

LATROBE SCHOOL DISTRICT BOARD OF TRUSTEES

Tuesday, May 16, 2023

REGULAR MEETING MINUTES

Board Members Present: Jared Meredith, Scot Yarnell

Board Member Absent: Janet Saitman

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 Miller's Hill School Room 2, 7900 South Shingle Road, Latrobe, CA, 95682. Scot Yarnell led the flag salute.

APPROVAL OF AGENDA AND MINUTES

Agenda - It was motioned by Jared Meredith, seconded by Scot Yarnell to approve the agenda of the May 16, 2023 regular board meeting.

Motion passed: 2-0

Minutes - It was motioned by Jared Meredith, seconded by Scot Yarnell to approve the minutes of the April 28, 2023 regular board meeting.

Motion passed: 2-0

PUBLIC COMMENTS

There were no comments from the public.

APPROVAL OF DISTRICT WARRANTS

It was motioned by Jared Meredith, seconded by Scot Yarnell to approve the district warrants report for the period of April 12 – May 3, 2023.

Motion passed: 2-0

CONSENT AGENDA

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

- Accept gift of \$10,825.00 from Intel in association with the 5th grade PC Pals volunteer program.
- Accept 2023-24 Transportation Services Agreement with El Dorado Union High School District in the amount of \$68,942.40. There is no change from last year's contract amount.
- Accept May 2023 Personnel Action Report (PAR) including the following action(s):
 - Nikki Cater, 8th Teacher, Resignation of 0.6 FTE of her position, effective 5/31/2023. She will be job-sharing 6th grade next year with Kelly Olney.

Motion passed: 2-0.

3.B.

ACTION/DISCUSSION ITEMS

Public Hearing: 2023-24 Local Control Accountability Plan (LCAP) and Budget Overview for Parents (BOP)

During a public hearing opening at 6:13 and closing at 6:34pm, Dave Scroggins presented information about the 2023-24 LCAP to the Board, including the 2023-24 Budget Overview for Parents, and the LCAP Parent Survey results. The PowerPoint will be sent to board members as a pdf. The final LCAP will be brought back to the June meeting for adoption. No action required.

Public Hearing: 2023-24 Budget and 2022-23 Updated Budget

During a public hearing opening at 6:35 and closing at 7:08pm, Jennifer Fusano presented the 2023-24 Budget, including an update to the 2022-23 budget. The final report will be brought back to the June meeting for adoption. No action required.

2023-24 Salary Schedules

It was motioned by Jared Meredith, seconded by Scot Yarnell to adopt 2023-24 salary schedules, updating the following items:

- Increase medical cap of \$750 which was approved on 11/18/2022 to be effective 7/1/2023.
- Update benefit descriptions, phasing out the Cash in Lieu of Benefits option as of 7/1/2023, and clarifying that Dental and Vision are provided at no cost to all employees working at least 40% time. Medical benefits continue to be pro-rated for employees working less than full time, defined by our medical carrier, California Choice, as 30 hours/week.
- Add Nature Bowl stipend of \$700 per team to the Substitute and Stipend Salary Schedule.

Motion passed: 2-0.

2023-24 Declaration of Need (DON)

It was motioned by Jared Meredith, seconded by Scot Yarnell to approve the 2023-24 DON. The DON must be submitted annually to the Commission on Teacher Credentialing, indicating an estimated number of emergency teaching permits that may potentially become needed during the school year. The DON must be approved by the Board at a regular meeting at may not be part of the Consent Agenda. This declaration shall remain in force until June 30, 2024. Motion passed: 2-0.

BOARD POLICIES/ADMINISTRATIVE REGULATIONS

It was motioned by Scot Yarnell, seconded by Jared Meredith to adopt the following Administrative Regulation, waiving the second reading. The District is adding language which would cap the cost of an Independent Education Evaluation in alignment with annual SELPA guidelines.

- 1) AR 6164.4 – Identification and Evaluation of Individuals for Special Education
- Motion passed: 2-0.

INFORMATION/CORRESPONDENCE

- Letter from EDCOE to Scot Yarnell agreeing with the positive certification for our 2022-23 Second Interim Budget Report.

BOARD MEMBER REPORTS

- Jared Meredith attended the recent Latrobe Student Business Faire. It was a well-attended, successful event.

SUPERINTENDENT'S REPORT

Dave Scroggins presented information to the Board including:

- 2022-23 Enrollment: 162 students (68 LES; 94 MH).
- Spelling Bee: We sent two teams to the Spelling Bee last week. 3rd/4th tied for fifth place, and the 1st/2nd team came in eleventh place.
- Vandalism: An incident of vandalism occurred at Miller's Hill, including graffiti with inappropriate language.
- 3rd Grade Orientation was today at Millers' Hill. The kids ate with the current 4th graders and had a great time. It helped ease their anxiety about coming to MH next year.

CLOSED SESSION

The Board adjourned to Closed Session at 7:20 p.m. to discuss confidential items:

- Superintendent's Evaluation (Gov Code 54957)
- Conference with Labor Negotiator (Gov Code 54957.6) – Agency Negotiator: Scot Yarnell
- Item tabled due to nothing new to report: Real Property Negotiations (Gov Code 54956.8)

REPORT OUT OF CLOSED SESSION

The regular meeting was reconvened by Scot Yarnell at 7:31 p.m.

Report out of Closed Session: Direction given to Superintendent.

ADJOURNMENT

There being no further business the regular meeting was adjourned at 7:31 p.m.

Next regular meeting: Tuesday, June 20, 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
MAY 10, 2023

J79169

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 MAY 10, 2023

APY500 L.00.21 05/10/23 13:11 PAGE 1
<< 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			

101336/00 49er Live Scan and Notary
76 MAIN ST
PLACERVILLE, CA 95667

550740835

PV-230231	05/10/2023	INV.AB320/FINGERPRINTING FEES	01-0000-0-5812-0000-7200-000-0000-00-100 NY		42.00
		TOTAL PAYMENT AMOUNT		42.00 *	42.00

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

PV-230234	05/10/2023	SPOTIFY/SPOTIFY	01-0000-0-4300-1110-1000-000-0000-00-002 NN		9.99
PV-230234	05/10/2023	6TH FT/IFLY	01-9012-0-5835-1110-1000-012-0000-00-002 NN		1,079.76
PV-230234	05/10/2023	CHROMEBOOK CART/POCHAR	01-9012-0-4300-1110-1000-018-0000-00-002 NN		633.65
PV-230234	05/10/2023	WATER SUPPLIES/HACH	01-8150-0-4300-0000-8110-000-0000-00-001 NN		88.63
PV-230234	05/10/2023	WATER SUPPLIES/HACH	01-8150-0-4300-0000-8110-000-0000-00-002 NN		88.63
PV-230234	05/10/2023	WATER SUPPLIES/HACH	01-8150-0-4300-0000-8110-000-0000-00-100 NN		88.63
PV-230234	05/10/2023	ADOBE/ACROBAT	01-0000-0-4300-0000-7100-000-0000-00-100 NN		14.99
		TOTAL PAYMENT AMOUNT		2,004.28 *	2,004.28

101387/00 BSK ASSOCIATES
691 N LAVERNE STE 101
FRESNO, CA 93727

941633676

PV-230230	05/10/2023	INV.SG02314/WATER TESTING ARS	01-0000-0-5800-0000-8200-000-0000-00-002 NN		125.00
		TOTAL PAYMENT AMOUNT		125.00 *	125.00

101071/00 CALIFORNIACHOICE BENEFIT ADMIN 330115986
ATTN: ACCOUNTS RECEIVABLE
PO BOX 7088
ORANGE, CA 92863-7088

235010	PO-230010	05/10/2023	MEDICAL/JUNE	1 01-0000-0-9570-0000-0000-000-0000-00-000 NN P	8,554.87	8,554.87
			TOTAL PAYMENT AMOUNT		8,554.87 *	8,554.87

0034

Item 7.

008 LATROBE SCHOOL DISTRICT
MAY 10, 2023

J79169

ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL FUNC LC1	LOC2 L3 SCH T9MPS	Liq Amt	Net Amount	
100915/00	CALSTRS							
	900 S. CAPITAL OF TEXAS HWY							
	SUITE 350							
	AUSTIN, TX 78746							
PV-230232	05/10/2023	403(B) FEES/APRIL		01-0000-0-5800-0000-2700-000-0000-00-100	NN		20.00	
		TOTAL PAYMENT AMOUNT				20.00 *		20.00
019632/00	DUGAN, ARLENE							
	3475 CHASEN DR							
	CAMERON PARK, CA 95682-0000							
PV-230233	05/10/2023	REIMB CLASSROOM SUPPLIES		01-9012-0-4300-1110-1000-003-0000-00-002	NN		52.65	
		TOTAL PAYMENT AMOUNT				52.65 *		52.65
011552/00	EL DORADO UNION HIGH SCHOOL							
	DISTRICT: ACCTS REC.							
	4675 MISSOURI FLAT RD							
	PLACERVILLE, CA 95667							
PV-230226	05/10/2023	INV.230197/PAYROLL SERVICES		01-0000-0-5810-0000-7300-000-0000-00-100	NN		978.98	
		TOTAL PAYMENT AMOUNT				978.98 *		978.98
100034/00	HILLYARD/SACRAMENTO							
	P.O. BOX 801400							
	KANSAS CITY, MO 64180-1400							
235021	PO-230021	05/10/2023	INV.211690/CUST SUPPLIES	1	01-0000-0-4300-0000-8200-000-0000-00-001	NN P	82.02	82.02
235021	PO-230021	05/10/2023	INV.211690/CUST SUPPLIES	2	01-0000-0-4300-0000-8200-000-0000-00-002	NN P	82.03	82.03
			TOTAL PAYMENT AMOUNT			164.05 *		164.05
101376/00	KOBY PEST CONTROL	680424520						
	PO BOX 2137							
	PLACERVILLE, CA 95667							
235120	PO-230120	05/10/2023	INV.29325/PEST CONTROL-LES	1	01-8150-0-5806-0000-8200-000-0000-00-001	NN P	100.00	100.00
235120	PO-230120	05/10/2023	INV.29325/PEST CONTROL/MH	2	01-8150-0-5806-0000-8200-000-0000-00-002	NN P	150.00	150.00
			TOTAL PAYMENT AMOUNT			250.00 *		250.00

008 LATROBE SCHOOL DISTRICT
MAY 10, 2023

J79169

ACCOUNTS PAYABLE PRELIST
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APY500 L.00.21 05/10/23 13:11 PAGE 3
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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	05/10/2023 INV.102709/FIRE PUMP	1 01-8150-0-5806-0000-8200-000-0000-00-002 NN P	270.00	270.00			
235133	PO-230133	05/10/2023 INV.104008/FIRE PUMP	1 01-8150-0-5806-0000-8200-000-0000-00-002 NN P	270.00	270.00			
235133	PO-230133	05/10/2023 INV.102705/FIRE PUMP	1 01-8150-0-5806-0000-8200-000-0000-00-002 NN P	270.00	270.00			
		TOTAL PAYMENT AMOUNT		810.00 *				810.00
101386/00		Ortiz-Carranza, Maria 6855 Settlers Trail Shingle Springs, CA 95682						
	PV-230229	05/10/2023 REIMB FINGERPRINTING FEES	01-0000-0-5812-0000-7200-000-0000-00-100 NN		21.00			21.00
		TOTAL PAYMENT AMOUNT		21.00 *				21.00
000232/00		PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300						
235028	PO-230028	05/10/2023 ACCT.4463182038-6/LES	1 01-0000-0-5540-0000-8200-000-0000-00-001 NN P	484.42	484.42			
235028	PO-230028	05/10/2023 ACCT.3223769836-3/MH	2 01-0000-0-5540-0000-8200-000-0000-00-002 NN P	784.31	784.31			
		TOTAL PAYMENT AMOUNT		1,268.73 *				1,268.73
100500/00		PEARSON, TRACY 2272 WINTERHAVEN DRIVE CAMERON PARK, CA 95682						
	PV-230228	05/10/2023 REIMB TESTING SUPPLIES	01-9012-0-4300-1110-1000-014-0000-00-002 NN		82.56			82.56
	PV-230228	05/10/2023 REIMB SPRING FLING SUPPLIES	01-9012-0-4300-1110-1000-012-0000-00-001 NN		51.02			51.02
		TOTAL PAYMENT AMOUNT		133.58 *				133.58
101162/00		PHOENIX ENERGY SOLUTIONS 3332 HEIGHTS DRIVE SUITE 220 CAMERON PARK, CA 95682	461830102					
	PV-230225	05/10/2023 INV.130431/REPAIR AC SCIEN RM	01-8150-0-5806-0000-8110-000-0000-00-002 NN		773.50			773.50
		TOTAL PAYMENT AMOUNT		773.50 *				773.50

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ACCOUNTS PAYABLE PRELIST
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APY500 L.00.21 05/10/23 13:11 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								
Reg Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	LC1	LOC2	L3	SCH	T9MPS	Liq	Amt	Net	Amount

101259/00 SCHOOL FACILITY CONSULTANTS 680100909
1303 J STREET, SUITE 500
SACRAMENTO, CA 95814

235137	PO-230137	05/10/2023	INV.19605/PROFESSIONAL SERVICE 1	25-9013-0-5806-0000-8500-000-0000-00-100	NN P	1,700.00	1,700.00
			TOTAL PAYMENT AMOUNT			1,700.00 *	1,700.00

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

PV-230227 05/10/2023 INV.652992/FINGERPRINTING COST	01-0000-0-5812-0000-7200-000-0000-00-100 NN	113.00
TOTAL PAYMENT AMOUNT	113.00 *	113.00

101357/00 Staples Technology Solutions
PO Box 95230
Chicago, IL 60694-5230

235155	PO-230155	05/10/2023	INV.NXF226/ELMO ELOP	1 01-2600-0-4300-1110-1000-000-00-002 NN F	1,747.33	1,747.33
			TOTAL PAYMENT AMOUNT	1,747.33 *		1,747.33

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

235033	PO-230033	05/10/2023	WATER TESTING/APRIL	1	01-0000-0-5800-0000-8200-000-0000-00-001	NN	P	64.50	64.50
235033	PO-230033	05/10/2023	WATER TESTING/APRIL	2	01-0000-0-5800-0000-8200-000-0000-00-002	NN	P	64.50	64.50
TOTAL PAYMENT AMOUNT								129.00 *	129.00

101383/00 WEST COAST ENERGY SYSTEMS LLC 390963276
PO BOX 102515
PASADENA, CA 91189-2515

235139	PO-230139	05/10/2023	INV.62116-1/GENERATOR REPAIR	2	01-8150-0-4300-0000-8110-000-0000-00-002	NN P	709.27	709.27
235139	PO-230139	05/10/2023	INV.62116-1/GENERATOR REPAIR	1	01-8150-0-5806-0000-8110-000-0000-00-002	NN P	1,107.91	1,107.91
TOTAL PAYMENT AMOUNT							1,817.18 *	1,817.18

TOTAL BATCH PAYMENT	20,705.15 ***	0.00	20,705.15
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008 LATROBE SCHOOL DISTRICT
MAY 10, 2023

J79169

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 MAY 10, 2023

APY500 L.00.21 05/10/23 13:11 PAGE 5
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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	

TOTAL DISTRICT PAYMENT	20,705.15	****	0.00	20,705.15
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TOTAL FOR ALL DISTRICTS:	20,705.15	****	0.00	20,705.15
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Number of checks to be printed: 19, not counting voids due to stub overflows. 20,705.15

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

5/10/2023

008 LATROBE SCHOOL DISTRICT J81051
MAY 17, 2023

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 MAY 17, 2023

APY500 L.00.21 05/17/23 15:24 PAGE 1
<< 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	

008233/00 AMERICAN FIDELITY ASSURANCE
ACCOUNT ADMIN
PO BOX 268805
OKLAHOMA CITY, OK 73126-8805

730714500

PV-230240 05/17/2023 PRODUCTS/MAY

01-0000-0-9582-0000-0000-0000-00-000 NN
TOTAL PAYMENT AMOUNT 1,551.93 *

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-230239 05/17/2023 FLEX/MAY

01-0000-0-9582-0000-0000-0000-00-000 NN
TOTAL PAYMENT AMOUNT 247.50 *

247.50
247.50

100154/00 ARNOLDS FOR AWARDS
3971 DUROCK RD.
SHINGLE SPRINGS, CA 95682

PV-230235 05/17/2023 8TH GRADE AWARDS

01-9012-0-4300-1110-1000-014-0000-00-002 NN
TOTAL PAYMENT AMOUNT 53.36 *

53.36
53.36

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

000000000

PV-230241 05/17/2023 REIMB CULINARY SUPPLIES
PV-230241 05/17/2023 REIMB TEACHING SUPPLIES

01-9012-0-4300-1110-1000-024-0000-00-002 NN
01-9012-0-4300-1110-1000-002-0000-00-002 NN
TOTAL PAYMENT AMOUNT 270.50 *

129.47
141.03
270.50

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

235023 PO-230023 05/17/2023 CONTRIBUTIONS/JUNE

1 01-0000-0-9570-0000-0000-0000-00-000 NN P
TOTAL PAYMENT AMOUNT 300.00 *

300.00
300.00

0035

008 LATROBE SCHOOL DISTRICT
MAY 17, 2023

J81051

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APY500 L.00.21 05/17/23 15:24 PAGE 2
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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

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

203871858

PV-230236	05/17/2023	E-RATE APP PROCESS YR 26	01-0000-0-5806-0000-2700-000-0000-00-100	NY				500.00
		TOTAL PAYMENT AMOUNT			500.00 *			500.00

101353/00 IT TAKES THE VILLAGE
4987 GOLDEN FOOTHILL PARKWAY
EL DORADO HILLS, CA 95762

352467410

235106	PO-230106	05/17/2023	COUNSELING/APRIL	1	01-6546-0-5806-5770-3110-000-0000-00-001	N6 P	33.63	33.63
235106	PO-230106	05/17/2023	COUNSELING/APRIL	2	01-6546-0-5806-5770-3110-000-0000-00-002	N6 P	317.70	317.70
235106	PO-230106	05/17/2023	COUNSELING/APRIL	3	01-7422-0-5806-0000-3110-000-0000-00-002	N6 P	236.24	236.24
235106	PO-230106	05/17/2023	COUNSELING/APRIL	4	01-6537-0-5806-5770-3110-000-0000-00-001	N6 P	304.14	304.14
235106	PO-230106	05/17/2023	COUNSELING/APRIL	5	01-6537-0-5806-5770-3110-000-0000-00-002	N6 P	608.29	608.29
235131	PO-230131	05/17/2023	OCCUPATIONAL THERAPY/APRIL	1	01-6500-0-5811-5770-1180-000-0000-00-001	N6 P	225.00	225.00
			TOTAL PAYMENT AMOUNT				1,725.00 *	1,725.00

101154/00 Kingsley Bogard LLP
600 COOLIDGE DRIVE SUITE 160
Folsom, CA 95630

680174925

PV-230237	05/17/2023	PROFESSIONAL SERV/INV.26496	01-0000-0-5819-0000-7110-000-0000-00-100	NY				1,357.00
PV-230237	05/17/2023	PROFESSIONAL SERV/INV.26708	01-0000-0-5819-0000-7110-000-0000-00-100	NY				1,327.50
PV-230237	05/17/2023	PROFESSIONAL SERV/INV.26755	01-0000-0-5819-0000-7110-000-0000-00-100	NY				1,691.91
		TOTAL PAYMENT AMOUNT			4,376.41 *			4,376.41

101384/00 LOZANO SMITH
7404 NORTH SPALDING AVENUE
FRESNO, CA 93720-3370

800874383

235144	PO-230144	05/17/2023	ENCUMBRANCE CHANGE	1	25-9013-0-5819-0000-8500-000-0000-00-100	NY O	-1,961.50	0.00
235144	PO-230144	05/17/2023	ENCUMBRANCE CHANGE	1	25-9013-0-5819-0000-8500-000-0000-00-100	NY C	1,612.50	0.00
235144	PO-230144	05/17/2023	DEVELOPMENTS/INV.2187999	1	25-9013-0-5819-0000-8500-000-0000-00-100	NY P	1,961.50	1,961.50
			TOTAL PAYMENT AMOUNT				1,961.50 *	1,961.50

008 LATROBE SCHOOL DISTRICT
MAY 17, 2023

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101092/00		National Fire Systems Inc, 8521 Morrison Creek Drive Sacramento, CA 95828						
235133	PO-230133	05/17/2023	ENCUMBRANCE CHANGE	1 01-8150-0-5806-0000-8200-000-0000-00-002	NN O	-1,890.00	0.00	
235133	PO-230133	05/17/2023	ENCUMBRANCE CHANGE	1 01-8150-0-5806-0000-8200-000-0000-00-002	NN C	234.90	0.00	
235133	PO-230133	05/17/2023	INV.105001/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	
101388/00		OATES, CHRISTOPHER 4903 BRAND WAY SACRAMENTO, CA 95819						
235157	PO-230157	05/17/2023	PUPPET ASSEMBLY	1 01-9012-0-5835-1110-1000-007-0000-00-001	NY F	350.00	350.00	
			TOTAL PAYMENT AMOUNT		350.00 *		350.00	
101129/00		OLNEY, KELLY 3128 SACRAMENTO STREET PLACERVILLE, CA 95667						
PV-230243		05/17/2023	REIMB CLASSROOM SUPPLIES	01-9012-0-4300-1110-1000-009-0000-00-002	NN		186.24	
			TOTAL PAYMENT AMOUNT		186.24 *		186.24	
000232/00		PACIFIC GAS & ELECTRIC COMPANY PO BOX 997300 SACRAMENTO, CA 95899-7300						
235028	PO-230028	05/17/2023	ACCT.2549674067-8/LES	1 01-0000-0-5540-0000-8200-000-0000-00-001	NN P	387.21	387.21	
235028	PO-230028	05/17/2023	ACCT.3265436500-9/MH	2 01-0000-0-5540-0000-8200-000-0000-00-002	NN P	600.90	600.90	
			TOTAL PAYMENT AMOUNT		988.11 *		988.11	
100090/00		POLLOCK PINES SCHOOL DISTRICT 2701 AMBER TRAIL POLLOCK PINES, CA 95726						
235140	PO-230140	05/17/2023	SPELLING BEE 2022-23	1 01-5810-0-5800-1110-1000-000-0000-00-001	NN F	0.00	120.00	
235140	PO-230140	05/17/2023	SPELLING BEE 2022-23	2 01-5810-0-5800-1110-1000-000-0000-00-002	NN F	0.00	40.00	
			TOTAL PAYMENT AMOUNT		160.00 *		160.00	

008 LATROBE SCHOOL DISTRICT
MAY 17, 2023

J81051

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 MAY 17, 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	

101146/00 RESHA, CHRIS
6721 SODALITE ST
EL DORADO, CA 95623

PV-230238 05/17/2023 REIMB CLASSROOM BOOKS	01-9012-0-4200-1110-1000-000-0000-00-001 NN	342.13
TOTAL PAYMENT AMOUNT	342.13 *	342.13

101357/00 Staples Technology Solutions
PO Box 95230
Chicago, IL 60694-5230

235154 PO-230154 05/17/2023 TUTORING LAPTOPS/INV.8834	1 01-2600-0-4300-1110-1000-000-0000-00-001 NN P	7,057.54	7,057.54
235154 PO-230154 05/17/2023 TUTORING LAPTOPS/INV.8834	2 01-2600-0-4300-1110-1000-000-0000-00-002 NN P	8,982.31	8,982.31
TOTAL PAYMENT AMOUNT	16,039.85 *		16,039.85

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

PV-230244 05/17/2023 PHOTO CONTEST SUPPLIES/23087	01-9012-0-4300-1110-1000-014-0000-00-002 NN	36.44
PV-230244 05/17/2023 HEADPHONES/1ST GRADE/23087	01-9012-0-4300-1110-1000-018-0000-00-001 NN	283.80
PV-230244 05/17/2023 OFFICE SUPPLIES/23089	01-0000-0-4300-0000-2700-000-0000-00-002 NN	8.57
PV-230244 05/17/2023 MAINT SUPPLIES/23088	01-8150-0-4300-0000-8110-000-0000-00-002 NN	21.00
PV-230244 05/17/2023 CLASSROOM SUPPLIES/23089	01-9012-0-4300-1110-1000-003-0000-00-002 NN	149.64
PV-230244 05/17/2023 MAINTENANCE SUPPLIES/23089	01-8150-0-4300-0000-8110-000-0000-00-001 NN	25.20
PV-230244 05/17/2023 MAINTENANCE SUPPLIES/23089	01-8150-0-4300-0000-8110-000-0000-00-002 NN	25.20
PV-230244 05/17/2023 STUDENT SUPPLIES/23091	01-0000-0-4300-1110-1000-000-0000-00-001 NN	28.35
PV-230244 05/17/2023 8TH GRAD GRAD SUPP/PAPER DIRCT	01-0000-0-4300-1110-1000-000-0000-00-002 NN	108.29
PV-230244 05/17/2023 8TH GRADE GRAD SUPPLIES/23092	01-0000-0-4300-1110-1000-000-0000-00-002 NN	51.45
PV-230244 05/17/2023 OFFICE SUPPLIES/23092	01-0000-0-4300-0000-2700-000-0000-00-002 NN	11.63
TOTAL PAYMENT AMOUNT	749.57 *	749.57

101094/00 WORTH, SPARROW
8600 SOUTH SHINGLE RD
SHINGLE SPRINGS, CA 95682

PV-230242 05/17/2023 REIMB NATURE BOWL SUPPLIES	01-9012-0-4300-1110-1000-014-0000-00-002 NN	50.00
PV-230242 05/17/2023 REIMB MAINTENANCE SUPPLIES	01-8150-0-4300-0000-8110-000-0000-00-001 NN	55.53
TOTAL PAYMENT AMOUNT	105.53 *	105.53

TOTAL BATCH PAYMENT	30,177.63 ***	0.00	30,177.63
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			

TOTAL DISTRICT PAYMENT	30,177.63 ****	0.00	30,177.63
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TOTAL FOR ALL DISTRICTS:	30,177.63 ****	0.00	30,177.63
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Number of checks to be printed: 18, not counting voids due to stub overflows. 30,177.63

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

5/17/23
Date

008 LATROBE SCHOOL DISTRICT
MAY 30, 2023

J84796

ACCOUNTS PAYABLE PRELIST
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0036

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
100323/00	ACSA EL DORADO CHAPTER 6767 GREEN VALLEY RD. PLACERVILLE, CA 95667		000000000						
	PV-230253 05/30/2023	ACSA AWARD DINNER			01-0000-0-5300-0000-7150-000-0000-00-100	NN	160.00	160.00	
		TOTAL PAYMENT AMOUNT				160.00 *		160.00	
101350/00	ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579								
235002 PO-230002	05/30/2023	BOTTLED WATER/MAY		1	01-0000-0-5520-0000-8200-000-0000-00-001	NN P	47.19	47.19	
235002 PO-230002	05/30/2023	BOTTLED WATER/MAY		2	01-0000-0-5520-0000-8200-000-0000-00-002	NN P	47.19	47.19	
		TOTAL PAYMENT AMOUNT				94.38 *		94.38	
100880/00	ASCIP 16550 BLOOMFIELD AVE. CERRITOS, CA 90703		954260198						
235008 PO-230008	05/30/2023	VISION/JUNE		2	01-0000-0-9587-0000-0000-000-0000-00-000	NN P	343.50	343.50	
235008 PO-230008	05/30/2023	VISION/JUNE-RETIREE		2	01-0000-0-9587-0000-0000-000-0000-00-000	NN P	22.90	22.90	
235008 PO-230008	05/30/2023	DENTAL/JUNE		1	01-0000-0-9586-0000-0000-000-0000-00-000	NN P	1,667.10	1,667.10	
		TOTAL PAYMENT AMOUNT				2,033.50 *		2,033.50	
081696/00	AT&T P.O. BOX 5075 CAROL STREAM, IL 60197-5075		000000000						
235007 PO-230007	05/30/2023	ACCT.0518903091001/LONG DIST		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN P	17.41	17.41	
235007 PO-230007	05/30/2023	ACCT.0518903091001/LONG DIST		2	01-0000-0-5901-0000-2700-000-0000-00-001	NN P	17.40	17.40	
235007 PO-230007	05/30/2023	ACCT.0518903091001/LONG DIST		3	01-0000-0-5901-0000-2700-000-0000-00-002	NN P	17.40	17.40	
		TOTAL PAYMENT AMOUNT				52.21 *		52.21	
100776/00	AT&T MOBILITY P.O. BOX 6463 CAROL STREAM, IL 60197-6463								
235006 PO-230006	05/30/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN C	33.58	0.00	
235006 PO-230006	05/30/2023	ENCUMBRANCE CHANGE		1	01-0000-0-5901-0000-2700-000-0000-00-100	NN O	-338.56	0.00	
235006 PO-230006	05/30/2023	ACCT.28752191647/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	

008 LATROBE SCHOOL DISTRICT
MAY 30, 2023

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	LC1	LOC2	L3	SCH	T9MPS	Liq Amt	Net Amount
101126/00	B.T. MANCINI CO. INC														
	8571 23RD AVE														
	SACRAMENTO, CA 95827														
235148 PO-230148	05/30/2023	CLOSE PO		1	01-8150-0-5806-0000-8200-000-0000-00-002	NN	C							2,000.00	0.00
		TOTAL PAYMENT AMOUNT								0.00	*				0.00
101247/00	BROOKE ELECTRIC COMPANY	824738983													
	PO BOX 5311														
	EL DORADO HILLS, CA 95762														
235138 PO-230138	05/30/2023	ENCUMBRANCE CHANGE		1	01-8150-0-5806-0000-8110-000-0000-00-002	NY	O							-4,577.00	0.00
235138 PO-230138	05/30/2023	ENCUMBRANCE CHANGE		1	01-8150-0-5806-0000-8110-000-0000-00-002	NY	C							3,952.00	0.00
235138 PO-230138	05/30/2023	INV.2100/MISC ELEC REPAIRS		1	01-8150-0-5806-0000-8110-000-0000-00-002	NY	F							4,577.00	4,577.00
235138 PO-230138	05/30/2023	INV.2100/MISC ELEC REPAIRS		2	01-8150-0-5806-0000-8110-000-0000-00-001	NY	F							1,402.00	1,402.00
		TOTAL PAYMENT AMOUNT								5,979.00	*				5,979.00
101026/00	CANON FINANCIAL SERVICES INC.	223056822													
	14904 COLLECTIONS CENTER DRIVE														
	CHICAGO, IL 60693-0149														
235009 PO-230009	05/30/2023	INV.30476858/COPIER COSTS		1	01-0000-0-5630-1110-1000-000-0000-00-001	NN	P							332.34	332.34
235009 PO-230009	05/30/2023	INV.30476858/COPIER COSTS		2	01-0000-0-5630-1110-1000-000-0000-00-002	NN	P							332.33	332.33
235009 PO-230009	05/30/2023	INV.30476858/COPIER COSTS		3	01-0000-0-5630-0000-2700-000-0000-00-100	NN	P							73.85	73.85
		TOTAL PAYMENT AMOUNT								738.52	*				738.52
101391/00	CHRISTY WHITE	272956198													
	348 OLIVE STREET														
	SAN DIEGO, CA 92103														
235159 PO-230159	05/30/2023	INV.19265/22-23 AUDIT PART		1	01-0000-0-5824-0000-7191-000-0000-00-100	NN	P							5,850.00	5,850.00
		TOTAL PAYMENT AMOUNT								5,850.00	*				5,850.00
100101/00	CUSTARD, GLENDA														
	5655 HONEYCOMB LANE														
	SHINGLE SPRINGS, CA 95682														
PV-230254	05/31/2023	LIBRARY BOOKS			01-9012-0-4200-0000-2420-013-0000-00-100	NN									587.03
PV-230254	05/31/2023	BOOK FAIR SUPPLIES			01-9012-0-4300-0000-2420-013-0000-00-100	NN									177.04
		TOTAL PAYMENT AMOUNT								764.07	*				764.07

008 LATROBE SCHOOL DISTRICT
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ACCOUNTS PAYABLE PRELIST
BATCH: 0036 MAY 30, 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	

011552/00 EL DORADO UNION HIGH SCHOOL
DISTRICT: ACCTS REC.
4675 MISSOURI FLAT RD
PLACERVILLE, CA 95667

235015	PO-230015	05/30/2023	2ND SEM TRANSP 22-23	1	01-0000-0-5100-0000-3600-000-0000-00-001	NN F	11,591.11	11,591.11
235015	PO-230015	05/30/2023	2ND SEM TRANS 22-23	2	01-0000-0-5100-0000-3600-000-0000-00-002	NN P	13,700.98	13,700.98
235015	PO-230015	05/30/2023	2ND SEM TRANS 22-23	3	01-0000-0-5810-0000-3600-000-0000-00-001	NN F	6,593.35	4,589.56
235015	PO-230015	05/30/2023	2ND SEM TRANS 22-23	4	01-0000-0-5810-0000-3600-000-0000-00-002	NN F	6,593.35	4,589.55
TOTAL PAYMENT AMOUNT					34,471.20 *			34,471.20

101372/00 HEUSER, CLAUDIA
4980 BARNETT RANCH RD
SHINGLE SPRINGS, CA 95682

235108	PO-230108	05/31/2023	ENCUMBRANCE CHANGE	2	01-5810-0-5800-1132-1000-000-0000-00-002	NY O	-437.50	0.00
235108	PO-230108	05/31/2023	ENCUMBRANCE CHANGE	2	01-5810-0-5800-1132-1000-000-0000-00-002	NY C	212.50	0.00
235108	PO-230108	05/31/2023	ENCUMBRANCE CHANGE	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY O	-437.50	0.00
235108	PO-230108	05/31/2023	ENCUMBRANCE CHANGE	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY C	412.50	0.00
235108	PO-230108	05/31/2023	FAME/MAY	1	01-5810-0-5800-1132-1000-000-0000-00-001	NY F	437.50	437.50
235108	PO-230108	05/31/2023	FAME/MAY	2	01-5810-0-5800-1132-1000-000-0000-00-002	NY P	437.50	437.50
TOTAL PAYMENT AMOUNT					875.00 *			875.00

101392/00 HOFFMAN, MAUREEN
4801 SUMMER CREEK RD
SHINGLE SPRINGS, CA 95682

PV-230248	05/30/2023	REIMB 8TH GR TRIP	01-9012-0-8699-0000-0000-012-0000-00-002	NN		87.00
TOTAL PAYMENT AMOUNT					87.00 *	87.00

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

235023	PO-230023	05/30/2023	CONTRIBUTIONS/JUNE	1	01-0000-0-9570-0000-0000-000-0000-00-000	NN F	300.00	300.00
TOTAL PAYMENT AMOUNT					300.00 *			300.00

008 LATROBE SCHOOL DISTRICT
MAY 30, 2023

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

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

235024	PO-230024	05/30/2023	INV.93967/MAINT FUEL	1	01-0000-0-4370-0000-8100-000-0000-00-001	NN P	31.02	31.02
235024	PO-230024	05/30/2023	INV.93967/MAINT FUEL	2	01-0000-0-4370-0000-8100-000-0000-00-002	NN P	31.03	31.03
TOTAL PAYMENT AMOUNT							62.05 *	62.05

101163/00 JARED MEREDITH
1120 SHADOW HAWK DRIVE
SHINGLE SPRINGS, CA 95682

PV-230249	05/30/2023	REIMB BOARD MEDICAL/JUNE	01-0000-0-3902-0000-7100-000-0000-00-100	NN		176.32	176.32	
TOTAL PAYMENT AMOUNT							176.32 *	

101376/00 KOBAY PEST CONTROL
PO BOX 2137
PLACERVILLE, CA 95667

235120	PO-230120	05/30/2023	INV.242689/PEST CONTROL-LES	1	01-8150-0-5806-0000-8200-000-0000-00-001	NN P	100.00	100.00
235120	PO-230120	05/30/2023	INV.243084/MH	2	01-8150-0-5806-0000-8200-000-0000-00-002	NN P	150.00	150.00
TOTAL PAYMENT AMOUNT							250.00 *	250.00

101092/00 National Fire Systems Inc,
8521 Morrison Creek Drive
Sacramento, CA 95828

235133	PO-230133	05/30/2023	INV.105010/FIRE PUMP	1	01-8150-0-5806-0000-8200-000-0000-00-002	NN P	270.00	270.00
235133	PO-230133	05/30/2023	INV.105036/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

100500/00 PEARSON, TRACY
2272 WINTERHAVEN DRIVE
CAMERON PARK, CA 95682

PV-230247	05/30/2023	REIMB 8TH GR GRAD SUPPLIES	01-9012-0-4300-1110-1000-014-0000-00-002	NN		58.62	58.62	
TOTAL PAYMENT AMOUNT							58.62 *	

008 LATROBE SCHOOL DISTRICT
MAY 30, 2023

J84796

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 MAY 30, 2023

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<< 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	
100287/00	PINOTTI, JEAN 185 SPANISH STREET SUTTER CREEK, CA 95685	550744377						
PV-230252	05/30/2023	REIMB MEDICAL RETIREE/JUNE	01-0000-0-3901-0000-7100-000-0000-00-100	NN			457.60	
		TOTAL PAYMENT AMOUNT			457.60 *		457.60	
100190/00	SAITMAN, JANET 4601 SUMMER CREEK COURT SHINGLE SPRINGS, CA 95682	553354664						
PV-230250	05/30/2023	REIMB BOARD MEDICAL/JUNE	01-0000-0-3902-0000-7100-000-0000-00-100	NN			675.00	
		TOTAL PAYMENT AMOUNT			675.00 *		675.00	
100953/00	SCHOLASTIC BOOK FAIRS - 10 P.O. BOX 639849 CINCINNATI, OH 45263-9849	000000000						
PV-230245	05/30/2023	BOOK FAIR PROCEEDS	01-9012-0-4300-0000-2420-013-0000-00-000	NN			1,567.72	
		TOTAL PAYMENT AMOUNT			1,567.72 *		1,567.72	
101347/00	SCROGGINS, DAVE 2081 RIESLING WAY CAMERON PARK, CA 95682							
PV-230246	05/30/2023	REIMB STAFF SUPPLIES	01-9012-0-4300-0000-2700-014-0000-00-100	NN			50.00	
PV-230246	05/30/2023	2ND SEM TRANS 22-23	01-9012-0-4300-0000-2700-014-0000-00-100	NN			80.38	
PV-230246	05/30/2023	REIMB STAFF SUPPLIES	01-9012-0-4300-0000-2700-014-0000-00-100	NN			32.15	
		TOTAL PAYMENT AMOUNT			162.53 *		162.53	
100717/00	STAPLES PO BOX 660409 DALLAS, TX 75266-0409							
235032	PO-230032	05/30/2023 INV.3537820782/OFF SUPP	4 01-0000-0-4300-0000-2700-000-0000-00-001	NN P		233.68	233.68	
		TOTAL PAYMENT AMOUNT			233.68 *		233.68	

008 LATROBE SCHOOL DISTRICT
MAY 30, 2023

J84796

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 MAY 30, 2023

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<< 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			

101383/00	WEST COAST ENERGY SYSTEMS LLC	390963276						
	PO BOX 102515							
	PASADENA, CA 91189-2515							

235142	PO-230142	05/30/2023	INV.65222-1/GENERATOR REPAIR	1	01-8150-0-5806-0000-8200-000-0000-00-002	NN	F	1,100.00	1,100.02
235142	PO-230142	05/30/2023	INV.65222-1/GENERATOR REPAIR	2	01-8150-0-4300-0000-8200-000-0000-00-002	NN	F	1,502.30	1,502.33
			TOTAL PAYMENT AMOUNT					2,602.35 *	2,602.35

101159/00	YARNELL, JAMES SCOT	574180873						
	1541 SHADOW HAWK DRIVE							
	SHINGLE SPRINGS, CA 95682							

PV-230251	05/30/2023	REIMB BOARD MEDICAL/JUNE	01-0000-0-3902-0000-7100-000-0000-00-100	NN				443.80
		TOTAL PAYMENT AMOUNT						443.80

TOTAL BATCH PAYMENT	58,803.83 ***	0.00	58,803.83
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TOTAL DISTRICT PAYMENT	58,803.83 ****	0.00	58,803.83
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TOTAL FOR ALL DISTRICTS:	58,803.83 ****	0.00	58,803.83
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Number of checks to be printed: 25, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

58,803.83

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

District Designee

Date

6/1/23

008 LATROBE SCHOOL DISTRICT
JUNE 2, 2023

J85404

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 JUNE 2, 2023

APY500 L.00.21 06/02/23 08:53 PAGE 1
<< Held for Audit >>

0037

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

101071/00 CALIFORNIA CHOICE BENEFIT ADMIN 330115986
ATTN: ACCOUNTS RECEIVABLE
PO BOX 7088
ORANGE, CA 92863-7088

235010 PO-230010 06/02/2023 ENCUMBRANCE CHANGE	1 01-0000-0-9570-0000-0000-0000-00-000 NN C	9,796.84	0.00
235010 PO-230010 06/02/2023 ENCUMBRANCE CHANGE	1 01-0000-0-9570-0000-0000-0000-00-000 NN O	-11,433.39	0.00
235010 PO-230010 06/02/2023 MEDICAL/JULY	1 01-0000-0-9570-0000-0000-0000-00-000 NN F	11,433.39	11,433.39
TOTAL PAYMENT AMOUNT	11,433.39 *		11,433.39

100908/00 EL DORADO DISPOSAL
A WASTE CONNECTION CO.
PO BOX 7428
PASADENA, CA 91109-7428

235013 PO-230013 06/02/2023 ACCT.4030-10243/MH	2 01-0000-0-5560-0000-8200-000-0000-00-002 NN F	311.20	308.80
TOTAL PAYMENT AMOUNT	308.80 *		308.80

101212/00 ENTEK CONSULTING GROUP INC.
4200 ROCKLIN ROAD STE 7
ROCKLIN, CA 95677

235129 PO-230129 06/01/2023 3 YR INSPECTION AND TESTING	1 01-8150-0-5806-0000-8200-000-0000-00-100 NN F	1,350.00	1,250.00
TOTAL PAYMENT AMOUNT	1,250.00 *		1,250.00

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

PV-230255 06/02/2023 EAP FEES/JUNE-STAFF	01-0000-0-3402-0000-2700-000-0000-00-100 NN		10.05
PV-230255 06/02/2023 EAP FEES/JUNE-TEACHERS	01-0000-0-3401-1110-1000-000-0000-00-100 NN		44.48
TOTAL PAYMENT AMOUNT	54.53 *		54.53

TOTAL BATCH PAYMENT	13,046.72 ***	0.00	13,046.72
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TOTAL DISTRICT PAYMENT	13,046.72 ****	0.00	13,046.72
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TOTAL FOR ALL DISTRICTS:	13,046.72 ****	0.00	13,046.72
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Number of checks to be printed: 4, not counting voids due to stub overflows. 13,046.72

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

District Designee

Date

6/2/23



Latrobe School District

Superintendent/Principal
Dave Scroggins

Board Members
Jared Meredith
Janet Saitman
Scot Yarnell

May 29, 2023

Sherry Magness
11880 SE Birch Street
South Beach, OR 97366

Dear Sherry,

I want to thank you on behalf of the Latrobe School District Board of Education, and myself for your recent donation of the 300 children's books (valued at approx. \$600) in support of Latrobe Elementary School.

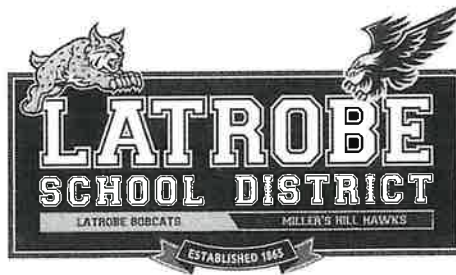
Your donation and your support is greatly appreciated!!

Sincerely,

Dave Scroggins
Superintendent/Principal
Latrobe School District

S.A.

Superintendent/Principal
Dave Scroggins



Board Members
Jared Meredith
Janet Saitman
Scot Yarnell

June 13, 2023

Elizabeth Nathan
520 Discovery Court
Shingle Springs, CA 95682

Dear Elizabeth,

On behalf of our school staff, the Latrobe School District Board of Trustees, and your fellow students, I'd like to thank you for your recent gift of \$20.00. It was great to see you participating in our first annual student business fair, and the fact that you chose to donate back half of the profits you earned demonstrates remarkable character. We are lucky to have students like you in our community. Thanks for being so awesome!

Very sincerely,

Dave Scroggins
Superintendent/Principal
Latrobe School District

cc: Board of Trustees

J.B.

EL DORADO COUNTY OFFICE OF EDUCATION
AGREEMENT FOR COUNTY SCHOOL SERVICES TO SCHOOL DISTRICTS
FISCAL YEAR 2023-24

908

The Governing Board of the **LATROBE SCHOOL DISTRICT**, El Dorado County, hereinafter referred to as "DISTRICT", hereby agrees with the El Dorado County Office of Education, hereinafter referred to as "SUPERINTENDENT", to participate in contract services as follows:

		(I)			(II)			(III)			(IV)
Item #	Contract Items	CBEDS or Other basis	x	Rate	=	Current Year Cost		Prior Year (Info. only)			
PART A - Contract items with fixed amount - January Billing or Transfer											
DS-500	Anticipated Direct Service Funds Available					\$ 10,639		9,556			
	PSYCHOLOGIST SERVICES	10.00	DAYS								
DS-400	Psychologist - Paid by Direct Service Funds	10.00	DAYS		905.00	\$ 9,050		8,710			
AS-400	Psychologist - Contracted	---0---	DAYS		905.00	\$---0---		-			
	NURSE SERVICES	24.00	DAYS								
DS-410	Nurse - Paid by Direct Service Funds	1.71			927.00	\$ 1,589		-			
AS-410	Nurse - Contracted	22.29	DAYS		927.00	\$ 20,659		-			
	Total District Curriculum Services/Support (Balance of Direct Service Funds)										
DS-310	Purchase Orders will be issued and districts will invoice COE for qualifying services.					\$---0---		846			
AS-415	SPEECH SERVICES	0.20	FTE		115,220.00	\$ 23,044		20,949			
AS-612	SELPA IEP SOFTWARE	161	Year 1 of 3		0.7391	\$ 119		116			
AE-305	SPORTS LEAGUE COMMISSIONER	1	SITE		1,020.00	\$ 1,020		1,020			
AE-307	ACADEMIC DECATHLON	---0---	SITE		1,500.00	\$---0---		-			
AE-350	DOCUMENT TRACKING SERVICES	---0---	LICENSE		195.00	\$---0---		-			
AF-320	COURIER SERVICES	17	MILE		134.00	\$ 2,278		1,938			
AP-031	SUB TEACHER CALLING	9	TCHR FTE		89.00	\$ 801		801			
AP-037	CLASSIFIED SUBSTITUTE POOL	161	CBEDS		1.90	\$ 306		296			
AI-192	QSS MAINFRAME COMPUTER SUPPORT	0.62%	FORMULA		450,000.00	\$ 2,788		2,599			
AI-197A	AERIES HOSTED SERVICES	1	SITE		1,565.00	\$ 1,565		1,565			
AI-197W	WIDE AREA NETWORK (WAN)	0.80%	FORMULA		42,083.00	\$ 783		744			
AI-4105	FIREWALL & FIREWALL with FILTERING		Year 1 of 5		43,539.45	\$ 1,194		-			
AI-4102	ENDPOINT VIRUS PROTECTION SOFTWARE	5	SEAT		4.99	\$ 25		25			
		---0---	SERVER		49.65						
PART B - Contract item estimates variable based upon usage and/or actual costs - January/June Billing or Transfer											
BS-410V	HEALTH TEST SRVCS - VISION (Per site min. \$500)	---0---	STUDENT		4.00	\$---0---		-			
BS-410H	HEALTH TEST SRVCS - HEARING	---0---	STUDENT		5.20	\$---0---		-			
BP-030P	OSHA MANDATE FEDERAL POSTERS	2	SET		32.77	\$ 66		66			
BP-030B	IDENTIFICATION BADGES	---0---	EACH		0.75	\$---0---		-			
BP-030L	IDENTIFICATION BADGES W/LANYARD	---0---	EACH		2.25	\$---0---		-			
BP-030A	ED-JOIN SERVICES	146	PPY P2 ADA		0.2500	\$ 800		800			
BI-197W	DISTRICT WIRELESS SUPPORT SERVICES	---0---	UNITS		TIERED	\$---0---		-			
BI-197A	DISTRICT APPLICATION HOSTED SERVICES	---0---	GB		TIERED	\$---0---		-			
BI-203	DISTRICT DATA STORAGE/BACKUP SERVICES	---0---	GB		TIERED	\$---0---		-			
BB-004	TIMBER COALITION SERVICE	161	CBEDS		0.1406	\$ 23		22			

8.C.

EL DORADO COUNTY OFFICE OF EDUCATION
AGREEMENT FOR COUNTY SCHOOL SERVICES TO SCHOOL DISTRICTS
FISCAL YEAR 2023-24

908

Item #	Contract Items	(i)	x	(ii)
		CBEDS or Other basis		Rate

PART C - Contract Item estimates variable based upon usage and/or actual costs - Monthly Billing or Transfer

CS-3140	SPECIAL EDUCATION ONE-ON-ONE LVN / RN / LVN Aide	HOUR		54.00
CS-1700	SPECIAL EDUCATION ONE-ON-ONE CLSRM AIDE	HOUR		40.00
CS-599	SPECIAL EDUCATION TRANSPORTATION DAYS 180	DAY/STDT		84.00
CP-030T	CDT RANDOM DRUG & ALCOHOL TESTING	DRIVER		54.00
CP-030R	FINGERPRINTING - ROLLING FEE	EACH		36.00
CP-030D	FINGERPRINTING - DOJ BASE FEE	EACH		32.00
CP-030F	FINGERPRINTING - FBI BASE FEE	EACH		17.00
CF-175	DEVELOPER FEE SERVICES	% FEE		3.00%
CI-197	NETWORK/SYSTEM ADMINISTRATION SERVICES	HOUR		126.00
CI-195	DISTRICT COMPUTER TECHNICIAN	HOUR		72.00

PART D - FACILITY USE - Invoice County on "as needed" basis

DF-080	FACILITY USE - HEALTH SERVICES DEPT	HOUR		20.00
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SERVICES PROVIDED:

Services are to be provided by and under the direction of the Superintendent and shall be rendered to the District in the same manner and with the same rights and privileges as are extended to all other school districts participating in the same or similar services rendered by the Superintendent except as may be further defined or limited as follows:

DIRECT SERVICE FUNDS:

In full payment therefore, the Superintendent is hereby authorized to transfer from the District Direct Services Allocation an amount equal to the total contract obligations as assigned above. Any Direct Service Allocations unused by these services will be made available to the District upon invoice for qualifying expenses as authorized by the Deputy Superintendent, Educational Services.

PAYMENT:

Parts A and B

In full payment therefore, the Superintendent is hereby authorized to transfer from the General Fund or other appropriate funds of the District to the County School Services Fund maintained by the Superintendent before the close of any school year during which this agreement is valid, an amount equal to the total contract obligations determined above, invoiced items excluded. The Superintendent shall promptly notify the District of the date and amount of each transfer.

Part C

Superintendent is hereby authorized to invoice for services provided above which are delivered on an "as needed" basis, due thirty (30) days from the invoice date.

FACILITY USE INVOICES:

District is to invoice County for services provided above in Part D which are delivered on an "as-needed" basis. Amounts are due and payable to the District by the County within thirty (30) days of invoice.

LATROBE SCHOOL DISTRICT

EL DORADO COUNTY OFFICE OF EDUCATION

By _____
 Dave Scroggins, Superintendent/Principal

Date _____

By _____
 Wendy Frederickson, Deputy Superintendent

Date _____



Latrobe School District 2023-24 School Calendar - AMENDED

Board approval: 6/20/2023



July

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	2	21	22	23
26	27	28	29	

March

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

☐ **First & Last Day of School**

☐ **End of Trimester**

☐ **School Closed/Holidays**

July 4	Independence Day (observed)
Sept 4	Labor Day
Nov 10	Veteran's Day
Nov 20-24	Thanksgiving Break
Dec 21-Jan 5	Winter Break
Jan 15	Martin Luther King Day
Feb 12	Lincoln's Day
Feb 19	Washington's Day
Mar 25-29	Spring Break
May 27	Memorial Day
Jun 19	Juneteenth

☐ **Minimum Days**

Aug 28	Collaboration Day
Sept 25	Collaboration Day
Oct 30	Collaboration Day
Nov 14-17	Parent Conferences
Dec 4	Collaboration Day
Dec 20	Collaboration Day
Jan 29	Collaboration Day
Feb 26	Collaboration Day
Mar 4-5	Parent Conferences
Mar 18	Collaboration Day
1-Apr	Collaboration Day
Apr 29	Collaboration Day
May 13	Collaboration Day
May 24	Last Day of School

☒ **Emergency Make-up Days**

If school is cancelled, students and staff may be required to attend one or all of the following days:
May 28-29 Make-up Days

☐ **School Events**

Aug 17	Back to School Night
May 16	Open House
May 23	8th Grade Promotion

☐ **Teacher Work Days**

Aug 7-9
May 30-31 (May 28-29 if no makeup days)

School Hours	Regular	Min Day
Latrobe	7:55 - 1:55	7:55 - 11:55
Miller's Hill	7:50 - 2:05	7:50 - 12:05

Buses run two hours early on minimum days

T1	61 days	162 reg days
T2	59 days	18 min days
T3	60 days	180 total

B.D.

Latrobe School District
Personnel Action Report

June 20, 2023

Name	Position	Time	Effective	Action
Beaver, Max	PE Teacher	0.4 FTE	5/31/2023	Resignation
Eagleton, Katie	4th Grade Teacher	1.0 FTE	8/7/2023	Employment: Column 3 (BA+45), Step 1 of Certificated Salary Schedule

8.F.

LATROBE ELEMENTARY SCHOOL DISTRICT

CONTRACT OF EMPLOYMENT FOR DISTRICT SUPERINTENDENT

This Agreement is entered into on June 13, 2023, by and between the Governing Board of the Latrobe Elementary School District of Latrobe, California (hereinafter, "Governing Board"), and Dave L. Scroggins (hereinafter, "Superintendent"). The parties hereto agree as follows:

I. TERM OF AGREEMENT

The Governing Board hereby offers a contract of employment for the position of Superintendent/Principal for a four (4) year term commencing July 1, 2023, and ending June 30, 2027.

II. SALARY AND BENEFITS

1. The base salary of the Superintendent shall be One Hundred Seventy-Five Thousand Five Hundred and Six Dollars (\$175,506) for the 2023-24 school year. Not later than July 1 of each subsequent year of this Agreement, the Superintendent shall, subject to receiving a satisfactory evaluation from the Governing Board for the school year immediately preceding, receive the same increase in total compensation, including any one-time or off-schedule payments, as granted to other certificated employees. Action to approve any such increase in compensation shall be taken by the Governing Board in open session at a regularly scheduled meeting.

2. The Governing Board may grant an additional salary increase to the Superintendent at any time in its discretion. Any such salary increase shall not cause a new Agreement to have been entered into or cause the termination date of the existing Agreement to be extended. Action to approve any such salary increase shall be taken by the Governing Board in open session at a regularly scheduled meeting.

3. The Superintendent elects to provide for health and welfare benefits at his own expense in lieu of receiving medical, dental and vision benefits as provided to other certificated employees.

III. DUTIES AND RESPONSIBILITIES

1. The Superintendent shall serve as Chief Executive Officer and Secretary of the Governing Board pursuant to California law, including section 35035 of the Education Code.

2. In addition, all powers and duties which may lawfully be delegated to the Superintendent are to be performed and executed by him in accordance with the policies adopted by the Governing Board.

3. During each annual period covered by this Agreement, the Superintendent shall provide 220 days of actual service, including attendance at meetings and/or conferences outside the District. Subject to approval by the Board, the Superintendent may be compensated at his per diem rate of pay for up to ten (10) additional workdays in excess of 220. For purposes of calculating the diem rate of pay, the Superintendent's base salary shall be divided by 220.

4. The Superintendent shall endeavor to maintain and improve his professional competence by all available means including subscriptions to and reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state, and national level. The Superintendent shall request permission from the Governing Board for his attendance at out-of-state meetings and periodically report to the Governing Board his appraisal of the meetings.

5. The Superintendent shall furnish and retain a valid certification administrative credential issued by the State of California for the duration of this Agreement.

6. The Superintendent shall not acquire permanent status in any certificated administrative or teaching position as a result of employment pursuant to this Agreement.

IV. OUTSIDE PROFESSIONAL ACTIVITIES

The Superintendent shall devote his time, attention and energy to the business of the District. However, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations which are of a short-term duration; said outside professional activities may be performed for consideration with prior approval of the Governing Board and provided the activities do not interfere with or conflict with the Superintendent's performance of his duties under this Agreement. The Board President shall be notified if the Superintendent plans to attend any conference outside the District for three (3) or more consecutive days.

V. SICK LEAVE

1. During each year of this Agreement, Superintendent shall be credited with twelve (12) days' paid leave of absence for illness or injury. In the event of retirement from District service, any accrued, unused sick leave shall be credited toward STRS retirement in accordance with the Education Code.

2. If the Superintendent must take three (3) or more consecutive days of sick leave, the Superintendent shall promptly notify the Board President of his absence.

VI. EVALUATION

1. Not later than April of each year of this Agreement, the Governing Board shall devote a portion of at least one (1) meeting for discussion and evaluation of the performance and working relationship between the Superintendent and the Governing Board. The Governing Board shall provide a written evaluation, and this evaluation shall be based on the position description and the mutually agreed upon performance objectives established for the Superintendent for the school year. The evaluation tool shall be established by mutual agreement. The Superintendent shall provide the Governing Board with at least forty-five (45) days' advance written notice prior to the date established for conducting the annual evaluation.

2. The Superintendent and Governing Board shall meet no later than the first regular Board meeting in June to set annual performance objectives for the Superintendent in the next succeeding school year. The Superintendent shall provide the Governing Board with at least forty-five (45) days' advance written notice prior to the date established for setting such objectives.

3. The Governing Board's written evaluation shall include recommendations for improvement in areas where the Superintendent's performance is determined to be less than satisfactory. Any area of unsatisfactory performance shall include written examples. In the case of a less than satisfactory evaluation, the Governing Board may conduct a follow-up evaluation not less than ninety (90) days thereafter.

4. In the event the Board fails to provide the Superintendent with a written annual performance evaluation no later than May of each year of this Agreement, the Superintendent's performance shall be deemed to be satisfactory.

VII. EXPENSE REIMBURSEMENT AND PROFESSIONAL ACTIVITIES

1. Expense Reimbursement: The Superintendent shall be reimbursed for actual and necessary expenses reasonably incurred as a part of his duties and obligations in accordance with policies adopted by the Governing Board.
2. Transportation: The Superintendent shall be reimbursed for travel mileage outside of El Dorado County in his personal vehicle at the IRS approved mileage rate.
3. Professional Organizations and Conferences: The District shall pay the annual dues for the Superintendent's membership in the Association of California School Administrators and one additional professional organization of the Superintendent's choice. Subject to prior notice to and approval of the Governing Board, Superintendent shall be also reimbursed for reasonable and necessary expenses incurred for attendance at regional, state, or national conferences, seminars, hearings, or meetings which are devoted to matters which, in the Superintendent's judgment, relate directly to the benefit and welfare of the District.

VIII. NON-RENEWAL OF AGREEMENT

The Governing Board may elect not to renew this Agreement for any reason by providing written notice to the Superintendent at any time not less than forty-five (45) calendar days prior to the termination date of this Agreement in accordance with Education Code section 35031. The Superintendent shall provide written notice of this time line to the Governing Board at least ninety (90) calendar days in advance of the expiration of this Agreement.

IX. CHANGES IN AGREEMENT

This Agreement may be changed by mutual consent of the Superintendent and Governing Board at any time; provided, however, that the party seeking such change or termination shall give not less than thirty (30) days' written notice to the other party.

X. TERMINATION OF AGREEMENT

1. Mutual Agreement: The Agreement may be terminated on such terms and conditions as mutually agreed in writing by the parties, subject to the limitation in paragraph 7 below.
2. Unilateral Termination By Superintendent: This Agreement may be terminated at any time by the Superintendent upon not less than forty-five (45) days prior written notice to the Governing Board.
3. Discharge For Cause: The Superintendent shall be given written notice of any matter allegedly constituting grounds for termination for cause. Grounds for termination for cause shall be: (1) failure to substantially perform any specific duty set forth in this Agreement; (2) the occurrence of any event which would justify suspending or revoking a credential as set forth in Education Code sections 44420, *et seq.*; or (3) the occurrence of any event which would justify dismissal of a tenured teacher as set forth in Education Code section 44932. The Superintendent shall be given written notice of the charges against him, the right to a closed session meeting with the full Governing Board at which he shall have an opportunity to respond to charges with representation by counsel at his expense, and the right to present any witnesses relevant to the alleged grounds. This meeting shall be the Superintendent's exclusive right to any hearing required by law.
4. Unilateral Termination By District: The Governing Board may, at its option, and by a minimum of sixty (60) days' notice to Superintendent, unilaterally terminate this Agreement. In the event of such termination, the District shall pay to Superintendent as severance the amount which the Superintendent earned during his last month of employment for each month remaining in the Agreement,

but not to exceed a maximum of twelve (12) months of salary. The settlement shall not include any other non-salary benefits.

5. Incapacity: Should the Superintendent be unable to serve in his position due to any physical and/or mental condition for a total of not less than sixty (60) workdays following exhaustion of his accumulated sick leave, this Agreement may be terminated by the Governing Board. The Governing Board may require the Superintendent to undertake a medical or psychiatric examination to determine his fitness for duty. The Governing Board, at its discretion, may appoint an Acting Superintendent during such period of disability.

6. Other Employment:

a. In the event the Superintendent applies for another position with any other school district, educational agency or other potential employer, the Superintendent shall immediately notify the Board in the event he becomes a final candidate for any such position.

b. Failure to follow the procedures set forth in "a" above shall be deemed to constitute a material breach of contract and the Governing Board may then, by a vote of the majority of the members of the Governing Board, terminate the Agreement of the Superintendent, upon sixty (60) calendar days' written notification of its intention to so terminate this Agreement.

7. Compensation Upon Termination: In the event of termination of this Agreement under paragraphs 2, 3 or 6 above, Superintendent shall be entitled to salary and benefits earned prior to the effective date of termination of the Agreement and the Superintendent shall not be entitled to any further compensation after the date of termination. In the event of termination under paragraph 4 above, the provisions relating to severance payments in that paragraph shall apply. In the event of termination under paragraph 5 above, no additional salary shall be paid upon termination. In the event of termination under paragraph 1 above, the Superintendent shall be entitled to further compensation after the date of termination as mutually agreed in writing by the parties, except that any such further compensation shall not exceed the amount which the Superintendent earned during his last month of employment for each month remaining in the Agreement up to a maximum of twelve (12) months of salary and benefits in accordance with Government Code section 53260.

8. Defense And Indemnity: In accordance with the provisions of Government Code sections 825 and 995, the District shall defend and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment.

XI. COMPLIANCE WITH LAW

1. This Contract has been reviewed by legal counsel and the provisions of Government Code Chapter 10.1 (automatic extension) and Government Code sections 53243, 53243.1 and 53243.3 (crime relating to abuse of office or position) have been found not to apply based upon the terms of the Contract.

2. In the event the term of this Contract is interpreted by a court to have been automatically extended, any compensation increase provided for that year shall not exceed the limit established by Government Code sections 3511.1 and 3511.2.

3. This Contract does not provide for any paid leave of absence or for payment of a legal defense if the Superintendent is charged by criminal complaint, information, or indictment

for commission of any crime. If the Superintendent is otherwise granted a paid leave of absence and/or provided a legal defense by the District on any other basis and is later convicted of a crime involving abuse of office or position, *Superintendent* shall reimburse the District for all salary paid during such leave and also reimburse the District for any costs of legal defense. (Government Code sections 53243, 53243.1, 53243.3.)

4. If the Superintendent is convicted of any crime involving abuse of his position, the Superintendent shall reimburse the District for the full amount of any cash settlement provided by the Board as part of a termination agreement (Government Code sections 53243.2, 53243.4).

GENERAL PROVISIONS

This Agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Governing Board of the Latrobe Elementary School District. Said laws, rules, and regulations and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein.

This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied upon any representation, express or implied, not contained in this Agreement. In the event any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions shall continue in full force and effect.

This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument signed by both the Superintendent and the Governing Board.

IN WITNESS HEREIN, we affix our signatures to this Agreement as the full and complete understanding of the relationships between the parties hereto.

FOR THE GOVERNING BOARD OF THE LATROBE ELEMENTARY SCHOOL DISTRICT:

By: _____
JAMES SCOT YARNELL
President

Date: _____

I hereby accept this Contract of Employment For District Superintendent and agree to comply with the conditions thereof, and to fulfill all of the duties of employment as Superintendent/Principal of the Latrobe Elementary School District.

By: _____
DAVE L. SCROGGINS
Superintendent

Date: _____



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

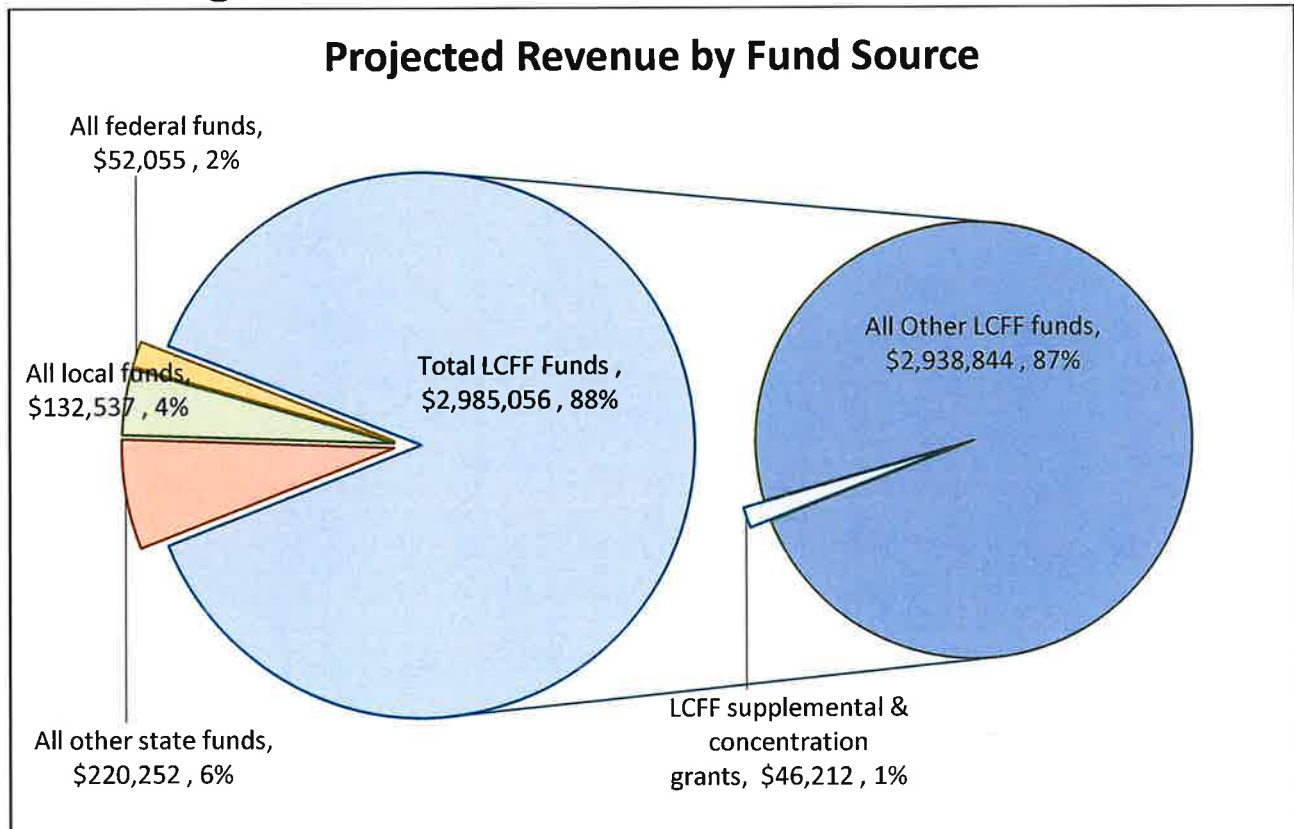
Superintendent/Principal

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

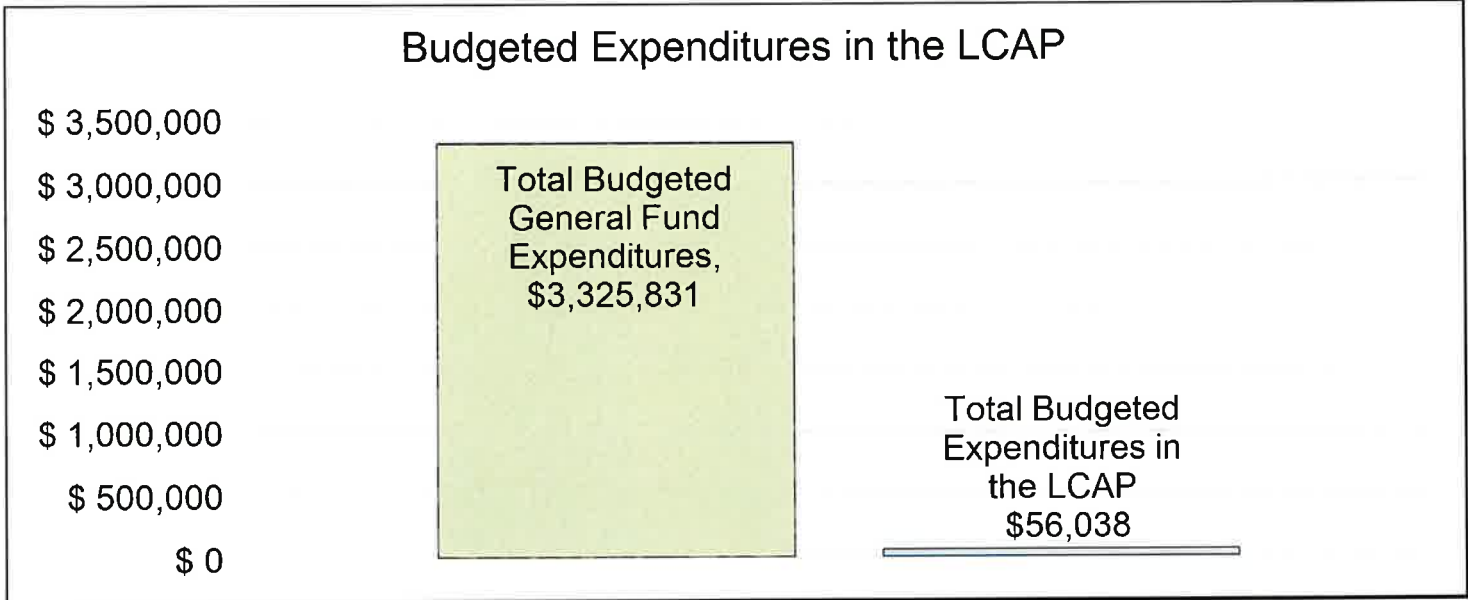


This chart shows the total general purpose revenue Latrobe School District expects to receive in the coming year from all sources.

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, \$46,212 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:

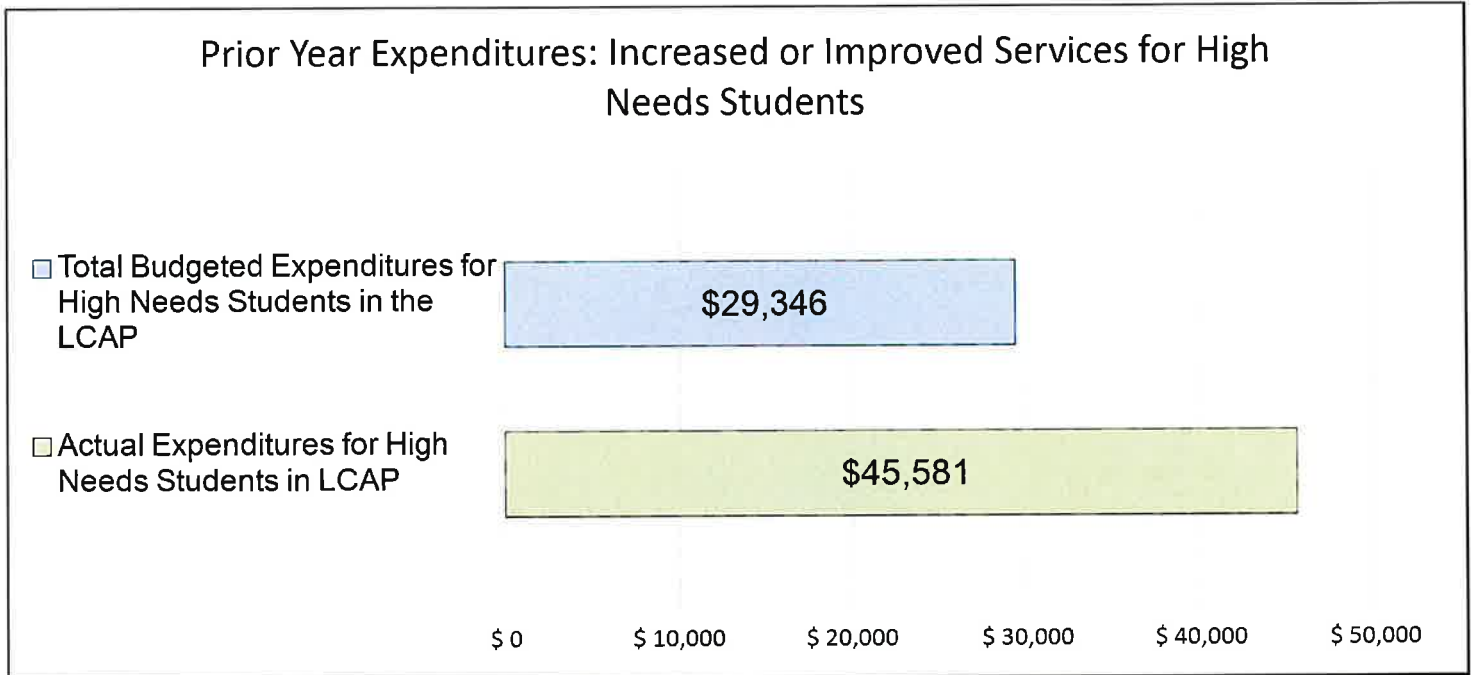
The remaining expenditures that are not included in the LCAP are the overall operating expenses of the district for the 2023-24 school year

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 \$46,212 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 \$46,212 towards meeting this requirement, as described in the LCAP.

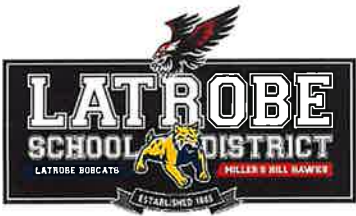
LCFF Budget Overview for Parents

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 and 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.	\$6,554.00	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)	\$10,000.00	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)
46212	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
2.86%	0.00%	\$0.00	2.86%

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	\$46,212.00	\$10,000.00			\$56,212.00	\$39,658.00	\$16,554.00

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	\$6,554.00	\$0.00	\$0.00	\$0.00	\$6,554.00
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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
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	\$0.00	\$10,000.00	\$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
1,613,553	46212	2.86%	0.00%	2.86%	\$46,212.00	0.00%	2.86 %	Total:	\$46,212.00

LEA-wide Total: \$0.00

Limited Total: \$0.00

Schoolwide Total: \$46,212.00

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	\$6,554.00	
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

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)
38,695	\$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	38,695	0	2.36%	\$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/fq/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/fq/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," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
January 2022

Latrobe School District 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.

	<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
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

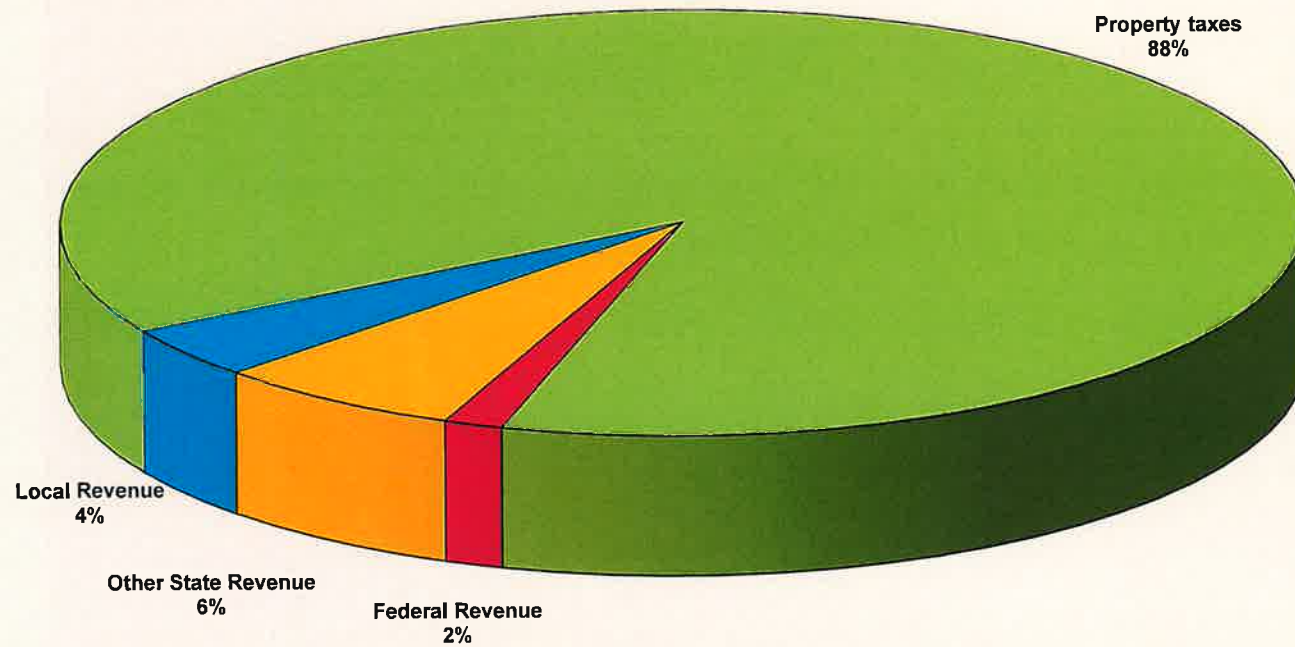
Lowered local revenue estimates

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.

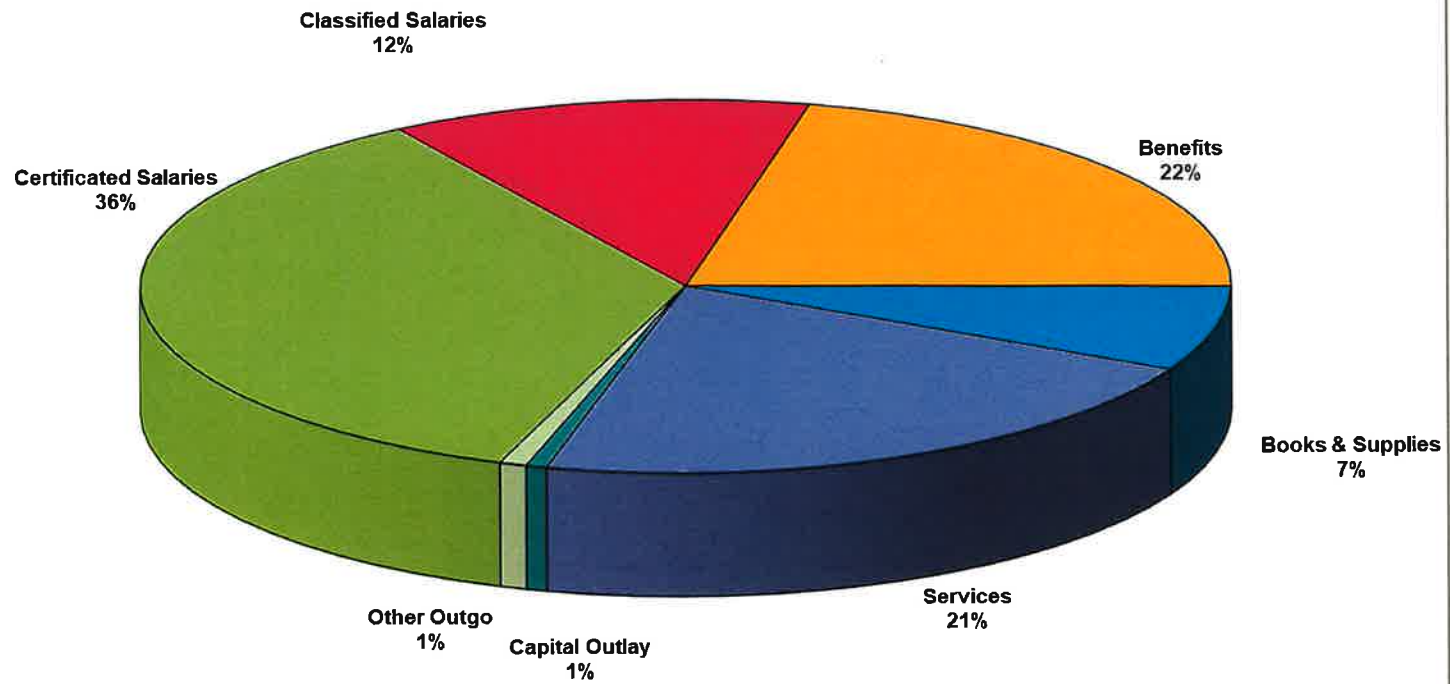
- Water contractor

- 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.

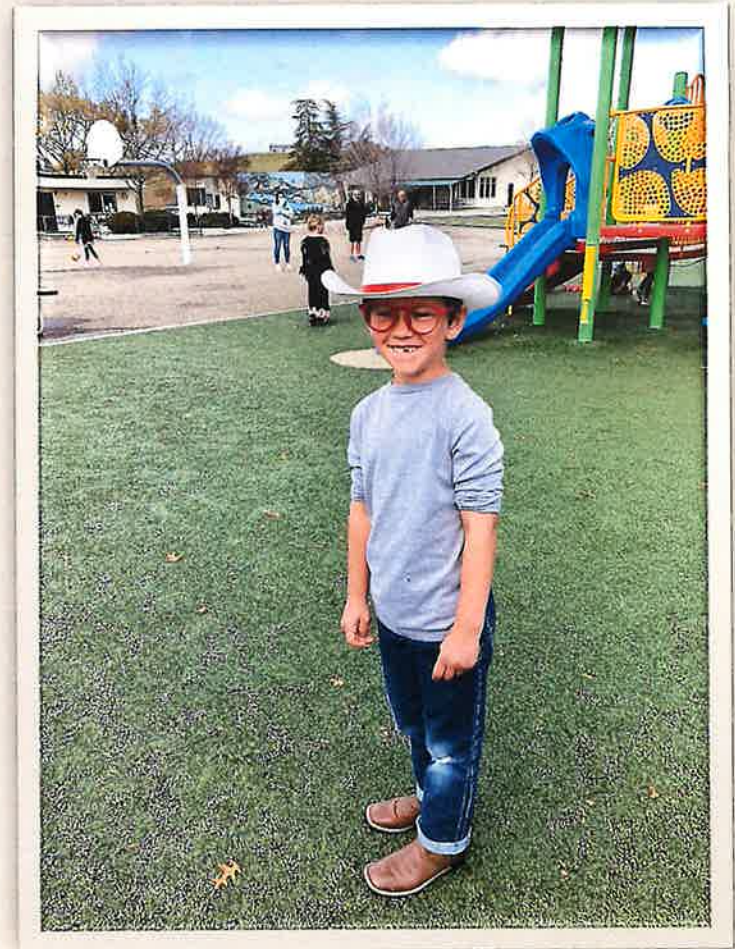
In accordance with Proposition 30, **Latrobe School District** is providing their expenditure plan under the Education Protection Act for 2023-24.

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

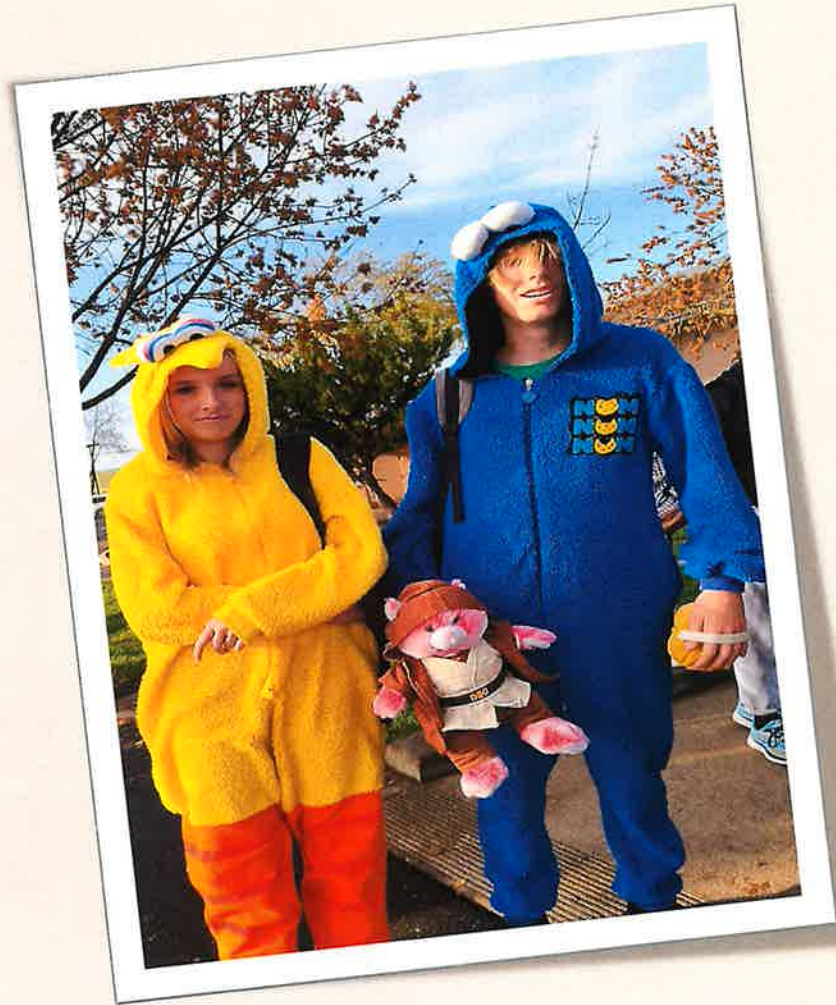
Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

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

	<u>2024-2025</u>			<u>2025-26</u>			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted Variance
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%

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos
and the name of their program.**

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

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

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Latrobe Elementary School
2. Miller's Hill School
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Students will be served on the Miller's Hill Campus through our Extended Day program. Students will be supervised and instructed by trusted staff who have been appropriately fingerprinted and background checked. Younger students coming from Latrobe Elementary School will be transported to the program on a school bus driven by an appropriately licensed and qualified bus driver. Pertinent medical information, including student health plans, will be provided to program supervisors.

Technology will be provided to support daily instruction. Computers will be provided so that the program supervisor and district staff can provide instruction and intervention using district adopted resources. Projectors or display panels will also be installed in the Extended Day room so that students can access material and better engage in instruction.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Participating students will have opportunities to receive targeted homework assistance and additional instruction to support, but not duplicate, what they learned during the instructional day. The program supervisor will receive additional training and support from school personnel to ensure that instructional techniques maximize student understanding. Classroom teachers, paraeducators, and special education personnel will be encouraged to provide additional tutoring for students and will be compensated for their service using the district's predetermined hourly rates for employees.

Devices (laptops, Chromebooks, etc.) will be provided so that students and staff can access district adopted curriculum and support programs.

Additionally, enrichment activities and play based-learning opportunities will be provided for all participating students. Equipment and materials needed to support these activities shall be provided.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

See complete response on next page:

The Expanded Learning Opportunities Program (ELO-P) offered by the Latrobe School District will focus on academic support, enriching visual arts and STEM instruction, and physical activity.

Academic Support

All participating students will receive instructional support and homework assistance provided by the ELO-P program supervisor. All teachers will have the opportunity to meet with the program supervisor, daily, to ensure that appropriate skills are being addressed and that academic support is targeted and aligned to each student's greatest need. Emphasis will be placed on math support, as this was an area of need expressed by students in the 2023 Latrobe Student Survey. General

Education Teachers, our Resource Specialist Teacher, and paraprofessionals will also

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In the Latrobe School District, we feel that it is important for students to have a voice in helping determine the focus areas for our Expanded Learning Opportunities Program.

As mentioned above, our Expanded Learning Opportunities Program will prioritize academic support, especially in the area of mathematics. We will also provide all students with enriching visual arts and STEM lessons and opportunities for more play-based learning and physical activity.

These focus areas were developed in response to the information collected from the students who participated in our 2023 Latrobe Student Survey. As the program progresses, additional student surveys may be administered and individual interviews may be conducted to refine the program and best serve those who are participating. Additionally, students will have a voice in determining the focus areas

for daily physical education and activities

Program 3 – Skill Building *complete response*

The Expanded Learning Opportunities Program (ELO-P) offered by the Latrobe School District will focus on academic support, enriching visual arts and STEM instruction, and physical activity.

Academic Support

All participating students will receive instructional support and homework assistance provided by the ELO-P program supervisor. All teachers will have the opportunity to meet with the program supervisor, daily, to ensure that appropriate skills are being addressed and that academic support is targeted and aligned to each student's greatest need. Emphasis will be placed on math support, as this was an area of need expressed by students in the 2023 Latrobe Student Survey. General Education Teachers, our Resource Specialist Teacher, and paraeducators will also be compensated to provide targeted additional academic support to students in the after school program.

Visual Arts

All participating students will have the opportunity to advance their understanding and appreciation of the visual arts and each will have the opportunity to create their own works of art under the guidance of the program supervisor.

Physical Education

All participating students will have daily opportunities to engage in large motor physical activity. Games and play-based activities will be collaboratively developed by the students and program supervisor.

Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the ELO-P hours of programming, large motor physical activities and games will be scheduled to occur daily. On rainy days, when the students cannot access the blacktop, the school's gymnasium will be made available.

Students will also be provided with healthy snacks each day. Our food service department will be consulted to help ensure that snacks are nutritious. Consideration will be given to those students with food allergies and alternate snacks provided when necessary. A locking refrigerator will be purchased to keep perishable snacks fresh and secure.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

See complete response on next page:

The Latrobe School District serves students with culturally and linguistically diverse backgrounds. When enrolling students into the Expanded Learning Opportunities Program, priority access will be given to English learners, socioeconomically disadvantaged students, and Foster Youth.

Program staff will be provided with the same translation services used by the district to ensure that linguistically diverse students and their families feel connected and supported throughout the duration of the program. School administration will meet with the program supervisor to provide information about enrolled students from culturally diverse backgrounds and offer strategies for engaging these students during academic instruction and enrichment activities.

Similarly, school administration and representatives from our special education staff

Program 6 – Diversity, Access, and Equity *complete response*

The Latrobe School District serves students with culturally and linguistically diverse backgrounds. When enrolling students into the Expanded Learning Opportunities Program, priority access will be given to English learners, socioeconomically disadvantaged students, and Foster Youth.

Program staff will be provided with the same translation services used by the district to ensure that linguistically diverse students and their families feel connected and supported throughout the duration of the program. School administration will meet with the program supervisor to provide information about enrolled students from culturally diverse backgrounds and offer strategies for engaging these students during academic instruction and enrichment activities.

Similarly, school administration and representatives from our special education staff will meet with the program supervisor to review Individualized Education Plans (IEP) for students with disabilities. Accommodations present in IEPs or Section 504 plans will be shared with program staff to ensure that students with disabilities are appropriately supported.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Expanded Learning Opportunities Program will be supervised by our current extended day provider. This individual is an employee of the El Dorado County Office of Education and as such, receives routine training on best practices for supervision and instruction. She is fingerprinted and cleared through the Department of Justice to work with our students. Additionally, school administration and faculty members will provide additional tips for instructing our students and will be available to answer any questions regarding academic standards or assigned lessons.

Our district teachers and paraeducators may also elect to tutor individuals or small groups of students from the program to offer additional academic support. Staff will be compensated at the predetermined hourly rates for extra duty.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The vision of the Latrobe School District's Expanded Learning Opportunities Program is to provide additional opportunities for students, especially those students who are socioeconomically disadvantaged, English learners, and/or Foster Youth, to receive academic support, enrichment through visual arts and STEM instruction, and increased time for gross motor physical activity.

The purpose of this program is to increase students' academic proficiency, help them stay healthy through physical activity, expand their understanding and appreciation of the visual arts, and receive quality after school care, including supervision and a nutritious snack.

It is our mission to enhance the overall well-being for all students and ensure that they receive the service and support needed to be academically successful, well-rounded, and healthy.

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Latrobe School District will collaborate with the El Dorado County Office of Education to provide the Expanded Learning Opportunities Program to students. The El Dorado County Office of Education will provide the staff needed to run the program, while the school district will provide funding to support the enrollment of socioeconomically disadvantaged students, English learners, and Foster Youth. The district will also provide a classroom to house the program, custodial services, and necessary technology. The El Dorado County Office of Education will provide technical and IT support as needed. The district and the El Dorado County Office of Education will jointly provide training, access to translation services, and other day to day program supports. Additionally, the district will consult with the Folsom Cordova School District Food Service Department to ensure that our snacks are appropriately nutritious, and we will work with the El Dorado Union High School District to provide transportation services to students who need to travel from Latrobe Elementary School to Miller's Hill to attend the program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Latrobe School District will monitor and assess the effectiveness of the Expanded Learning Opportunities Program semiannually. Student and parent surveys, anecdotal conversations, measurable academic growth, and physical fitness results may be used as part of the district's ongoing evaluation process. Program attendance will be a key indicator used in determining the overall success of the program.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

The Latrobe School District's Expanded Learning Opportunities Program will be managed jointly by the Latrobe School District administration and the El Dorado County Office of Education's Charter Alternative's Program Division. The Latrobe School District will provide an appropriately equipped classroom, daily custodial support, and access to district facilities and equipment, such as the multipurpose room and Chromebooks. The District will also provide financial remuneration for each qualifying student enrolled in the program, which is intended to help cover the salary cost of the program supervisor. The district will purchase nutritious snacks for participating students and work with the El Dorado Union High School District to provide transportation services. The El Dorado County Office of Education will hire and evaluate the program supervisor, and both the district and the El Dorado County Office of Education will provide professional development necessary to make the program successful. This may include training on instructional practices and supervision strategies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Not Applicable as the Latrobe School District does not receive ASES or CCLC Grants.

Expanded Learning Opportunities Program Plan Guide

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Transitional Kindergarten students will not be denied access to the Expanded Learning Opportunities Program. Current enrollment data and projections for next year do not indicate a need for additional staff. In the event that the pupil to staff member ratio exceeds 10 to 1, the district will work with the El Dorado County of Education to find a solution that meets the staffing requirement, including the possibility of hiring additional support staff.

The program supervisor will receive direct support and training from school administration. Additionally, the Latrobe School District's Transitional Kindergarten will be available to provide additional tutoring and/or consultation services for the program supervisor.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

See complete response on next page:

The Latrobe School District operates two schools, Latrobe Elementary School (TK-3) and Miller's Hill School (4-8). Students from both schools will be eligible to attend the Expanded Learning Opportunities Program, which will be housed primarily in the Miller's Hill Extended Day Room.

At Latrobe Elementary School, the instructional day begins at 7:55 a.m and ends at 1:55 p.m., accounting for a six hour instructional day. Students participating in the Expanded Learning Opportunities Program will then be bused approximately 0.4 miles to Miller's Hill School, where they will check in with the ELO-P program supervisor.

Sample Program Schedule *complete response*

The Latrobe School District operates two schools, Latrobe Elementary School (TK-3) and Miller's Hill School (4-8). Students from both schools will be eligible to attend the Expanded Learning Opportunities Program, which will be housed primarily in the Miller's Hill Extended Day Room.

At Latrobe Elementary School, the instructional day begins at 7:55 a.m and ends at 1:55 p.m., accounting for a six hour instructional day. Students participating in the Expanded Learning Opportunities Program will then be bused approximately 0.4 miles to Miller's Hill School, where they will check in with the ELO-P program supervisor.

The Expanded Learning Opportunity Program will begin at 2:00 p.m. and end at 5:30 p.m. When combined with the 6 hour instructional day, the total time Latrobe Elementary students will be served is approximately 9 and a half hours.

At Millers Hill, the instructional day begins at 7:50 a.m, and ends at 2:05 p.m., accounting for an instructional day of 6.25 hours. Students participating in the Expanded Learning Opportunities Program will check in with the ELO-P program supervisor immediately after being dismissed from school.

For students at Miller's Hill, the Expanded Learning Opportunity Program will begin at 2:05 p.m. and end at 5:30 p.m. When combined with the 6 hour instructional day, the total time students are served is approximately 9 and a half hours.

Summer Intersession Classes will be scheduled from 8:00 a.m. - 5:00 p.m. and are planned to be housed at the same location as listed above.

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022

Expenditure Plan Template

LEA Name:	Latrobe Elementary School District
Contact Name:	Dave Scroggins
Email Address:	dscroggins@latrobeschool.com
Phone Number:	(530) 677-0260

Total Amount of funds received by the LEA:	\$97,094
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Date of adoption at a public meeting:	6/20/2023
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(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

<u>Planned Activity</u>	2022-2023	2023-2024	2024-2025	2025-2026	Total
In alignment with Goal 1 of the Latrobe School District Local Control Accountability Plan, which seeks to 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, the Arts, Music, and Instructional Materials Discretionary Block Grant will be used as described below:					
Review, adoption, training, and implementation of a new standards-aligned mathematics curriculum for students in grades TK-8.	\$0	\$0	\$50,738	\$0	\$50,738
To support our Transitional Kindergarten Expansion In 2023-2024 and to comply with state requirements, the District will use AMI funds to cover a portion of the cost of a full-time paraeducator to assist the students in the class and keep the ratio of students to staff at or below 12:1. The paraeducator will support students using the Response to Intervention model, specifically supporting English learners, socioeconomically disadvantaged students and Foster Youth.	\$0	\$9,694	\$0	\$0	\$9694

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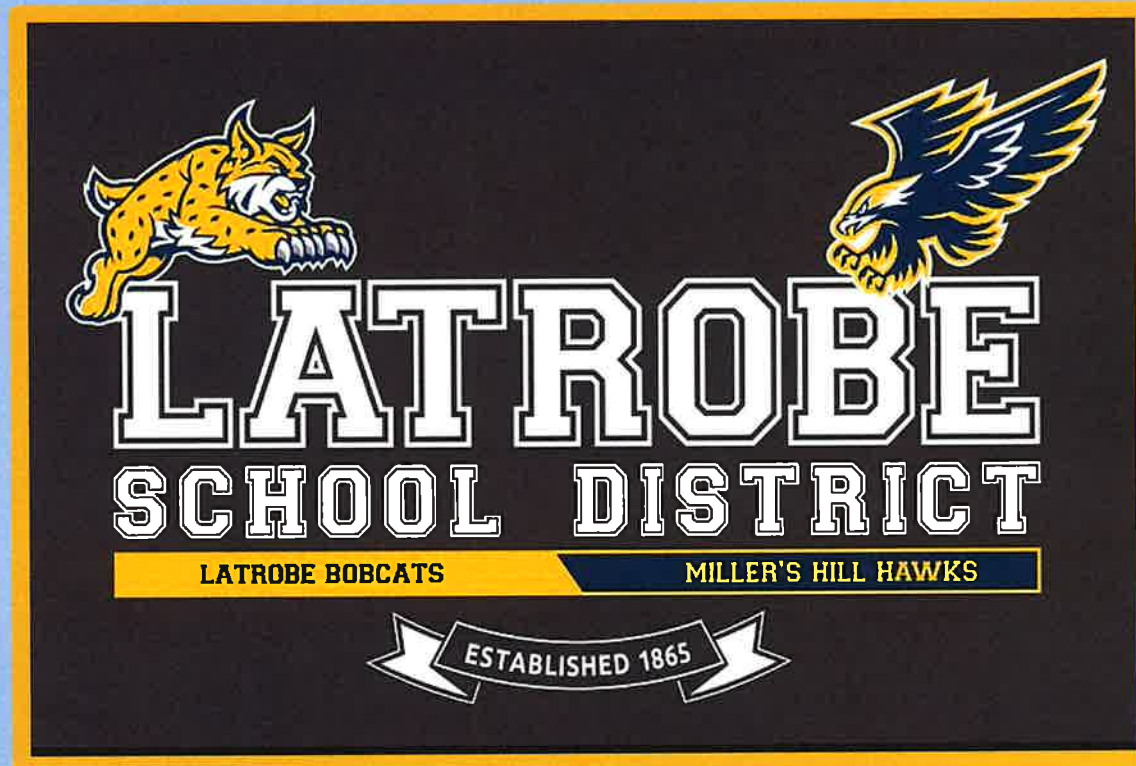
(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, anti-bias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

<u>Planned Activity</u>	2022-2023	2023-2024	2024-2025	2025-2026	Total
In alignment with Goal 2 of the Latrobe School District Local Control Accountability Plan, which seeks to create and sustain a positive and respectful school environment that supports and promotes teaching and learning, the Arts, Music, and Instructional Materials Discretionary Block Grant will be used as described below:					
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.	\$0	\$36,662	\$0	\$0	\$36,662

Total planned expenditures by the LEA:

\$97,094

2023 Local Indicator Report



June 20, 2023

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

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:

0

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

0

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

0

No Changes from 2022 Report

LCFF Priority 2 *Implementation of academic content and performance standards for all students, including English learners.*

PROFESSIONAL DEVELOPMENT

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

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

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

INSTRUCTIONAL MATERIALS

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

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

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

LCFF Priority 2 *Implementation of academic content and performance standards for all students, including English learners.*

CORE ACADEMIC PROGRAMS/POLICIES

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

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

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

OTHER ACADEMIC PROGRAMS/POLICIES

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

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

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

No Changes from 2022 Report

LCFF Priority 2 *Implementation of academic content and performance standards for all students, including English learners.*

IDENTIFYING NEEDS AND SUPPORTING TEACHERS

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

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

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

No Changes from 2022 Report

LCFF Priority 3 *Parental Involvement and Family Engagement*

BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES

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

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

Up from 1

LCFF Priority 3 *Parental Involvement and Family Engagement*

BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES

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

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

No Changes from 2022 Report

LCFF Priority 3 *Parental Involvement and Family Engagement*

SEEKING INPUT FOR DECISION MAKING

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

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

No Changes from 2022 Report

LCFF Priority 6 *School Climate*

PARENT SURVEY INFORMATION

Strengths

Children are appropriately challenged academically - 90.2%

Child feels safe at school - 96.8%

The school views parents as partners in the educational process - 92.7%

Child enjoys going to school - 92%

Our schools are welcoming and inclusive - 98.3%

Areas for further analysis

Miller's Hill is "safe and secure" 82%

School district website is "user friendly" - 62.3%

Information Presented at May Board Meeting

LCFF Priority 6 *School Climate*

STUDENT SURVEY INFORMATION

Strengths

- | | |
|---|-------------------|
| ● High standards for learning | 94% |
| ● Helpful adults | 94% |
| ● Come to school well rested | 78% (55% in 2022) |
| ● Students respectful to other students | 71% (64% in 2022) |

Opportunities for Improvement

- | | |
|-----------------------------|-----------------------|
| ● Sports and play equipment | 60% |
| ● Adults care about me | 89.5% (97.2% in 2022) |
| ● Adults listen to me | 78% |

Information Presented at May Board Meeting

LCFF Priority 7 *Access to a Broad Course of Study*

Measures that the LEA is using to track the extent to which all students have access to a broad course of study

The Latrobe School District tracks access to a broad course of study using AERIES enrollment data, Williams Act compliance data, and stakeholder surveys.

No Changes from 2022 Report

LCFF Priority 7 *Access to a Broad Course of Study*

Summarize the extent to which all students have access to a broad course of study.

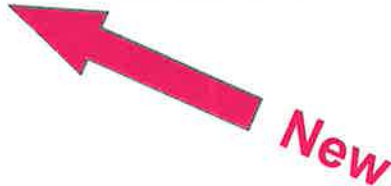
- Core Academics
 - New NGSS Science Program Implemented
- Elective Experiences (6th - 8th)
 - Culinary Arts
 - Spanish
 - Art
 - Podcasting
 - Choir
- Music classes (4th - 8th)
- Fine Arts Instruction (TK-8th)
- Garden/Plant Biology (TK-3rd)
- Cyber High Algebra (8th)



LCFF Priority 7 *Access to a Broad Course of Study*

What revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Next Generation Science materials have been implemented and ongoing training and support (both in-person and virtual) is being provided to ensure that our students get the most out of the program and maximize their proficiency with respect to the Next Generation Science Standards



Pricing

1 website

Digital publishing platform	Pricing
Website, hosting and CMS Full-featured websites and intranet with unlimited storage and users	Included
Social posting Publishing to live school feeds that share to social media	Included
Unlimited support and training Live chat, phone and resources – videos, courses	Included
Fully managed Website Accessibility Monthly reporting, error correction and training resources	Included
Annual total: \$2,400.00	

Design, Implementation and launch	Pricing
<ul style="list-style-type: none"> • Branded website design • Build and migration of current website content • QA and launch of new website 	Waived (\$2,480 value)
One-time total: Included	

**Due upon proposal execution*

First year total*: \$2,400.00

***Does not include custom application functionality outside of
www.schoolnow.com/features*

Second year total: \$2,400.00

Third year total: \$2,400.00

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Terms and Conditions

THIS AGREEMENT ('Agreement') is entered into on (05 / 09 / 2023), between Innersync Studio LLC ('Licensor'), with its principal place of business located at 752 Dunwoodie Dr., Cincinnati, Ohio 45230 and Latrobe School District ('Licensee'), with its principal place of business located at 7900 S. Shingle Rd., Shingle Springs, CA 95682 and shall be effective as of (07 / 01 / 2023) (the 'Effective Date').

RECITALS

WHEREAS, Licensor is engaged in the business of providing access to Software and Licensor's application server;

WHEREAS, Licensee desires to retain Licensor to perform the services provided for in this agreement.

NOW, THEREFORE, Licensor and Licensee agree as follows:

1. Grant of License

Subject to the terms and conditions herein, Licensor hereby grants Licensee a nonexclusive license to (i) access and utilize SchoolNow Hosted Edition (the 'Software') on Licensor's application server over the Internet, and (ii) transmit data related to Licensee's use of the Software over the Internet.

2. Use and Access

A. Subject to the restrictions on use as set forth herein, Licensee will have access to the Software and Licensor's application server for the purpose of using the software for its intended purpose and in accordance with the specifications set forth in any documentation relating to the Software provided by Licensor. Such use and access will be continuous on a 24/7 basis except for interruptions by reason of maintenance or downtime beyond Licensor's reasonable control.

B. Licensee will use the Software only for its internal school operations and will not permit the Software to be used by or for the benefit of anyone other than Licensee. Licensee will not have the right to re-license or sell rights to access and/or use the Licensed Software or to transfer or assign rights to access or use the Software, except as expressly provided herein. Licensee may not modify, translate, reverse engineer, decompile or create derivative works based upon the Software. Licensee agrees to use the Software in a manner that complies with all applicable laws including intellectual property and copyright laws. Licensor expressly reserves all rights not expressly granted to Licensee herein.

C. Licensee will not: (i) transmit or share identification or password codes to persons other than authorized users (ii) permit the identification or password codes to be cached in proxy servers and accessed by individuals who are not authorized users, or (iii) permit access to the software through a single identification or password code being made available to multiple users on a network.

3. Unlimited Calling, E-mailing and Texting Restriction

Licensee may send unlimited calls, emails and texts during the term of this Agreement to the recipient numbers and email addresses based on the enrollment number provided (qualifying personnel included in service at no extra charge) at the time of sign up or on the renewal date. Calls and texts will be limited to the North American Numbering Plan. Valid recipients include (parents, guardians, students, employees, faculty and administrative staff. Calls, emails, or texts to others

outside of this enrollment and qualifying personnel are strictly prohibited. All recipients must opt into communications from your school to be called, emailed, or texted.

4. Definition of Unlimited Calls

Certain plans are classified as "unlimited," which means you can send an unlimited number of time-sensitive messages to a relatively static list of members or recipients, provided, however, that messages conform with all FTC and FCC regulations, and are not considered as "spamming" by your recipients. The following results may result in a plan adjustment or account cancellation by Licensor: Frequently changing recipient lists; frequently sending messages that have a high percentage of disconnected numbers; frequent hang-ups by recipients shortly after the call begins; receiving a high percentage of opt-out requests from your recipients.

5. Minimum Age

You are prohibited from using or registering for the Campus Suite system for notifications for individuals under the age of eighteen. By using or registering for the SchoolNow system, you represent and warrant to Licensor that your users are above the age of eighteen, or have parental consent.

6. Customer Represent and Warrants

Customer Represents and warrants that one (1) user is knowledgeable concerning the restrictions under federal, state and local laws and regulations that may apply to customer's use of SchoolNow and other automated communication services ordered hereunder, and two (2) each use by the user of SchoolNow shall comply in all respects with all such applicable laws and regulations, including but not limited to the type and identity of each call recipient, transmission of a valid caller-ID, customer's relationship to each call recipient, the call date and time selected by the user and the content and timing of each call. Any unlawful use by the user of SchoolNow is strictly prohibited. Customer and the person executing this Agreement jointly and severally represents and warrant that such person is fully authorized to execute and deliver the Agreement on behalf of the customer.

7. Price and Payment

A. Licensee will pay Licensor the following per annual subscription cost for the license of the Software and access to Licensor's application server: \$2,400.00 per the first year, \$2,400.00 per the second year and \$2,400.00 per the third year for website CMS and website accessibility service. Licensor will invoice the licensee for quantity pricing on the first day of the contract date. Licensor reserves the right to change pricing based on, provider cost changes, additional features, or excessive utilization of the software resources. The licensor will notify the licensee 30 (thirty) days in advance of any price changes. Upon Licensor providing project related parties and/or Licensor access to the Software and Licensor's application server (e.g. the "product"), the Licensee is formally accepting the SchoolNow "product" as delivered.

B. The fees for the license of the Software do not include taxes. If Licensor is required to pay or collect any federal, state, local, or value-added tax on any fees charged under this Agreement, or any other similar taxes or duties levied by any governmental authority, excluding taxes levied on Licensor's net income, then such taxes and/or duties will be billed to and paid by Licensee immediately upon receipt of Licensor's invoice and supporting documentation for the taxes or duties charged.

C. One-time fee of \$0 is due upon execution of the proposal and the software, support and hosting fee is due on (07 / 01 / 2023) (the 'Effective Date').

8. Technical Support

Licensor will supply telephone and/or email support to Licensee based on support level (Premium, professional or standard) regarding the Software on a reasonable and necessary basis to Client within business hours – Monday to Friday 9 am to 6 pm EST, exclusive of holidays. Licensor will provide a listing of detailed hours, holidays, and service availability on their website, and reserves the right to modify the times technical support is available.

9. Term and Termination

A. The term of service shall be (36) months starting (07 / 01 / 2023) with voluntary one year extensions. The parties agree that unless either party provides written (letter, facsimile, email) notice of intent not to extend the contract for an additional year within 30 days of the applicable termination date to the authorized representative contact below, the contract will be extended for a term of one year.

B. Either party may terminate this agreement for material breach, provided, however, that the terminating party has given the other party at least twenty-one (21) days written notice of and the opportunity to cure the breach. Termination for breach will not preclude the terminating party from exercising any other remedies for breach.

10. Ownership of Intellectual Property

Title to any proprietary rights in the Software or Licensor's web site will remain in and be the sole and exclusive property of Licensor. Licensee will be the owner of all content created and posted by Licensee.

11. Confidentiality

A. Licensee acknowledges that the Software and other data on Licensor's application server embodies logic, design and coding methodology that constitute valuable confidential information that is proprietary to Licensor. Licensee will safeguard the right to access the Software and other software installed on Licensor's application server using the same standard of care that Licensee uses for its own confidential materials.

B. All data pertaining to Licensee disclosed to Licensor in connection with the performance of this Agreement and residing on Licensor's application server will be held as confidential by Licensor and will not, without the prior written consent of Licensee, be disclosed or be used for any purposes other than the performance of this Agreement. Licensor will safeguard the confidentiality of such data using the same standard of care that Licensor uses for its own confidential materials. This obligation does not apply to data that: (i) is or becomes, through no act or failure to act on the part of Licensor, generally known or available; (ii) is known by Licensor at the time of receiving such information as evidenced by its written records; (iii) is hereafter furnished to Licensor by a third party, as a matter of right and without restriction on disclosure; (iv) is independently developed by Licensor as evidenced by its written and dated records and without any breach of this Agreement; or (v) is the subject of a written permission to disclose provided by Licensee. Further notwithstanding the forgoing, disclosure of data will not be precluded if such disclosure: (i) is in response to a valid order of a court or other governmental body of the United States; (ii) is otherwise required by law; or (iii) is otherwise necessary to establish rights or enforce obligations under this Agreement, but only to the extent that any such disclosure is necessary.

12. Warranty and Disclaimer

Licensor warrants the Software is developed and will be provided in conformity with generally prevailing industry standards. Licensee must report any material deficiencies in the Software to Licensor in writing within thirty (30) days of Licensee's discovery of the defect. Licensor's exclusive remedy for the breach of the above warranty will be for Licensor to provide access to replacement Software within a commercially reasonable time. THIS WARRANTY IS EXCLUSIVE AND IS IN LIEU OF ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND ANY ORAL OR WRITTEN REPRESENTATIONS, PROPOSALS OR STATEMENTS MADE ON OR PRIOR TO THE EFFECTIVE DATE OF THIS AGREEMENT. DEVELOPER EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES.

13. Limitation of Liability, Indemnification

Neither party will be liable to the other for special, indirect or consequential damages incurred or suffered by the other arising as a result of or related to the use of the Software, whether in contract, tort or otherwise, even if the other has been advised of the possibility of such loss or damages. Licensee will indemnify and hold Licensor harmless against any claims incurred by Licensor arising out of or in conjunction with Licensee's breach of this Agreement, as well as all reasonable costs, expenses and attorneys' fees incurred therein. Licensor's total liability under this Agreement with respect to the Software, regardless of cause or theory of recovery, will not exceed the total amount of fees paid by Licensee to Licensor during the twelve month period immediately preceding the occurrence or act or omission giving rise to the claim. Licensor is not liable for any damages, claims, or costs from loss of access to the software, or loss of licensee data for disconnection for non-payment. ADA compliant web content is the responsibility of the Licensee and Licensor is not held liable for any related circumstances related to ADA compliant lawsuits brought forth from the effective date.

14. Relation of Parties

Nothing in this Agreement will create or imply an agency or employment relationship between the parties, nor will this Agreement be deemed to constitute a joint venture or partnership between the parties.

15. Non-assignment

Neither party will assign this Agreement, in whole or in part, without the prior written consent of the other party, and such consent will not be unreasonably withheld. This Agreement will inure to the benefit of, and be binding upon the parties hereto, together with their respective legal representatives, successors, and assigns, as permitted herein.

16. Arbitration

Any dispute arising under this Agreement will be subject to binding arbitration by a single Arbitrator with the American Arbitration Association (AAA), in accordance with its relevant industry rules, if any. The parties agree that this Agreement will be governed by and construed and interpreted in accordance with the laws of the State of Ohio. The arbitration will be held in Ohio. The Arbitrator will have the authority to grant injunctive relief and specific performance to enforce the terms of this Agreement. Judgment on any award rendered by the Arbitrator may be entered in any Court of competent jurisdiction.

17. Attorneys' Fees

If any litigation or arbitration is necessary to enforce the terms of this Agreement, the prevailing party will be entitled to reasonable attorneys' fees and costs. Licensor's total liability under this Agreement

with respect to the Software, legal fees, or damages regardless of cause or theory of recovery, will not exceed the total amount of fees paid by Licensee to Licensor during the twelve month period immediately preceding the occurrence or act or omission giving rise to the claim.

18. Severability

If any term of this Agreement is found to be unenforceable or contrary to law, it will be modified to the least extent necessary to make it enforceable, and the remaining portions of this Agreement will remain in full force and effect.

19. Force Majeure

Neither party will be held responsible for any delay or failure in performance of any part of this Agreement to the extent that such delay is caused by events or circumstances beyond the delayed party's reasonable control.

20. Waiver and Modification

The waiver by any party of any breach of covenant will not be construed to be a waiver of any succeeding breach or any other covenant. All waivers must be in writing, and signed by the party waiving its rights. This Agreement may be modified only by a written instrument executed by authorized representatives of the parties hereto.

21. Entire Agreement

This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and supersedes all prior agreements, proposals, negotiations, representations or communications relating to the subject matter. Both parties acknowledge that they have not been induced to enter into this Agreement by any representations or promises not specifically stated herein.

Signatures

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives.

PROVIDER: Innersync Studio, LLC

By:  Date: 5/11/2023

Authorized Representative

Innersync Studio, LLC

USER: Latrobe School District

By:  Date: 5/10/23

Print name: Dave Scroggins, Superintendent

Authorized Representative

Latrobe School District

Board Resolution #23-02

Certification of Signatures

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

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

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board. These approved signatures are valid for the period of July 1, 2023 to June 30, 2024, in accordance with governing board approval dated June 20, 2023.

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

Signature:	Signature:
Typed Name: Janet Saitman	Typed Name: Jennifer Fusano
Title: Clerk	Title: Chief Financial Officer

Signature:	Signature:
Typed Name: Jared Meredith	Typed Name:
Title: Member	Title:

Approval: _____
Scot Yarnell, President of the Board

Date: _____

ATTEST: _____

9.8.

Latrobe School District
PROJECTED ENROLLMENT 2023-24

6/13/2023

Grade	Starting based on 2022-23	(+) New	(-) Leaving	2023-24 Projected
TK		5		5
K	7	9		16
1	12	1	(1)	12
2	13	2	(2)	13
3	18	4	(1)	21
Total Latrobe		21	(4)	67
4	18	1		19
5	18		(1)	17
6	11	4		15
7	24	5		29
8	26	1		27
Total Miller's Hill		11	(1)	107
Projected Total 2023-24				174
<i>Previous Year 2022-23</i>				162

13.A.