agency. Increasingly, families are asking about planning and preparedness for school emergencies, as well as prevention efforts. As a county, we have developed strong partnerships between schools, law enforcement, and school community partners to improve campus and community safety.

Within El Dorado County there are fifteen school districts that oversee more than 65 schools, as well as several charter schools. The El Dorado County Sheriff's Office serves the majority of schools in the County, with seven full-time deputies assigned to the School Resource Officer (SRO) program. The SRO Deputies respond to calls for service at the high schools located in the County along with middle and elementary schools. In addition, the City of Placerville Police Department and South Lake Tahoe Police Department serve the schools in their local jurisdiction as well.

With guidance and technical assistance from law enforcement partners, public schools in El Dorado County have developed school safety plans that are regularly reviewed and updated. Plans include procedures for lockdowns, evacuations, active shooter, wildland fires, earthquakes and more. Each campus maintains plans that are tailored to their site and address critical needs at that campus. Safety plans include communication protocols for connecting with law enforcement and messaging to families. Plans are formally reviewed on an annual basis to ensure that current safety protocols are addressed.

Fire and lockdown drills are scheduled throughout the school year to ensure students and staff are familiar with what is expected of them in the event of an emergency. And, for the past several years, law enforcement and other public agencies have held active shooter drills on school campuses to familiarize themselves with campus layouts and school safety plans.

All schools strive to create a healthy school climate where students feel welcomed and connected. With funding recently provided by the Mental Health Student Services Act Grant, El Dorado County Office of Education and community partners will begin to expand access to mental health services for children and

youth, including countywide student assessments and campus-based mental health services. It will also allow schools to connect families to ongoing mental health services with local agencies when needed.

As an additional prevention strategy, we are developing School Threat Assessment Teams at several sites who will be trained to recognize potential threats to schools and students. These multidisciplinary teams will include school officials, law enforcement, mental health professionals, and others who work together to evaluate situations and intervene when necessary to connect students to mental health supports and other assistance as needed.

And finally, it is important to acknowledge the role of students and families in looking out for one another and creating safer schools. They may be among the first to recognize warning signs of someone at-risk of hurting themselves or others. We encourage students and families to speak to a teacher, counselor, SRO, or another trusted adult to get help.

In summary, we would like to assure the community that we have protective systems in place, we are prepared to respond, and we will continue to be proactive in our prevention efforts to keep our schools safe and secure.

Respectfully,

Sheriff John D'Agostini, El Dorado County Sheriff's Office
Chief Joe Wren, City of Placerville Police Department
Chief David Stevenson, City of South Lake Tahoe Police Department
Dr. Ed Manansala, El Dorado County Superintendent of Schools
Jeremy Meyers, Superintendent, Black Oak Mine Unified School District
Dr. David Roth, Superintendent, Buckeye Union School District
Matthew Smith, Superintendent, Camino Union School District
Dr. Ron Carruth, Superintendent, El Dorado Union High School District
Meg Enns, Superintendent, Gold Oak Union School District
Keri Phillips, Superintendent, Gold Trail Union School District
Grant Coffin, Superintendent, Indian Diggings School District
Dr. Todd Cutler, Superintendent, Lake Tahoe Unified School District
Dave Scroggins, Superintendent, Latrobe School District
Curtis Wilson, Superintendent, Mother Lode Union School District
Annette Lane, Superintendent, Pioneer Union School District
Eric Bonniksen, Superintendent, Placerville Union School District
Pat Atkins, Superintendent, Pollock Pines Elementary and Silver Fork School Districts
Jim Shoemake, Superintendent, Rescue Union School District



Training and Events Learning opportunities, training sessions, professional development and meetings

All Trainings and Events

Training and Events Calendar

Annual Education Conference

Governance Basics Trainings

Masters in Governance

Meet the Faculty

Masters in Governance

Masters in Governance for County Offices of Education

Masters in Governance Alumni Association

Online Learning Center

Continuing Education Trainings

Leadership Meetings

CSBA Golden Awards

CCBE Trainings & Events

Webinars and Webcasts

Strategic Partnership Events

Registration Policy

Masters in Governance

CSBA's Masters in Governance program equips board members and superintendents with the knowledge and skills to build and support an effective governance structure.

The retooled program includes the same core governance principles that have made it the standard for board member professional development across the country but with an accelerated timeline, convenient format and program flexibility for busy professionals. The program allows you to complete the program at your own pace.

When you register for one of the **five courses**, you'll have access to materials and useful handouts to share with other members of your governance team via My CSBA at www.csba.org. Each course will have pre-course assignments which need to be completed prior to attending the full-day course.

Program modules are offered at various locations statewide throughout the year, allowing participants the flexibility to choose where and when to attend.

More than 2,000 board members and superintendents have participated in CSBA's highly-acclaimed Masters in Governance program. Ninety percent of graduates strongly recommend this program for governance teams; and more than 80 percent reported that the overall program gave them the knowledge base needed to perform their governance responsibilities.

Resources



- [Program policies](#)

- Course 1: Foundations of Effective Governance | Setting Direction
- Course 2: Policy & Judicial Review | Student Learning & Achievement
- Course 3: School Finance
- Course 4: Human Resources | Collective Bargaining
- Course 5: Community Relations and Advocacy | Governance Integration

not scheduled yet for 22-23

Filter Event

MIG Course 5: Community Relations & Advocacy/ Governance Integration (June 23 and 24, 2022 - VIRTUAL)

Thu Jun 23, 2022 01:00 PM To Fri Jun 24, 2022 12:30 PM

10.C.

Latrobe School District
PROJECTED ENROLLMENT 2022-23

6/15/2022

Grade	Starting based on 2021-22	(+) New	(-) Leaving	2022-23 Projected
TK		8		8
K	6	9		15
1	8	4	(1)	11
2	17	2	(1)	18
3	13	5		18
Total Latrobe		28	(2)	70
4	17	2	(2)	17
5	11	1	(1)	11
6	23	1		24
7	23	2	(1)	24
8	17			17
Total Miller's Hill		6	(4)	93
Projected Total 2022-23				163
<i>Previous Year 2021-22</i>				<i>159</i>

1 kinder retention

12.A.

Latrobe School District
2022-23 Interdistrict Transfers

OUTGOING

6/15/2022

	Student Name	Gr	District of Attendance	Disposition
1		K	Buckeye	New
2		4	Rescue	New
3		5	Buckeye	Continuing
4		7	Buckeye	Continuing
5		4	Buckeye	Continuing
6		7	Buckeye	Continuing
7		2	Buckeye	Continuing
8		6	Buckeye	Continuing
9		7	Buckeye	Continuing
10		5	Buckeye	Continuing
11		5	Buckeye	Continuing
12		7	Buckeye	Continuing

INCOMING

	Student Name	Gr	District of Residence	Disposition
1		TK	Folsom Cordova	New (sibling)
2		TK	Rescue	New (employee)
3		K	Rescue	New (employee)
4		1	Amador	New
5		3	Amador	New
6		6	Amador	New
7		7	Rescue	Continuing
8		4	Buckeye	Continuing
9		7	Buckeye	Continuing
10		7	Buckeye	Continuing
11		2	Rescue	Continuing
12		6	Rescue	Continuing
13		4	Rescue	Continuing
14		5	Buckeye	Continuing
15		7	San Juan	Continuing
16		2	Folsom Cordova	Continuing
17		7	Buckeye	Continuing
18		5	Amador	Continuing

PENDING

	Student Name	Gr	District of Residence	Disposition
1		3	Buckeye	Waitlist
2		2	Amador	Waitlist
3		1	Amador	Waitlist
4		1	Placerville	Waitlist
		7	Amador	Denied (space)
		K	Amador	Denied (space)
		K	Amador	Denied (space)

12.0.