

LATROBE SCHOOL DISTRICT BOARD OF TRUSTEES

Tuesday, April 18, 2023

REGULAR MEETING MINUTES

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

Board Member Absent:

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

Others: None

CALL TO ORDER

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

APPROVAL OF AGENDA AND MINUTES

Agenda - It was motioned by Janet Saitman, seconded by Jared Meredith to approve the agenda of the April 18, 2023 regular board meeting.

Motion passed: 3-0

Minutes - It was motioned by Janet Saitman, seconded by Jared Meredith to approve the minutes of the March 21, 2023 regular board meeting.

Motion passed: 3-0

PUBLIC COMMENTS

There were no comments from the public.

APPROVAL OF DISTRICT WARRANTS

It was motioned by Janet Saitman, seconded by Jared Meredith to approve the district warrants report for the period of March 15 – 19, 2023.

Motion passed: 3-0

CONSENT AGENDA

It was motioned by Jared Meredith, seconded by Janet Saitman to approve the Consent Agenda which included the following item(s):

- Accept Quarterly Report of Williams Complaints for the period of January 1 – March 31, 2023. There were no complaints.
- Accept 2023-24 Food Services Agreement with Folsom-Cordova Unified School District at a cost of \$0.19 per meal served. Last year's cost was \$0.38 per meal.

Motion passed: 3-0.

ACTION/DISCUSSION ITEMS

Resolution #23-01 – Increasing Statutory Development Fees

It was motioned by Janet Saitman, seconded by Jared Meredith to adopt a resolution increasing developer fees. School Facility Consultants has prepared a School Facility Fee Justification

3.B.

Report, justifying a developer fee increase from \$4.08/sf to \$4.79/sf residential and from \$0.66/sf to \$0.78/sf commercial. Latrobe School District will collect 61% of these fees as set forth in a fee sharing agreement with El Dorado Union High School District.
Motion passed: 3-0.

April 2023 Personnel Action Report (PAR)

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

- Rochelle Brown, 4th Grade Teacher, Employment, effective August 7, 2023.
- Grace Morton, TK/K Teacher, Employment, effective August 7, 2023.
- Sarah Milton, LES Secretary I, Employment, effective August 7, 2023.

Motion passed: 3-0.

Discussion: Latrobe Water Systems

Dave Scroggins has been in communication with two vendors to receive quotes on managing the Latrobe Water Systems. These vendors have T4 or T5 certifications and would be managing our systems 100%. More information will be forthcoming once it is received.
No action required.

BOARD POLICIES/ADMINISTRATIVE REGULATIONS

There were no Board Policies for review.

INFORMATION/CORRESPONDENCE

- Letter to County Planning Commission regarding potential Rancho Victoria subdivision into eight large parcels. Feedback was due by April 13. Dave submitted a letter from the District to go on record with our concerns, particularly on the impact to our water supply.

BOARD MEMBER REPORTS

- Scot is keeping up with progress of the Project Frontier commercial development proposal in El Dorado Hills. He is leaving for Tennessee tomorrow and will coordinate with the Board regarding the upcoming superintendent's evaluation.
- Janet will be attending a meeting regarding Project Frontier as a Chamber of Commerce member.
- Jared unfortunately was not able to attend the recent EDCSBA awards dinner, asked how it went.

SUPERINTENDENT'S REPORT

Dave Scroggins presented information to the Board including:

- 2022-23 Enrollment: 162 students (68 LES; 94 MH).
- Student Business Fair: The PTC Spring Fair and Student Business Fair will be on April 29 at Latrobe Elementary. Almost 50 students have submitted business plans and will be selling a product or service at the Fair.
- 3rd Grade Orientation: 3rd graders will have a field trip to Miller's Hill on Tues 5/9 to participate in an orientation to 4th grade.
- End-of Year Events: Open House, Thurs 5/18; 8th grade promotion, Thurs 5/25.

CLOSED SESSION

The Board adjourned to Closed Session at 6:42 p.m. to discuss confidential items:

- Conference with Negotiator (Gov Code 54957.6) – Agency Negotiator: Dave Scroggins

REPORT OUT OF CLOSED SESSION

The regular meeting was reconvened by Scot Yarnell at 7:16 p.m.

ADJOURNMENT

There being no further business the regular meeting was adjourned at 7:16 p.m.

Next regular meeting: Tuesday, May 16, 2023 at 6:00 p.m.

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

Adopted:

Scot Yarnell, President of the Board

Date

008 LATROBE SCHOOL DISTRICT
APRIL 12, 2023

J72953

ACCOUNTS PAYABLE PRELIST
BATCH: 0030 APRIL 12, 2023

APY500 L.00.21 04/12/23 15:48 PAGE 1
<< Held for Audit >>

0030

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

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

235002	PO-230002	04/12/2023	INV.033123/WATER DELIVERY	1	01-0000-0-5520-0000-8200-000-0000-00-001	NN	P	114.36	114.36
235002	PO-230002	04/12/2023	INV.033123/WATER DELIVERY	2	01-0000-0-5520-0000-8200-000-0000-00-002	NN	P	114.36	114.36
TOTAL PAYMENT AMOUNT								228.72 *	228.72

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

235005	PO-230005	04/12/2023	BAN9391047287/PHONE SERVICE	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN	P	23.39	23.39
235005	PO-230005	04/12/2023	BAN9391047287/PHONE SERVICE	3	01-0000-0-5901-0000-2700-000-0000-00-001	NN	P	23.38	23.38
235005	PO-230005	04/12/2023	BAN9391047287/PHONE SERVICE	2	01-0000-0-5901-0000-2700-000-0000-00-002	NN	P	23.38	23.38
235005	PO-230005	04/12/2023	BAN9391007284/PHONE SERVICE	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN	P	61.37	61.37
235005	PO-230005	04/12/2023	BAN9391007284/PHONE SERVICE	3	01-0000-0-5901-0000-2700-000-0000-00-001	NN	P	61.35	61.35
235005	PO-230005	04/12/2023	BAN9391007284/PHONE SERVICE	2	01-0000-0-5901-0000-2700-000-0000-00-002	NN	P	61.35	61.35
TOTAL PAYMENT AMOUNT								254.22 *	254.22

100062/00 BANK OF AMERICA
BUSINESS CARD
P.O. BOX 15796
WILMINGTON, DE 19886-5796

PV-230198	04/12/2023	MAINT SUPP/SAFETY SIGNS	01-8150-0-4300-0000-8200-000-0000-00-001	NN				17.32	17.32
PV-230198	04/12/2023	SPOTIFY/SPOTIFY	01-0000-0-4300-1110-1000-000-0000-00-000	NN				9.99	9.99
PV-230198	04/12/2023	IT/FRESHWORKS	01-0000-0-4300-0000-7100-000-0000-00-100	NN				384.00	384.00
PV-230198	04/12/2023	NATUREBOWL/TCHPTCH	01-9012-0-4300-1110-1000-014-0000-00-002	NN				5.00	5.00
PV-230198	04/12/2023	ADOBE ACROBAT/ADOBE	01-0000-0-4300-0000-7100-000-0000-00-100	NN				14.99	14.99
PV-230198	04/12/2023	MAINT SUPP/LOWES	01-8150-0-4300-0000-8110-000-0000-00-002	NN				106.11	106.11
PV-230198	04/12/2023	BTH GRD TRIP/SIX FLAGS	01-9012-0-5835-1110-1000-012-0000-00-002	NN				751.99	751.99
PV-230198	04/12/2023	SOCCER TEES/CUSTOMINK	01-9012-0-4300-1133-4200-014-0000-00-002	NN				549.12	549.12
TOTAL PAYMENT AMOUNT								1,838.52 *	1,838.52

000042/00 CALIFORNIA DEPT OF TAX & FEE
ADMINISTRATION
P.O. BOX 942879
SACRAMENTO, CA 94279-3535

PV-230192	04/12/2023	USE TAX 1/1/23-3/31/23	01-8150-0-9512-0000-0000-000-0000-00-000	NN				11.00	11.00
TOTAL PAYMENT AMOUNT								11.00 *	11.00

Item 5

008 LATROBE SCHOOL DISTRICT J72953
 APRIL 12, 2023

ACCOUNTS PAYABLE PRELIST
 BATCH: 0030 APRIL 12, 2023

APY500 L.00.21 04/12/23 15:48 PAGE 2
 << 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
101071/00	CALIFORNIACHOICE BENEFIT ADMIN ATTN: ACCOUNTS RECEIVABLE PO BOX 7088 ORANGE, CA 92863-7088	330115986						
235010	PO-230010 04/12/2023 MAY MEDICAL		1 01-0000-0-9570-0000-0000-0000-00-000 NN P				8,684.14	8,684.14
			TOTAL PAYMENT AMOUNT				8,684.14 *	8,684.14
101242/00	E3 DIAGNOSTICS ACCOUNTS RECEIVABLE 3333 N KENNICOTT AVE ARLINGTON HEIGHTS , IL 60004							
	PV-230190 04/12/2023 INV.SRV-24125/AUDIOMETER CALIB		01-0000-0-5806-0000-3140-000-0000-00-100 NN					50.00
			TOTAL PAYMENT AMOUNT				50.00 *	50.00
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000							
235074	PO-230074 04/12/2023 AIDE BILING/OCTOBER		1 01-6500-0-7142-5750-9200-000-0000-00-100 NN P				525.00	525.00
			TOTAL PAYMENT AMOUNT				525.00 *	525.00
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA 91109-7428							
235013	PO-230013 04/12/2023 ACCT.4030-10260/LES		1 01-0000-0-5560-0000-8200-000-0000-00-001 NN P				150.63	150.63
235013	PO-230013 04/12/2023 ACCT.4030-10243/MH		2 01-0000-0-5560-0000-8200-000-0000-00-002 NN P				308.80	308.80
			TOTAL PAYMENT AMOUNT				459.43 *	459.43
101035/00	EWING IRRIGATION PRODUCTS INC. PO BOX 208728 DALLAS, TX 75320-8728	941351799						
235016	PO-230016 04/12/2023 INV.15481652/MAINT SUPPLIES		2 01-8150-0-4300-0000-8200-000-0000-00-002 NN P				154.71	154.71
			TOTAL PAYMENT AMOUNT				154.71 *	154.71

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 APRIL 12, 2023

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL	Account num FUNC LC1 LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
101012/00	GOLD COUNTRY HARDWARE & HOBBY 4121 CAMERON PARK DRIVE CAMERON PARK, CA 95682		800048605						
235019 PO-230019	04/12/2023	INV.19370/MAINT SUPPLIES		1	01-8150-0-4300-0000-8200-000-0000-00-001	NN P	20.69	20.69	
235019 PO-230019	04/12/2023	INV.19370/MAINT SUPPLIES		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN P	22.19	22.19	
		TOTAL PAYMENT AMOUNT					42.88 *	42.88	
101224/00	HANSON, MICHELLE 200 GATEWAY DRIVE #370 LINCOLN, CA 95648		814868281						
235020 PO-230020	04/12/2023	FINAL AUDIT BILL/21-22		1	01-0000-0-5824-0000-7191-000-0000-00-100	NY F	1,100.00	1,100.00	
		TOTAL PAYMENT AMOUNT					1,100.00 *	1,100.00	
100875/00	HUNT & SONS INC. PO BOX 101630 PASADENA, CA 91189-1630								
235024 PO-230024	04/12/2023	INV.34226/MAINT FUEL		1	01-0000-0-4370-0000-8100-000-0000-00-001	NN P	43.60	43.60	
235024 PO-230024	04/12/2023	INV.34226/MAINT FUEL		2	01-0000-0-4370-0000-8100-000-0000-00-002	NN P	43.60	43.60	
		TOTAL PAYMENT AMOUNT					87.20 *	87.20	
101335/00	KHACHI, SAMANTHA 797 CANDLEWOOD DRIVE EL DORADO HILLS, CA 95762		000000000						
PV-230196	04/12/2023	REIMB CLASSROOM SUPPLIES			01-9012-0-4300-1110-1000-005-0000-00-001	NN		176.90	
		TOTAL PAYMENT AMOUNT					176.90 *	176.90	
100131/00	MAGNESS, SHERRY 3446 ROSEBUD DR. SHINGLE SPRINGS, CA 95682								
PV-230193	04/12/2023	REIMB CLASSROOM SUPPLIES			01-9012-0-4300-1110-1000-007-0000-00-001	NN		230.08	
		TOTAL PAYMENT AMOUNT					230.08 *	230.08	

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APY500 L.00.21 04/12/23 15:48 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	
101092/00	National Fire Systems Inc, 8521 Morrison Creek Drive Sacramento, CA 95828								
235133 PO-230133	04/12/2023	INV.102643/FIRE PUMP	1 01-8150-0-5806-0000-8200-000-0000-00-002 NN P			270.00		270.00	
235133 PO-230133	04/12/2023	INV.102693/FIRE PUMP	1 01-8150-0-5806-0000-8200-000-0000-00-002 NN P			270.00		270.00	
TOTAL PAYMENT AMOUNT						540.00 *		540.00	
000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300								
235028 PO-230028	04/12/2023	ACCT.4463182038-6/LES	1 01-0000-0-5540-0000-8200-000-0000-00-001 NN P			707.90		707.90	
235028 PO-230028	04/12/2023	ACCT.3223769836-3/MH	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN P			1,185.79		1,185.79	
TOTAL PAYMENT AMOUNT						1,893.69 *		1,893.69	
100810/00	PLACERVILLE UNION SCHOOL DIST. 1032 THOMPSON WAY PLACERVILLE, CA 95667								
PV-230194	04/12/2023	CBO SERVICES 1/1/23-3/31/23	01-0000-0-5810-0000-7300-000-0000-00-100 NN					20,633.14	
TOTAL PAYMENT AMOUNT						20,633.14 *		20,633.14	
100950/00	SCHOOLS INSURANCE AUTHORITY P.O. BOX 511598 LOS ANGELES, CA 90051-8153								
PV-230191	04/12/2023	EAP FEES/APRIL-TEACHERS	01-0000-0-3401-1110-1000-000-0000-00-100 NN					44.48	
PV-230191	04/12/2023	EAP FEES/APRIL-STAFF	01-0000-0-3402-0000-2700-000-0000-00-100 NN					10.05	
TOTAL PAYMENT AMOUNT						54.53 *		54.53	
000298/00	SCOE FINANCIAL SERVICES P.O. BOX 269003 SACRAMENTO, CA 95826-9003								
PV-230195	04/12/2023	SCIENCE CAMP	01-9012-0-5835-1110-1000-015-0000-00-002 NN					5,055.00	
TOTAL PAYMENT AMOUNT						5,055.00 *		5,055.00	

008 LATROBE SCHOOL DISTRICT
 APRIL 12, 2023

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
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100717/00 STAPLES
 PO BOX 660409
 DALLAS, TX 75266-0409

235032	PO-230032	04/12/2023	inv.3533955871/OFFICE SUPP	5	01-0000-0-4300-0000-2700-000-0000-00-002	NN P	192.85	192.85	
235032	PO-230032	04/12/2023	INV.3534023863/OFFICE SUPPLIES	4	01-0000-0-4300-0000-2700-000-0000-00-001	NN P	27.57	27.57	
TOTAL PAYMENT AMOUNT							220.42 *	220.42	

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

235033	PO-230033	04/12/2023	WATER TESTING/MARCH	1	01-0000-0-5800-0000-8200-000-0000-00-001	NN P	28.00	28.00	
235033	PO-230033	04/12/2023	WATER TESTING/MARCH	2	01-0000-0-5800-0000-8200-000-0000-00-002	NN P	28.00	28.00	
TOTAL PAYMENT AMOUNT							56.00 *	56.00	

101382/00 WINSOR LEARNING
 3001 METRO DRIVE SUITE 480
 BLOOMINGTON, MN 55425

PV-230197	04/12/2023	SONDAY SYSTEM TRAINING/LES	411793450	01-6500-0-5806-5770-1120-000-0000-00-001	NN	325.00	325.00		
TOTAL PAYMENT AMOUNT							325.00 *	325.00	

TOTAL BATCH PAYMENT	42,620.58 ***	0.00	42,620.58
TOTAL DISTRICT PAYMENT	42,620.58 ****	0.00	42,620.58
TOTAL FOR ALL DISTRICTS:	42,620.58 ****	0.00	42,620.58

Number of checks to be printed: 22, not counting voids due to stub overflows. 42,620.58

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: 4/12/23

008 LATROBE SCHOOL DISTRICT J74487
 APRIL 19, 2023

ACCOUNTS PAYABLE PRELIST
 BATCH: 0031 APRIL 19, 2023

APY500 L.00.21 04/19/23 16:02 PAGE 1
 << Held for Audit >>

0031

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	

100062/00	BANK OF AMERICA BUSINESS CARD P.O. BOX 15796 WILMINGTON, DE 19886-5796							
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235086 PO-230086	04/19/2023	CLOSE PO	1 01-0000-0-4300-0000-3140-000-0000-00-002 NN C			1,925.14	0.00	
			TOTAL PAYMENT AMOUNT		0.00 *		0.00	

101026/00	CANON FINANCIAL SERVICES INC. 14904 COLLECTIONS CENTER DRIVE CHICAGO, IL 60693-0149	223056822						
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235009 PO-230009	04/19/2023	INV.30306805/COPIER COSTS	1 01-0000-0-5630-1110-1000-000-0000-00-001 NN P			378.36	378.36	
235009 PO-230009	04/19/2023	INV.30306805/COPIER COSTS	3 01-0000-0-5630-0000-2700-000-0000-00-100 NN P			84.08	84.08	
235009 PO-230009	04/19/2023	INV.30306805/COPIER COSTS	2 01-0000-0-5630-1110-1000-000-0000-00-002 NN P			378.36	378.36	
			TOTAL PAYMENT AMOUNT		840.80 *		840.80	

000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000							
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235011 PO-230011	04/19/2023	DISTRICT SUPPORT IT/JANUARY	2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			972.00	972.00	
235011 PO-230011	04/19/2023	DISTRICT SUPPORT IT/JANUARY	1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			972.00	972.00	
235011 PO-230011	04/19/2023	DISTRICT IT SUPPORT/FEBRUARY	2 01-1100-0-5806-0000-7700-000-0000-00-100 NN P			864.00	864.00	
235011 PO-230011	04/19/2023	DISTRICT IT SUPPORT/FEBRUARY	1 01-1100-0-5806-1110-1000-000-0000-00-100 NN P			864.00	864.00	
235074 PO-230074	04/19/2023	AIDE BILLING/NOVEMBER	1 01-6500-0-7142-5750-9200-000-0000-00-100 NN P			411.25	411.25	
			TOTAL PAYMENT AMOUNT		4,083.25 *		4,083.25	

101148/00	FORT BRAGG ELECTRIC INC. P.O. BOX 1878 FORT BRAGG, CA 95437	942630912						
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235017 PO-230017	04/19/2023	CLOSE PO	1 01-8150-0-4300-0000-8110-000-0000-00-002 NN C			2,661.74	0.00	
235017 PO-230017	04/19/2023	CLOSE PO	2 01-8150-0-4300-0000-8110-000-0000-00-001 NN C			5,000.00	0.00	
			TOTAL PAYMENT AMOUNT		0.00 *		0.00	

008 LATROBE SCHOOL DISTRICT
 APRIL 19, 2023

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			
100369/00	FRANCIS DISTRIBUTING INC. 6188 ENTERPRISE DRIVE DIAMOND SPRINGS, CA 95667							
235018 PO-230018	04/19/2023	CLOSE PO	1 13-5310-0-4710-0000-3700-000-0000-00-001	NN	C	2,000.00		0.00
235018 PO-230018	04/19/2023	CLOSE PO	2 13-5310-0-4710-0000-3700-000-0000-00-002	NN	C	2,000.00		0.00
			TOTAL PAYMENT AMOUNT			0.00 *		0.00
101352/00	Fagen Friedman& Fulfrost LLP PO Box 8445 Pasadena, CA 91109-8445	421706595						
235034 PO-230034	04/19/2023	INV.210756/PROF SERV-FEB	1 01-0000-0-5819-0000-7110-000-0000-00-100	NY	P	2,348.50		2,348.50
			TOTAL PAYMENT AMOUNT			2,348.50 *		2,348.50
101258/00	GAUTSCHI, SAMANTHA 3070 ROYAL DRIVE CAMERON PARK, CA 95682	000000000						
PV-230200	04/19/2023	REIMB DANCE SUPPLIES	01-9012-0-4300-1110-1000-014-0000-00-002	NN				36.44
			TOTAL PAYMENT AMOUNT			36.44 *		36.44
101217/00	LALONDE, ASHLEY 315 COTTONWOOD CT, #63 IONE, CA 95640	000000000						
PV-230199	04/19/2023	REIMB CLASSROOM SUPPLIES	01-9012-0-4300-1110-1000-031-0000-00-002	NN				288.84
			TOTAL PAYMENT AMOUNT			288.84 *		288.84
101384/00	LOZANO SMITH 7404 NORTH SPALDING AVENUE FRESNO, CA 93720-3370	800874383						
235144 PO-230144	04/19/2023	DEVELOPMENTS/INV.2185616	1 25-9013-0-5819-0000-8500-000-0000-00-100	NY	P	2,387.50		2,387.50
			TOTAL PAYMENT AMOUNT			2,387.50 *		2,387.50

008 LATROBE SCHOOL DISTRICT
 APRIL 19, 2023

J74487

ACCOUNTS PAYABLE PRELIST
 BATCH: 0031 APRIL 19, 2023

APY500 L.00.21 04/19/23 16:02 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	
000388/00	MOUNTAIN DEMOCRAT PO BOX 1088 PLACERVILLE, CA 95667-0000								
235149	PO-230149	04/19/2023	INV.11620/PUBLIC NOTICE	1	01-0000-0-5813-0000-7100-000-0000-00-100	NN	F	140.20	140.20
			TOTAL PAYMENT AMOUNT			140.20	*		140.20
101092/00	National Fire Systems Inc, 8521 Morrison Creek Drive Sacramento, CA 95828								
235133	PO-230133	04/19/2023	INV.104006/FIRE PUMP	1	01-8150-0-5806-0000-8200-000-0000-00-002	NN	P	270.00	270.00
			TOTAL PAYMENT AMOUNT			270.00	*		270.00
000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300								
235028	PO-230028	04/19/2023	ACCT.2549674067-8/LES	1	01-0000-0-5540-0000-8200-000-0000-00-001	NN	P	474.70	474.70
235028	PO-230028	04/19/2023	ACCT.3265436500-9/MH	2	01-0000-0-5540-0000-8200-000-0000-00-002	NN	P	243.16	243.16
			TOTAL PAYMENT AMOUNT			717.86	*		717.86
101334/00	ROSEVILLE GOLFLAND GOLFLAND SUNSPLASH 1893 TAYLOR RD ROSEVILLE, CA 95661-3008	770379385							
235141	PO-230141	04/19/2023	SUNSPLASH FT 7TH GR	1	01-9012-0-5835-1110-1000-012-0000-00-002	NN	P	756.00	756.00
			TOTAL PAYMENT AMOUNT			756.00	*		756.00
080432/00	U.S. BANK P.O. BOX 790428 ST. LOUIS, MO 63179-0428	000000000							
PV-230203	04/19/2023	90650PBIS SUPP			01-9012-0-4300-1110-1000-014-0000-00-002	NN		21.22	
PV-230203	04/19/2023	70227Main Supp			01-0000-0-4300-0000-7700-000-0000-00-002	NN		30.03	
PV-230203	04/19/2023	77049Main Supp			01-8150-0-4300-0000-8110-000-0000-00-002	NN		33.24	
PV-230203	04/19/2023	94839Stu Supp			01-0000-0-4300-1110-1000-000-0000-00-002	NN		54.66	
PV-230203	04/19/2023	96153Stu Supp			01-0000-0-4300-1110-1000-000-0000-00-001	NN		38.55	
PV-230203	04/19/2023	6017Stu Supp			01-0000-0-4300-1110-1000-000-0000-00-001	NN		9.65	
PV-230203	04/19/2023	402560ff Supp			01-0000-0-4300-0000-2700-000-0000-00-100	NN		107.05	
PV-230203	04/19/2023	14175Ink			01-0000-0-4300-1110-1000-000-0000-00-001	NN		311.01	
PV-230203	04/19/2023	14003Tech Supp			01-0000-0-4300-0000-7700-000-0000-00-002	NN		52.02	

008 LATROBE SCHOOL DISTRICT
 APRIL 19, 2023

J74487

ACCOUNTS PAYABLE PRELIST
 BATCH: 0031 APRIL 19, 2023

APY500 L.00.21 04/19/23 16:02 PAGE 4
 << 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				

080432 (CONTINUED)


PV-230203	04/19/2023	93552off Supp	01-0000-0-4300-0000-2700-000-0000-00-100 NN		-54.90					
PV-230203	04/19/2023	57926Athletics	01-9012-0-4300-1133-4200-026-0000-00-002 NN		152.82					
PV-230203	04/19/2023	66443PBIS SUPP	01-9012-0-4300-1110-1000-014-0000-00-002 NN		14.89					
PV-230203	04/19/2023	79030off Supp	01-0000-0-4300-0000-2700-000-0000-00-001 NN		46.18					
PV-230203	04/19/2023	3416251.48	01-0000-0-4300-1217-1000-000-0000-00-002 NN		51.48					
PV-230203	04/19/2023	47727Playgrdequ	01-0000-0-4300-1217-1000-000-0000-00-002 NN		103.92					
PV-230203	04/19/2023	77766Main Supp	01-8150-0-4300-0000-8110-000-0000-00-002 NN		60.96					
PV-230203	04/19/2023	900620off Supp	01-0000-0-4300-0000-2700-000-0000-00-100 NN		83.97					
PV-230203	04/19/2023	42497PBIS SUPP	01-9012-0-4300-1110-1000-014-0000-00-002 NN		46.05					
PV-230203	04/19/2023	51044Tech Supp	01-0000-0-4300-0000-7700-000-0000-00-002 NN		10.71					
PV-230203	04/19/2023	24152PBIS SUPP	01-9012-0-4300-1110-1000-014-0000-00-002 NN		31.92					
PV-230203	04/19/2023	123220off Supp	01-0000-0-4300-0000-2700-000-0000-00-100 NN		29.98					
PV-230203	04/19/2023	76417Cust Supp	01-8150-0-4300-0000-8200-000-0000-00-002 NN		23.08					
PV-230203	04/19/2023	9773Cust Supp	01-8150-0-4300-0000-8200-000-0000-00-002 NN		20.98					
PV-230203	04/19/2023	74294ClrmSup	01-9012-0-4300-1110-1000-031-0000-00-002 NN		16.92					
PV-230203	04/19/2023	69622ClrmSup	01-9012-0-4300-1110-1000-031-0000-00-002 NN		37.53					
PV-230203	04/19/2023	35453ClrmSup	01-9012-0-4300-1110-1000-031-0000-00-002 NN		35.79					
TOTAL PAYMENT AMOUNT					1,369.71 *	1,369.71				

TOTAL BATCH PAYMENT	13,239.10 ***	0.00	13,239.10
TOTAL DISTRICT PAYMENT	13,239.10 ****	0.00	13,239.10
TOTAL FOR ALL DISTRICTS:	13,239.10 ****	0.00	13,239.10

Number of checks to be printed: 11, not counting voids due to stub overflows.
 Number of zero dollar checks: 3, will be printed.

13,239.10

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 4/19/2023

008 LATROBE SCHOOL DISTRICT J76003
 April 26, 2023

ACCOUNTS PAYABLE PRELIST
 BATCH: 0032 APRIL 25, 2023

APY500 L.00.21 04/26/23 14:32 PAGE 1
 << Held for Audit >>

0032

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
101336/00	49er Live Scan and Notary 76 MAIN ST PLACERVILLE, CA 95667		550740835						
	PV-230210 04/26/2023	INV.G039/STAFF FINGERPRINTING		01-0000-0-5812-0000-7200-000-0000-00-100				21.00	
		TOTAL PAYMENT AMOUNT					21.00 *	21.00	
101362/00	ACCELERATE LEARNING PO BOX 732464 DALLAS, TX 75373-2464		464015703						
235047	PO-230047 04/25/2023	CLOSE PO		1 01-6266-0-5200-1110-1000-000-0000-00-001	NN C		8.95	0.00	
235047	PO-230047 04/25/2023	CLOSE PO		2 01-6266-0-5200-1110-1000-000-0000-00-002	NN C		10.94	0.00	
235047	PO-230047 04/25/2023	CLOSE PO		3 01-6300-0-4100-1110-1000-000-0000-00-001	NN C		56.05	0.00	
235047	PO-230047 04/25/2023	CLOSE PO		4 01-6300-0-4100-1110-1000-000-0000-00-002	NN C		40.70	0.00	
235047	PO-230047 04/25/2023	CLOSE PO		6 01-0000-0-4100-1110-1000-000-0000-00-002	NN C		168.27	0.00	
		TOTAL PAYMENT AMOUNT					0.00 *	0.00	
101055/00	ALL AMERICAN DOOR HARDWARE INC 154 ACRES ROAD UNIT 203 MONROE, NY 10950								
235124	PO-230124 04/25/2023	CLOSE PO		1 01-8150-0-4300-0000-8110-000-0000-00-001	NN C		2.33	0.00	
		TOTAL PAYMENT AMOUNT					0.00 *	0.00	
008233/00	AMERICAN FIDELITY ASSURANCE ACCOUNT ADMIN PO BOX 268805 OKLAHOMA CITY, OK 73126-8805		730714500						
	PV-230206 04/26/2023	PRODUCTS/APRIL		01-0000-0-9582-0000-0000-000-0000-00-000	NN			1,551.93	
		TOTAL PAYMENT AMOUNT					1,551.93 *	1,551.93	
100979/00	AMERICAN FIDELITY ASSURANCE CO ATTN: FLEX ACCOUNT ADMIN. P.O. BOX 219326 KANSAS CITY, MO 64121-9326								
	PV-230207 04/26/2023	FLEX/APRIL		01-0000-0-9582-0000-0000-000-0000-00-000	NN			247.50	
		TOTAL PAYMENT AMOUNT					247.50 *	247.50	

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
100880/00	ASCIP 16550 BLOOMFIELD AVE. CERRITOS, CA 90703		954260198						
235008	PO-230008	04/26/2023	VISION/ARPIL-RETIREE	2	01-0000-0-9587-0000-0000-000-000-000	NN P	22.90	22.90	
235008	PO-230008	04/26/2023	VISION/MAY-RETIREE	2	01-0000-0-9587-0000-0000-000-000-000	NN P	22.90	22.90	
235008	PO-230008	04/26/2023	VISION/APRIL	2	01-0000-0-9587-0000-0000-000-000-000	NN P	343.50	343.50	
235008	PO-230008	04/26/2023	VISION/MAY	2	01-0000-0-9587-0000-0000-000-000-000	NN P	343.50	343.50	
235008	PO-230008	04/26/2023	DENTAL/APRIL	1	01-0000-0-9586-0000-0000-000-000-000	NN P	1,667.10	1,667.10	
235008	PO-230008	04/26/2023	DENTAL/MAY	1	01-0000-0-9586-0000-0000-000-000-000	NN P	1,667.10	1,667.10	
				TOTAL PAYMENT AMOUNT			4,067.00 *	4,067.00	
081696/00	AT&T P.O. BOX 5075 CAROL STREAM, IL 60197-5075		000000000						
235007	PO-230007	04/26/2023	ACCT.0518903091001/LONG DIST	2	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	17.87	17.87	
235007	PO-230007	04/26/2023	ACCT.0518903091001/LONG DIST	1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	17.86	17.86	
235007	PO-230007	04/26/2023	ACCT.0518903091001/LONG DIST	3	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	17.87	17.87	
				TOTAL PAYMENT AMOUNT			53.60 *	53.60	
100062/00	BANK OF AMERICA BUSINESS CARD P.O. BOX 15796 WILMINGTON, DE 19886-5796								
235100	PO-230100	04/25/2023	CLOSE PO	1	01-6266-0-5200-1110-1000-000-0000-00-002	NN C	25.62	0.00	
235100	PO-230100	04/25/2023	CLOSE PO	2	01-6266-0-5200-1110-1000-000-0000-00-001	NN C	9.45	0.00	
235100	PO-230100	04/25/2023	CLOSE PO	3	01-7311-0-5200-0000-2700-000-0000-00-001	NN C	10.13	0.00	
235100	PO-230100	04/25/2023	CLOSE PO	4	01-7311-0-5200-0000-2700-000-0000-00-002	NN C	10.13	0.00	
				TOTAL PAYMENT AMOUNT			0.00 *	0.00	
081751/00	BLAIN STUMPF TRUCKING PO BOX 231 SHINGLE SPRINGS, CA 95682-023		680063543						
	PV-230205	04/26/2023	inv.202304-791/MAINT SUPPLIES	01	8150-0-4300-0000-8110-000-0000-00-002	NN		379.58	
				TOTAL PAYMENT AMOUNT			379.58 *	379.58	

008 LATROBE SCHOOL DISTRICT
 April 26, 2023

J76003

ACCOUNTS PAYABLE PRELIST
 BATCH: 0032 APRIL 25, 2023

APY500 L.00.21 04/26/23 14:32 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			
101184/00	CALIFORNIA CUSTOM TEES 694 PLEASANT VALLEY ROAD #5 DIAMOND SPRINGS, CA 95619	680212686						
	PV-230209 04/26/2023	INV.56880/SPIRIT WEAR ORDER	01-9012-0-4300-1110-1000-012-0000-00-100 NY		2,175.03			
		TOTAL PAYMENT AMOUNT			2,175.03 *			
100915/00	CALSTRS 900 S. CAPITAL OF TEXAS HWY SUITE 350 AUSTIN, TX 78746							
	PV-230208 04/26/2023	403(B) FEES/MARCH	01-0000-0-5800-0000-2700-000-0000-00-100 NN		20.00			
		TOTAL PAYMENT AMOUNT			20.00 *			
101363/00	CENGAGE LEARNING 10650 TOEBBEN DRIVE INDEPENDENCE, KY 41051							
	235053 PO-230053 04/25/2023	CLOSE PO	1 01-0000-0-4100-1110-1000-000-0000-00-002 NN C	2,008.49	0.00			
		TOTAL PAYMENT AMOUNT			0.00 *			
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000							
	235012 PO-230012 04/25/2023	CLOSE PO	1 01-0000-0-5809-0000-3140-000-0000-00-100 NN C	99.99	0.00			
	235012 PO-230012 04/25/2023	CLOSE PO	2 01-0000-0-5800-0000-2700-000-0000-00-100 NN C	99.99	0.00			
	235012 PO-230012 04/25/2023	CLOSE PO	3 01-0000-0-4300-0000-2700-000-0000-00-100 NN C	100.02	0.00			
		TOTAL PAYMENT AMOUNT			0.00 *			
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA 91109-7428							
	235013 PO-230013 04/25/2023	ENCUMBRANCE CHANGE	2 01-0000-0-5560-0000-8200-000-0000-00-002 NN O	-620.00	0.00			
	235013 PO-230013 04/25/2023	ENCUMBRANCE CHANGE	2 01-0000-0-5560-0000-8200-000-0000-00-002 NN C	25.30	0.00			
		TOTAL PAYMENT AMOUNT			0.00 *			

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
101035/00	EWING IRRIGATION PRODUCTS INC. PO BOX 208728 DALLAS, TX 75320-8728		941351799						
235016	PO-230016	04/26/2023	INV.19046700/MAINT	SUPPLIES	2	01-8150-0-4300-0000-8200-000-0000-00-002	NN P	202.28	202.28
235016	PO-230016	04/26/2023	ENCUMBRANCE CHANGE		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN O	-600.00	0.00
235016	PO-230016	04/26/2023	ENCUMBRANCE CHANGE		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN C	284.23	0.00
235016	PO-230016	04/26/2023	INV.15682189/MAINT	SUPP	2	01-8150-0-4300-0000-8200-000-0000-00-002	NN P	540.71	540.71
			TOTAL PAYMENT AMOUNT			742.99 *			742.99
101083/00	FRESNO COUNTY SUPERINTENDENT OF SCHOOLS 1111 VAN NESS AVENUE FRESNO, CA 93721		000000000						
235105	PO-230105	04/25/2023	CLOSE PO		1	01-0000-0-4300-1110-1000-000-0000-00-002	NN C	199.38	0.00
			TOTAL PAYMENT AMOUNT			0.00 *			0.00
101352/00	Fagen Friedman& Fulfrost LLP PO Box 8445 Pasadena, CA 91109-8445		421706595						
235034	PO-230034	04/25/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY O	-3,846.00	0.00
235034	PO-230034	04/25/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5819-0000-7110-000-0000-00-100	NY C	846.50	0.00
			TOTAL PAYMENT AMOUNT			0.00 *			0.00
003626/00	HANGTOWN FIRE CONTROL PO BOX 1832 DIAMOND SPRINGS, CA 95619-183		680204557						
235070	PO-230070	04/25/2023	CLOSE PO		1	01-8150-0-5806-0000-8200-000-0000-00-002	NN C	116.96	0.00
235070	PO-230070	04/25/2023	CLOSE PO		2	01-8150-0-5806-0000-8200-000-0000-00-001	NN C	116.95	0.00
			TOTAL PAYMENT AMOUNT			0.00 *			0.00
100034/00	HILLYARD/SACRAMENTO P.O. BOX 801400 KANSAS CITY, MO 64180-1400								
235021	PO-230021	04/26/2023	INV.605086570/CUST	SUPPLIES	1	01-0000-0-4300-0000-8200-000-0000-00-001	NN P	791.05	791.05
235021	PO-230021	04/26/2023	INV.605086570/CUST	SUPPLIES	2	01-0000-0-4300-0000-8200-000-0000-00-002	NN P	791.06	791.06
			TOTAL PAYMENT AMOUNT			1,582.11 *			1,582.11

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	

083043/00	HOME DEPOT CREDIT SERVICES DEPT. 32-2540181868 P.O. BOX 78047 PHOENIZ, AZ 85062-8047								
235022	PO-230022	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN	O	-200.00	0.00
235022	PO-230022	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN	C	598.63	0.00
235022	PO-230022	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN	O	-673.00	0.00
235022	PO-230022	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN	C	1,273.12	0.00
235022	PO-230022	04/26/2023	INV.5520731/MAINT SUPPLIES	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN	P	9.45	9.45
235022	PO-230022	04/26/2023	INV.5520731/MAINT SUPPLIES	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN	P	31.80	31.80
235022	PO-230022	04/26/2023	INV.4524612/MAINT SUPPLIES	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN	P	78.99	78.99
235022	PO-230022	04/26/2023	INV.4524612/MAINT SUPPLIES	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN	P	265.80	265.80
235022	PO-230022	04/26/2023	INV.8520298/MAINT SUPPLIES	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN	P	20.49	20.49
235022	PO-230022	04/26/2023	INV.8520298/MAINT SUPPLIES	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN	P	68.97	68.97
			TOTAL PAYMENT AMOUNT					475.50 *	475.50

100853/00 HSA BANK
 PO BOX 939
 SHEBOYGAN, WI 53082-0939

235023	PO-230023	04/26/2023	CONTRIBUTIONS/APRIL	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN	P	300.00	300.00
235023	PO-230023	04/26/2023	CONTRIBUTIONS/MAY	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN	P	300.00	300.00
			TOTAL PAYMENT AMOUNT					600.00 *	600.00

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

235024	PO-230024	04/25/2023	ENCUMBRANCE CHANGE	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	O	-129.00	0.00
235024	PO-230024	04/25/2023	ENCUMBRANCE CHANGE	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	C	28.98	0.00
235024	PO-230024	04/25/2023	ENCUMBRANCE CHANGE	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	O	-129.00	0.00
235024	PO-230024	04/25/2023	ENCUMBRANCE CHANGE	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	C	28.98	0.00
235024	PO-230024	04/26/2023	INV.51317/MAINT FUEL	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN	P	49.94	49.94
235024	PO-230024	04/26/2023	INV.51317/MAINT FUEL	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN	P	49.94	49.94
			TOTAL PAYMENT AMOUNT					99.88 *	99.88

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
101376/00	KOBY PEST CONTROL PO BOX 2137 PLACERVILLE, CA 95667		680424520						
235120	PO-230120	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-5806-0000-8200-000-0000-00-001	NN C	2,274.00	0.00	
235120	PO-230120	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-5806-0000-8200-000-0000-00-001	NN O	-300.00	0.00	
235120	PO-230120	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-5806-0000-8200-000-0000-00-002	NN O	-450.00	0.00	
235120	PO-230120	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-5806-0000-8200-000-0000-00-002	NN C	2,445.75	0.00	
TOTAL PAYMENT AMOUNT							0.00 *		0.00
100734/00	Learning Without Tears PO BOX 791714 Baltimore, MD 21279-1714		263799871						
235056	PO-230056	04/25/2023	CLOSE PO	1	01-0000-0-4200-1110-1000-000-0000-00-001	NN C	2.25	0.00	
235056	PO-230056	04/25/2023	CLOSE PO	2	01-0000-0-4300-1110-1000-000-0000-00-001	NN C	0.29	0.00	
TOTAL PAYMENT AMOUNT							0.00 *		0.00
101105/00	MIND RESEARCH INSTITUTE 5281 CALIFORNIA, SUITE 300 IRVINE, CA 92617		000000000						
235046	PO-230046	04/25/2023	CLOSE PO	1	01-0000-0-4200-1110-1000-000-0000-00-001	NN C	188.62	0.00	
235046	PO-230046	04/25/2023	CLOSE PO	2	01-0000-0-4200-1110-1000-000-0000-00-002	NN C	97.16	0.00	
TOTAL PAYMENT AMOUNT							0.00 *		0.00
101313/00	PACE SUPPLY CORP PO BOX 6407 ROHNERT PARK, CA 94927-6407		000000000						
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN C	231.64	0.00	
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	1	01-8150-0-4300-0000-8110-000-0000-00-001	NN O	-91.00	0.00	
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN O	-91.00	0.00	
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN C	231.64	0.00	
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	3	01-8150-0-4300-0000-8110-000-0000-00-100	NN C	238.63	0.00	
235027	PO-230027	04/25/2023	ENCUMBRANCE CHANGE	3	01-8150-0-4300-0000-8110-000-0000-00-100	NN O	-91.00	0.00	
TOTAL PAYMENT AMOUNT							0.00 *		0.00

008 LATROBE SCHOOL DISTRICT
 April 26, 2023

J76003

ACCOUNTS PAYABLE PRELIST
 BATCH: 0032 APRIL 25, 2023

APY500 L.00.21 04/26/23 14:32 PAGE 7
 << Held for Audit >>

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
000232/00	PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300									
235028 PO-230028	04/25/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5540-0000-8200-000-0000-00-001	NN C	2,241.25			0.00
235028 PO-230028	04/25/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5540-0000-8200-000-0000-00-001	NN O	-4,741.25			0.00
235028 PO-230028	04/25/2023	ENCUMBRANCE CHANGE		2	01-0000-0-5540-0000-8200-000-0000-00-002	NN C	8,598.82			0.00
235028 PO-230028	04/25/2023	ENCUMBRANCE CHANGE		2	01-0000-0-5540-0000-8200-000-0000-00-002	NN O	-18,598.82			0.00
TOTAL PAYMENT AMOUNT							0.00 *			0.00
101366/00	PACIFIC INSTITUTE OF MUSIC 540 PLAZA DRIVE STE 130 FOLSOM, CA 95630		874337283							
235092 PO-230092	04/26/2023	MUSIC/FEBRUARY		1	01-5810-0-5800-1206-1000-000-0000-00-002	NN P	1,000.00			1,000.00
235092 PO-230092	04/26/2023	MUSIC/APRIL		1	01-5810-0-5800-1206-1000-000-0000-00-002	NN F	1,750.00			250.00
TOTAL PAYMENT AMOUNT							1,250.00 *			1,250.00
101146/00	RESHA, CHRIS 6721 SODALITE ST EL DORADO, CA 95623									
PV-230204	04/26/2023	REIMB CLASSROOM SUPPLIES			01-9012-0-4300-1110-1000-001-0000-00-001	NN				77.21
TOTAL PAYMENT AMOUNT							77.21 *			77.21
100493/00	ROCHESTER 100 INC. P.O. BOX 92801 ROCHESTER, NY 14692-8901									
235054 PO-230054	04/25/2023	CLOSE PO		1	01-9012-0-4300-1110-1000-012-0000-00-001	NN C	10.06			0.00
235054 PO-230054	04/25/2023	CLOSE PO		2	01-9012-0-4300-1110-1000-012-0000-00-002	NN C	4.27			0.00
TOTAL PAYMENT AMOUNT							0.00 *			0.00
101334/00	ROSEVILLE GOLFLAND GOLFLAND SUNSPASH 1893 TAYLOR RD ROSEVILLE, CA 95661-3008		770379385							
235141 PO-230141	04/25/2023	CLOSE PO		1	01-9012-0-5835-1110-1000-012-0000-00-002	NN C	54.81			0.00
TOTAL PAYMENT AMOUNT							0.00 *			0.00

008 LATROBE SCHOOL DISTRICT
 April 26, 2023

J76003

ACCOUNTS PAYABLE PRELIST
 BATCH: 0032 APRIL 25, 2023

APY500 L.00.21 04/26/23 14:32 PAGE 8
 << 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
004410/00	SCHOLASTIC INC PO BOX 3725 JEFFERSON CITY, MO 65102-3725								
235062 PO-230062	04/25/2023	CLOSE PO		1 01-0000-0-4300-1110-1000-000-0000-00-002	NN C	18.63	0.00		
235062 PO-230062	04/25/2023	CLOSE PO		2 01-0000-0-4300-1110-1000-000-0000-00-001	NN C	18.63	0.00		
				TOTAL PAYMENT AMOUNT		0.00 *	0.00		
100260/00	SCHOOL SPECIALITY PO BOX 825640 PHILADELPHIA, PA 19182-5640		000000000						
235093 PO-230093	04/25/2023	CLOSE PO		1 01-0000-0-4300-1110-1000-000-0000-00-002	NN C	0.59	0.00		
235093 PO-230093	04/25/2023	CLOSE PO		2 01-0000-0-4300-1110-1000-000-0000-00-001	NN C	1.57	0.00		
				TOTAL PAYMENT AMOUNT		0.00 *	0.00		
100420/00	SERVICES GROUP- KAMPS PROPANE DEPT LA 25110 PASADENA, CA 91185-5110		000000000						
235026 PO-230026	04/25/2023	ENCUMBRANCE CHANGE		1 01-0000-0-5530-0000-8200-000-0000-00-001	NN O	-200.00	0.00		
235026 PO-230026	04/25/2023	ENCUMBRANCE CHANGE		1 01-0000-0-5530-0000-8200-000-0000-00-001	NN C	11.24	0.00		
				TOTAL PAYMENT AMOUNT		0.00 *	0.00		
101177/00	STUDIES WEEKLY 1140 N 1430 W OREM, UT 84057								
235069 PO-230069	04/25/2023	CLOSE PO		1 01-0000-0-4300-1110-1000-000-0000-00-002	NN C	491.79	0.00		
				TOTAL PAYMENT AMOUNT		0.00 *	0.00		
101172/00	SYNCB/AMAZON PO BOX 530958 ATLANTA, GA 30353-0958								
235085 PO-230085	04/25/2023	CLOSE PO		1 01-9012-0-4300-1110-1000-012-0000-00-001	NN C	43.93	0.00		
235085 PO-230085	04/25/2023	CLOSE PO		2 01-9012-0-4300-1110-1000-012-0000-00-002	NN C	43.93	0.00		
				TOTAL PAYMENT AMOUNT		0.00 *	0.00		

008 LATROBE SCHOOL DISTRICT J76003
 April 26, 2023

ACCOUNTS PAYABLE PRELIST
 BATCH: 0032 APRIL 25, 2023

APY500 L.00.21 04/26/23 14:32 PAGE 9
 << 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

100835/00	SYTECH SOLUTIONS INC. 8930 BIG HORN BLVD ELK GROVE, CA 95758	000000000						
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235150 PO-230150	04/26/2023	INV.9850/SCANNING	1 01-0000-0-5806-0000-2700-000-0000-00-100 NN F			2,359.50		2,143.94
			TOTAL PAYMENT AMOUNT					2,143.94

101245/00	TCI LEARNING PO BOX 6004 WHITTIER, CA 90607	000000000						
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235078 PO-230078	04/25/2023	CLOSE PO	1 01-0000-0-4100-1110-1000-000-0000-00-002 NN C			0.99		0.00
235078 PO-230078	04/25/2023	CLOSE PO	2 01-0000-0-4200-1110-1000-000-0000-00-002 NN C			0.01		0.00
			TOTAL PAYMENT AMOUNT			0.00 *		0.00

019202/00	WATER ENVIRONMENTAL TESTING LA. INC. 5649 MILTON RANCH RD SHINGLE SPRINGS, CA 95682-000							
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235033 PO-230033	04/25/2023	ENCUMBRANCE CHANGE	1 01-0000-0-5800-0000-8200-000-0000-00-001 NN O			-367.00		0.00
235033 PO-230033	04/25/2023	ENCUMBRANCE CHANGE	1 01-0000-0-5800-0000-8200-000-0000-00-001 NN C			617.50		0.00
235033 PO-230033	04/25/2023	ENCUMBRANCE CHANGE	2 01-0000-0-5800-0000-8200-000-0000-00-002 NN O			-367.00		0.00
235033 PO-230033	04/25/2023	ENCUMBRANCE CHANGE	2 01-0000-0-5800-0000-8200-000-0000-00-002 NN C			617.50		0.00
			TOTAL PAYMENT AMOUNT			0.00 *		0.00

101201/00	WeVideo Inc 1975 W El Camino Real Suite 202 Mountain View, CA 94040	000000000						
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235101 PO-230101	04/25/2023	CLOSE PO	1 01-0000-0-4300-1110-1000-000-0000-00-002 NN C			21.68		0.00
			TOTAL PAYMENT AMOUNT			0.00 *		0.00

TOTAL BATCH PAYMENT 15,487.27 *** 0.00 15,487.27

TOTAL DISTRICT PAYMENT 15,487.27 **** 0.00 15,487.27

TOTAL FOR ALL DISTRICTS: 15,487.27 **** 0.00 15,487.27

Number of checks to be printed: 16, not counting voids due to stub overflows.
 Number of zero dollar checks: 24, 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

4/26/23

008 LATROBE SCHOOL DISTRICT
MAY 3, 2023

J77341

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 MAY 3, 2023

APY500 L.00.21 05/03/23 11:42 PAGE 1
<< Held for Audit >>

0033

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT	ABA num GOAL FUNC LC1	Account num LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net	E-ExtRef Amount
101336/00	49er Live Scan and Notary 76 MAIN ST PLACERVILLE, CA 95667		550740835						
	PV-230218 05/03/2023	FINGERPRINTING /INV.	E123		01-0000-0-5812-0000-7200-000-0000-00-100	NY			21.00
				TOTAL PAYMENT AMOUNT			21.00 *		21.00
101350/00	ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579								
235002 PO-230002	05/03/2023	BOTTLED WATER/INV.	042823	1	01-0000-0-5520-0000-8200-000-0000-00-001	NN P	52.19		52.19
235002 PO-230002	05/03/2023	BOTTLED WATER/INV.	042823	2	01-0000-0-5520-0000-8200-000-0000-00-002	NN P	52.18		52.18
				TOTAL PAYMENT AMOUNT			104.37 *		104.37
100839/00	AT&T PO BOX 9011 CAROL STREAM, IL 60197-9011								
235005 PO-230005	05/03/2023	BAN9391007284/PHONE SERVICE		2	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	56.22		56.22
235005 PO-230005	05/03/2023	BAN9391007284/PHONE SERVICE		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	56.23		56.23
235005 PO-230005	05/03/2023	BAN9391007284/PHONE SERVICE		3	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	56.22		56.22
235005 PO-230005	05/03/2023	BAN9391047287/PHONE SERVICE		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	21.98		21.98
235005 PO-230005	05/03/2023	BAN9391047287/PHONE SERVICE		3	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	21.98		21.98
235005 PO-230005	05/03/2023	BAN9391047287/PHONE SERVICE		2	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	21.98		21.98
				TOTAL PAYMENT AMOUNT			234.61 *		234.61
100776/00	AT&T MOBILITY P.O. BOX 6463 CAROL STREAM, IL 60197-6463								
235006 PO-230006	05/03/2023	ACCT.287252191647/CELL PHONES		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	169.28		169.28
				TOTAL PAYMENT AMOUNT			169.28 *		169.28
101380/00	DAY, ROBIN 7040 BEAVER POND RD EL DORADO HILLS, CA 95762								
	PV-230215 05/03/2023	REIMB GARDEN SUPPLIES			01-9012-0-4300-1110-1000-014-0000-00-001	NN			116.33
				TOTAL PAYMENT AMOUNT			116.33 *		116.33

008 LATROBE SCHOOL DISTRICT J77341
MAY 3, 2023

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 MAY 3, 2023

APY500 L.00.21 05/03/23 11:42 PAGE 2
<< Held for Audit >>

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	E-Term Liq Amt	E-ExtRef Net Amount
000126/00	EL DORADO COUNTY OFFICE OF ED 6767 GREEN VALLEY RD PLACERVILLE, CA 95667-0000										
235011	PO-230011	05/03/2023		IT SUPPORT/MAR	1	01-1100-0-5806-1110-1000-000-0000-00-100	NN P		981.00	981.00	
235011	PO-230011	05/03/2023		IT SUPPORT/MAR	2	01-1100-0-5806-0000-7700-000-0000-00-100	NN P		981.00	981.00	
TOTAL PAYMENT AMOUNT										1,962.00 *	1,962.00
100908/00	EL DORADO DISPOSAL A WASTE CONNECTION CO. PO BOX 7428 PASADENA, CA 91109-7428										
235013	PO-230013	05/03/2023	ACCT.4030-10260/LES		1	01-0000-0-5560-0000-8200-000-0000-00-001	NN P		150.63	150.63	
235013	PO-230013	05/03/2023	ACCT.4030-10243/MH		2	01-0000-0-5560-0000-8200-000-0000-00-002	NN P		308.80	308.80	
TOTAL PAYMENT AMOUNT										459.43 *	459.43
101035/00	EWING IRRIGATION PRODUCTS INC. PO BOX 208728 DALLAS, TX 75320-8728		941351799								
235016	PO-230016	05/03/2023	ENCUMBRANCE CHANGE		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN O		-600.00	0.00	
235016	PO-230016	05/03/2023	ENCUMBRANCE CHANGE		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN C		59.29	0.00	
235016	PO-230016	05/03/2023	ENCUMBRANCE CHANGE		1	01-8150-0-4300-0000-8200-000-0000-00-001	NN O		-50.00	0.00	
235016	PO-230016	05/03/2023	ENCUMBRANCE CHANGE		1	01-8150-0-4300-0000-8200-000-0000-00-001	NN C		397.47	0.00	
235016	PO-230016	05/03/2023	INV.19289977/MAINT SUPP		2	01-8150-0-4300-0000-8200-000-0000-00-002	NN P		562.48	562.48	
TOTAL PAYMENT AMOUNT										562.48 *	562.48
101352/00	Fagen Friedman& Fulfrost LLP PO Box 8445 Pasadena, CA 91109-8445		421706595								
PV-230224	05/03/2023	PROFESSIONAL SERVICES/MARCH				01-0000-0-5819-0000-7110-000-0000-00-100	NY			122.00	
TOTAL PAYMENT AMOUNT										122.00 *	122.00

008 LATROBE SCHOOL DISTRICT
MAY 3, 2023

J77341

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 MAY 3, 2023

APY500 L.00.21 05/03/23 11:42 PAGE 3
<< 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	E-ExtRef Amount
101258/00	GAUTSCHI, SAMANTHA 3070 ROYAL DRIVE CAMERON PARK, CA 95682		000000000						
	PV-230216 05/03/2023 REIMB TCHPAYTCH				01-9012-0-4300-1110-1000-002-0000-00-002	NN			43.73
	PV-230217 05/03/2023 REIMB CULINARY SUPPLIES				01-9012-0-4300-1110-1000-024-0000-00-002	NN			460.37
				TOTAL PAYMENT AMOUNT		504.10 *			504.10
101372/00	HEUSER, CLAUDIA 4980 BARNETT RANCH RD SHINGLE SPRINGS, CA 95682		626232485						
235108 PO-230108	05/03/2023 FAME/APRIL				1 01-5810-0-5800-1132-1000-000-0000-00-001	NY P	412.50		412.50
235108 PO-230108	05/03/2023 FAME/APRIL				2 01-5810-0-5800-1132-1000-000-0000-00-002	NY P	212.50		212.50
				TOTAL PAYMENT AMOUNT		625.00 *			625.00
100034/00	HILLYARD/SACRAMENTO P.O. BOX 801400 KANSAS CITY, MO 64180-1400								
235021 PO-230021	05/03/2023 INV.605093650/CUST SUPP				1 01-0000-0-4300-0000-8200-000-0000-00-001	NN P	21.87		21.87
235021 PO-230021	05/03/2023 INV.605093650/CUST SUPP				2 01-0000-0-4300-0000-8200-000-0000-00-002	NN P	21.86		21.86
				TOTAL PAYMENT AMOUNT		43.73 *			43.73
101163/00	JARED MEREDITH 1120 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA 95682								
	PV-230212 05/03/2023 BOARD MEDICAL REIMB/MAY				01-0000-0-3902-0000-7100-000-0000-00-100	NN			176.32
				TOTAL PAYMENT AMOUNT		176.32 *			176.32
101335/00	KHACHI, SAMANTHA 797 CANDLEWOOD DRIVE EL DORADO HILLS, CA 95762		000000000						
	PV-230221 05/03/2023 REIMB CLASSROOM SUPPLIES				01-9012-0-4300-1110-1000-005-0000-00-001	NN			67.58
				TOTAL PAYMENT AMOUNT		67.58 *			67.58

008 LATROBE SCHOOL DISTRICT
MAY 3, 2023

J77341

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 MAY 3, 2023

APY500 L.00.21 05/03/23 11:42 PAGE 4
<< 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	E-ExtRef Amount
100287/00	PINOTTI, JEAN 185 SPANISH STREET SUTTER CREEK, CA 95685		550744377						
	PV-230211 05/03/2023	MEDICAL REIMB RETIREE/MAY		01-0000-0-3901-0000-7100-000-0000-00-100	NN				457.60
		TOTAL PAYMENT AMOUNT				457.60 *			457.60
100546/00	PITNEY BOWES BANK PURCHASE POW P.O. BOX 981026 BOSTON, MA 02298-1026		000000000						
	PV-230223 05/03/2023	POSTAGE REFILL		01-0000-0-5902-0000-7200-000-0000-00-100	NN				503.50
		TOTAL PAYMENT AMOUNT				503.50 *			503.50
100190/00	SAITMAN, JANET 4601 SUMMER CREEK COURT SHINGLE SPRINGS, CA 95682		553354664						
	PV-230213 05/03/2023	BOARD MEDICAL REIMB/MAY		01-0000-0-3902-0000-7100-000-0000-00-100	NN				675.00
		TOTAL PAYMENT AMOUNT				675.00 *			675.00
100950/00	SCHOOLS INSURANCE AUTHORITY P.O. BOX 511598 LOS ANGELES, CA 90051-8153								
	PV-230219 05/03/2023	EAP FEES/MAY-TEACHERS		01-0000-0-3401-1110-1000-000-0000-00-100	NN				44.48
	PV-230219 05/03/2023	EAP FEES/MAY-STAFF		01-0000-0-3402-0000-2700-000-0000-00-100	NN				10.05
		TOTAL PAYMENT AMOUNT				54.53 *			54.53
101382/00	WINSOR LEARNING 3001 METRO DRIVE SUITE 480 BLOOMINGTON, MN 55425		411793450						
	PV-230220 05/03/2023	SONDAY SYSTEMS TRAINING		01-6500-0-5806-5770-1120-000-0000-00-002	NN				325.00
		TOTAL PAYMENT AMOUNT				325.00 *			325.00

008 LATROBE SCHOOL DISTRICT
MAY 3, 2023

J77341

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 MAY 3, 2023

APY500 L.00.21 05/03/23 11:42 PAGE 5
<< 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			

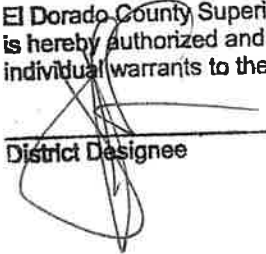
101159/00	YARNELL, JAMES SCOT 1541 SHADOW HAWK DRIVE SHINGLE SPRINGS, CA 95682	574180873						
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PV-230214	05/03/2023	BOARD MEDICAL REIMB/MAY	01-0000-0-3902-0000-7100-000-0000-00-100	NN	443.80			443.80
		TOTAL PAYMENT AMOUNT			443.80 *			443.80

TOTAL BATCH PAYMENT	7,627.66 ***	0.00	7,627.66
TOTAL DISTRICT PAYMENT	7,627.66 ****	0.00	7,627.66
TOTAL FOR ALL DISTRICTS:	7,627.66 ****	0.00	7,627.66

Number of checks to be printed: 20, not counting voids due to stub overflows. 7,627.66

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

5/3/23
Date

American Online Giving Foundation
611 Meredith Rd NE #700
Calgary, AB T2E 2W5

0102983 01 RE 0.507 **AUTO H7 1 5479 95682-802600 2 -P02985 C06



Miller's Hill
7900 S. Shingle RD
Shingle Springs CA 95682-8026

AMERICAN ONLINE GIVING FOUNDATION, INC. 40 EAST MAIN STREET, SUITE 887, NEWARK, DE, 19711, US			Charity ID: 840-NCES12_062118008151	
Name Miller's Hill	Date MM-DD-YYYY 04-24-2023	Check # 0000096806	Amount USD \$*****10,825.00	Disbursement ID A5KFHQ8WQB
Intel Involved Volunteer Matching G				
<p>You have received this cheque from the American Online Giving Foundation a Partner Foundation of the Benevity Giving Platform. This disbursement includes donations from employees and/or matching funds from at least one of Benevity's corporate clients (listed above). These companies and applicable privacy laws require us to confirm your organization's identity before releasing any confidential information. To see reports and donor information on this and other donations, please activate your Charity Profile at causes.benevity.org.</p> <p>By accepting these funds, you are agreeing to the terms of use at the Benevity Causes Portal, located here: causes.benevity.org/terms-of-use.</p>				



DETACH AND RETAIN THIS STUB FOR YOUR RECORDS

CHECK # 0000096806 ATTACHED BELOW

American Online Giving Foundation
611 Meredith Rd NE #700
Calgary, AB T2E 2W5

62-20
311

NO. 0000096806

Date 04 24 2023
MM DD YYYY

Ten Thousand Eight Hundred Twenty-five and 00/100 Dollars

Disbursement ID A5KFHQ8WQB

PAY TO THE ORDER OF Miller's Hill
7900 S. Shingle RD
Shingle Springs CA 95682

USD

\$*****10,825.00

Void After 180 days

AUTHORIZED SIGNATURE

AUTHORIZED SIGNATURE

CITIBANK, N.A.
ONE PENN'S WAY, NEW CASTLE, DE 19720

6.A.

0000096806

031100209

54027129

EL DORADO UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR HOME TO SCHOOL TRANSPORTATION SERVICES
SCHOOL YEAR 2023-2024

The EL DORADO UNION HIGH SCHOOL DISTRICT, hereinafter referred to as the High School and LATROBE SCHOOL DISTRICT, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT AND SCOPE OF THE WORK

The High School has been requested by the District to provide home-to-school transportation services for pupils attending classes and programs operated by the District. The High School has agreed to provide such services.

2. TERMS OF AGREEMENT

This Agreement is effective for school year 2023-2024. The District shall provide the High School with written notification if the District does not intend to renew this Agreement for the 2024-2025 school year. This notification shall be submitted to the High School on or before May 1, 2024.

3. SERVICES TO BE PROVIDED BY THE HIGH SCHOOL

The High School shall provide the following services to the District;

- a. Provide 180 days of home-to-school services to the District;
- b. Develop routes and schedules according to information provided by the District;
- c. Monitor the service provided by the High School and correct any deficiencies in the service;
- d. Provide parent and school complaint resolution regarding transportation;
- e. Handle communication with parents and schools regarding transportation;
- f. Provide parents and school district staff with school bus procedures and safety information;
- g. Provide the District with school bus emergency procedures;
- h. Provide, as requested, library, assembly shuttles, and/or field trips.
- i. Provide one school bus on initial dispatch for the emergency evacuation of Latrobe Elementary and/or Miller's Hill Middle Schools.

4. PUPIL LISTS AND OTHER INFORMATION REQUIRED

Start of a year:

The District shall provide the High School with information required to develop routes and schedule at least thirty (30) days prior to the start of school. Such information shall include, but may not be limited to the following:

- Pupil name and address;
- Regular and emergency information, including telephone number of responsible parties;
- Adopted school calendar, including information of minimum days;
- School start and stop times;

6.B.

- Other information as required.

5. ENFORCEMENT OF SCHOOL BUS PROCEDURES AND SAFETY RULES

The District shall enforce school bus procedures and safety rules with school site administration, staff, parents and pupils.

6. PAYMENT

- The charge for home-to-school transportation for the 2023-24 school year, as currently estimated, will be \$68,942.40. The charge will be divided into two payments of approximately \$34,471.20. A final invoice, adjusting the billing to actual costs, will be sent after the close of the year.
- Library and assembly shuttle(s), and field trips, will be billed at \$3.73 per mile plus the actual hourly rate and/or overtime rate, if applicable, of the driver taking the trip, and any costs related to the trip that is incurred by the driver.
- In the event that our cost of fuel exceeds \$4.99 per gallon, we will increase the billing by \$0.01 per mile for each \$0.10 in fuel cost increase.
- An invoice will be sent to the District at the end of each semester. Payment shall be within 20 working days of the receipt of the invoice.

7. HOLD HARMLESS AND INDEMNIFICATION

In accordance with the provisions of Section 895.4 of the Government Code of the State of California, each party agrees to indemnify and hold the other party harmless from all liability, actual or alleged, to person or property arising out of or resulting from negligent acts or omissions of the indemnifying party.

8. AMENDMENT TO AGREEMENT

This agreement may be amended or renewed by mutual consent of the parties.

EL DORADO UNION HIGH
SCHOOL DISTRICT

By: _____
Robert Whittenberg
Assistant Superintendent

Date

LATROBE UNION SCHOOL DISTRICT

By: _____
Dave Scroggins
Superintendent

5/2/23

Date

Latrobe School District
Personnel Action Report

May 16, 2023

Name	Position	Time	Effective	Action
Cater, Nikki	8 th Grade Teacher	.6 FTE	5/31/2023	Resignation: 0.6 FTE of position, to remain as a 0.4 FTE employee, job-sharing 6 th grade two days/week

b.c.

Dear Latrobe School Board Members,

I am writing to formally submit a resignation for .6 FTE of my teaching position, effective May 31st, 2023. After careful consideration, I have decided to resign .6 FTE in order to pursue my desire to spend more time at home with the arrival of my third child.

I understand that the district will need to fill my current 8th grade teaching position and by choosing to resign .6 FTE, I am forfeiting any return rights to that position or any other 1.0 FTE position. In order to return to a 1.0 FTE, I would need to wait for an opening to become available. I also understand that the district will employ me in a .4 FTE position for the 2023-2024 school year, and hopes to do so in subsequent years, but there is no guarantee that such a part time position will be available to me, due to budgetary constraints, credentialing requirements or any other factors.

I would like to express my gratitude for the support and guidance provided to me during the last year. It has been a pleasure working with the students, families, faculty and staff at Miller's Hill. I have gained great learning experiences and developed meaningful relationships during my time here.

I will ensure that all necessary arrangements are made for a smooth transition for the students and my colleagues. I will be happy to assist with any necessary paperwork or other tasks to help facilitate this process.

Thank you again for such a wonderful opportunity to work at the Latrobe School District.

Sincerely,


Nikki Murphy

Latrobe School District

NOTICE OF PUBLIC HEARING

2023-24 LCAP and BOP

Notice is hereby given that the Latrobe School District Board of Trustees, at its regularly scheduled meeting to be held on May 16, 2023, will conduct a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan (LCAP) and Budget Overview for Parents (BOP) prior to their adoption at the June regular Board Meeting.

Interested members of the public are invited to address the Board of Trustees at the following time and location:

DATE: Tuesday, May 16, 2023

TIME: 6:00 p.m.

LOCATION: Miller's Hill Music Room
7900 S. Shingle Rd.
Shingle Springs, CA 95682

FOR ADDITIONAL INFORMATION CONTACT:

Jennifer Fusano
Chief Financial Officer
530-677-0260

Posted 5/5/23 at Miller's Hill, Latrobe Elementary and www.latrobeschool.com

7.A.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Latrobe School District

CDS Code: 09-61911

School Year: 2023-24

LEA contact information:

Dave Scroggins

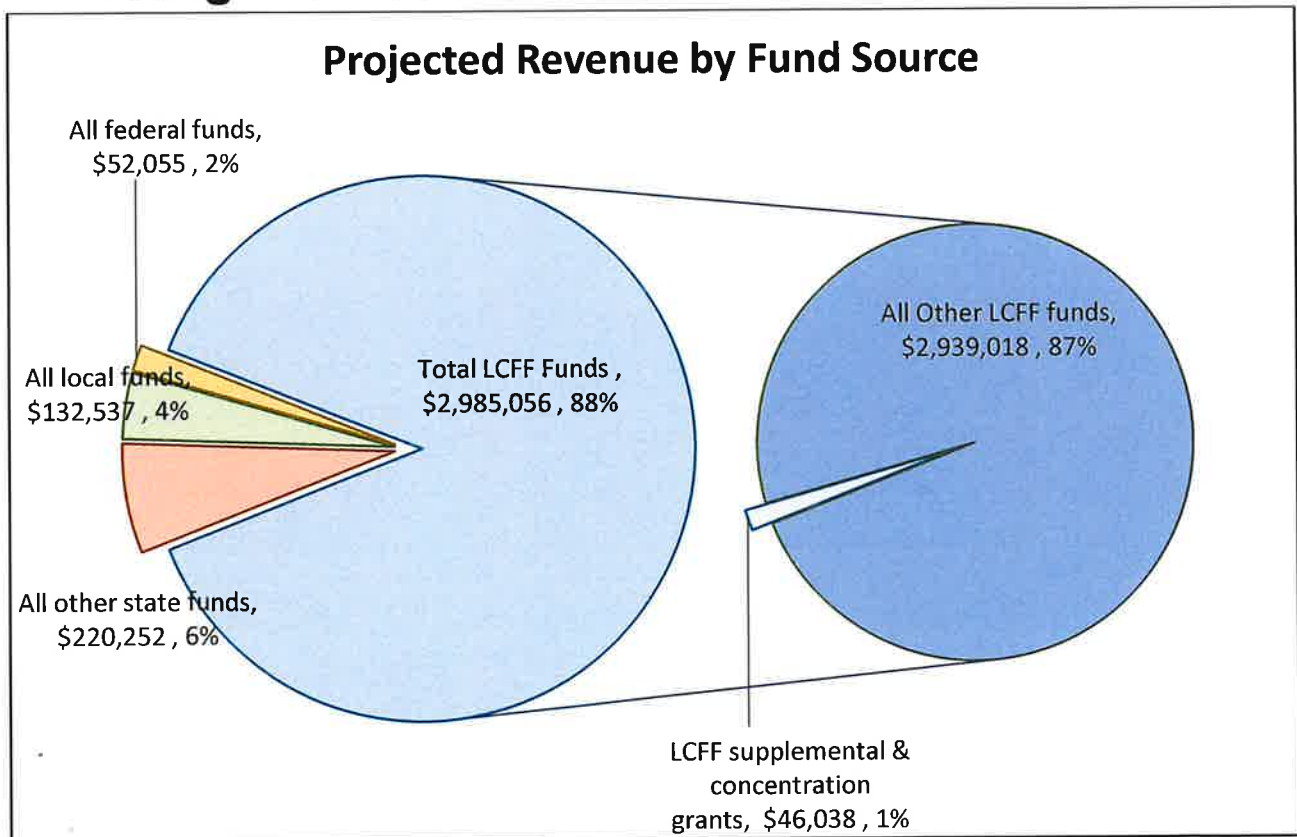
Superintendent/Principal

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 2023-24 School Year

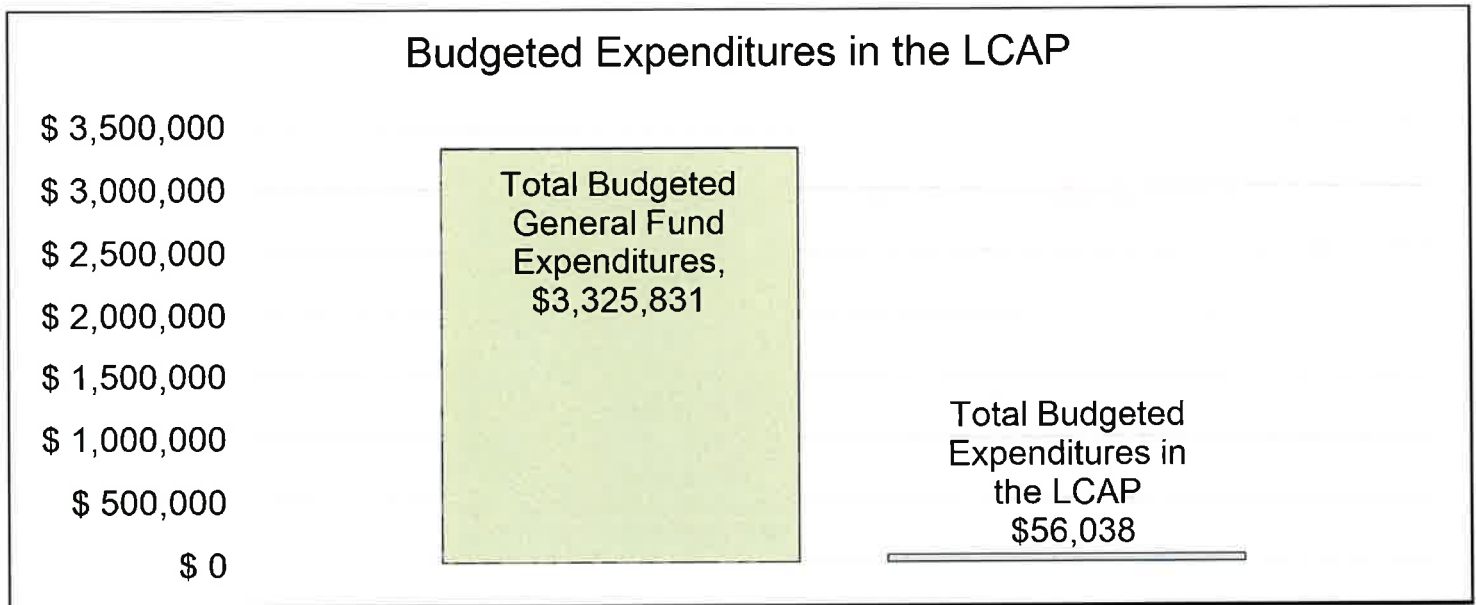


This chart shows the total general purpose revenue Latrobe School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Latrobe School District is \$3,389,900, of which \$2,985,056 is Local Control Funding Formula (LCFF), \$220,252 is other state funds, \$132,537 is local funds, and \$52,055 is federal funds. Of the \$2,985,056 in LCFF Funds, \$46,038 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 2023-24. 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 \$3,325,831 for the 2023-24 school year. Of that amount, \$56,038 is tied to actions/services in the LCAP and \$3,269,793 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

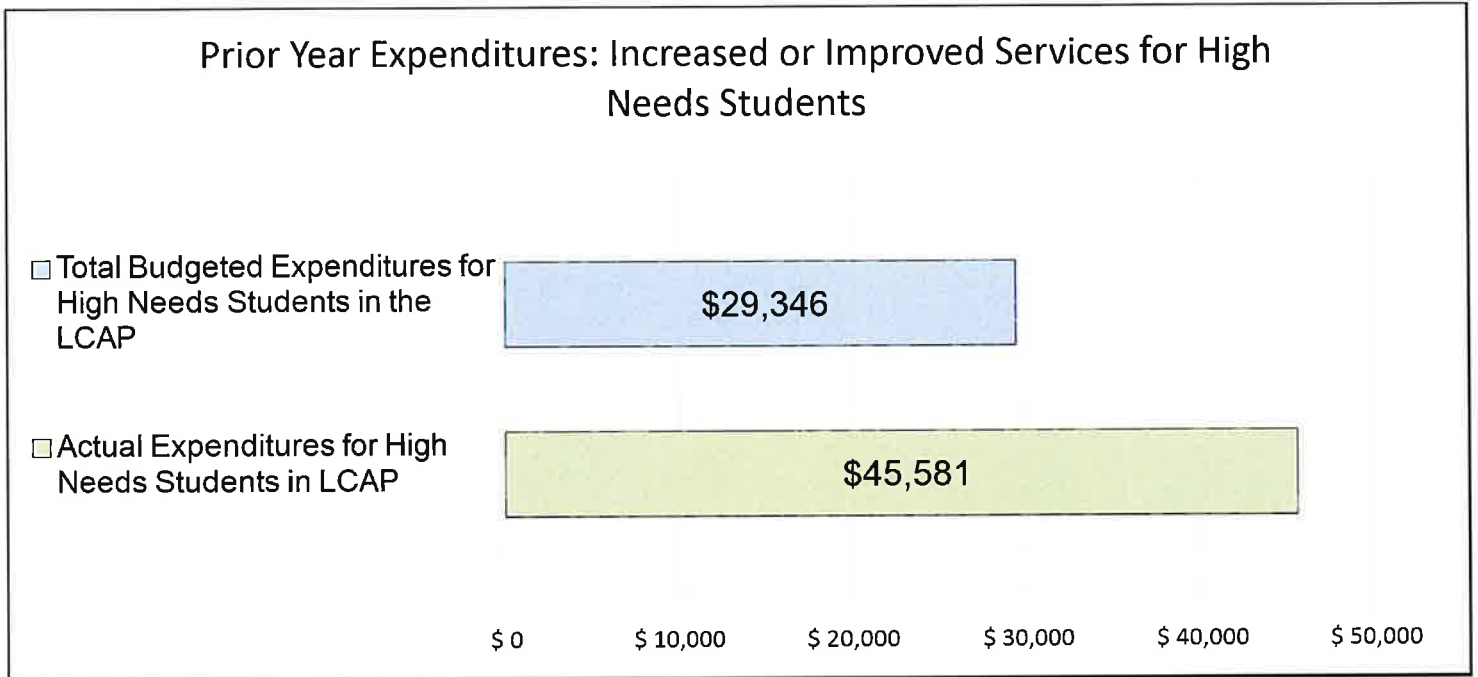
The remaining expenditures that are not included in the LCAP are the overall operating expenses of the district for the 2023-24 school year

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Latrobe School District is projecting it will receive \$46,038 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 \$46,038 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 2022-23



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 2022-23, Latrobe School District's LCAP budgeted \$29,346 for planned actions to increase or improve services for high needs students. Latrobe School District actually spent \$45,581 for actions to increase or improve services for high needs students in 2022-23.



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 [2023-24]

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, TK-8 school district in the southwest corner of El Dorado County. The district encompasses approximately 35 square miles. There is a staff of 22, which includes a Superintendent/Principal, nine regular education teachers, one special education teacher, two paraprofessionals, 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 to 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 each 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 State and Local Indicators for the California School Dashboard, on statewide CAASPP assessments, and on 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. The California School Dashboard shows high rates of Chronic Absenteeism (35.3%). 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 parents, 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. Plans to incentivize positive attendance are also being explored

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 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 was hired in November of 2022 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 was created to provide after school enrichment classes for Latrobe students. The district provided materials and an instructor to facilitate these courses.

At the start of the 2022-2023 school year, we expanded our food service program to provide breakfast and lunch to all interested students. This was a large undertaking, requiring the purchase of additional kitchen equipment and the hiring of trained personnel. This action provided a valuable service to our students and families.

In accordance with new state law, we are continuing to expand our transitional kindergarten program. In the 2023-2024 school year, we will expand our enrollment window to accept students who turn 5 by April 2nd. We will provide additional curriculum to better target the unique academic and social needs of transitional kindergarten students. A full time paraeducator has also been hired to assist in this classroom, keeping the ratio of students to staff at or below 12:1. This paraeducator will also work with struggling students using the Response to Intervention (RtI) approach.

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.

This does not apply to our school district.

Support for Identified Schools

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

This does not apply to our school district.

Monitoring and Evaluating Effectiveness

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

This does not apply to our school district.

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 several times per year with classified and certificated groups. The Latrobe School District does not have bargaining units and therefore does not consult with “union representatives”. 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) holds meetings monthly (or more often) and the Site Council/Parent Advisory Committee meets approximately three times each year. This year, we recruited a parent of a special education to join our PAC to lend perspective and offer suggestions relative to the needs of students with disabilities.

In their roles as parent and teacher leaders, these groups 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 needs and wants. Similarly, the staff and students in grades 4-8 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.

El Dorado County SELPA was also consulted on March 9, 2023. The District does not have an English Language Advisory Committee, so there was no engagement process with that group to note.

A summary of the feedback provided by specific educational partners.

A summary of the data received in the 2023 Parent Survey, administered from March 3 – March 17 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, 90.2% of respondents indicated that they agree or strongly agree. 92.1% of the parents who responded also felt that the schools are doing a good job of building academic stamina, while 90.3% of respondents agreed or strongly agreed that our teachers promote positive communication and collaboration skills in the classroom.

Last year (Spring of 2022), 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. This year we surveyed parents from each grade level to get a clearer picture regarding homework. Results varied by grade, and those results will be shared with each teacher at each grade level.

When asked questions regarding safety at school, 96.8% of respondents reported that their child feels safe at school. 93.6% of parents also shared that they feel well informed about the district's safety procedures and 96.8% of those surveyed reported that the buildings and grounds are in good condition. Last year, 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 was safe. That 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. This year, over 90% of survey respondents said that the transportation services are safe.

Results from the parent survey also indicated that school-community relationships are a strength. 95.1% of parents reported that they receive support from the school when needed and 94.7% feel that the school views parents as partners in the educational process. 95.2% of parents believe that school staff shows respect for students and parents and 95.2% of parents found the office staff to be helpful. Finally, 92% of parents reported that their child enjoys going to school and 98.3% 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, parents were pleased with the caring nature of our staff, 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 sports practices were also requested, as were additional opportunities for music, art, and foreign language instruction.

Equally important, if not more so, is the information we collect from our 4-8 grade students in the annual student survey. This year, students were surveyed the weeks of March 20 and March 27th. 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, 89.5% reported that their teachers and other adults at school cared about them. 94.4% of students also reported that teachers have high academic standards and 94.3% of students shared that teachers give enough help so that everyone can learn, even when things are difficult or challenging. 90.4% of students said that the adults have built a positive learning environment and 89.7% of teachers promote tolerance and acceptance. When it comes to having sufficient materials in class, 93.1% of students reported that they have the technology needed to be successful. However, only 79.6% of students reported that they feel recognized for their efforts.

When asked about social issues, it was interesting to see that 11% moved once or more last year. This is down from the 20% of students who reported moving in the previous year. And, while there were no reports of drugs or alcohol at school, one student reported that he or she had observed smoking or vaping. 78.2% of students reported that they come to school well rested, which is up from the 55% of students who reported that they came to school rested and alert last year. Last year, only 35.3% reported that they are excited to learn, but this year that number rose to 60.2%. Finally, approximately 80% of students reported that their peers are respectful to staff and 70.5% of students indicated that they are respectful to other students.

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. Our students frequently shared that our teachers and staff do a great job of teaching and providing academic support. They also said that our staff makes learning fun. We also received 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, responses had to do with a desire for more recess time and field trips. Several students also expressed a need for “better” lunches. 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 more students following the rules.

Finally, we met with the staff on March 27th. Because our staff has a bit more knowledge and understanding of the LCAP, discussion was specifically aligned to each of the three goals.

Teachers, in general, spoke highly of the academic rigor and focus on achievement that is common across the grades. 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. Staff members also reported a need for continued social emotional learning programs and a renewed focus on Positive Behavioral Supports and Interventions (PBIS). They also spoke highly of the way our campuses are maintained and kept safe.

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 hired 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 plan to continue this initiative into the 2023-2024 school year. We will also provide 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 and share our field trip scope and sequence and prioritize access to quality field trips for students in all grades.

Based on feedback, we will continue to provide after school enrichment, such as art classes. Some of these after school opportunities may run in conjunction with our Expanded Learning Opportunities Program.

Although not specifically listed as new actions in the LCAP, our staff, based on the feedback received, will also explore 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 aligned to the California State Standards 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. In addition, supporting career and college readiness, students will participate in unique classroom experience that encourage participation in CTE pathways when attending our local high schools. 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	73.5% Met or Exceeded Standard		90% Met or Exceeded Standard
Math CAASPP Scores	77% Met or Exceeded Standard	68.9% Met or Exceeded Standard	62.8% Met or Exceeded Standard		90% Met or Exceeded Standard
Science CAASPP Scores (CAST)	59% Met or Exceeded Standard	55.2%	55.6% Met or Exceeded		75% Met or Exceeded Standard
Third Grade Students Reading at Grade Level as measured by	87% Reading at Grade Level	87.5% Reading at Grade Level (AR	83.3% Reading at the 3rd Grade level or higher (AR Report		90% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Reader Results		Report Generated (April 8, 2022)	Generated April 11, 2023)		
EL Reclassification Rate	There were no EL Students Enrolled 2020-21	No Students Reclassified due to limited time in District	No Students Reclassified due to limited time in District		Reclassify EL Students withing three years of enrolling in the District
Percentage of English Learners making improvement on ELPAC	No English Learners in district.	Baseline established for English Learner progress. Growth to be reported in Year 2.	English Learners who took the Summative ELPAC in the Spring of 2022 all scored a "3" or "moderately developed". New English learners who took the initial ELPAC all scored a "1" or "Novice English Learner".		80% of English learners will score a 3 or higher on the Summative ELPAC

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. Paraeducator support will be provided to help meet this goal. For English Learners, designated and integrated English Language Development will be provided.	\$29,658.00	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). Action completed in 2022-2023. The	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		district will provide ongoing training and support to teachers so that they can effectively use this program with all students.		
1.3	Increase reading levels for all students in grades K-3	<p>Use the additional Instruction Aide time to accomplish the following:</p> <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: • SIPPS Placement and mastery tests • STAR Placement Accelerated Reader • Running Records • BPST • Johnston Spelling • NWEA MAP tests <p>ACTION COMPLETED IN 2021-2022.</p>	\$0.00	No
1.4	Review math materials for adoption	District staff will review the new math materials in the 2023-2024 school year with possible consideration of adoption in the 2024-2025 school year.	\$0.00	No
1.5	Provide 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. Tutoring services will continue using funds not accounted for in the LCAP.	\$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

Action #	Title	Description	Total Funds	Contributing
1.7	Health Curriculum	Health Curriculum will be reviewed 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. In 2023-2024, the window will expand to April 2nd. To meet the needs of additional students and to comply with state requirements, we will hire a full time paraeducator to support the students in the class and keep the ratio of students to staff at or below 12:1. This paraeducator will help support students using the Response to Intervention model, specifically supporting English learners, socioeconomically disadvantaged students and Foster Youth.	\$0.00	

Goal Analysis [2022-23]

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.

By and large, the Latrobe School District was successful in implementing the actions associated with Goal 1. Paraeducator support, coupled with other instructional practices and curricular resources has led to high levels of student achievement when measured on the CAASPP tests. The district was successful in piloting and adopting a new NGSS-aligned science curriculum and is committed to providing ongoing training and support to ensure that the program is successful. Action 1.4 was delayed, but in cooperation with the El Dorado County Office of Education, we plan to review math curriculum, as well as instructional materials related to health, beginning in the 2023-2024 school year. The District was also successful in hiring a PE teacher who continues to provide instruction for our students in grades TK-8. Next year, we will continue to provide a TK/K paraeducator to help support the needs of students, especially those students who are socioeconomically disadvantaged, Foster Youth, or English learners.

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.

The actions set forth in Goal 1 were effective in advancing the academic proficiency of our students as a whole. CAASPP Tests, AR Reading measures, and local benchmark assessments all show that students are making very impressive growth towards meeting the California State Academic Standards. English learners who have been in the district for two years or more are testing at a level 3 or higher on the ELPAC. English learners who have been enrolled in the District for less than a year are still testing at a novice level, but we expect those scores to improve over time.

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.

After reflecting on our practice this year and reviewing the measureable outcomes listed above, we plan to refocus our paraeducators to deliver more targeted assistance to English learners, as well as any students who are socioeconomically disadvantaged or Foster Youth. We have also amended the timelines for review of math and health instructional materials to align with the support the El Dorado County Office will be providing. Other actions contained in this Goal, such as the hiring of a PE teacher and providing after school intervention, although listed as completed, are expected to continue, although alternative funding sources may be used.

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)	3.1% (As of April 13, 2023)		1.5%
Student Referral Rate	6%	2.4% (As of April 28, 2022)	4.3% (As of April 13, 2023)		4%
Attendance Average	96%	90.1% (As of April 28, 2022)	94.2% (As of April 13, 2023)		97%
Chronic Attendance Rate	3.9%	35% (As of April 28, 2022)	18.6% (As of April 13, 2023)		2.5%
Middle School Dropout Rate	0%	0% (As of April 28, 2022)	0% (As of April 13, 2023)		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% (As of April 13, 2023)		0%
Parent Survey Results (Welcoming School Climate)	81.25% Strongly Agree (18-19)	100% (Agree and Strongly Agree)	98%		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. Update: For the 2023-2024 school year, we will direct the counselor to spend no less than 30% of her time targeting socioeconomically disadvantaged students, English learners, and Foster Youth.	\$6,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	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. ACTION COMPLETED IN 2022-2023. 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)	\$9,694.00	Yes

Goal Analysis [2022-23]

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 Latrobe School District made good progress in completing the actions associated with Goal 2. Most notably, the District was successful in providing a teacher on special assignment to deliver Social Emotional Learning lessons to students and offer related professional development to teachers. We did see a rise in our suspension rate this year, but given that in the previous year there were no suspensions at either school site, any incidents of suspension would constitute an increase. This year, we also saw a drop in Chronic Absenteeism, but given the very high rate of 35% we experienced last year, we feel there is still work to do in this area.

Although we had planned to hire our own counselor to provide services for two days per week, we were unable to find a candidate. Recognizing the importance of counseling services, we contracted with It Takes the Village to provide one day of counseling, even though the cost was quite a bit higher than would have been otherwise.

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.

The actions contained in Goal 2 were effective in sustaining a positive and respectful school environment that supports and promotes teaching and learning. Students, when surveyed, reported high levels of satisfaction regarding school culture and climate. They shared that they feel the staff is supportive, caring, and that they help build a positive learning environment. Parents shared similar views when surveyed. (See Engaging Educational Partners Section).

As mentioned above, we did see a rise in the number of suspensions, but no students were suspended in the previous year, and therefore any suspension would be reflected as an increase.

Unfortunately, our Chronic Absenteeism numbers continue to be high. Although fewer students were chronically absent, the District feels more needs be done in this area. Increased communication with families and student incentives related to positive attendance, provided through our Positive Behavioral Incentives and Supports (PBIS) system, will be employed to address this.

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 we had planned to transition the Social Emotional Learning teacher back into the classroom, we feel that the benefits she is proving to the students are worth keeping this program in place for another year. During the second year, we will continue to provide students with explicit instruction to increase their social emotional competency, but we will also renew our efforts to provide more professional development to general education teachers so that they can deliver these lessons and supports to their own class in the future.

Next year, we intend to have our school counselor spend no less than 30% of her time targeting the needs of unduplicated pupils.

Additionally, it is our plan to begin tying attendance to the rewards available in our Positive Behavioral Interventions and Supports (PBIS) program. We understand that students need to stay home when sick to reduce the spread of communicable illness, but if a student is

otherwise able to attend school, we want to ensure they are present and engaged. It is our hope that incentivizing positive attendance will cut down on avoidable absences, vacations, etc.

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		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.		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.		100% of site inspections show good or excellent findings.
William's Act complaints.	0	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. Adoption completed in 2022-2023.	\$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.	\$10,000.00	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 [2022-23]

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.

All actions listed in Goal 3 were carried out as written.

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.

The actions contained in Goal 3 effectively provided all students with access to basic educational services. All teachers were fully credentialed in the subject areas and the grade levels they teach. All students were provided with access to standards aligned instructional materials and there were no Williams Act violations. Additionally, all facilities were well maintained and in good repair, as indicated on our Facility Inspection Tool report. All in all, the actions listed in Goal 3 were very effective in allowing us to make progress towards this specific goal.

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.

The district recognizes the effectiveness of the actions contained in Goal 3, and as such, plans to continue all but Action 1.1. Action 1.1 pertains to the adoption of NGSS-aligned science materials which was completed in the 2022-2023 school year. However, ongoing professional development and support will be still provided to ensure that these new instructional materials continue to meet the needs of our students.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
46,038	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
2.63%	0.00%	\$0.00	2.63%

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.

As demonstrated in the Measuring and Reporting Results section of Goal 1, CAASPP ELA data and Third Grade Accelerated Reader shows a decline in performance from Year 1 to Year 2. Additionally, our reclassification rate for EL Students has remained stagnant and we have several newly enrolled children who are scoring at the novice level on the Initial ELPAC.

To address this need, 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 eight English Learners in the district and approximately 20 students who are socioeconomically disadvantaged. Individual and small group interventions will target all under-performing students based on local assessments, diagnostic tests, and teacher observation, with an emphasis on Foster Youth, English learners, and socioeconomically disadvantaged students. One or more paraeducators, under the direction of classroom teachers will provide RtI 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).

We expect this action to improve CAASPP reading performance and increase the number of students eligible for EL Reclassification. However, as all elementary students reading below grade level might also benefit, these actions are being provided on a Schoolwide basis.

As demonstrated in the Measuring and Reporting Results section of Goal 2, suspension rates, referrals, and rates of chronic absenteeism have increased when compared to previous years.

To address these needs, the District will hire or contract the services of a school counselor to assist students. The District will work with the counselor to ensure that approximately 30% of his or her service is directed to meet the needs of English learners, socioeconomically disadvantaged students, and Foster Youth.

The District will also 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)

We expect this action to lower the suspension rate and improve attendance for English learners and socioeconomically disadvantaged students. However, as all elementary students are expected to benefit, these actions are being provided on a Schoolwide basis.

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.

The Latrobe School District does not receive Concentration Grant funding.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$56,038.00				\$56,038.00	\$39,352.00	\$16,686.00

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	\$29,658.00	\$0.00	\$0.00	\$0.00	\$29,658.00
1	1.2	Pilot an NGSS aligned Science Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Increase reading levels for all students in grades K-3	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	Review math materials for adoption	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	Provide after school tutoring at Latrobe Elementary and Miller's Hill School	Students performing below grade level in reading and math. evel. All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.6	Physical Education Teacher	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	Health Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Support for Transitional Kindergarten Expansion		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Decrease student suspensions	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Decrease student referrals	All	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Decrease chronic attendance rate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	School Counselor	English Learners Foster Youth Low Income	\$6,686.00	\$0.00	\$0.00	\$0.00	\$6,686.00
2	2.6	PBIS Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	English Learners Foster Youth Low Income	\$9,694.00	\$0.00	\$0.00	\$0.00	\$9,694.00
3	3.1	Adopt Next Generation Science Standards curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Teachers are fully credentialed	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.3	Facilities are in good repair	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3.4	William's Act Complaints	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 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
1,748,758	46,038	2.63%	0.00%	2.63%	\$46,038.00	0.00%	2.63 %	Total:	\$46,038.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$46,038.00

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	\$29,658.00	
1	1.8	Support for Transitional Kindergarten Expansion				Specific Schools: Latrobe elementary TK-K	\$0.00	
2	2.5	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,686.00	
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,694.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,700.00	\$83,619.00

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	\$21,458.00	\$29,311
1	1.2	Pilot an NGSS aligned Science Curriculum	No	\$0.00	0
1	1.3	Increase reading levels for all students in grades K-3	No	\$0.00	0
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	\$0.00	0
1	1.6	Physical Education Teacher	No	\$0.00	0
1	1.7	Health Curriculum	No	\$0.00	0
1	1.8	Support for Transitional Kindergarten Expansion	No	\$26,354.00	\$31,038
2	2.1	Decrease student suspensions	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	2.2	Decrease student referrals	No	\$0.00	0
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	\$0.00	0
2	2.6	PBIS Professional Development	No	\$0.00	0
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	\$7,888.00	\$16,270
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	\$7,000
3	3.4	William's Act Complaints	No	\$0.00	0

2022-23 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)
38,562	\$29,346.00	\$45,581.00	(\$16,235.00)	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	\$21,458.00	29,311		
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	\$7,888.00	16,270		

2022-23 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)
1,642,893	38,562	0	2.35%	\$45,581.00	0.00%	2.77%	\$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)

- 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," "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

NOTICE OF PUBLIC HEARING

2023-24 District Budget

Notice is hereby given that the Latrobe School District Board of Trustees, at its regularly scheduled meeting to be held on May 16, 2023, will conduct a public hearing to solicit the recommendations and comments of members of the public regarding the 2023-24 Latrobe School District Budget prior to the adoption of the Budget at the June regular Board Meeting.

Interested members of the public are invited to address the Board of Trustees at the following time and location:

DATE: Tuesday, May 16, 2023

TIME: 6:00 p.m.

LOCATION: Miller's Hill Library
7900 S. Shingle Rd.
Shingle Springs, CA 95682

FOR ADDITIONAL INFORMATION CONTACT:

Jennifer Fusano
Chief Financial Officer
530-677-0260

Posted 5/5/23 at Miller's Hill, Latrobe Elementary and www.latrobeschool.com

7.B.

Latrobe School District 2022-23 Updated Budget & 2023-24 Adopted Budget

Board Members

- Scot Yarnell-President
 - Janet Saitman-Clerk
 - Jared Meredith-Member
-
- Dave Scroggins- Superintendent/Principal
 - Jen Fusano-CBO
 - *Public Hearing May 16th 2023*
 - *Adoption June 20th 2023*



- Property taxes are budgeted to County estimates
- Budget includes the REAP grant
- Budget includes the one time CARES ACT revenue and expenses.
- Budget does not include the Forest Reserve Funding
- All settlements are included
- Budget includes a .4FTE certificated staff for SEL
- STRS and PERS are budgeted accordingly to staffing
- There is no transfer to fund 13 Food Services
- Budgeted to fund 14-Deferred Maintenance \$50,000

2022-23 Assumptions



22-23 Revenues

Revenues

	<u>2023 Second Interim</u>			<u>2022-23 June Update</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,847,517	-	2,847,517	2,848,159		2,848,159	642
Federal Revenue	-	61,231	61,231	-	63,687	63,687	-
Other State Revenue	30,043	268,770	298,813	30,043	289,561	319,604	-
Other Local Revenue	18,750	108,037	126,787	30,150	109,482	139,632	11,400
Total Revenue	2,896,310	438,038	3,334,348	2,908,352	462,730	3,371,082	12,042

Local income increased in the areas of interest, bus fees and other (T shirt sales)



22-23 Expenses

Expenses

	<u>2023 Second Interim</u>			<u>2022-23 June Update</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Expenditure Detail							
Certificated	1,049,655	145,540	1,195,195	1,052,654	145,097	1,197,751	2,999
Classified	326,237	96,553	422,790	312,741	95,998	408,739	(13,496)
Employee benefits	466,301	203,960	670,261	466,301	205,008	671,309	0
Books & Supplies	161,319	96,117	257,436	180,759	112,146	292,905	19,440
Service, Other Operating	305,667	195,648	501,315	315,745	223,784	539,529	10,078
Capital Outlay	-	18,862	18,862	-	3,434	3,434	-
Other Outgo	8,791	10,379	19,170	9,229	14,415	23,644	438
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,314,101	770,928	3,085,029	2,333,560	803,751	3,137,311	19,459
Excess/(Deficiency)	582,209	(332,890)	249,319	574,792	(341,021)	233,771	(7,417)
Other Financing Sources/uses							
Transfers Out	(50,000)		(50,000)	(50,000)		(50,000)	-
Contributions	(347,896)	347,896	-	(367,200)	367,200	-	(19,304)
Total Other Sources/Uses	(397,896)	347,896	50,000	(417,200)	367,200	50,000	(12,105)

- Lowered sub costs for classified budget.
- Realized savings with LES secretary position
- Increased supplies for potential one time purchases
- Increased electricity budget
- Increased contributions in special ed costs, mainly speech services.

	2023 Second Interim			2022-23 June Update			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,847,517	-	2,847,517	2,848,159		2,848,159	642
Federal Revenue	-	61,231	61,231	-	63,687	63,687	-
Other State Revenue	30,043	268,770	298,813	30,043	289,561	319,604	-
Other Local Revenue	18,750	108,037	126,787	30,150	109,482	139,632	11,400
Total Revenue	2,896,310	438,038	3,334,348	2,908,352	462,730	3,371,082	12,042
Expenditure Detail							
Certificated	1,049,655	145,540	1,195,195	1,052,654	145,097	1,197,751	2,999
Classified	326,237	96,553	422,790	312,741	95,998	408,739	(13,496)
Employee benefits	466,301	203,960	670,261	466,301	205,008	671,309	0
Books & Supplies	161,319	96,117	257,436	180,759	112,146	292,905	19,440
Service, Other Operating	305,667	195,648	501,315	315,745	223,784	539,529	10,078
Capital Outlay	-	18,862	18,862	-	3,434	3,434	-
Other Outgo	8,791	10,379	19,170	9,229	14,415	23,644	438
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,314,101	770,928	3,085,029	2,333,560	803,751	3,137,311	19,459
Excess/(Deficiency)	582,209	(332,890)	249,319	574,792	(341,021)	233,771	(7,417)
Other Financing Sources/uses							
Transfers Out	(50,000)		(50,000)	(50,000)		(50,000)	-
Contributions	(347,896)	347,896	-	(367,200)	367,200	-	(19,304)
Total Other Sources/Uses	(397,896)	347,896	50,000	(417,200)	367,200	50,000	(12,105)
Net Inc/Dcr to Fund Balance	184,313	15,006	199,319	157,592	26,179	183,771	(26,721)
Beginning Balance	1,229,527	343,270	1,572,797	1,229,527	343,270	1,572,797	
Ending Balance	1,413,840	358,276	1,772,116	1,387,119	369,449	1,756,568	(26,721)

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

	<u>2023 Second Interim</u>			<u>2022-23 June Update</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
Total Revenue	2,896,310	438,038	3,334,348	2,908,352	462,730	3,371,082	
Total Expenditures	2,314,101	770,928	3,085,029	2,333,560	803,751	3,137,311	
Excess/(Deficiency)	582,209	(332,890)	249,319	574,792	(341,021)	233,771	
Other Financing Sources/uses							
Transfers Out	(50,000)		(50,000)	(50,000)		(50,000)	
Contributions	(347,896)	347,896	-	(367,200)	367,200	-	
Total Other Sources/Uses	(397,896)	347,896	50,000	(417,200)	367,200	50,000	
Net Inc/Dcr to Fund Balance	184,313	15,006	199,319	157,592	26,179	183,771	
Beginning Balance	1,229,527	343,270	1,572,797	1,229,527	343,270	1,572,797	
Ending Balance	1,413,840	358,276	1,772,116	1,387,119	369,449	1,756,568	
Components of Ending Fund Balance							
Nonspendable	1,000		1,000	1,000		1,000	
Restricted		358,276	358,276		369,449	369,449	
Assigned			-			-	
Economic Uncertainty	1,412,840		1,412,840	1,386,119		1,386,119	
Total Fund 01	1,413,840	358,276	1,772,116	1,387,119		1,756,568	
			EUR Fund 01	46.55%		EUR Fund 01	44.90%

Other Funds



2022-23 June Update				
Other Funds Fund #	Cafeteria 13	Def Maint. 14	Capital Fac 25	Spec Resv 40
Total Revenue	\$ 130	\$ 2,650	\$ 37,100	\$ 101,500
Total Expenses	\$ -	\$ -	\$ 10,866	
Excess/(Deficiency)	\$ 130	\$ 2,650	\$ 26,234	\$ 101,500
Other Financing Sources/Uses		\$ 50,000		
Net Inc/Dec to Fund Balance	\$ 130	\$ 52,650	\$ 26,234	\$ 101,500
Beginning Balance	\$ 15,192	\$ 373,389	\$ 237,499	\$ 1,129,172
Ending Balance	\$ 15,322	\$ 426,039	\$ 263,733	\$ 1,230,672

2023-2024 Adopted Budget



- Property taxes are budgeted with a 5% increase.
- Budget includes the REAP Grant.
- Budget does not include any Forest Reserve funding.
- Revised estimates lower for local income.
- EPA revenue is budgeted.
- Step and column is included.
- STRS and PERS net to \$700 increase
- Overall FTE stays the same.
- Realized savings in certificated staffing due to retirements
- Benefits increase is due to the following:
 - medical cap increase
 - 2.4FTE cert. staff are taking benefits
- Classified instructional aide position moved from restricted to unrestricted.
- Lowered supplies by \$19,000.
- Services increased by \$46,600 due to the following:
 - Counselor contract moved from restricted to unrestricted
 - Increased nurse contract
 - Increased electricity expense
- Transfer to fund 14-Deferred Maintenance \$50,000.
- Transfer to fund 13-Food Service \$5,000.
- Contributions have increased by \$108,800 from last year.
 - Water contractor
 - Special Ed services

2023-24 Assumptions

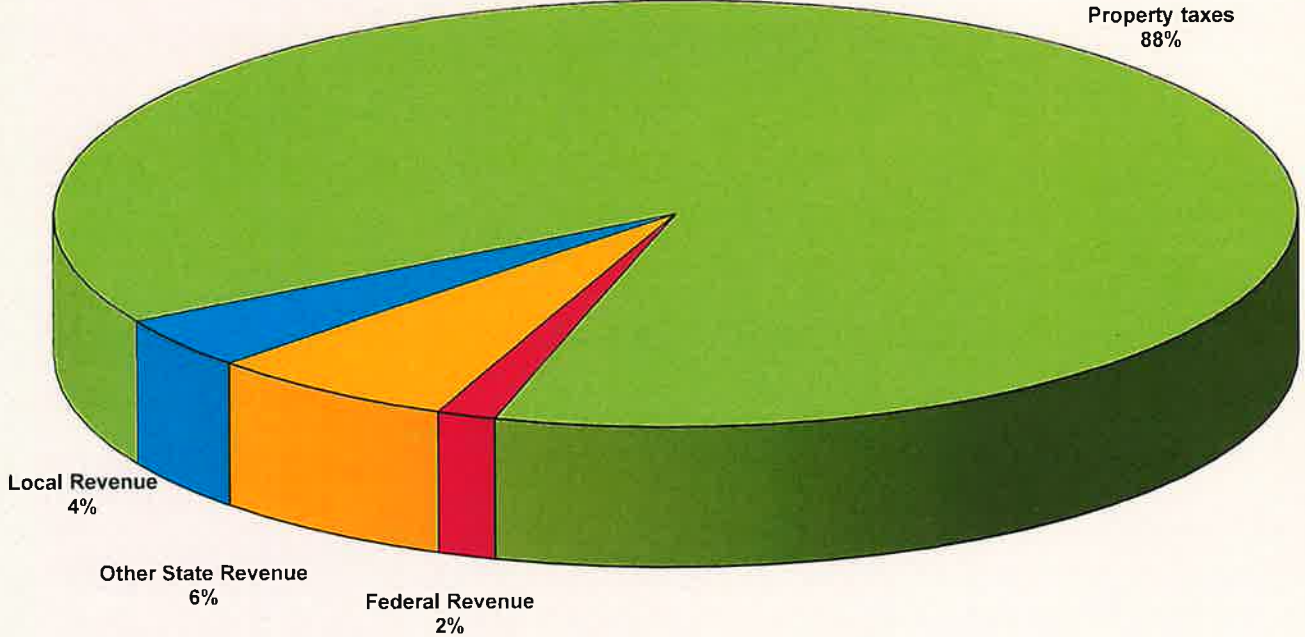
	<u>2022-23 June Update</u>			<u>2023-24</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,848,159		2,848,159	2,985,056		2,985,056	136,897
Federal Revenue	-	63,687	63,687	-	52,055	52,055	-
Other State Revenue	30,043	289,561	319,604	30,043	190,209	220,252	-
Other Local Revenue	30,150	109,482	139,632	17,750	114,787	132,537	(12,400)
Total Revenue	2,908,352	462,730	3,371,082	3,032,849	357,051	3,389,900	124,497

Property taxes are estimated with 5% increase

Lowered local revenue estimates

Revenues

Latrobe School District 2023-24 Projected Revenues



	2022-23 June Update			2023-24			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Expenditure Detail							
Certificated	1,052,654	145,097	1,197,751	1,004,689	161,400	1,166,089	(47,965)
Classified	312,741	95,998	408,739	332,170	75,594	407,764	19,429
Employee benefits	466,301	205,008	671,309	501,822	203,243	705,065	35,521
Books & Supplies	180,759	112,146	292,905	161,319	81,368	242,687	(19,440)
Service, Other Operating	315,745	223,784	539,529	362,349	340,279	702,628	46,604
Capital Outlay	-	3,434	3,434	-	20,188	20,188	-
Other Outgo	9,229	14,415	23,644	11,030	15,379	26,409	1,801
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,333,560	803,751	3,137,311	2,369,510	901,320	3,270,830	35,950
Excess/(Deficiency)	574,792	(341,021)	233,771	663,339	(544,269)	119,070	88,547
Other Financing Sources/uses							
Transfers Out	(50,000)		(50,000)	(55,000)		(55,000)	(5,000)
Contributions	(367,200)	367,200	-	(481,007)	481,007	-	(113,807)
Total Other Sources/Uses	(417,200)	367,200	50,000	(536,007)	481,007	55,000	(118,807)

Realized savings in certificated staffing due to retirements

Classified instructional aide position moved from restricted to unrestricted.

Benefits increase is due to the following:

- medical cap increase
- 2.4FTE cert. staff are taking benefits

Lowered supply budget by \$19,000, prior year had one time purchases budgeted.

Services increased by \$46,600 due to the following:

- Counselor contract moved from restricted to unrestricted
- Increased nurse contract
- Increased electricity expense

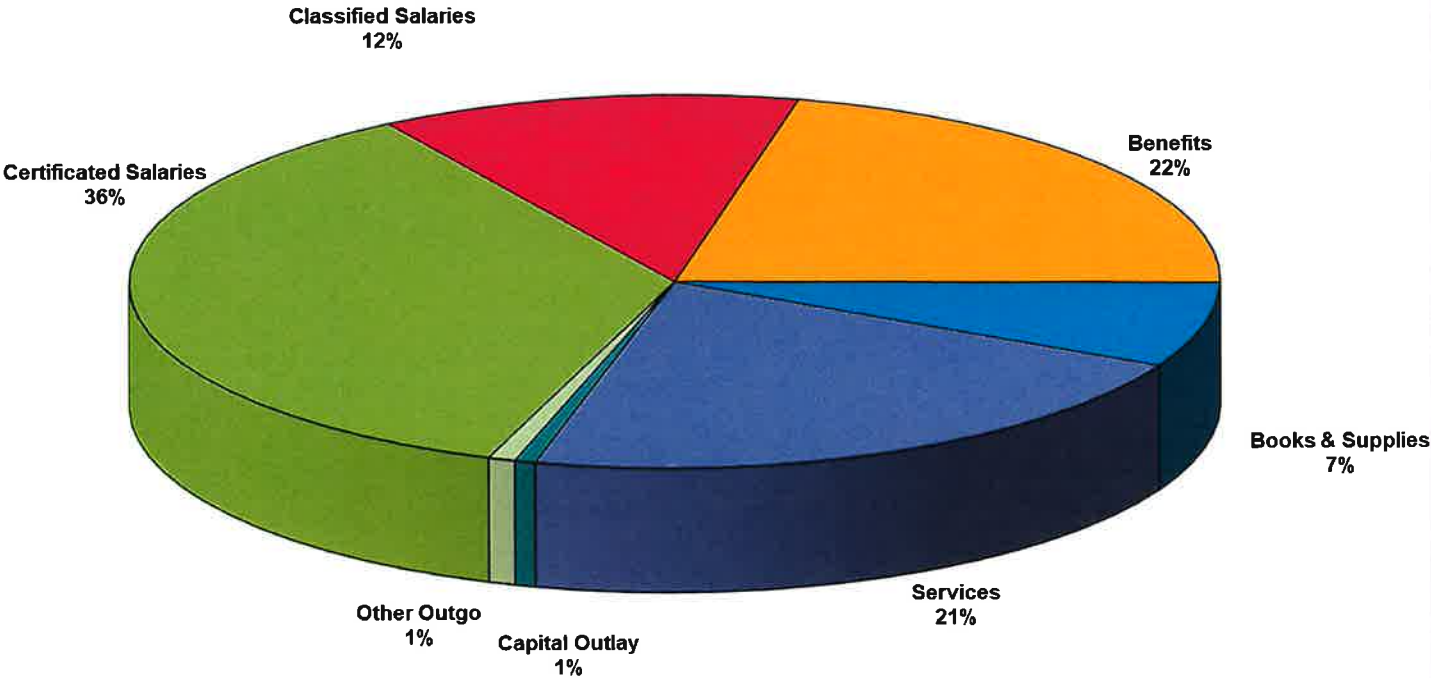
Contributions have increased by \$108,800 from last year.

- Water contractor
- Special Ed services

Expenses

Latrobe School District

2023-24 Projected Expense



	<u>2022-23 June Update</u>			<u>2023-24</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,848,159		2,848,159	2,985,056		2,985,056	136,897
Federal Revenue	-	63,687	63,687	-	52,055	52,055	-
Other State Revenue	30,043	289,561	319,604	30,043	190,209	220,252	-
Other Local Revenue	30,150	109,482	139,632	17,750	114,787	132,537	(12,400)
Total Revenue	2,908,352	462,730	3,371,082	3,032,849	357,051	3,389,900	124,497
Expenditure Detail							
Certificated	1,052,654	145,097	1,197,751	1,004,689	161,400	1,166,089	(47,965)
Classified	312,741	95,998	408,739	332,170	75,594	407,764	19,429
Employee benefits	466,301	205,008	671,309	501,822	203,243	705,065	35,521
Books & Supplies	180,759	112,146	292,905	161,319	81,368	242,687	(19,440)
Service, Other Operating	315,745	223,784	539,529	362,349	340,279	702,628	46,604
Capital Outlay	-	3,434	3,434	-	20,188	20,188	-
Other Outgo	9,229	14,415	23,644	11,030	15,379	26,409	1,801
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,333,560	803,751	3,137,311	2,369,510	901,320	3,270,830	35,950
Excess/(Deficiency)	574,792	(341,021)	233,771	663,339	(544,269)	119,070	88,547
Other Financing Sources/uses							
Transfers Out	(50,000)		(50,000)	(55,000)		(55,000)	(5,000)
Contributions	(367,200)	367,200	-	(481,007)	481,007	-	(113,807)
Total Other Sources/Uses	(417,200)	367,200	50,000	(536,007)	481,007	55,000	(118,807)
Net Inc/Dcr to Fund Balance	157,592	26,179	183,771	127,332	(63,262)	64,070	(30,260)
Beginning Balance	1,229,527	343,270	1,572,797	1,387,119	369,449	1,756,568	
Ending Balance	1,387,119	369,449	1,756,568	1,514,451	306,187	1,820,638	127,332

LATROBE SCHOOL DISTRICT 2023-24 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.

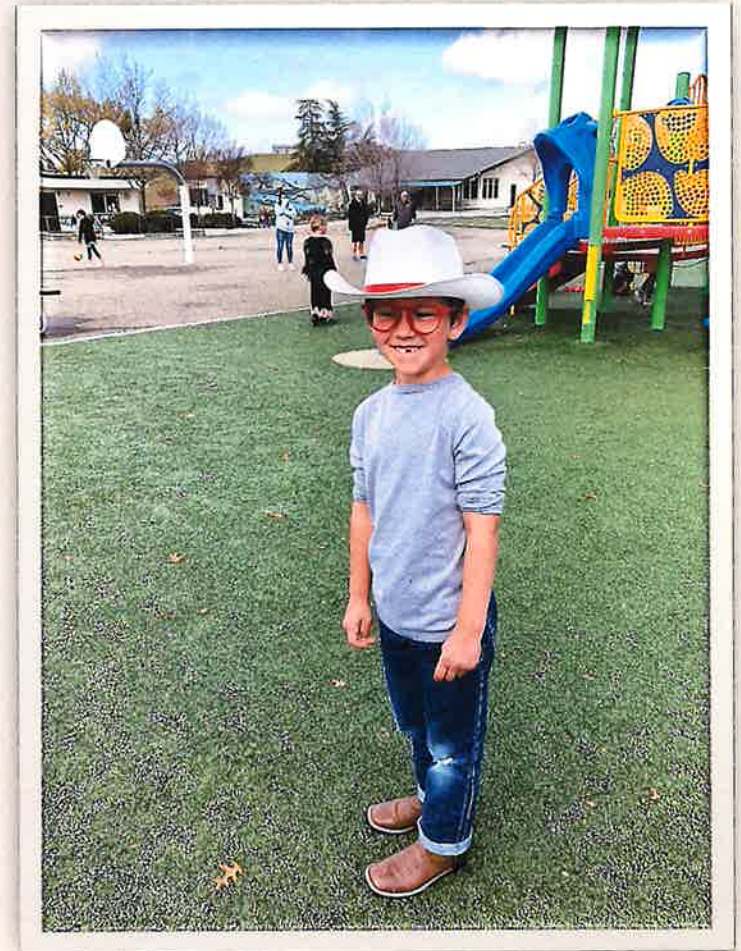
In accordance with Proposition 30, **Latrobe School District** is providing their expenditure plan under the Education Protection Act for 2023-24.

The 2023-24 EPA funds for the district is estimated to be \$30,620.

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	\$ 30,620

2023-24 Reasons for
Assigned and
Unassigned Ending
Fund Balances
Above The State
Recommended
Minimum Limit



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

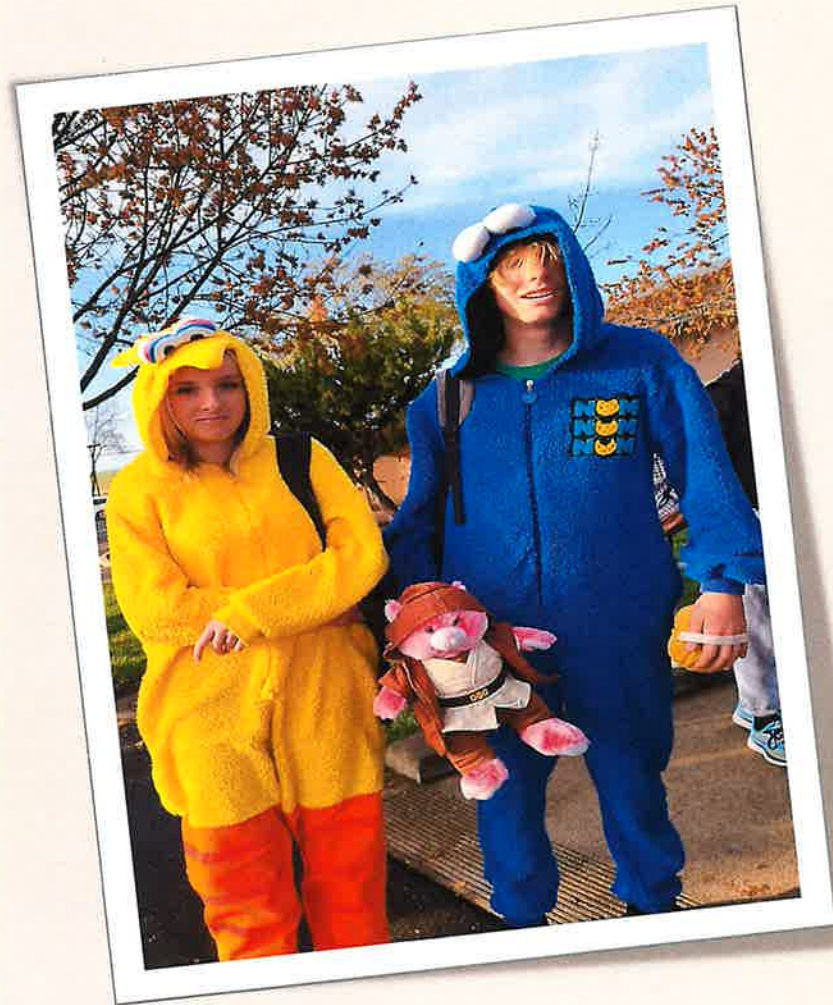
Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

District: Latrobe School District

Combined Assigned and Unassigned Fund Balances		
Fund	Fund Description	2023-24 Budget
01	General Fund/County School Service Fund	\$1,387,119
	Total Assigned and Unassigned Fund Balance	\$1,387,119
	District Standard Reserve Level	5%
	Less: District's Reserve Standard amount	\$80,000
	Fund Balance that Requires a Statement of Reasons	\$1,307,121

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level		
Form	Fund	2023-24 Budget Reasons
01	General Fund/County School Service Fund	
	Petty Cash	\$ 1,000.00
	Economic Uncertainty	\$ 1,306,121.00
<p>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.</p>		
Total of Substantiated Needs		\$ 1,307,121.00

Multi-Year Projections



- 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.
- Increased costs of supplies and services by 5%.
- Transfer to fund 13-Food Services \$5,000.
- Transfer to fund 14-Deferred Maintenance \$50,000.

2024-25 Assumptions

	<u>2023-24</u>			<u>2024-2025</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
Revenue Detail							
Community Funding	2,985,056		2,985,056	3,127,520		3,127,520	142,464
Federal Revenue	-	52,055	52,055	-	48,055	48,055	-
Other State Revenue	30,043	190,209	220,252	30,043	178,776	208,819	-
Other Local Revenue	17,750	114,787	132,537	18,000	115,000	133,000	250
Total Revenue	3,032,849	357,051	3,389,900	3,175,563	341,831	3,517,394	142,714
Expenditure Detail							
Certificated	1,004,689	161,400	1,166,089	1,021,814	167,656	1,189,470	17,125
Classified	332,170	75,594	407,764	334,170	77,594	411,764	2,000
Employee benefits	501,822	203,243	705,065	514,821	209,000	723,821	12,999
Books & Supplies	161,319	81,368	242,687	165,000	70,935	235,935	3,681
Service, Other Operating	362,349	340,279	702,628	372,000	360,000	732,000	9,651
Capital Outlay		20,188	20,188	-	10,000	10,000	-
Other Outgo	11,030	15,379	26,409	11,426	18,000	29,426	396
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,369,510	901,320	3,270,830	2,415,362	917,054	3,332,416	45,852
Excess/(Deficiency)	663,339	(544,269)	119,070	760,201	(575,223)	184,978	96,862
Other Financing Sources/uses							
Transfers Out	(55,000)		(55,000)	(55,000)		(55,000)	-
Contributions	(481,007)	481,007	-	(504,263)	504,263	-	(23,256)
Total Other Sources/Uses	(536,007)	481,007	55,000	(559,263)	504,263	55,000	(23,256)
Net Inc/Dcr to Fund Balance	127,332	(63,262)	64,070	200,938	(70,960)	129,978	73,606
Beginning Balance	1,387,119	369,449	1,756,568	1,514,451	306,187	1,820,638	
Ending Balance	1,514,451	306,187	1,820,638	1,715,389	235,227	1,950,616	200,938

- 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 \$22,000.
- Step and column is included.
- FTE remains the same for Certificated and Classified.
- Budgeted math adoption in restricted and unrestricted supplies.
- Transfer to fund 13-Food Services \$5,000.
- Transfer to fund 14-Deferred Maintenance \$50,000.

2025-26 Assumptions

	2024-2025			2025-26			Unrestricted Variance
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
Revenue Detail							
Community Funding	3,127,520		3,127,520	3,277,693		3,277,693	150,173
Federal Revenue	-	48,055	48,055		48,055	48,055	-
Other State Revenue	30,043	178,776	208,819	30,043	178,776	208,819	-
Other Local Revenue	18,000	115,000	133,000	18,000	115,000	133,000	-
Total Revenue	3,175,563	341,831	3,517,394	3,325,736	341,831	3,667,567	150,173
Expenditure Detail							
Certificated	1,021,814	167,656	1,189,470	1,040,430	168,721	1,209,151	18,616
Classified	334,170	77,594	411,764	336,170	79,594	415,764	2,000
Employee benefits	514,821	209,000	723,821	533,821	218,000	751,821	19,000
Books & Supplies	165,000	70,935	235,935	175,000	73,000	248,000	10,000
Service, Other Operating	372,000	360,000	732,000	380,000	355,000	735,000	8,000
Capital Outlay	-	10,000	10,000	-	-	-	-
Other Outgo	11,426	18,000	29,426	11,754	20,000	31,754	328
Direct Support/Indirect	(3,869)	3,869	-	(3,869)	3,869	-	-
Total Expenditures	2,415,362	917,054	3,332,416	2,473,306	918,184	3,391,490	57,944
Excess/(Deficiency)	760,201	(575,223)	184,978	852,430	(576,353)	276,077	92,229
Other Financing Sources/uses							
Transfers Out	(55,000)		(55,000)	(55,000)		(55,000)	-
Contributions	(504,263)	504,263	-	(518,000)	518,000	-	(13,737)
Total Other Sources/Uses	(559,263)	504,263	55,000	(573,000)	518,000	55,000	(13,737)
Net Inc/Dcr to Fund Balance	200,938	(70,960)	129,978	279,430	(58,353)	221,077	78,492
Beginning Balance	1,514,451	306,187	1,820,638	1,715,389	235,227	1,950,616	
Ending Balance	1,715,389	235,227	1,950,616	1,994,819	176,874	2,171,693	279,430

Estimated Ending Fund Balance

	<u>2022-23 June Update</u>			<u>2023-24</u>			<u>2024-2025</u>			<u>2025-26</u>		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total Revenue	2,908,352	462,730	3,371,082	3,032,849	357,051	3,389,900	3,175,563	341,831	3,517,394	3,325,736	341,831	3,667,567
Total Expenditures	2,333,560	803,751	3,137,311	2,369,510	901,320	3,270,830	2,415,362	917,054	3,332,416	2,473,306	918,184	3,391,490
Excess/(Deficiency)	574,792	(341,021)	233,771	663,339	(544,269)	119,070	760,201	(575,223)	184,978	852,430	(576,353)	276,077
Other Financing Sources/uses												
Transfers Out	(50,000)		(50,000)	(55,000)		(55,000)	(55,000)		(55,000)	(55,000)		(55,000)
Contributions	(367,200)	367,200	-	(481,007)	481,007	-	(504,263)	504,263	-	(518,000)	518,000	-
Total Other Sources/Uses	(417,200)	367,200	50,000	(536,007)	481,007	55,000	(559,263)	504,263	55,000	(573,000)	518,000	55,000
Net Inc/Dcr to Fund Balance	157,592	26,179	183,771	127,332	(63,262)	64,070	200,938	(70,960)	129,978	279,430	(58,353)	221,077
Beginning Balance	1,229,527	343,270	1,572,797	1,387,119	369,449	1,756,568	1,514,451	306,187	1,820,638	1,715,389	235,227	1,950,616
Ending Balance	1,387,119	369,449	1,756,568	1,514,451	306,187	1,820,638	1,715,389	235,227	1,950,616	1,994,819	176,874	2,171,693
Components of Ending Fund Balance												
Nonspendable	1,000		1,000	1,000		1,000	1,000		1,000	1,000		1,000
Restricted		369,449	369,449		306,187	306,187		235,227	235,227		176,874	176,874
Assigned			-			-			-			-
Economic Uncertainty	1,386,119		1,386,119	1,513,451		1,513,451	1,714,389		1,714,389	1,993,819		1,993,819
Total Fund 01	1,387,119		1,756,568	1,514,451		1,820,638	1,715,389		1,950,616	1,994,819		2,171,693

EUR Fund 01

44.90%

EUR Fund 01

47.06%

EUR Fund 01

52.31%

EUR Fund 01

59.76%

LATROBE SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE

2023-24

Column	1	2	3	4	5	6
	BA	BA +30 Semester Units	MA or BA +45 Semester Units	MA+10 or BA +60 Semester Units	MA+20 or BA +75 Semester Units	MA+30 or BA +90 Semester Units
Step	Annual Contract	Annual Contract	Annual Contract	Annual Contract	Annual Contract	Annual Contract
1	56,629	58,516	60,400	62,287	64,173	66,058
2	59,223	60,273	62,211	64,154	66,097	68,040
3	60,547	62,080	64,079	66,081	68,081	70,080
4	62,609	63,943	66,002	68,062	70,123	72,183
5	64,732	65,860	67,981	70,103	72,227	74,348
6		67,836	70,022	72,206	74,393	76,580
7		69,870	72,122	74,374	76,625	78,877
8		71,967	74,286	76,606	78,925	81,242
9		74,125	76,514	78,901	81,290	83,680
10			78,809	81,270	83,730	86,190
11				84,097	86,242	88,777
12					88,830	91,440
13						94,184
14						
15			82,752	87,891	93,269	98,891
16						
17						
18						
19			86,887	92,288	97,933	103,837
20						
21						
22						
23			91,232	96,901	102,830	109,027

- **WORK YEAR** = 185 days; 180 teaching days, 3 scheduled non-student days, 2 floating non-student days
- **WORK DAY** = 7.25 hours, 7:30am - 2:45pm with a 30 minute duty-free lunch
- **MEDICAL INSURANCE**

The primary purpose of the District health benefit program is to provide health insurance for employees who need it. District contributes up to a maximum of \$750 per month (\$9,000 annually) for medical insurance premiums for certificated employee and his/her dependents. *District portion is pro-rated for less than full-time employees.*

Cash in lieu: For employees who were not receiving cash in lieu as of July 1, 2023, there is no cash in lieu of benefits. For employees who were receiving cash in lieu of benefits as of July 1, 2023, and who remain enrolled in a medical plan which is less costly than the District cap, the difference will continue to be paid as cash in lieu of benefits.

- **VISION AND DENTAL INSURANCE**

District contributes the full cost of vision and dental insurance premiums for certificated employees who work at least 40% time, and their dependents.

- **EMPLOYEE ASSISTANCE PROGRAM (EAP)**

District participates in the EAP program which provides up to 7 mental health visits per year

- **SICK LEAVE** = 10 days per year

- **MASTER'S DEGREE STIPEND** = \$1,000

- **SERVICE CREDIT**

Years 1-5 will be placed on a year for year basis.
 6, 7, or 8 years experience..... placement on step 6
 9, 10 or 11 years experience..... placement on step 7
 12, 13 or 14 years experience..... placement on step 8
 15 or more years experience..... placement on step 9

Effective 7/1/23 (Adopted: 11/18/22)

- Effective 7/1/22 (Adopted: 2/16/22; Revised 11/18/22)
- Effective 7/1/21 (Adopted: 2/16/21; Revised 2/15/22)
- Effective 7/1/20 (Adopted: 2/18/20; Revised 2/16/21)
- Effective 7/1/19 (Adopted: 5/21/19; Revised 2/18/20)
- Effective 7/1/18 (Adopted: 5/21/19)
- Effective 7/1/17 (Adopted: 1/19/17; Revised 2/20/18)
- Effective 7/1/16 (Adopted: 1/19/17)
- Effective 7/1/15 (Adopted: 2/23/16)
- Effective 7/1/14 (Adopted: 11/18/14)
- Effective 7/1/13 (Adopted: 2/18/14)
- Effective 7/1/07 (Adopted: 12/18/07)

Increase cap to \$750; phase out Cash in Lieu

- 9% increase; Increase cap to \$675
- 4% increase; Increase cap to \$625
- 3% increase; Increase cap to \$575
- 3.5% increase; Increase cap to \$500
- 5% increase
- 2% increase; Add Vision; increase cap to \$450
- 3.5% increase
- 1.5% increase
- 3% increase, add EAP eff 12/1/14
- 2% increase
- 10% increase

T.C.

**LATROBE SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE
2023-24**

All rates of pay are calculated hourly

Title	Time Base	Longevity Steps										
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8-9	Step 10-14	Step 15-19	Step 20
Secretary I	10	21.67	22.32	22.99	23.69	24.39	25.14	25.87	26.65	27.99	29.40	30.85
Secretary II/Acct Tech	12	24.01	24.73	25.46	26.24	27.01	27.82	28.67	29.53	31.00	32.56	34.18
Instructional Aide	10	17.00	17.52	18.04	18.58	19.14	19.72	20.31	20.92	21.95	23.05	24.21
Yard Duty	10	17.00	17.52	18.04	18.58	19.14	19.72	20.31	20.92	21.95	23.05	24.21
Instructional Media Rsc	10	19.61	20.22	20.80	21.43	22.08	22.74	23.42	24.12	25.32	26.60	27.94
Custodian	12	19.61	20.22	20.80	21.43	22.08	22.74	23.42	24.12	25.32	26.60	27.94
Maintenance Supervisor	12	28.02	28.89	29.74	30.64	31.54	32.55	33.50	34.51	36.23	38.05	39.95
Maint Supervisor w/ T3	12	29.99	30.96	31.81	32.77	33.75	34.76	35.80	36.86	38.71	40.62	42.67

WORK YEAR 12 month employee = 260 or 261 days depending on calendar
 10 month employee = 185 days

MEDICAL INSURANCE

The primary purpose of the District health benefit program is to provide health insurance for all employees who need it. District contributes up to a maximum of **\$750** per month (**\$9,000** annually) of medical insurance premiums for 10-and 12-month classified employees working at least 6 hours/day (30 hours/week), and their dependents. District portion is pro-rated for employees working less than 6 hours/day.

Cash in lieu: For employees who were not receiving cash in lieu as of July 1, 2023, there is no cash in lieu of benefits. For employees who were receiving cash in lieu of benefits as of July 1, 2023, and who remain enrolled in a medical plan which is less costly than the District cap, the difference will continue to be paid as cash in lieu of benefits.

VISION AND DENTAL INSURANCE

District contributes the full cost of dental and vision insurance premiums for 10- and 12-month classified employees **working at least 40% time**, and their dependents

SICK LEAVE 1 day per month:
 12 month employee = 12 days
 10 month employee = 10 days

EMPLOYEE ASSISTANCE PROGRAM (EAP)

District participates in the EAP program which provides up to 7 mental health visits per year

VACATION PAY

No more than one (1) year of earned vacation time may be carried over from year-to-year. Vacation time accumulated above this cap and not taken as of June 30th shall be paid out at the employee's rate of pay as of June 30th.

12 month employee = 15 days per year
 10 month employee = 10 days per year, paid monthly

PAID HOLIDAYS

New Years Day	Labor Day	Christmas Day
Martin Luther King Day	Veteran's Day	<u>Two additional holidays for 12 month employees:</u>
Lincoln's Day	Thanksgiving Day	Fourth of July
Washington's Day	Day after Thanksgiving	New Year's Eve
Memorial Day	Christmas Eve	

Effective 7/1/23 (Adopted 11/18/22)	Increase cap to \$750; phase out Cash in Lieu
Effective 7/1/22 (Adopted 2/15/22; Revised 11/18/22)	9% increase; increase cap to \$675
Effective 7/1/21 (Adopted 2/16/21; Revised 2/15/22)	4% increase, rename FH days; Increase cap to \$625.
Effective 7/1/20 (Adopted 2/18/20; Revised 2/16/21)	3% increase; adjust Sec'y positions; increase cap to \$575
Effective 7/1/19 (Adopted 5/21/19; Revised 2/18/20)	3.5% increase; Increase cap to \$500; full time benefit status for 6.5 hours/day
Effective 7/1/18 (Adopted 2/19/19; Revised 5/21/19)	5% increase; Add Maintenance T3 position
Effective 7/1/17 (Adopted 1/19/17; Revised 2/20/18)	2% increase; Increase cap to \$450; add Floating Holiday
Effective 7/1/16 (Adopted 1/19/17)	3.5% increase
Effective 7/1/15 (Adopted 6/16/15; Revised 2/23/16)	1% increase; Add Longevity Steps & Instructional Media
Effective 7/1/14 (Adopted 11/18/14; Revised 1/20/15)	3% increase, add EAP eff 12/1/14
Effective 7/1/13 (Adopted 2/18/14)	2% increase
Effective 7/1/07 (Adopted 12/18/07)	10% increase

LATROBE SCHOOL DISTRICT
CONFIDENTIAL SALARY SCHEDULE
2023-24

Title	Time Base	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Longevity Steps			
									Step 8-9	Step 10-14	Step 15-19	Step 20
District Secretary	12	29.48	30.37	31.27	32.22	33.17	34.19	35.20	36.26	38.07	39.99	41.98

WORK YEAR

12 month employee = 260 or 261 days depending on calendar

MEDICAL INSURANCE

The primary purpose of the District health benefit program is to provide health insurance for all employees who need it. District contributes up to a maximum of \$750 per month (\$9,000 annually) of medical insurance premiums for the employee and his/her dependents.

Cash in lieu: For employees who were not receiving cash in lieu as of July 1, 2023, there is no cash in lieu of benefits. For employees who were receiving cash in lieu of benefits as of July 1, 2023, and who remain enrolled in a medical plan which is less costly than the District cap, the difference will continue to be paid as cash in lieu of benefits.

DENTAL/VISION INSURANCE

District contributes the full cost of dental and vision insurance premiums for the employee and his/her dependents.

SICK LEAVE

12 month employee = 1 day per month.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

District participates in the EAP program which provides up to 7 mental health visits per year.

VACATION PAY

12 month employee = 15 days per year

No more than one (1) year of earned vacation time may be carried over from year-to-year. Vacation time accumulated above this cap and not taken as of June 30th shall be paid out at the employee's rate of pay as of June 30th.

PAID HOLIDAYS

13 paid holidays:

New Year's Day	Washington's Day	Veteran's Day	Christmas Eve
New Year's Eve	Memorial Day	Thanksgiving Day	Christmas Day
Martin Luther King Day	Fourth of July	Day after Thanksgiving	
Lincoln's Day	Labor Day		

Effective 7/1/23 (Adopted 11/18/22)

Effective 7/1/22 (Adopted 2/15/22; revised 11/18/22)
 Effective 7/1/21 (Adopted 2/16/21; Revised 2/15/22)
 Effective 7/1/20 (Adopted 2/18/20; Revised 2/16/21)
 Effective 7/1/19 (Adopted: 5/21/19; Revised 2/18/20)
 Effective 7/1/18 (Adopted: 5/21/19)
 Effective 7/1/17 (Adopted: 1/19/17; Revised 2/20/18)
 Effective 7/1/16 (Adopted: 1/19/17)
 Effective 7/1/15 (Adopted: 6/16/15; Revised 2/23/16)
 Effective 7/1/14 (Adopted: 11/18/14; Revised 1/20/15)
 Effective 7/1/13 (Adopted: 2/18/14)
 Effective 7/1/07 (Adopted: 12/18/07)
 Effective 7/1/06 (Adopted: 11/21/06)
 Effective 7/1/05 (Adopted: 11/15/05)
 Effective 7/1/04 (Adopted: 3/15/05)

Increase cap to \$750; phase out Cash in Lieu

9% increase; increase cap to \$675
 4% increase, rename FH days; increase cap to \$625
 3% increase; increase cap to \$575
 3.5% increase; Increase cap to \$500
 5% increase
 2% increase; Increase cap to \$450, add 2nd Floating Holiday
 3.5% increase
 1% increase; Add Longevity Steps
 3% increase, add EAP eff 12/1/14
 2% increase
 10% increase
 8.82% increase
 4% increase
 2.25% increase

**LATROBE SCHOOL DISTRICT
SUBSTITUTE and STIPEND SALARY SCHEDULE
2022-23**

TEACHING POSITIONS

Title	Time Base	Rate
Substitute Teacher, days 1-20	Daily	200.00
Substitute Teacher, days 21+ <i>consecutive school days</i>	Daily	<i>Equivalent to Step 1/Column 1</i>
K-5 FAME Teacher	Daily	250.00
4-8 Music Teacher	Daily	250.00
Hourly Teaching/Tutoring Rate	Hourly	45.00

STIPEND POSITIONS

Title	Time Base	Rate
Teacher in Charge	Annual	2,500.00
Cyber High Math Teacher	Annual	1,800.00
Mentor Teacher, per year (two year program)	Annual	1,500.00
Site Level Tech Support	Annual	1,000.00
Student Council Advisor	Annual	1,000.00
Athletic Coach, per team	Annual	700.00
Athletic Director	Annual	700.00
Nature Bowl Coach	Annual	700.00
Yearbook Advisor	Annual	500.00
Spelling Bee Coach, per team	Annual	300.00
Art Faire/Photo Contest Coordinator	Annual	300.00
Water Treatment Operator, Grade 1	Monthly	200.00
Water Treatment Operator, Grade 2*	Monthly	560.00

*Required for Maintenance Position

CLASSIFIED SUBS

School Site Secretary (<i>Secretary 1 Schedule</i>)	Hourly	Step 2
Custodian (<i>Custodian 1 Schedule</i>)	Hourly	Step 2

Effective 7/1/23 (Adopted: 5/16/23)

Effective 8/1/22 (*sub rate eff 10/1/22*) (Adopted: 10/18/22)

Effective 3/1/20 (Adopted: 3/17/20)

Effective 7/1/18 (Adopted: 8/21/18; amended 9/18/18)

Effective 12/1/17 (Adopted: 11/28/17)

Add Nature Bowl Stipend

Sub daily rate to \$200; hourly teacher rate to \$45;
add MH Music daily rate \$250.

Add Classified Subs, Athletic Director

FAME daily rate increase: \$250

Sub rate increase: Daily Rate \$125;

Long Term Rate equivalent to S1/C1



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-24

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Latrobe District CDS Code: 61911

Name of County: El Dorado County CDS Code: 09

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/16/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Dave Scroggins		Superintendent/Principal
<i>Name</i>	<i>Signature</i>	<i>Title</i>
530-672-0463	530-677-0260	5/16/2023
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
7900 South Shingle Rd, Shingle Springs, CA 95682		
<i>Mailing Address</i>		
dscroggins@latrobeschool.com		
<i>EMail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

7.D.

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	_____
Resource Specialist	1
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	2
Special Education	1
TOTAL	4

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Physical Education	1
Music	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Not at this time.

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Original Adopted Date: 05/17/2011 | **Last Revised Date:** 12/14/2021 | **Last Reviewed Date:** 12/14/2021

Status: DRAFT

see page 6

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing

to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic

performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and

teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

add → **The cost determination for an IEE shall be comparable to the costs incurred by the Local Educational Agency (LEA) or Special Education Local Plan Area (SELPA) when it uses its own employees or contractors to complete an assessment. As a result, the superintendent or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated annually and aligned with average costs for IEE services as defined in the SELPA IEE Guidelines.**

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur

more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

April 14, 2023

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

Dear Scot Yarnell:

In compliance with the provisions of Education Code Section 42130 et seq., our office has completed its review of the 2022-23 Second Interim Budget adopted by the District Governing Board (Board) in March 2023. Per Education Code (EC) 42131, the Board certifies whether the District is able to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

The County Office is required to issue a letter to the Board by April 14, 2023, that indicates our agreement or disagreement with the Board's finding of *positive, qualified, or negative*. This office has reviewed the data submitted, including the criteria and standards for your district, and **concurs with the positive certification** finding approved by the Board.

Budget Overview

On January 10, 2023, Governor Gavin Newsom released the proposed state budget for 2023-24. The proposal includes an 8.13% cost of living adjustment (COLA) to the Local Control Funding Formula (LCFF), special education and several other categorical programs outside the LCFF. Other funding priorities in the Governor's Proposed Budget are:

- \$300 million (ongoing) to create an LCFF Equity Multiplier intended to close opportunity gaps
- \$855 million (ongoing) to implement the second year of transitional kindergarten (TK) expansion
- \$175.3 million (ongoing) to support an 8.13% COLA for California State Preschool Program reimbursement rates
- \$250 million (one-time) to expand the number of high-poverty schools participating in the Literacy Coaches and Reading Specialist Grant Program
- \$100 million (one-time) for LEAs to provide high school seniors with cultural enrichment experiences
- \$301.7 million (ongoing) for Child Care and Development Programs and \$1.5 million (ongoing) for the Child and Adult Care Food Program to support an 8.13% COLA

The 2023-24 Governor's Budget acknowledges the passage of Proposition 28 (The Arts and Music in Schools—Funding Guarantee and Accountability Act) and provides approximately \$941 million for this purpose. But in turn, the Budget proposal pulls back \$1.2 billion from the Arts, Music and Instructional Materials Discretionary Block Grant that was included in the Budget Act of 2022, reducing the grant from approximately \$3.5 billion to approximately \$2.3 billion.

Although the Budget fully funds the estimated COLA and avoids cuts to ongoing education programs, we need to be aware of the estimated \$22.5 billion state budget deficit for the 2023-24 fiscal year. The Budget proposes to address this deficit through funding delays, reductions and pullbacks, fund shifts, trigger reductions and borrowing, which, aside from the school facilities funding delays and the Arts, Music, and Instructional Materials Discretionary Block Grant, do not affect TK-12 education programs.

Q.A.

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The current state revenue forecast assumes only slower economic growth; however, many economists believe that a mild recession will occur in 2023 or 2024. As a result, there is a risk of further state revenue shortfalls that could result in additional cuts to education spending.

Moreover, many LEAs continue to experience student absences and increased costs because of COVID-19 and long-term declining enrollment. While the Average Daily Attendance (ADA) Loss Mitigation adjustment included in last year's budget trailer bill permitted the 2019-20 attendance yield to be used to amend reported ADA in 2021-22, LEAs will not be able to amend reported ADA for 2022-23 or future years. However, the ADA Loss Mitigation adjusted 2021-22 ADA will be used in calculating the greater of the current year, prior year, or average ADA of the three most recent fiscal years to determine funded ADA for 2022-23, 2023-24 and 2024-25. Lastly, most COVID-19 fiscal relief funding (e.g., GEER, ESSER, In-Person Instruction, Expanded Learning Opportunities Grant) will expire on or before September 30, 2024.

2022-23 through 2024-25 Second Interim Review

The County Office has reviewed the data submitted, applying additional analysis, as necessary. This review covers the 2022-23 Second Interim Budget, as well as projections for 2023-24 and 2024-25. Technical comments relative to the data submitted have been provided to your District's Chief Fiscal Officer. Please see below for items highlighted as part of this review:

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

In 2022-23 the District's property taxes increased approximately 10.6% compared to the prior year. The District's multiyear projection reflects assumptions that the District will remain in basic aid or community funded status in 2023-24 and 2024-25. Property tax projections are estimated to increase by an estimated 5.0% in 2023-24 and are greater than the projected LCFF targets.

Deficit Spending - After adjustments for one-time income and expenditures, the District's 2022-23 Second Interim Budget does not project deficit spending in the current year or in the multiyear projection. This means the District is not spending more than the current year income they are receiving.


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

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


Since the inception of LCFF in 2013-14, local educational agencies in California have experienced increased costs and pressures to keep pace with the rising CalSTRS and CalPERS employer pension rates. Over the last nine years, employer pension rates increased by 10.85% for CalSTRS and 14.66% for CalPERS. Although the 2022-23 enacted state budget did not provide any funding relief for the employer pension increased costs pressures on school districts, CalPERS rates continue to rise while CalSTRS rates are projected to remain flat. While the employer pension rates may be flat or slightly increase, districts may still see increased employer costs due to annual step and column increase adjustments for employees and potential increases in negotiated ongoing salary schedules. The District's multiyear includes both the

CalSTRS and CalPERS employer rate increases, which are estimated at \$14,000 in 2023-24 and \$10,000 in 2024-25.

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

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

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

						Projected*	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-46
Employer Rate	18.06%	19.72%	20.70%	22.91%	25.37%	27.00%	28.10%
Increase from Prior Year	4.172%	1.661%	0.979%	2.210%	2.460%	1.630%	1.100%

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

Reserve Levels / Ending Fund Balance - As of the Second Interim Budget, the District has an economic uncertainty reserve of 45.1% for 2022-23. The state required minimum economic uncertainty reserve level for the District is 5.0%. We recognize the District maintains additional reserves beyond the required minimum.

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

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

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

Summary Statement

We appreciate the efforts of the Board and District Administration as they strive to develop and maintain balanced budgets. The need for the District to continue to their open communication and efforts to keep all educational partners informed about the District’s financial planning has never been greater. We

recommend the Board and District Administration continue the development of their District budget stabilization plan to ensure long-term fiscal health in this volatile economic climate.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Ed Manansala", with a long horizontal flourish extending to the right.

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

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

Latrobe School District
2022-23 Enrollment Summary

2022-23

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
TK	7	7	7	7	7	7	7	7	7	7
K	13	11	11	11	11	11	11	11	12	12
1	13	13	13	13	13	14	13	13	13	13
2	16	16	16	16	16	17	17	17	18	18
3	18	18	18	18	18	18	18	18	18	18
LES	67	65	65	65	65	67	66	66	68	68
4	18	18	18	18	18	18	18	18	18	18
5	12	11	11	11	11	11	11	11	11	11
6	24	24	24	24	24	25	24	24	24	24
7	25	26	26	26	26	27	27	27	26	26
8	17	17	17	17	17	17	16	15	15	15
MH	96	96	96	96	96	98	96	95	94	94
Total	163	161	161	161	161	165	162	161	162	162

Historical (May Counts)

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

H.A.