

Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

MINUTES

Trinity County Board of Education Regular Board Meeting May 15, 2024

WHERE HELD: Southern Trinity High School, Room 23
600 Van Duzen Road
Mad River, CA

MEMBERS PARTICIPATING: Randy Spencer, Area I
Michelle Myers, Area II
Sally Aldinger, Area III
Arina Erwin, Area IV - Zoom
Steve Canale, Area V

COUNTY OFFICE: Fabio Robles, Superintendent of Schools
Anthony Rebelo, Assistant Superintendent of Special
Education/SELPA Director
Melanie Holmes, Executive Director of HR & Business
Services
Kaila Arnold, Executive Secretary

PUBLIC: Andy Felt, Superintendent, Southern Trinity Joint Unified
School District
Peggy Canale, Principal, Hoaglin Zenia Elementary School
Stacie Smith, HRN - Zoom

1.0 Formal Opening

- 1.1 Call to Order
Sally Aldinger called the meeting to order at 2:56 p.m.
- 1.2 Roll Call
- 1.3 Pledge of Allegiance
- 1.4 Additions or Changes to Agenda
There were no additions or changes to the agenda.

- 2.0 Public Communication: Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to three minutes per person, 20 minutes per topic, pursuant to Board policy. Please state your name and address before speaking. In

accordance with the Brown Act, unless an item has been placed on the agenda there shall be no action taken. The Board may; 1) acknowledge receipt of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

- 2.1 Peggy shared that the new book, “The History of Public Education in Trinity County,” has been published, and how people can get a copy if they would like one.
- 2.2 Andy gave kudos to the TCOE staff for all they do to help and support the districts.

3.0 Accept Open Session Agenda

Sally asked the board for a motion to accept the Open Session Agenda.

MOTION: A motion was made by Steve, with a second by Michelle, to accept the Open Agenda. Motion passed. Aye-5, (Aldinger, Canale, Erwin, Myers, Spencer), No-0, Absent-0, Abstain-0.

4.0 Consent Agenda: The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event the item(s) will be considered following approval of the Consent Agenda.

- 4.1 Minutes – April 17, 2024
- 4.2 Warrants – April 2024
- 4.3 Payroll – April 2024

Sally Aldinger asked the Board if there was a motion to pull any items from the Consent Agenda. Hearing none, Sally asked the board for a motion to accept the Consent Agenda.

MOTION: A motion was made by Randy, with a second by Steve, to accept the Consent Agenda. The motion passed unanimously. Aye-5, (Aldinger, Canale, Erwin, Myers, Spencer), No-0, Absent-0, Abstain-0.

5.0 Information Items

- 5.1 Human Response Network: Alps View State Preschool Program Self-Evaluation
Stacie Smith from HRN shared the Program Self-Evaluation (PSE) with the board.
- 5.2 BB 9320 Meetings and Notices – First Reading
- 5.3 BB/E(1) 9323.2 Action by the Board – First Reading
Fabio shared a brief summary of the policy updates. Items 5.2 and 5.3.
- 5.4 Review The 2024-2025 Trinity County Office of Education Business Calendar
Kaila noted that there was a mistake on the Trinity County Office of Education business calendar that was shared as an informational item during the April board meeting, and shared the correct calendar that was provided in the packet.

6.0 Action Items

- 6.1 Set Public Hearing Meeting for Trinity County Office of Education 2024-2025 Budget, Local Control and Accountability Plan (LCAP) and Budget Overview For Parents on June 18, 2024 at 1:00pm, and the Budget and LCAP Adoption

Meeting on June 19, 2024 at 1:00pm. (No back-up)

MOTION: A motion was made by Michelle, with a second by Steve. The motion passed unanimously. Aye-5, (Aldinger, Canale, Erwin, Myers, Spencer), No-0, Absent-0, Abstain-0.

6.2 Approve the New Auditor Contract- Wilkinson Hadley King & Co. LLP

MOTION: A motion was made by Arina, with a second by Randy. The motion passed unanimously. Aye-5, (Aldinger, Canale, Erwin, Myers, Spencer), No-0, Absent-0, Abstain-0.

7.0 Reports

7.1 Financial Report and Oversight Update

Cindy Blanchard provided the financial report and oversight update, which was included in the board packet for the members to review.

7.1.1 School Facilities Report from Jeff Morris

The school facilities report was included in the packet for the members to review.

7.2 Cabinet Report – includes Trinity COE and District LCAP Updates, Anthony Rebelo, and Melanie Holmes shared their cabinet report with the board.

8.0 Correspondence

8.1 CSBA Correspondence

Arina shared a brief summary of the CSBA correspondence that was provided in the packet.

9.0 Superintendent's Report

9.1 Please refer to the attached Superintendent Report Notes.

10.0 Board Reports/Announcements/Comments

10.1 Randy commented on a newspaper article regarding fiberoptics coming to Trinity County and inquired about the progress of it coming to Trinity County school to which Fabio responded.

10.2 Randy commented that TDS got blamed for the outage months before when it was an ATT tower.

10.3 Arina gave kudos to Jeff Morris for representing TCOE well on the disaster council.

10.4 Michelle shared about her trip to Arizona and made a note that the Golf Course has new ownership.

10.5 Michelle reminded everyone that the kids would be going to prom soon.

10.6 Steve asked about the McConnell scholarship recipients to which Andy responded.

11.0 Adjournment

The meeting adjourned at 4:03 p.m.

Respectfully submitted,

Fabio Robles, Ex-Officio Secretary
Trinity County Office of Education

- Fabio presented Peggy with a framed letter and TCOE coin in recognition of her many years of service and in honor of her retirement from the Southern Trinity Joint Unified School District.
- Jade Tyner worked with Bob Anderson to secure a \$575,000 annual grant for TAUSD as well as R.I.S.E Academy. \$500,000 will go to TAUSD as they are the bigger of the two schools, and \$75,000 will go to R.I.S.E Academy. Our portion of the grant would ideally go to hiring a new SEL Coach.
- We are excited to announce our newest employee, Caroline Crockett, who will be replacing April Fiermonte, our Internal Business Clerk, at the end of this school year. She will be taking on more job duties such as billing for mental health services.
- We earned a \$500,000 capacity building grant from the Sacramento County Office of Education and the Santa Clara County Office of Education that we hope will provide more mental health services as well as a medical biller.
- We wrote for a grant that would provide a new Wellness Coach. We should hear back in the middle of May. The wellness coaches would be able to do more than a wellness liaison, but less than a clinician.
- Tim Nordstrom has been working with admin on LCAP and has also been working with TAUSD in regards to D.A.
- We had a successful S.T.E.A.M. Expo. Kudos to Julia Dixon and the many TCOE staff members who supported this successful event.
- Anna Carson wrote a grant for "Little Learning Spaces" and has delivered two exceptional events in Burnt Ranch and Hayfork.

Register 000928 - 05/01/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5248961	01	Check Amt	1,716.00	Status Cleared	Scott Yoder (Scott Yoder - Payee)	
SYODERCSTG	Scott Yoder- Classified Staff Teaching Grant	01. 7311. 0. 1110. 1000. 4300. 825. .				1,716.00
Check # 5248962	01	Check Amt	269.75	Status Cleared	Holmes, Melanie R (000298 - Emp)	
MHOLMESLASERFICHPER	M. Holmes Laserfiche Per Diem	01. 0000. 0. 0000. 7200. 5200. 825. .				269.75
Check # 5248963	01	Check Amt	276.00	Status Printed	Dabney, Michael J (000560 - Emp)	
MDABNEYLASERFICHEPER	M. Dabney Laserfiche Per Diem	01. 0000. 0. 0000. 7200. 5200. 825. .				276.00
Check # 5248964	01	Check Amt	491.21	Status Cleared	Apple Store (000799/2)	
MA74872280	Apple iPad & Magic Keyboard	01. 0000. 0. 0000. 2420. 4400. 825. .				491.21
Check # 5248965	01	Check Amt	46.23	Status Cleared	AT&T (000030/4)	
0517865016001APR24	23-24 AT&T Computer Line	01. 0000. 0. 0000. 8100. 5920. 825. .				46.23
Check # 5248966	12	Check Amt	97,586.68	Status Cleared	Human Response Network (000482/1)	
37023Q32023-2024	UPK Planning 2023-2024	12. 6102. 0. 0001. 2150. 5800. 825. .				2,358.68
52623Q3 2023-2024	CSPP-3632 Q3 2023-2024	12. 6105. 0. 7110. 9200. 7299. 825. .				95,228.00
Check # 5248967	01	Check Amt	247.79	Status Cleared	John W. Kizziar, DDS, INC (001234/1)	
KJ03072024	Trinity Smiles KJ 3/7/24	01. 0033. 0. 8600. 3140. 5800. 825. .				247.79
Check # 5248968	01	Check Amt	90.30	Status Printed	Lingo (001302/1)	
33911160	23/24 Long Distance Services	01. 0000. 0. 0000. 8100. 5920. 825. .				90.30
Check # 5248969	01	Check Amt	1,061.13	Status Cleared	Mendes Supply Co. (000233/1)	
R071291	23-24 Maintenance Supplies	01. 0000. 0. 0000. 8100. 4300. 825. .				1,061.13
Check # 5248970	01	Check Amt	32.53	Status Printed	Plotzke Ace Hardware (000280/1)	
K98680	23/24 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825. .				32.53
Check # 5248971	01	Check Amt	4,530.00	Status Cleared	ProCare Therapy TTF Holdings Lockbox (001345/3)	
20943582	23/24 Behavior Specialist	01. 7816. 0. 5001. 3120. 5800. 826. .				4,530.00
Check # 5248972	01	Check Amt	780.00	Status Printed	Sacramento Co Office Of Ed (000303/1)	
NHDCA2024	National History Day Registration	01. 0000. 0. 8600. 2100. 5800. 825. 2552. .				780.00
Check # 5248973	01	Check Amt	87,300.00	Status Cleared	Southern Trinity Joint Unified (000344/2)	
INV24-00009	School Services-Funds Distribution	01. 0000. 0. 8600. 7200. 5800. 825. 0312. .				87,300.00
Check # 5248974	01	Check Amt	5,000.00	Status Cleared	Trinity Alps Unified S D (000402/1)	
INV24-00013	Ethnic Literature Project Stipends	01. 9224. 0. 8600. 2100. 5800. 825. .				5,000.00
Check # 5248975	01	Check Amt	1,153.97	Status Cleared	Trinity PUD (000399/2)	
16243APR2024	23/24 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .				906.39
16244APR2024	23/24 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .				247.58
Check # 5248976	01	Check Amt	73.99	Status Cleared	NAPA Weaverville Auto Parts (000423/2)	
423593	23/24 NAPA Auto Parts	01. 0000. 0. 0000. 8100. 4300. 825. .				73.99

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ERP for California

Page 1 of 2

Register 000928 - 05/01/2024

Bank Account COUNTY - County

Payment Id Comment

Number of Items	16	200,655.58	Totals for Register 000928
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2024 FUND-OBJ Expense Summary / Register 000928		
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01-4300	2,883.65	
01-4400	491.21	
01-5200	545.75	
01-5510	1,153.97	
01-5800	97,857.79	
01-5920	136.53	
01-9110*		103,068.90-
Totals for Fund 01	103,068.90	103,068.90-
12-5800	2,358.68	
12-7299	95,228.00	
12-9110*		97,586.68-
Totals for Fund 12	97,586.68	97,586.68-
Totals for Register 000928	200,655.58	200,655.58-

* denotes System Generated entry

Net change to Cash 9110	200,655.58- Credit
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Register 000929 - 05/03/2024

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5249043	01	Check Amt	1,200.00	Status Cleared	Smokehouse Market, LLC J&J Smok'n Bbq (001457/1)
JJALLCALLFINAL	J&J's Final- All Call May 2024				01. 0000. 0. 8600. 2100. 5800. 825. 2553. 1,200.00

Number of Items 1 1,200.00 Totals for Register 000929

2024 FUND-OBJ Expense Summary / Register 000929

01-5800	1,200.00	
01-9110*		1,200.00-
Totals for Register 000929	1,200.00	1,200.00-

* denotes System Generated entry

Net change to Cash 9110 1,200.00- Credit

Register 000929 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2024 FUND-OBJ Expense Summary / Register 000929 (continued)

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Check Register with Accounts

Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)	 Page 1 of 2
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Register 000930 - 05/08/2024

Bank Account COUNTY - County

Payment Id	Comment								
Check # 5249118	01	Check Amt	90.88	Status Cleared	NAPA Weaverville Auto Parts (000423/2) - continued				
423866	23/24 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825.	.				64.31
423911	23/24 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825.	.				26.57

Number of Items 16 20,116.97 Totals for Register 000930

2024 FUND-OBJ Expense Summary / Register 000930

01-4300	210.77	
01-4400	504.48	
01-5200	3,602.01	
01-5800	13,191.96	
01-5840	18.00	
01-5920	2,400.00	
01-9110*		19,927.22-
Totals for Fund 01	19,927.22	19,927.22-
12-5200	189.75	
12-9110*		189.75-
Totals for Fund 12	189.75	189.75-
Totals for Register 000930	20,116.97	20,116.97-

* denotes System Generated entry

Net change to Cash 9110 20,116.97- Credit

Register 000931 - 05/16/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5249374	12	Check Amt	774.25	Status Printed	Alisha Main (Alisha Main - Payee)	
AMANEETDBOOKS	Alisha Main- EETD Materials & Supplies	12. 6054. 0. 0001. 1000. 4300. 825. 0364.	774.25			
Check # 5249375	01	Check Amt	4,800.00	Status Printed	Jonathan Castellanos (Jonathan Ca - Payee)	
JCASTELLANOSCSTG	J. Castellanos CSTG Reimbursement	01. 7311. 0. 1110. 1000. 4300. 825. .	4,800.00			
Check # 5249376	01	Check Amt	507.00	Status Printed	Kelly Schmidt (Kelly Schmi - Payee)	
KSCHMIDTHISTORYDAY24	K. Schmidt National History Day Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.	507.00			
Check # 5249377	01	Check Amt	532.00	Status Printed	Mia Reid (Mia Reid - Payee)	
MREIDSPELLINGBEE24	M. Reid Spelling Bee Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.	532.00			
Check # 5249378	01	Check Amt	382.00	Status Printed	Rizza Grepo (Rizza Grepo - Payee)	
RGREPOSEPELLINGBEE24	R. Grepo Spelling Bee Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.	382.00			
Check # 5249379	01	Check Amt	3,084.00	Status Printed	Scott Yoder (Scott Yoder - Payee)	
SYODERCSTGLIVING	S. Yoder CSTG Living Stipend	01. 7311. 0. 1110. 1000. 4300. 825. .	3,084.00			
Check # 5249380	01	Check Amt	387.96	Status Cleared	Telles, Cassandra C (000079 - Emp)	
CTELLESCODE24	C. Telles Codestack/SIES Conference Flight	01. 6500. 0. . . 9330. . . .	387.96			
Check # 5249381	01	Check Amt	2,719.03	Status Cleared	Rebello, Anthony J (000307 - Emp)	
AREBELOADVOCACY51224	A. Rebello Legislative Advocacy Travel	01. 6500. 0. 5050. 2200. 5200. 826. . 650	1,493.99			
AREBELOSELPA05122024	A. Rebello SELPA Sac 5/2/2024	01. 6500. 0. 5050. 2200. 5200. 826. . 650	1,225.04			
Check # 5249382	01	Check Amt	587.53	Status Cleared	Rebello, Stephanie S (000421 - Emp)	
SREBELO05062024	S. Rebello WAI Supplies	01. 6520. 0. 5760. 1120. 4300. 826. .	71.51			
SREBELOWAIMEETING	S. Rebello-WAI Meeting, Wild Cat Event	01. 0000. 0. 0000. 7200. 5200. 825. .	69.76			
		01. 6520. 0. 5760. 1120. 4300. 826. .	269.26			
SREBELOWAIPERDIEM	S. Rebello WAI Conference Per Diem	01. 6520. 0. 5001. 2150. 5200. 826. .	177.00			
Check # 5249383	01	Check Amt	51.10	Status Cleared	Wright, Tiffany L (000437 - Emp)	
TWRIGHT05132024	T. Wright FY Supplies	01. 7366. 0. 8600. 3130. 4300. 825. .	51.10			
Check # 5249384	01	Check Amt	138.00	Status Printed	Keyes, Alyssa (000516 - Emp)	
AKEYESSELPERIDEM	A. Keyes SEL Wellness Summit Per Diem	01. 5814. 0. 8600. 3130. 5200. 825. .	138.00			
Check # 5249385	01	Check Amt	311.21	Status Printed	Amazon Capital Services, Inc (001252/1)	
1TP1-YGRT-7R4X	Ed Services Supplies	01. 0000. 0. 8600. 2100. 4300. 825. 2552.	94.65			
1XQX-QHWH-YJ36	Executive Secretary Label maker and labels	01. 0000. 0. 0000. 7200. 4300. 825. .	216.56			
Check # 5249386	01	Check Amt	1,014.00	Status Printed	Burnt Ranch School District (000843/1)	
KELSEAHISTORYDAY24	K. Allen National History Day Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.	507.00			
NAIYAHISTORYDAY24	N. Tamura National History Day Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.	507.00			
Check # 5249387	01	Check Amt	570.23	Status Printed	Carrel's Office Solutions (000825/2)	
AR64294	Kyocera Taskalfa 4004i Digital Imaging System	01. 0000. 0. 0000. 2420. 4300. 825. .	12.97			
AR64295	23/24 KYOCERA/TASKalfa 5054ci	01. 0000. 0. 0000. 7200. 5600. 825. 2753.	535.65			

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Check Register with Accounts

Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)	 ERP for California Page 2 of 4
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Register 000931 - 05/16/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5249399	01	Check Amt	41.70	Status	Printed	Plotzke Ace Hardware (000280/1) - continued
399373	23/24 maintenance supplies			01. 0000.	0. 0000. 8100. 4300. 825.	23.58
Check # 5249400	01	Check Amt	4,530.00	Status	Printed	ProCare Therapy TTF Holdings Lockbox (001345/3)
20956958	23/24 Behavior Specialist			01. 7816.	0. 5001. 3120. 5800. 826.	4,530.00
Check # 5249401	01	Check Amt	260.00	Status	Printed	Professional Tutors Of America (000283/2)
99374	FYS Tutoring March 2024			01. 7366.	0. 8600. 3130. 5800. 825.	260.00
Check # 5249402	01	Check Amt	7,920.00	Status	Printed	School Services Of California (000316/4)
0140569-IN	SSC-Fiscal Budget Services			01. 0000.	0. 8600. 7200. 5300. 825.	7,920.00
Check # 5249403	01	Check Amt	499.00	Status	Printed	State Of Cal Dept Of Justice (000353/1)
731540	23-24 Fingerprint Fees			01. 0000.	0. 8600. 7200. 5840. 825.	499.00
Check # 5249404	01	Check Amt	325.00	Status	Printed	Southern Trinity Joint Unified (000344/2)
INV24-00013	SSC May Revise-Registration			01. 0000.	0. 8600. 7200. 5200. 825. 0312.	325.00
Check # 5249405	01	Check Amt	2,345.51	Status	Printed	Sweetwater Sound, LLC (001462/1)
40885060	Sound System Line			01. 0000.	0. 0000. 2420. 4300. 825.	1,880.47
40905448	Sound System Line			01. 0000.	0. 0000. 2420. 4300. 825.	465.04
Check # 5249406	01	Check Amt	311.50	Status	Printed	Trinity Co. Solid Waste (000394/1)
20012MAY2024	23/24 solid waste fees			01. 0000.	0. 0000. 8100. 5550. 825.	311.50
Check # 5249407	01	Check Amt	146.53	Status	Printed	Capital One Trade Credit (000397/3)
1655448165	Kitchen Sink Leak Fix			01. 0000.	0. 0000. 8100. 4300. 825.	146.53
Check # 5249408	01	Check Amt	77.16	Status	Printed	NAPA Weaverville Auto Parts (000423/2)
423925	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	36.45
423927	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	51.47
424017	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	87.92-
424244	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	77.16
424302	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	74.64
424362	23/24 NAPA Auto Parts			01. 0000.	0. 0000. 8100. 4300. 825.	74.64-
Check # 5249409	01	Check Amt	57.29	Status	Printed	Weaverville CSD (000424/1)
10839APR24	23-24 monthly water service			01. 0000.	0. 0000. 8100. 5560. 825.	57.29
Check # 5249410	01	Check Amt	58.80	Status	Printed	Weaverville Sanitary District (000426/1)
1926APR24	23-24 monthly sewer service			01. 0000.	0. 0000. 8100. 5550. 825.	58.80

Number of Items

37

36,018.93

Totals for Register 000931

2024 FUND-OBJ Expense Summary / Register 000931

01-3501

222.45

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000931 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2024 FUND-OBJ Expense Summary / Register 000931 (continued)

01-4300	11,826.25	
01-4400	21.61	
01-5200	5,863.79	
01-5300	7,920.00	
01-5550	370.30	
01-5560	57.29	
01-5600	535.65	
01-5800	7,124.20	
01-5840	499.00	
01-5920	416.18	
01-9110*		35,244.68-
01-9330	387.96	
Totals for Fund 01	35,244.68	35,244.68-
12-4300	774.25	
12-9110*		774.25-
Totals for Fund 12	774.25	774.25-
Totals for Register 000931	36,018.93	36,018.93-

* denotes System Generated entry

Net change to Cash 9110 36,018.93- Credit

Check Register with Accounts

Page 1 of 6

Check Register with Accounts

309 - Trinity County Office of Education Generated for April Angelone (AANGELONE), Jun 10 2024 9:56AM

Register 000932 - 05/22/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5249469	01	Check Amt	18,624.99	Status Printed	U.S. Bank Corporate Payment Systems (000404/2) - continued	
867309	F. Robles Mt. Shasta Resort CCSESA Lodging	01. 0000. 0. 0000. 7100. 5200. 825.				124.83
883114	L. McIntosh Laserfiche Lodging	01. 0000. 0. 0000. 7200. 5200. 825.				915.22
893999	T. Nordstrom Zoom Annual	01. 0000. 0. 8600. 2420. 5800. 825.				159.90
900019	YES Conference	01. 7368. 0. 4900. 4000. 5200. 825.				575.00-
930039	DocuSign Annual Fee	01. 0000. 0. 0000. 2420. 5800. 825.				510.00
940495	M. Holmes CCS 2 Meeting Hotel	01. 0000. 0. 8600. 7200. 5200. 825.				124.83
948645	F. Robles Neo Smartpen Bundle	01. 0000. 0. 0000. 7200. 4300. 825.				202.70
964965	YES Conference	01. 7368. 0. 4900. 4000. 5200. 825.				1,602.56
979915	M. Holmes Laserfiche Hotel	01. 0000. 0. 8600. 7200. 5200. 825.				551.74
993497	A. Carson PreK Planning Materials & Supplies	12. 6057. 0. 0001. 2150. 4300. 825.				402.18
997089	All Call Shwag	01. 0000. 0. 8600. 2100. 4300. 825. 2553.				40.00
998180	M. Holmes Laserfiche -Delayed Flight Reimbursement	01. 0000. 0. 8600. 7200. 5200. 825.				101.68-

Number of Items

26

115,733.19

Totals for Register 000932

2024 FUND-OBJ Expense Summary / Register 000932

01-4300	3,980.88	
01-5200	15,602.65	
01-5800	12,680.68	
01-5910	4.31	
01-5920	50.38	
01-9110*		97,897.67-
01-9580	65,578.77	
Totals for Fund 01	97,897.67	97,897.67-
11-4300	140.60	
11-9110*		140.60-
Totals for Fund 11	140.60	140.60-
12-4300	1,789.32	
12-4700	162.60	
12-7299	15,743.00	
12-9110*		17,694.92-
Totals for Fund 12	17,694.92	17,694.92-
Totals for Register 000932	115,733.19	115,733.19-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000932 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2024 FUND-OBJ Expense Summary / Register 000932 (continued)

* denotes System Generated entry

Net change to Cash 9110

115,733.19- Credit

Register 000933 - 05/30/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5249615	12	Check Amt	184.50	Status	Printed	Michelle Canfield (Michelle Ca - Payee)
MCANFIELDCECE51724	M. Canfield ECE Class/Fees Reimbursement			12. 6054. 0. 0001. 1000. 5800. 825. .		184.50
Check # 5249616	01	Check Amt	56.10	Status	Printed	Hill, Ann M (000141 - Emp)
AHILL5172024	A. Hill Garden Patio Project			01. 9443. 0. 0000. 8100. 4300. 825. .		56.10
Check # 5249617	01	Check Amt	686.12	Status	Printed	Comiskey, Joseph V (000152 - Emp)
JCOMISKEYSEACO51524	J. Comiskey SEACO Per Diem			01. 6500. 0. 5050. 3120. 5200. 826. . 650		207.00
JCOMISKEYSEACO524	J. Comiskey SEACO Lodging & Mileage			01. 6500. 0. 5050. 3120. 5200. 826. . 650		479.12
Check # 5249618	01	Check Amt	607.47	Status	Printed	Burger, Erin E (000502 - Emp)
EBURGERFEMPRODUCTS	E. Burger Fem Products Reimb			01. 0000. 0. 8600. 1000. 4300. 825. 9630. .		15.12
EBURGERSTUDENTMEAL	E Burger Student Meal Reimb			01. 0000. 0. 8600. 1000. 4300. 825. 9630. .		20.00
EBURGERSWHCHOTEL	E. Burger SWHC Hotel Reimb			01. 7366. 0. 8600. 3130. 5200. 825. .		471.00
EBURGERSWHCPARKING	E. Burger SWHC Parking Pass			01. 7366. 0. 8600. 3130. 5200. 825. .		40.00
EBURGERSWHCUBER	E. Burger SWHC Uber Reimb			01. 7366. 0. 8600. 3130. 5200. 825. .		33.85
EBURGERSWHCUBER2	E. Burger SWHC Uber to Airport			01. 7366. 0. 8600. 3130. 5200. 825. .		27.50
Check # 5249619	01	Check Amt	103.25	Status	Printed	Solometo, Amy S (000536 - Emp)
ASOLOMETO05162024	A. Solometo Ortho Impairment Elig Training Per Diem			01. 6500. 0. 5050. 3120. 5200. 826. . 650		103.25
Check # 5249620	01	Check Amt	2,014.31	Status	Printed	Tucker, Joanne M (000547 - Emp)
JTUCKERETHNICSYMP	J. Tucker Ethnic Study Symposium			01. 9442. 0. 7110. 2150. 5800. 825. .		1,120.07
JTUCKERTRAVVAPACISC	J. Tucker CISC VAPA Annual Meeting Lodging			01. 0000. 0. 0000. 7200. 5200. 825. .		894.24
Check # 5249621	01	Check Amt	46.23	Status	Printed	AT&T (000030/4)
0517865016001MAY24	23-24 AT&T Computer Line			01. 0000. 0. 0000. 8100. 5920. 825. .		46.23
Check # 5249622	01	Check Amt	75.00	Status	Printed	WEX Bank (000082/2)
97139803	Fuel Purchases			01. 0000. 0. 0000. 8100. 4300. 825. 4300. .		75.00
Check # 5249623	01	Check Amt	109.20	Status	Printed	Complete Industrial Supply (001334/1)
14040	11" USA Black UV Wire Ties			01. 0000. 0. 0000. 8100. 4300. 825. .		109.20
Check # 5249624	01	Check Amt	47.21	Status	Printed	Frontier Communications (001182/1)
05042024	23/24 Business line 032097-5 expenses			01. 0000. 0. 0000. 8100. 5920. 825. .		47.21
Check # 5249625	01	Check Amt	442.38	Status	Printed	Frontier Communications (001182/1)
05282024	23/24 Business line 032097-5 expenses			01. 0000. 0. 0000. 8100. 5920. 825. .		442.38
Check # 5249626	01	Check Amt	696.00	Status	Printed	John W. Kizziar, DDS, INC (001234/1)
DD05142024	Trinity Smiles DD 05/14/24			01. 0033. 0. 8600. 3140. 5800. 825. .		696.00
Check # 5249627	01	Check Amt	192.50	Status	Printed	Lozano Smith (000441/1)
2217485	General Facilities and Business			01. 0000. 0. 0000. 7100. 5850. 825. .		192.50
Check # 5249628	01	Check Amt	53.06	Status	Printed	O'Reilly Automotive, Inc. (001373/1)
4919-474195	23-24 Fleet Repair Supplies			01. 0000. 0. 0000. 8100. 4300. 825. 4300. .		28.40

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000933 - 05/30/2024

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5249628	01	Check Amt	53.06	Status Printed	O'Reilly Automotive, Inc. (001373/1) - continued	
4919-474470	23-24 Fleet Repair Supplies			01. 0000. 0. 0000. 8100. 4300. 825. 4300.		24.66
Check # 5249629	01	Check Amt	78.24	Status Printed	Plotzke Ace Hardware (000280/1)	
400062	23/24 maintenance supplies			01. 0000. 0. 0000. 8100. 4300. 825. .		68.60
400093	23/24 maintenance supplies			01. 0000. 0. 0000. 8100. 4300. 825. .		9.64
Check # 5249630	01	Check Amt	3,624.00	Status Printed	ProCare Therapy TTF Holdings Lockbox (001345/3)	
20970228	23/24 Behavior Specialist			01. 7816. 0. 5001. 3120. 5800. 826. .		3,624.00
Check # 5249631	01	Check Amt	22.78	Status Printed	Steve Canale (001201/1)	
CANALETCOEBOE51524	S. Canale TCOE BOE Mileage			01. 0000. 0. 0000. 7110. 5200. 825. .		22.78
Check # 5249632	01	Check Amt	14,422.25	Status Printed	Trinity Alps Unified S D (000402/1)	
INV24-00018	WES-Mini Grant WES Play			01. 0000. 0. 8600. 7200. 5800. 825. .		1,422.25
INV24-00019	TAU-BIS Mini Grant			01. 0000. 0. 8600. 7200. 5800. 825. .		13,000.00
Check # 5249633	01	Check Amt	45.66	Status Printed	Trinity Journal (000396/1)	
00077728	23/24 Advertising Expenses			01. 0000. 0. 0000. 7200. 5810. 825. .		45.66
Check # 5249634	01	Check Amt	699.17	Status Printed	Trinity PUD (000399/2)	
16243MAY2024	23/24 monthly electricity			01. 0000. 0. 0000. 8100. 5510. 825. .		699.17

Number of Items

20

24,205.43

Totals for Register 000933

2024 FUND-OBJ Expense Summary / Register 000933

01-4300	406.72	
01-5200	2,278.74	
01-5510	699.17	
01-5800	19,862.32	
01-5810	45.66	
01-5850	192.50	
01-5920	535.82	
01-9110*		24,020.93-
Totals for Fund 01	24,020.93	24,020.93-
12-5800	184.50	
12-9110*		184.50-
Totals for Fund 12	184.50	184.50-
Totals for Register 000933	24,205.43	24,205.43-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2024, Ending Check Date = 5/31/2024, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

* denotes System Generated entry

Net change to Cash 9110

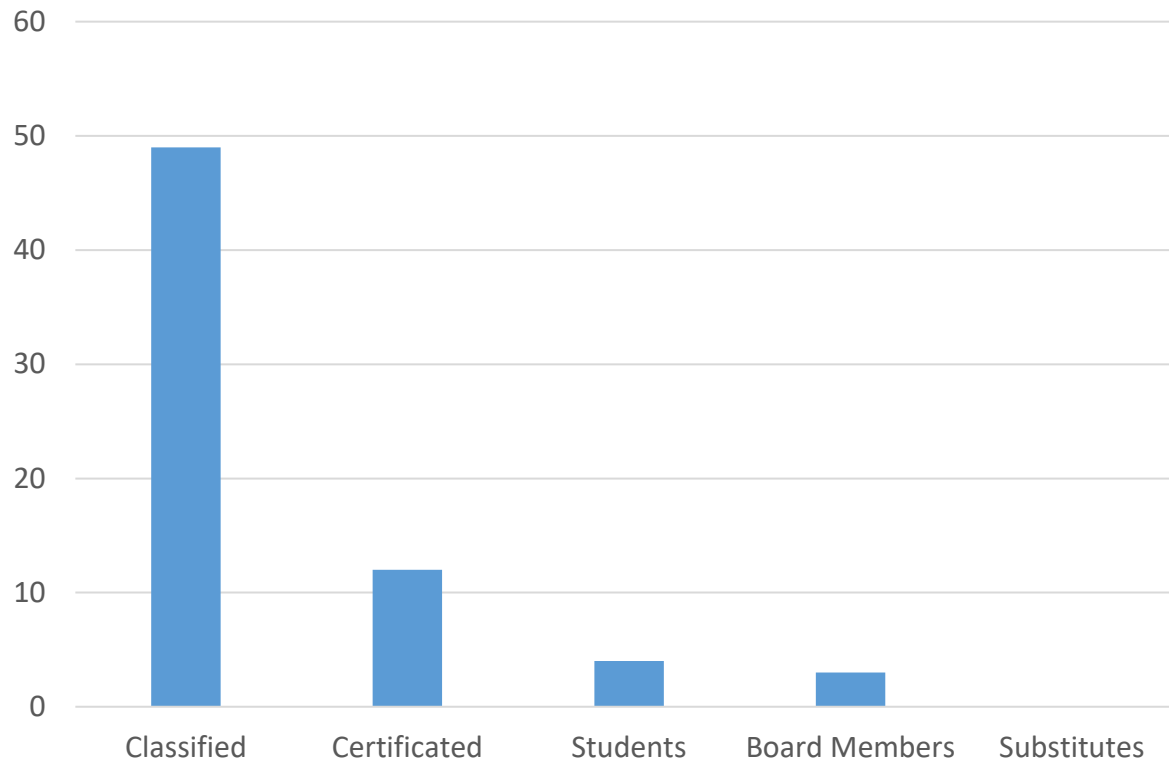
24,205.43- Credit

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Number of Items	116	397,930.10	Totals for Org 309 - Trinity County Office of Education
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Trinity County Office of Education

5/1/2024 - 5/31/2024



Employee Salaries= \$388,661.67

District Liabilities= \$163,202.13

Total Payroll= \$551,863.80

Trinity County Office of Education

Budget Adoption for 2024/2025

A budget is a document that reflects the County Office's plans and priorities for the fiscal year, which runs from July 1 through June 30.

To follow is a summary of the significant changes and funds for the 2024/2025 budget. A budget is a projection of assumptions and estimates based on the Governor's May Revision and additional grant details as known at the time of the budget creation.

Local Control Funding Formula (LCFF) Breakdown for 2024-2025:

The following details the breakdown of the Local Control Funding Formula (LCFF) for the fiscal year 2024-2025. The funding rate for average daily attendance (ADA) for County Offices of Education (COEs) is set at \$110.29 per ADA within our funding band. This rate has been applied to our countywide ADA count, resulting in the following funding for our educational initiatives.

- Average Daily Attendance (ADA) Funding: \$110.29 per ADA
- Total ADA: 1,483.23
- Total ADA Funding Calculation: $\$110.29 \times 1483.23 = \mathbf{\$163,589}$
- Cost of Living Adjustment (COLA) for 2024/2025: The COLA has been set at 1.07% as authorized by the Governor in the May revision. The financial impact of this COLA adjustment is noteworthy, as the difference between a 1.07% COLA and a 0% COLA would be a reduction of \$50,081.

District Funding:

Our office services nine districts, the following is the breakout of these funds:

- Number of Districts Serviced: 9
- Funding Rate per District: \$350,589
- Total District Funding Calculation: $\$350,589 \times 9 = \mathbf{\$3,155,304}$
- Operations Base Funding: An additional operations base funding amounting to **\$880,750** is allocated to ensure the smooth functioning of district operations.

RISE Academy:

The RISE Academy is an integral part of our educational offerings, and its funding includes various streams to ensure comprehensive support for its students.

- ADA Revenue for RISE Academy: \$146,148. This amount includes Supplement and Concentration funding.
- Unduplicated Pupil Count (UPP): 100% of our estimated enrollment of 6 students, with an ADA of 5.0.

- Additional Funding: COEs receive an additional \$200,000 to run a County Community School, which are newer funds aimed at enhancing our RISE Academy operations. Funds are received as LCFF funds.

LCFF Passthrough Revenue:

The LCFF passthrough revenue to CHYBA for Charter Served Non-Juvenile Court School ADA is a also part of our LCFF, funds are received and distributed to CHYBA.

- CHYBA for Charter Served Non-Juvenile Court School ADA: \$175,458

- These funds are received by the COE and subsequently passed along to CHYBA but remain part of our overall LCFF funding.

Additional LCFF Funds:

Additional LCFF funds are allocated to various specialized programs and services to support our districts and students.

- Differentiated Assistance:\$266,667

- This amount includes a base of \$200,000 with an additional \$66,667 to support a district that has recently transitioned out of Differentiated Assistance.

- Transportation Funds: \$9,216

- These funds are transferred to districts running Special Education transportation programs to support their operational needs.

Total LCFF Funding:

The total LCFF funding comprises several components, including local taxes, the Education Protection Act (EPA), and state aid.

- Local Taxes: \$977,567

- Special Education Taxes: \$266,102 (passed through to districts)

- Education Protection Act (EPA): \$2,848

- State Aid: \$4,282,819

- Total Estimated LCFF Funding: \$4,997,132

- Adjusted Total After Special Education Tax Transfer: \$4,729,400

Additional Funding Sources for RISE Academy:

These additional sources ensure a robust financial foundation for its operations.

- Lottery Funds, Arts & Music Block Grant, Mandated Block Grant, REAP, Learning Recovery Block Grant, Equity Multiplier, and EPA funds: These various funding sources collectively cover the costs associated with running the RISE Academy.

Dental Van and Student Dental Grant:

The dental van project, an important initiative for student health, continues to progress with the expected completion date of the van to be January 2025.

- First Five Grant: Continues to support dental services for Trinity County students, we do not anticipate any change in this program.

Forest Reserve Funds:

The Forest Reserve funds play a significant role in our financial planning, with detailed allocations for the current and upcoming fiscal years.

- 2023/2024 Countywide Funds Received: \$1,304,312

- TCOE Portion: \$228,923

- 2024/2025 Anticipated Countywide Funds: \$100,000

- TCOE Portion: \$17,100

- The effort to reauthorize Forest Reserve funds is ongoing and remains a priority.

Student Mental Health (MH) Services Funding:

Student mental health services are funded through a blend of Special Education and grant funds, ensuring comprehensive support for our students' mental well-being.

- Special Education MH Related Services: \$191,822

- Mental Health Student Services Act (MHSSA): \$505,779, an application for a new MHSSA grant is underway to continue funding future services.

- School-Based Health Incentive Program (SBHIP): \$153,750, this marks the final year of these funds.

- Prevention and Early Incentive, (PEI) funds were not renewed for the 2024/2025 fiscal year. We plan on using our County Community Grant from Shasta COE: \$110,000, to pay for these services for the 2024/2025 fiscal year.

- Cal Hope Funds: \$268,695, these funds are now in Phase 3.0.

- Medical Billing Capacity Grant/ Children and Youth Behavioral Health Incentive (CYBHI): \$500,000, It is anticipated that these funds will be added to the budget at 1st interim.

Wonder House Funding:

The Wonder House program is funded by several funding sources, we will continue to keep an eye on the revenues and expenses as the program may need a contribution from our general fund to continue.

- Funding Sources: Special Ed Preschool Grant, Federal IDEA, Preschool Staff Development, Spec Ed Early Intervention*

* Special Education Early Intervention funds are paid to Douglas City Elementary, Junction City Elementary, Lewiston Elementary, and Weaverville Elementary, with each district agreeing to contribute their funds to the operation of the Wonder House.

New Funds:

Several new funds have been introduced, providing additional financial support for various initiatives and requirements.

- Student Enrichment Block Grant: Received in the 2023/2024 fiscal year. Awaiting further clarification from the state on requirements before budgeting expenses.
- Reversing Opioid Overdose Funds: \$10,309, these funds are used to supply all schools with Narcan and provide training on its use. It is unclear if these funds are ongoing.
- Proposition 28 Arts and Music: Funded for RISE students, Wonder House Preschool students, and HRN's preschool students. A plan is being created to spend these funds, including \$3,864 from 2023/2024 and an estimated revenue of \$1,500 in 2024/2025 to services all of the forementioned schools.

Additional Grants and Anticipated Continuations:

The following grants are expected to continue without any adjustments, supporting various educational programs.

- Classified Staff Teacher Grant: Beginning balance of \$35,000 we anticipate spending these funds through out the 2024/2025 fiscal year.
- Learning Acceleration Grant from Lake COE: Supports our Teacher Coaches in their efforts, with funds used for stipends and professional development for local school district teaching staff.
- Other Grants: American Indian Early Childhood Education, Tobacco Education Prop 99 & 56, After School Education Safety, Foster Youth, and School Readiness. Are all anticipated to continue without any funding adjustments.

Salary and Benefits Adjustments:

In these uncertain fiscal times, we have negotiated with our staff for a modest COLA increase and other adjustments to maintain fiscal stability.

- Negotiated COLA: 0.5% on salaries and health and welfare caps
- Certificated and Classified Payroll Benefits: Based on salaries
 - STRS Employer Contribution: 19.1% (remains the same in the out years)
 - PERS Employer Contribution: 27.05% for 2024-2025 (reduced from anticipated 27.8%)
 - Future PERS Rates: 27.60% for 2025/2026 and 28.0% for 2026/2027

Fixed Assets:

Our budget includes plans for purchasing new vehicles to support our operations.

- Planned Purchases: A new RAV4 at the beginning of the fiscal year and another vehicle, if needed, by the end of the fiscal year.

Fund Transfers:

Significant transfers from the General Fund to Special Reserves ensure we can meet our long-term obligations and future needs.

- Transfer to Special Reserves Fund 20: \$150,000 (for future retiree benefit costs)
- Transfer to Special Reserves Fund 17: \$350,000

Projected Ending Balances for Fund 01:

The projected ending balances for Fund 01 reflect our financial planning and anticipated revenues and expenses.

- Unrestricted Ending Balance: \$1,132,976
- Restricted Ending Balance: \$764,569

Other Fund Summaries:

Fund 10 - Special Education Pass Through:

State Special Education funds are estimated to increase by 1.07% COLA, these funds are split out between our Districts and CHYBA based on Census Day enrollment of the fiscal year. These funds simply flow to COE and back out to the districts. We maintain a balance of \$6,400 in this fund.

Fund 11 - Adult Education:

- Estimated Revenue: \$100,536
- Funds passthrough to CHYBA \$65,687
- Remaining Funds: Used at TCOE for our GED and testing programs

Fund 12 - Child Development Early Education:

The state has continued to prioritize supporting the addition of Transitional Kindergarten and Preschool programs. Funds are paid to Human Response Network, our Districts and local daycare providers for trainings. We also support our Early Education Coordinator with this fund. We currently are anticipating the following changes in our fund.

- Starting Balance: \$5,959
- Grants received: \$566,170
- Expenses for 2024/2025: \$564,970
- Ending Balance: \$7,159

Fund 14 - Deferred Maintenance:

Deferred maintenance funding ensures we can address critical maintenance needs across our facilities.

- Starting Balance: \$666,072
- Anticipated Interest: \$1,900
- Budgeted Costs: \$95,000 (if funds are needed to be spent in 2024/2025)
- Ending Balance: \$572,972

Fund 16 - Forest Reserves:

This is another one of our pass-through funds, as noted above we are only estimating \$100,000 for the 2024/2025 fiscal year county wide. With great hopes of reauthorization!!!

Fund 17 - Special Reserves:

The Special Reserves fund is crucial for our long-term financial health, with a substantial balance carried forward and additional contributions planned.

- Beginning Balance: \$2,657,975
- Contributions and Transfers: \$350,000 from the General Fund, \$17,100 from Forest Reserves, and \$25,000 estimated interest
- Ending Balance: \$3,050,075

Fund 20 - Special Reserves - OPEB Retiree Benefits:

Managing retiree benefits is a key aspect of our financial planning, ensuring we meet our obligations.

- Starting Balance: \$109,312
- Transfer from General Fund: \$150,000
- Estimated Interest: \$800
- Transfer Out for Costs: \$49,744 (for OPEB costs)
- Ending Balance: \$210,368

Break out of Programs, General Funds

<u>Program/Resource</u>	<u>Beginning</u> <u>Balance</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Ending</u> <u>Balance</u>
Unrestricted Funds	\$ 1,618,341	\$ 4,568,573	\$ 5,053,938	\$ 1,132,976
Dental Grant	\$ 17,685	\$ 60,000	\$ 60,000	\$ 17,685
Direct Billing	\$ 750	\$ -	\$ 750	\$ -
RISE Academy	\$ -	\$ 281,851	\$ 281,851	\$ -
Dental Van Purchase	\$ 129,381	\$ -	\$ 129,381	\$ -
Education Protection Act	\$ (16,127)	\$ 2,848	\$ -	\$ (13,279)
Lottery, Unrestricted	\$ 2,904	\$ 885	\$ 3,200	\$ 589
ESSA, Comprehensive Support & Improve,	\$ -	\$ 13,072	\$ 13,072	\$ -
Idea Basic Grant, Special Ed	\$ -	\$ 71,802	\$ 71,802	\$ -
Preschool Grant	\$ -	\$ 21,666	\$ 21,666	\$ -
IDEA Mental Health	\$ -	\$ 18,499	\$ 18,499	\$ -
Preschool Staff Development	\$ -	\$ 1,000	\$ 1,000	\$ -
Early Intervention	\$ -	\$ 15,554	\$ 15,554	\$ -
Sped Alt Dispute Resoulution	\$ -	\$ 14,807	\$ 14,807	\$ -
Title II-Profesional Dev	\$ -	\$ 547	\$ 547	\$ -
REAP	\$ -	\$ 23,156	\$ 23,156	\$ -
After School Education Safety	\$ -	\$ 874,760	\$ 874,760	\$ -
Student Enrichment Block Grant	\$ 48,330	\$ -	\$ -	\$ 48,330
Educator Effectiveness Grant	\$ 5,000	\$ -	\$ 5,000	\$ -
Lottery, Restrictd	\$ 2,720	\$ 360	\$ 3,080	\$ -
CA Community Schools Partnership	\$ 180,000	\$ 20,000	\$ 200,000	\$ -
Special Education-State Funds	\$ 339,332	\$ 865,771	\$ 1,042,788	\$ 162,315
Spec Ed Workability Program	\$ -	\$ 54,376	\$ 54,376	\$ -
Spec Ed Mental Health Related Services	\$ 139,815	\$ 115,599	\$ 191,822	\$ 63,592
Sp Ed Early Intervention	\$ -	\$ 101,945	\$ 101,945	\$ -
Reversing Opioid Overdose	\$ 10,309	\$ -	\$ 10,309	\$ -
Tobacco Ed Prop 99	\$ -	\$ 37,500	\$ 37,500	\$ -
Tobacco Ed Prop 56	\$ -	\$ 44,360	\$ 44,360	\$ -
Tobacco Ed Tier 1 6-12 Grade	\$ -	\$ 20,000	\$ 20,000	\$ -
Arts Music Instruction Grant	\$ 7,773	\$ -	\$ 7,773	\$ -
Arts & Music Prop 28	\$ 3,864	\$ 1,500	\$ 5,364	\$ -
American Indian	\$ -	\$ 58,000	\$ 58,000	\$ -
Classified Staff Teacher Grant	\$ 35,000	\$ -	\$ 35,000	\$ -
Foster Youth	\$ -	\$ 180,577	\$ 180,577	\$ -
Equity Multiplier	\$ 50,000	\$ -	\$ 50,000	\$ -
Learning Recovery Block Grant	\$ 8,000	\$ -	\$ 8,000	\$ -

Con't, Break out of Programs, Trinity County Office of Education

<u>Program/Resource</u>	<u>Beginning</u> <u>Balance</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Ending</u> <u>Balance</u>
STRS on Behalf	\$ -	\$ 95,667	\$ 95,667	\$ -
Pathways to Success- MHSSA	\$ -	\$ 505,779	\$ 505,779	\$ -
Multi Tier System Support 9/22-06/26	\$ 35,000	\$ 78,500	\$ 113,500	\$ -
School Based Health Incentive(SBHIP)	\$ 35,000	\$ 118,750	\$ 153,750	\$ -
LEA BOP, LEA Medi Cal Billing	\$ 362,087	\$ 67,913	\$ 40,000	\$ 390,000
Foster Care, Title IV, E	\$ 73,350	\$ 12,500	\$ -	\$ 85,850
School Readiness	\$ -	\$ 2,000	\$ 2,000	\$ -
Learning Acceleration Grant	\$ -	\$ 40,000	\$ 40,000	\$ -
ASES CountyWide Coordination	\$ 23,000	\$ 51,921	\$ 65,434	\$ 9,487
Cal Hope 3.0	\$ -	\$ 268,695	\$ 268,695	\$ -
County Community SCOE	\$ -	\$ 110,000	\$ 110,000	\$ -
Total's	\$ 3,111,514	\$ 8,820,733	\$ 10,034,702	\$ 1,897,545

Other Fund Details

<u>Fund</u>	<u>Program/Resource</u>	<u>Beginning</u> <u>Balance</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Ending</u> <u>Balance</u>
10	Special Education Pass Thru	\$ 6,400	\$ 2,087,226	\$ 2,087,226	\$ 6,400
11	Adult Education	\$ 11,130	\$ 100,536	\$ 111,666	\$ -
12	Unrestrirted	\$ 5,959	\$ 1,200	\$ -	\$ 7,159
12	Child Development (CD)	\$ -	\$ 120,939	\$ 120,939	\$ -
12	CD Local Planning	\$ -	\$ 60,398	\$ 60,398	\$ -
12	Early Ed Teacher Dev.	\$ -	\$ 23,128	\$ 23,128	\$ -
12	County PreK Planning Grant	\$ -	\$ 98,553	\$ 98,553	\$ -
12	UPK Mixed Delivery Planning	\$ -	\$ 30,000	\$ 30,000	\$ -
12	Preschool Program	\$ -	\$ 216,323	\$ 216,323	\$ -
12	Quality Rating Improv. System	\$ -	\$ 15,000	\$ 15,000	\$ -
12	STRS on Behalf	\$ -	\$ 629	\$ 629	\$ -
14	Deferred Maintenance	\$ 666,072	\$ 1,900	\$ 95,000	\$ 572,972
16	Forest Reserves	\$ -	\$ 100,000	\$ 100,000	\$ -
17	Special Reserves	\$ 2,657,975	\$ 392,100	\$ -	\$ 3,050,075
20	OPEB Reserves	\$ 109,312	\$ 150,800	\$ 49,744	\$ 210,368

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	4,715,844.00	0.00	4,715,844.00	4,729,400.00	0.00	4,729,400.00	0.3%
2) Federal Revenue		8100-8299	75,600.00	306,974.00	382,574.00	0.00	151,932.00	151,932.00	-60.3%
3) Other State Revenue		8300-8599	3,433.00	3,310,410.00	3,313,843.00	1,185.00	2,543,147.00	2,544,332.00	-23.2%
4) Other Local Revenue		8600-8799	1,494,982.00	607,741.00	2,102,723.00	1,060,991.00	284,334.00	1,345,325.00	-36.0%
5) TOTAL, REVENUES			6,289,859.00	4,225,125.00	10,514,984.00	5,791,576.00	2,979,413.00	8,770,989.00	-16.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	527,084.00	941,666.00	1,468,750.00	698,920.00	809,079.00	1,507,999.00	2.7%
2) Classified Salaries		2000-2999	1,662,092.00	1,051,969.00	2,714,061.00	1,658,840.00	1,014,795.00	2,673,635.00	-1.5%
3) Employee Benefits		3000-3999	1,011,549.00	947,602.00	1,959,151.00	1,087,880.00	889,663.00	1,977,543.00	0.9%
4) Books and Supplies		4000-4999	246,250.00	164,996.00	411,246.00	277,921.00	139,713.00	417,634.00	1.6%
5) Services and Other Operating Expenditures		5000-5999	1,214,179.00	685,987.00	1,900,166.00	1,004,131.00	582,121.00	1,586,252.00	-16.5%
6) Capital Outlay		6000-6999	222,381.00	0.00	222,381.00	209,486.00	0.00	209,486.00	-5.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	235,600.00	1,133,760.00	1,369,360.00	225,000.00	951,760.00	1,176,760.00	-14.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(206,035.00)	169,413.00	(36,622.00)	(133,058.00)	116,451.00	(16,607.00)	-54.7%
9) TOTAL, EXPENDITURES			4,913,100.00	5,095,393.00	10,008,493.00	5,029,120.00	4,503,582.00	9,532,702.00	-4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,376,759.00	(870,268.00)	506,491.00	762,456.00	(1,524,169.00)	(761,713.00)	-250.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
b) Transfers Out		7600-7629	480,985.00	0.00	480,985.00	500,000.00	0.00	500,000.00	4.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(911,904.00)	911,904.00	0.00	(927,163.00)	927,163.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,343,145.00)	911,904.00	(431,241.00)	(1,377,419.00)	927,163.00	(450,256.00)	4.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			33,614.00	41,636.00	75,250.00	(614,963.00)	(597,006.00)	(1,211,969.00)	-1,710.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%
2) Ending Balance, June 30 (E + F1e)			1,342,866.00	1,472,914.00	2,815,780.00	727,903.00	875,908.00	1,603,811.00	-43.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150.00	0.00	150.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	2,877.00	617.96	3,494.96	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,472,296.04	1,472,296.04	0.00	873,908.00	873,908.00	-40.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	136,195.00	0.00	136,195.00	733,500.00	0.00	733,500.00	438.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,203,644.00	0.00	1,203,644.00	(5,597.00)	0.00	(5,597.00)	-100.5%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,705,720.49	468,751.66	3,174,472.15				
1) Fair Value Adjustment to Cash in County Treasury		9111	(129,741.00)	0.00	(129,741.00)				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	150.00	0.00	150.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	26,086.25	26,086.25				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	2,877.00	617.96	3,494.96				
8) Other Current Assets		9340	0.00	0.00	0.00				

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable	9380		0.00	0.00	0.00				
10) TOTAL, ASSETS			2,579,006.49	495,455.87	3,074,462.36				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources	9490		0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable	9500		284,216.71	0.00	284,216.71				
2) Due to Grantor Governments	9590		162,197.00	0.00	162,197.00				
3) Due to Other Funds	9610		0.00	0.00	0.00				
4) Current Loans	9640		0.00	0.00	0.00				
5) Unearned Revenue	9650		0.00	0.00	0.00				
6) TOTAL, LIABILITIES			446,413.71	0.00	446,413.71				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources	9690		0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			2,132,592.78	495,455.87	2,628,048.65				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		4,656,838.00	0.00	4,656,838.00	4,282,819.00	0.00	4,282,819.00	-8.0%
Education Protection Account State Aid - Current Year	8012		3,280.00	0.00	3,280.00	2,848.00	0.00	2,848.00	-13.2%
State Aid - Prior Years	8019		7,635.00	0.00	7,635.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions	8021		7,237.00	0.00	7,237.00	3,496.00	0.00	3,496.00	-51.7%
Timber Yield Tax	8022		2,000.00	0.00	2,000.00	723.00	0.00	723.00	-63.9%
Other Subventions/In-Lieu Taxes	8029		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes	8041		647,193.00	0.00	647,193.00	644,298.00	0.00	644,298.00	-0.4%
Unsecured Roll Taxes	8042		16,712.00	0.00	16,712.00	20,259.00	0.00	20,259.00	21.2%
Prior Years' Taxes	8043		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes	8044		42,681.00	0.00	42,681.00	42,689.00	0.00	42,689.00	0.0%
Education Revenue Augmentation Fund (ERAF)	8045		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			5,383,576.00	0.00	5,383,576.00	4,997,132.00	0.00	4,997,132.00	-7.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(400,000.00)		(400,000.00)	0.00		0.00	-100.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(267,732.00)	0.00	(267,732.00)	(267,732.00)	0.00	(267,732.00)	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,715,844.00	0.00	4,715,844.00	4,729,400.00	0.00	4,729,400.00	0.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	67,717.00	67,717.00	0.00	58,438.00	58,438.00	-13.7%
Special Education Discretionary Grants		8182	0.00	54,853.00	54,853.00	0.00	56,719.00	56,719.00	3.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	75,600.00	50,000.00	125,600.00	0.00	0.00	0.00	-100.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		547.00	547.00		547.00	547.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		6,494.00	6,494.00		13,072.00	13,072.00	101.3%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	127,363.00	127,363.00	0.00	23,156.00	23,156.00	-81.8%
TOTAL, FEDERAL REVENUE			75,600.00	306,974.00	382,574.00	0.00	151,932.00	151,932.00	-60.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		33,555.00	33,555.00		33,915.00	33,915.00	1.1%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	2,244.00	0.00	2,244.00	50.00	0.00	50.00	-97.8%
Lottery - Unrestricted and Instructional Materials		8560	88.00	169.00	257.00	885.00	360.00	1,245.00	384.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	185,000.00	185,000.00	0.00	53,000.00	53,000.00	-71.4%
After School Education and Safety (ASES)	6010	8590		874,760.00	874,760.00		874,760.00	874,760.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		91,000.00	91,000.00		95,000.00	95,000.00	4.4%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		60,083.00	60,083.00		58,000.00	58,000.00	-3.5%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,101.00	2,065,843.00	2,066,944.00	250.00	1,428,112.00	1,428,362.00	-30.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			3,433.00	3,310,410.00	3,313,843.00	1,185.00	2,543,147.00	2,544,332.00	-23.2%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	90,408.00	0.00	90,408.00	75,000.00	0.00	75,000.00	-17.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	217,004.00	205,275.00	422,279.00	61,869.00	51,921.00	113,790.00	-73.1%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	378,762.00	402,466.00	781,228.00	115,500.00	232,413.00	347,913.00	-55.5%
Tuition		8710	808,808.00	0.00	808,808.00	808,622.00	0.00	808,622.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,494,982.00	607,741.00	2,102,723.00	1,060,991.00	284,334.00	1,345,325.00	-36.0%
TOTAL, REVENUES			6,289,859.00	4,225,125.00	10,514,984.00	5,791,576.00	2,979,413.00	8,770,989.00	-16.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	0.00	77,494.00	77,494.00	85,000.00	104,016.00	189,016.00	143.9%
Certificated Pupil Support Salaries		1200	107,193.00	626,057.00	733,250.00	89,097.00	622,689.00	711,786.00	-2.9%
Certificated Supervisors' and Administrators' Salaries		1300	331,225.00	148,128.00	479,353.00	407,805.00	69,444.00	477,249.00	-0.4%
Other Certificated Salaries		1900	88,666.00	89,987.00	178,653.00	117,018.00	12,930.00	129,948.00	-27.3%
TOTAL, CERTIFICATED SALARIES			527,084.00	941,666.00	1,468,750.00	698,920.00	809,079.00	1,507,999.00	2.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	75,565.00	53,291.00	128,856.00	122,362.00	46,709.00	169,071.00	31.2%
Classified Support Salaries		2200	129,468.00	780,832.00	910,300.00	151,544.00	783,793.00	935,337.00	2.8%
Classified Supervisors' and Administrators' Salaries		2300	356,717.00	132,440.00	489,157.00	330,430.00	75,345.00	405,775.00	-17.0%
Clerical, Technical and Office Salaries		2400	1,100,342.00	80,188.00	1,180,530.00	1,054,504.00	102,948.00	1,157,452.00	-2.0%
Other Classified Salaries		2900	0.00	5,218.00	5,218.00	0.00	6,000.00	6,000.00	15.0%
TOTAL, CLASSIFIED SALARIES			1,662,092.00	1,051,969.00	2,714,061.00	1,658,840.00	1,014,795.00	2,673,635.00	-1.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	80,900.00	261,492.00	342,392.00	119,515.00	228,734.00	348,249.00	1.7%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	459,046.00	307,311.00	766,357.00	456,895.00	310,463.00	767,358.00	0.1%
OASDI/Medicare/Alternative		3301-3302	132,484.00	85,477.00	217,961.00	134,203.00	84,673.00	218,876.00	0.4%
Health and Welfare Benefits		3401-3402	251,542.00	242,931.00	494,473.00	279,303.00	232,032.00	511,335.00	3.4%
Unemployment Insurance		3501-3502	1,011.00	967.00	1,978.00	1,089.00	906.00	1,995.00	0.9%
Workers' Compensation		3601-3602	33,251.00	30,298.00	63,549.00	35,210.00	26,845.00	62,055.00	-2.4%
OPEB, Allocated		3701-3702	27,026.00	10,417.00	37,443.00	15,395.00	0.00	15,395.00	-58.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	26,289.00	8,709.00	34,998.00	46,270.00	6,010.00	52,280.00	49.4%
TOTAL, EMPLOYEE BENEFITS			1,011,549.00	947,602.00	1,959,151.00	1,087,880.00	889,663.00	1,977,543.00	0.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	5,853.00	5,853.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	158,250.00	177,136.00	335,386.00	189,921.00	133,860.00	323,781.00	-3.5%
Noncapitalized Equipment		4400	88,000.00	(12,140.00)	75,860.00	88,000.00	0.00	88,000.00	16.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			246,250.00	164,996.00	411,246.00	277,921.00	139,713.00	417,634.00	1.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	8,433.00	10,110.00	18,543.00	0.00	0.00	0.00	-100.0%
Travel and Conferences		5200	154,195.00	183,374.00	337,569.00	119,975.00	101,663.00	221,638.00	-34.3%
Dues and Memberships		5300	95,570.00	13,557.00	109,127.00	87,463.00	13,557.00	101,020.00	-7.4%
Insurance		5400 - 5450	24,687.00	0.00	24,687.00	28,724.00	0.00	28,724.00	16.4%
Operations and Housekeeping Services		5500	22,372.00	0.00	22,372.00	30,100.00	0.00	30,100.00	34.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	59,320.00	1,245.00	60,565.00	20,400.00	1,175.00	21,575.00	-64.4%
Transfers of Direct Costs		5710	(33,400.00)	33,615.00	215.00	(76,884.00)	76,884.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(7,045.00)	0.00	(7,045.00)	(4,045.00)	0.00	(4,045.00)	-42.6%
Professional/Consulting Services and Operating Expenditures		5800	821,945.00	442,436.00	1,264,381.00	761,884.00	387,192.00	1,149,076.00	-9.1%
Communications		5900	68,102.00	1,650.00	69,752.00	36,514.00	1,650.00	38,164.00	-45.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,214,179.00	685,987.00	1,900,166.00	1,004,131.00	582,121.00	1,586,252.00	-16.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	129,381.00	0.00	129,381.00	129,381.00	0.00	129,381.00	0.0%
Equipment Replacement		6500	93,000.00	0.00	93,000.00	80,105.00	0.00	80,105.00	-13.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			222,381.00	0.00	222,381.00	209,486.00	0.00	209,486.00	-5.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	160,000.00	0.00	160,000.00	225,000.00	0.00	225,000.00	40.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	75,600.00	50,000.00	125,600.00	0.00	18,000.00	18,000.00	-85.7%
To County Offices		7212	0.00	185,000.00	185,000.00	0.00	35,000.00	35,000.00	-81.1%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	898,760.00	898,760.00	0.00	898,760.00	898,760.00	0.0%
Debt Service		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest									
Debt Service - Principal		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			235,600.00	1,133,760.00	1,369,360.00	225,000.00	951,760.00	1,176,760.00	-14.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(180,755.00)	169,413.00	(11,342.00)	(116,451.00)	116,451.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(25,280.00)	0.00	(25,280.00)	(16,607.00)	0.00	(16,607.00)	-34.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(206,035.00)	169,413.00	(36,622.00)	(133,058.00)	116,451.00	(16,607.00)	-54.7%
TOTAL, EXPENDITURES			4,913,100.00	5,095,393.00	10,008,493.00	5,029,120.00	4,503,582.00	9,532,702.00	-4.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	130,985.00	0.00	130,985.00	150,000.00	0.00	150,000.00	14.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			480,985.00	0.00	480,985.00	500,000.00	0.00	500,000.00	4.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(911,904.00)	911,904.00	0.00	(927,163.00)	927,163.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(911,904.00)	911,904.00	0.00	(927,163.00)	927,163.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,343,145.00)	911,904.00	(431,241.00)	(1,377,419.00)	927,163.00	(450,256.00)	4.4%

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	4,715,844.00	0.00	4,715,844.00	4,729,400.00	0.00	4,729,400.00	0.3%
2) Federal Revenue		8100-8299	75,600.00	306,974.00	382,574.00	0.00	151,932.00	151,932.00	-60.3%
3) Other State Revenue		8300-8599	3,433.00	3,310,410.00	3,313,843.00	1,185.00	2,543,147.00	2,544,332.00	-23.2%
4) Other Local Revenue		8600-8799	1,494,982.00	607,741.00	2,102,723.00	1,060,991.00	284,334.00	1,345,325.00	-36.0%
5) TOTAL, REVENUES			6,289,859.00	4,225,125.00	10,514,984.00	5,791,576.00	2,979,413.00	8,770,989.00	-16.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	119,518.00	255,465.00	374,983.00	321,095.00	317,649.00	638,744.00	70.3%
2) Instruction - Related Services	2000-2999		1,286,383.00	587,510.00	1,873,893.00	1,447,999.00	603,782.00	2,051,781.00	9.5%
3) Pupil Services	3000-3999		323,518.00	2,553,488.00	2,877,006.00	304,553.00	2,370,263.00	2,674,816.00	-7.0%
4) Ancillary Services	4000-4999		0.00	358,274.00	358,274.00	0.00	158,677.00	158,677.00	-55.7%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,465,703.00	198,399.00	2,664,102.00	2,298,838.00	121,451.00	2,420,289.00	-9.2%
8) Plant Services	8000-8999		482,378.00	8,497.00	490,875.00	431,635.00	0.00	431,635.00	-12.1%
9) Other Outgo	9000-9999		235,600.00	1,133,760.00	1,369,360.00	225,000.00	933,760.00	1,158,760.00	-15.4%
10) TOTAL, EXPENDITURES			4,913,100.00	5,095,393.00	10,008,493.00	5,029,120.00	4,505,582.00	9,534,702.00	-4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,376,759.00	(870,268.00)	506,491.00	762,456.00	(1,526,169.00)	(763,713.00)	-250.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
b) Transfers Out		7600-7629	480,985.00	0.00	480,985.00	500,000.00	0.00	500,000.00	4.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(911,904.00)	911,904.00	0.00	(927,163.00)	927,163.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,343,145.00)	911,904.00	(431,241.00)	(1,377,419.00)	927,163.00	(450,256.00)	4.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			33,614.00	41,636.00	75,250.00	(614,963.00)	(599,006.00)	(1,213,969.00)	-1,713.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Function

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,309,252.00	1,431,278.00	2,740,530.00	1,342,866.00	1,472,914.00	2,815,780.00	2.7%
2) Ending Balance, June 30 (E + F1e)			1,342,866.00	1,472,914.00	2,815,780.00	727,903.00	873,908.00	1,601,811.00	-43.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150.00	0.00	150.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	2,877.00	617.96	3,494.96	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,472,296.04	1,472,296.04	0.00	873,908.00	873,908.00	-40.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	136,195.00	0.00	136,195.00	733,500.00	0.00	733,500.00	438.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,203,644.00	0.00	1,203,644.00	(5,597.00)	0.00	(5,597.00)	-100.5%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5810	Other Restricted Federal	25,900.00	25,900.00
6018	Student Support and Enrichment Block Grant	48,330.00	48,330.00
6266	Educator Effectiveness, FY 2021-22	5,000.00	0.00
6300	Lottery: Instructional Materials	2,720.00	0.00
6333	CA Community Schools Partnership Act - Coordination Grant	180,000.00	0.00
6500	Special Education	338,714.04	162,315.00
6546	Mental Health-Related Services	139,815.00	63,592.00
6620	Reversing Opioid Overdoses	10,309.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	7,773.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	3,864.00	0.00
7311	Classified School Employee Professional Development Block Grant	35,000.00	0.00
7399	LCFF Equity Multiplier	50,000.00	0.00
7435	Learning Recovery Emergency Block Grant	8,000.00	0.00
7810	Other Restricted State	70,000.00	0.00
9010	Other Restricted Local	546,871.00	573,771.00
Total, Restricted Balance		1,472,296.04	873,908.00

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Place: Trinity County Office of Education

Date: 06/18/2024

Time: 1:00

Adoption Date: 06/19/2024

Signed: _____

Clerk/Secretary of the County Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Cindy Blanchard

Title: Chief Business Official

Telephone: 530-623-2861

E-mail: cblanchard@tcoek12.org

To update our mailing database, please complete the following:

Superintendent's Name: Fabio Robles

Chief Business Official's Name: Cindy Blanchard

CBO's Title: Chief Business Official

CBO's Telephone: 530-623-2861

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.		X
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.		X
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		X
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.		X
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?		
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?		
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		
S9	Local Control and Accountability Plan (LCAP)	• Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP		
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?		
A2	Independent Position Control	Is personnel position control independent from the payroll system?		
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?		
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?		
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.		
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	10,489,478.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	350,904.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	222,381.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,159,360.00
5. Interfund Transfers Out	All	9300	7600-7629	480,985.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	27,836.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	808,808.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				2,699,370.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,439,204.00
Section II - Expenditures Per ADA				2023-24 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				0.00
B. Expenditures per ADA (Line I.E divided by Line II.A)				0.00

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	6,436,237.71	497,390.86
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,436,237.71	497,390.86
B. Required effort (Line A.2 times 90%)	5,792,613.94	447,651.77
C. Current year expenditures (Line I.E and Line II.B)	7,439,204.00	0.00
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	447,651.77

E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.) F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)	MOE Met	
	0.00%	100.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

This county office of education is self-insured for workers' compensation claims through a JPA, and offers the following information:

☒ This county office of education is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 06/19/2024

For additional information on this certification, please contact:

Name: Cindy Blanchard
Title: Chief Business Official
Telephone: 530-623-2861
E-mail: cblanchard@tcoek12.org

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 468,928.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 5,635,591.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 8.32%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.
Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 714,771.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 124,542.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	46,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	22,338.70
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	908,151.70
9. Carry-Forward Adjustment (Part IV, Line F)	200,322.31
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,108,474.01
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	374,983.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,873,893.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,858,463.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	358,274.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	423,413.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,296,166.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	95,332.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	246,155.30
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	23,341.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	491,201.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	8,041,221.30
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	11.29%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	13.78%
Part IV - Carry-forward Adjustment	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	908,151.70
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	40,004.19
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.30%) times Part III, Line B19); zero if negative	200,322.31
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.30%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.28%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	200,322.31
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	200,322.31

Approved
indirect
cost rate: 9.30%

Highest
rate used
in any
program: 9.28%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3183	30,626.00	2,384.00	7.78%
01	3310	94,773.00	1,950.00	2.06%
01	3315	20,043.00	908.00	4.53%
01	3327	15,875.00	1,473.00	9.28%
01	3385	14,254.00	1,300.00	9.12%
01	5810	120,520.00	695.00	0.58%
01	6333	165,500.00	14,500.00	8.76%
01	6520	55,061.00	3,301.00	6.00%
01	6546	25,122.00	1,700.00	6.77%
01	6680	36,910.00	3,191.00	8.65%
01	6685	41,886.00	2,474.00	5.91%
01	6690	16,453.00	138.00	0.84%
01	7366	165,476.00	15,100.00	9.13%
01	7368	42,197.00	3,532.00	8.37%
01	7810	1,233,891.00	106,647.00	8.64%
01	9010	257,330.00	10,120.00	3.93%
11	6391	22,429.00	2,000.00	8.92%
12	5035	61,802.00	4,849.00	7.85%
12	5055	56,981.00	4,930.00	8.65%
12	6054	21,228.00	1,900.00	8.95%
12	6057	216,741.00	7,805.00	3.60%
12	6102	46,711.00	1,728.00	3.70%
12	6127	87,109.00	2,068.00	2.37%

Budget, July 1
2023-24 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	3,316.00		2,551.00	5,867.00
2. State Lottery Revenue	8560	88.00		169.00	257.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		3,404.00	0.00	2,720.00	6,124.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	500.00		0.00	500.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		500.00	0.00	0.00	500.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	2,904.00	0.00	2,720.00	5,624.00
D. COMMENTS:					

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trinity County Office of Education

CDS Code: 53 10538 0000000

School Year: 2024-25

LEA contact information:

Fabio Robles

Superintendent

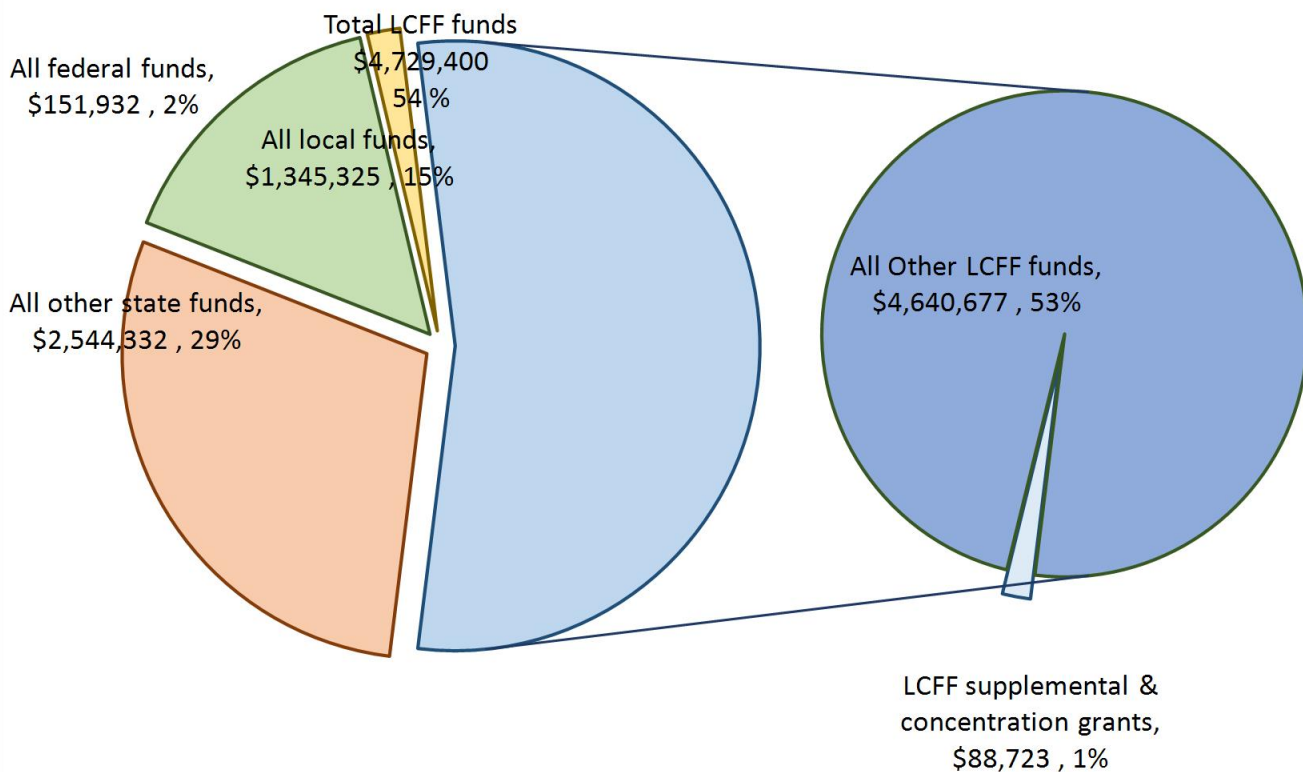
frobles@tcoek12.org

530-623-2861

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 2024-25 School Year

Projected Revenue by Fund Source



This chart shows the total general purpose revenue Trinity County Office of Education 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 Trinity County Office of Education is \$8,770,989, of which \$4,729,400 is Local Control Funding Formula (LCFF), \$2,544,332 is other state funds, \$1,345,325 is local funds, and \$151,932 is federal funds. Of the \$4,729,400 in LCFF Funds, \$88,723 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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
Trinity County Office of Education	Fabio Robles Superintendent	frobles@tcoek12.org 530-623-2861

Plan Summary [2024-25]

General Information

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

Trinity County Office of Education (TCOE) is located in Weaverville, a very remote, rural area in the far north of the state. With about 4,000 people, Weaverville is the largest population center in the county. This Local Control Accountability Plan (LCAP) is focused on the coordination of Foster Youth Services, the coordination of Expelled Youth Services, and on TCOE's one school, R.I.S.E. (Restoring Individual Success in Education) Academy, our county community school,

We will be re-enrolling students in R.I.S.E. Academy beginning July 1, 2024. R.I.S.E. did not enroll students during the 2023-24 school year. R.I.S.E. will serve students in grades 7-12, with one middle school to high school classroom. The classroom has a maximum of 10–12 students enrolled at any point in time. The school, a trauma-sensitive school program, was opened in the 2017-2018 school year, based upon the need to serve expelled youth, youth on probation, and other at-risk youth from our county school districts. The mission of R.I.S.E. Academy is to be a one-of-a-kind comprehensive alternative school serving at-risk students who need a second chance to succeed. Our vision is “Changing lives and renewing hope.”

Due to the school's small population and goal to rehabilitate and return students to their home school, we do not have any student groups over 10. We currently do not have, and historically have not had, any English Language Learners or Long-Term English Learners (LTEL), so Priorities 2b, 4d, & 4e do not apply to our LCAP. R.I.S.E. has a high mobility rate among the small student population, as such, the following priorities are not accurate or reliable for monitoring progress toward meeting LCAP goals: 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 5E, 6A, 6B. R.I.S.E. monitors progress of students' rehabilitation plans with the goal of zero expulsions. The school facilities are in good condition, as evidenced by our passing of the FIT report. Each year, repairs and maintenance are performed as needed. We strive to provide a safe, clean environment for all our students. All students at R.I.S.E. participate in and have sufficient access to a curriculum that is standards-aligned. Due to being a single school district, we will be using our LCAP instead of the Single Plan for Student Achievement (SPSA). Additionally, the LCAP parent advisory committee will serve instead of the School Site Council for R.I.S.E. Academy. As a small school, we complete a comprehensive need and budget analysis assessment on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the school. We will continue to monitor our resources to ensure equity for all students.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinity County Office of Education	Fabio Robles Superintendent	frobles@tcoek12.org 530-623-2861

Goals and Actions

Goal

Goal #	Description
1	The educational outcomes of foster youth will mirror that of the general population in our county.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1: Priority 6B: Local Metric/Expulsion rate. Maintaining a 0 expulsion rate will be measured by local data.	In May 2021, there were 34 in-county (IC) foster youth and 32 out of county (OC) foster youth. No IC youth or OC youth have been expelled (0%)	0%	0%	0%	We will continue to maintain a 0% expulsion rate or will remain at a rate lower than that of the general population.
1.2: Priority 6A: State Indicator/Student Suspension Indicator. Decrease suspension rate to 0%, will be measured by local data (Schoolwise reporting- SIS)	2020/2021- Two out of county youth (OC) (less than 5%) were suspended and no in-county youth (IC) youth were suspended or expelled.	One out-of-county youth was suspended and three in-county youth were suspended. Zero expulsion overall. 12% overall	7% (2/27)	4%	OC and IC foster youth will maintain a 0% suspension rate or will remain at a rate lower than that of the general population.
1.3: Priority 10: Coordination of Services for Foster Youth (COE Only). CHAFEE and FAFSA completion rates will be measured by local data.	As of May 2021, 70% of IC and OC high school eligible seniors are completing the CHAFEE and 100% are completing the FAFSA.	Zero foster youth seniors in the 2021-22 School Year.	100%	100%	100% of high school eligible seniors OC and IC foster youth will complete the CHAFEE and FAFSA applications.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4: Priority 10: Coordination of Services for Foster Youth (COE Only). foster youth college campus attendance will be measured by teacher field-trip log.	As of May 2021, 0% of IC and OC high school eligible seniors have toured a college campus.	Zero foster youth seniors in the 2021-22 School Year.	100%	100%.	100% of OC and IC foster youth will attend a college campus tour by the end of their senior year.
1.5: Priority 5: Local Metric/Student Engagement/School attendance rates. Increasing attendance rates will be measured by Schoolwise reporting (SIS)	2020/2021- One IC youth did not have regular attendance. All other OC youth attended school regularly. (3%)	0%	4%	4%	Foster youth will have 0% on the student attendance and review board for both IC and OC or will remain at a rate lower than that of the general population.
1.6: Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator. Maintain 100% Foster Youth diploma rate as be measured by Schoolwise reporting (SIS)	2020/2021- One IC Youth and one OC youth eligible to graduate were awarded High School Diplomas (100%).	Zero foster youth seniors in the 2021-22 school year. No % reportable	Zero foster youth seniors in the 2022-23 school year. No % reportable	100%	All students eligible to graduate will be awarded High School Diplomas (100%).
1.7: Priority 10: Coordination of Services for Foster Youth (COE Only). Increase # of Foster Youth completing	2020/2021- Very little consistent college and career awareness and education available to foster youth in grades 7th-12th.	15%	0%	0% No progress. Instead, we moved to having monthly career connections meetings that share college and career information	75% of foster youth will register with the California Career Zone. Additionally, middle/high school foster youth will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career education program as measured through progress reporting on California Career Zone program. (web-based)				with foster youth that attend.	progress through the program by taking the self-assessments and exploring careers, education and complete the money management portions of the program.
1.8: Priority 10: Coordination of Services for Foster Youth (COE Only). Increase Foster Youth enrolled in CTE, AP, or college ready courses as measured by Schoolwise reporting (SIS)	2020/2021- No baseline of foster youth middle and high school students taking CTE, AP, or college ready courses.	100%	29%	100%	70% of foster youth in middle school and high school will select courses that are aligned to their college and career aspirations.

Goal Analysis

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.

Actions 1.2-1.4 & 1.8 were implemented as planned.

Action 1.1 - The position of FY Alumni Liaison ended in March, and we are not looking to fill that position at this time.

Success: Action 1.8- Advocacy Field Trips - We attended the YES conference in April 2024 at the State Capitol. We brought four FY students. We increased our advocacy visits from 2 visits to 6 trips this year. Furthermore, we received positive feedback from the insight Team Trinity provided regarding pending legislation and the bravery of our students in sharing their lived experiences.

Challenge: Action 1.5 was not implemented as planned. We learned from our survey that partners were not aware of this offering. Action 1.6 was not implemented as planned, as we chose the Healthy Kids Survey, which is only given to students every other year. This was not the year it was provided.

Action 1.7 was not implemented as planned, as we decided not to utilize a computer-based program. Instead, we started Connections Career Workshops for FY to attend. Students hear from guest speakers regarding various careers.

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.

Our expenses are inline with our budgeted expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 - 1.4 have been determined as effective as evidenced by a continued 100% graduation rate as well as the very low percentage of students being suspended and involved in SARB.

1.5 has not been deemed effective or ineffective. We did not make progress on this action as there wasn't a need as FY students did not need to utilize the lending library this year. Feedback from our survey indicated we need to promote the offering better to our partners.

1.6 has been deemed an ineffective action as we need yearly data to monitor and review to inform the following year's actions. We aren't able to pull FY data from the survey. We will be adding student connectedness to our FY annual survey instead.

1.7 has been deemed an ineffective action as we found there was a need for students to hear directly from career individuals in person. A virtual option such as Career Zone did not meet that need. We instead created Connections which bring career presentations directly to the FY students. We received very positive feedback from these presentations and will be including middle school students moving forward.

1.8 We attended the YES conference in April 2024 at the State Capitol. We brought four FY students. We increased our advocacy visits from 2 visits to 6 trips this year. Furthermore, we received positive feedback on the insight Team Trinity provided regarding pending legislation and the bravery of our students in sharing their lived experiences.

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 discussion with our educational partners, we determined that this will be changed to a maintenance goal as the overall purpose isn't direct services, but rather the coordination of services. Therefore, to increase alignment of the overall goal, we will be removing actions 1.2-1.8 to reflect this change.

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	Coordinate the instruction of expelled pupils with local school districts through site-based restorative trauma-sensitive programs with the goal of decreasing expulsion and suspension and providing appropriate programming to all students. You can find the plan for expelled youth on our website under accountability at www.tcoek12.org

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED: Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). Measure % of students who have access to R.I.S.E. educational placement for expulsion.	2020/2021- 100% of countywide alternative educational placements of expelled youth were served at R.I.S.E. Academy.	100% of students who needed services, received services through placement at R.I.S.E.	100% of students who needed services, received services through placement at R.I.S.E.	REMOVED	Maintain 100% of students who need services, receive services through placement at R.I.S.E.
7/22 REMOVED: Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). Maintaining Wellness Liaisons provided at each school site as measured by Pathway Mental Health Grant.	2020/2021- four out of nine Wellness Liaisons positions filled at each school district.	Nine Wellness Liaison positions filled, along with 1 RBT	Five Wellness Liaisons positions filled, along with three RBT, and four mental health clinicians	REMOVED	Nine out of nine Wellness Liaison positions will be filled for each school district. One Wellness Liaison at each school district to assist with the coordination of wrap-around and restorative practices to prevent suspension and expulsion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED: Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). Measure % of students by grade level who need access to R.I.S.E. classrooms.	R.I.S.E. Academy in 2020-2021 served 100% of 7th-12th grade students in one classroom.	R.I.S.E. Academy in 2021-22 served 100% of expelled youth 4th - 8th grade classroom 7th - 12th grade classroom in two classrooms.	RISE Academy in 2022-23 served 100% of expelled youth 4th - 8th grade classroom 7th - 12th grade classroom in two classrooms.	REMOVED	100% of expelled youth in 4th-12th will be served through R.I.S.E. Academy in two classrooms.
7/24 ADDED: Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). Maintain a 'Met' status at the Full Implementation and sustainability phase in all 4 areas. County Expelled Youth Plan is in place.	Baseline established 2023 from Local Indicator Self-Reflection Tool Priority 9: In 3/4 areas, full implementation In 1/4 areas, full implementation and sustainability	n/a	n/a	In 3/4 areas, full implementation and sustainability In 1/4 areas, full implementation	Utilize the County Expelled Youth Plan when necessary. Using the rubric, TCOE will be at full implementation and sustainability in 4/4 areas.

Goal Analysis

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.

This action was implemented as planned.

In coordination of our county Expelled Youth Plan, the participating LEAs decided to close our R.I.S.E. Academy last year and open two CDS classrooms: an elementary and a high school classroom for the 23-24 school year. Unfortunately, this is not a sustainable financial model for the LEA that hosted the two classrooms. Due to new community school funding for COEs this year, LEAs decided it was more financially feasible for the county office to host the community school. We will reopen R.I.S.E. for the 24-25 SY as a 7-12th grade single nclassroom. The LEA that hosted the CDS for the elementary classroom will continue to host it moving forward.

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 are no costs associated with the action for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.2 was effective, as noted by the increase in sustainability in two additional areas on the above metric. The one area that has been a challenge in the past is the referral process. To strengthen and improve this process, the superintendent will create an advisory group among county LEA admin to advise on referral intake applications from LEAs to the community school.

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.

With educational partner feedback, it was determined that this goal is a maintenance goal as it provides the coordination of services for expelled youth. We will be reopening R.I.S.E. Academy as the primary option for expelled youth in the county for grades 7-12. We will be adding two goals with actions and metrics to monitor the effectiveness of the school's educational programming.

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	6/23 REMOVED: All Trinity County R.I.S.E. Academy students will be provided with high quality classroom instruction and curriculum with personalized interventions promoting college and career readiness so that each student will be ready to return to their "home" schools on track to graduate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED:Priority 1 - A: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Maintain 100% as measured by Local Indicators.	2020-21 100% of teachers have appropriate credentials and are assigned to classes.	100%	100%	REMOVED	We will maintain 100% of our teachers fully credentialed and appropriately assigned.
6/23 REMOVED:Priority 1 - B: Pupils in the school district have sufficient access to the standards-aligned instructional materials. Maintain 100% as measured by Local Indicators.	2020/2021 100% of curriculum is aligned with state standards.	100%	100%	REMOVED	We will maintain 100% of our curriculum will continue to be aligned to state standards.
6/23 REMOVED:Priority 2 -	2020/2021 100% of teachers trained in the	100%	100%	REMOVED	We will maintain 100% of our teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A: The implementation of state board adopted academic content and performance standards for all students as measured by the implementation survey from the Local Indicators. Maintain 100% trained as measured by Local indicator survey.	implementation of state standards and aligned teaching based upon each student's home school standards based curriculum, in ELA, Math, and NGSS.				and support staff trained in the implementation of state standards.
6/23 REMOVED:Priority 4 – A: Statewide assessments. CAASPP assessment progress will be measured by CAASPP reporting through TOMS.	2018/2019 is the first year that R.I.S.E. enrolled students and was the only year that R.I.S.E. students took statewide assessments. Due to COVID-19, students did not take statewide assessments in the 19-20 school year. Depending upon the current enrollment during the CAASPP testing window, all elementary, middle school and 11th grade students will be assessed, unless they are not with us for the required time. Due to the high mobility rate of students and small class sizes each	NWEA Assessment: 50% of students showed growth in math. 50% of students showed growth in ELA.	NWEA Assessment: 17% of students showed growth in math. 17% of students showed growth in ELA.	REMOVED	50% of the students who have spent at least 90 days at R.I.S.E. Academy will maintain or increase their individual assessment test scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student will be measured based on their individual scores. 2020-2021 Local NWEA Assessment Benchmark data shows 75% of our students showed growth in math from their beginning of the year assessment. In reading and language, 65% of our students showed growth.				
6/23 REMOVED:Priority 4 - D: The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC Priority 4 - E: The English learner reclassification rate.	No English Learner students were enrolled at R.I.S.E. Academy during the 2020-2021 school year.	0	0	REMOVED	If EL students are enrolled 100% of EL students will demonstrate proficiency as measured by the ELPAC. Due to the short-term nature of student enrollment at R.I.S.E. Academy, re-classification will need to be completed at the district of residence.
6/23 REMOVED:Priority 7 - A: Access broad course of study	2020/2021- 100% of students had access to a broad course of study through	100%	100%	REMOVED	100% of students will continue to have access to a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including courses described under Sections 51210 and 51220(a)-(i). Maintain 100% access as measured by Local Indicators.	Edgenuity online course work.				course of study through Edgenuity.
6/23 REMOVED:Priority 7 - B: Programs and services developed and provided to unduplicated pupils. Maintain 100% of progress towards individualized goals as measured by their outcome meeting through Schoolwise reporting (SIS).	2020/2021- School wide credit recovery, and career development and intervention classes are developed based upon initial intake and the personal needs of each student. 80% of our high school students made progress toward their credit recovery, intervention and career goals.	97%	70% of students made progress toward their credit recovery goals and 100% of students made progress toward their career and intervention goals.	REMOVED	100% of students will make progress toward their credit recovery, career development and intervention goals as measured from their initial intake meeting.
6/23 REMOVED:Priority 7 - C: Programs and services developed and provided to individuals with exceptional needs. Maintain 100% of students with exceptional needs services as measured by IEP service time.	2020/2021- 100% of exceptional needs students receive appropriate services to meet their IEP goals.	100%	100%	REMOVED	100% of exceptional needs students receive appropriate services to meet their IEP goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED:Priority 8: Pupil Outcomes addresses pupil outcomes. Decrease # of students dropping levels on Daily Support System as measured by classroom behavior log.	2020/2021- Restorative intervention and support level system is reviewed daily with each student and progress is monitored toward personalized restorative plans. This progress is communicated regularly with parents and the referring home school staff. Overall individual level drops on avg. have been four students per day.	Less than three students drop levels daily.	Less than two students drop levels daily.	REMOVED	Level support system reviewed daily with less than three student's dropping levels per day, per classroom.
6/23 REMOVED:Priority 4 - H: Pupil Achievement The percentage of pupils in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness. 11th grade CAASPP scores for ELA and Math. College preparedness will measured by	In the 2020-21 school year R.I.S.E. Academy had zero pupils in 11th grade. The NAEYC local assessment showed 50% of high school students with at least 90 Days at R.I.S.E. Academy demonstrate 75% proficiency in ELA and 60% proficiency in Math. Note: Due to the high mobility rate of students and small class sizes each	Due to the high mobility rate of students and small class sizes each student will be measured based on their individual 11th grade CAASPP scores. These will not be reported out due to confidentiality. We will continue to monitor and report locally within our staff.	Due to the high mobility rate of students and small class sizes each student will be measured based on their individual 11th grade CAASPP scores. These will not be reported out due to confidentiality. We will continue to monitor and report locally within our staff.	REMOVED	50% of our high school students who have spent at least 90 days at R.I.S.E. Academy will demonstrate college preparedness based upon 11th Grade CAASPP and local NAEYC assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP through TOMs reporting.	student will be measured based on their individual 11th Grade CAASPP scores.				

Goal Analysis

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.

n/a

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.

n/a

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

n/a

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.

We will be adding this goal back into the upcoming LCAP due to the reopening of R.I.S.E. Academy.

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
4	6/23 REMOVED: All students at R.I.S.E. Academy will be actively engaged and supported in a safe, healthy, culturally responsive, and rigorous learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED: Priority 6 - C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Increase survey completion as measured response rate of survey.	2020/2021- 10% of parents or guardians completed the annual survey of school safety and connectedness on which decisions are based.	55%	57%	REMOVED	75% of parents or guardians will complete the annual survey of school safety and connectedness.
6/23 REMOVED: Priority 3 - A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Increase parent Advisory Meeting attendance as	2020/2021- 50% of our parents participate in at least one Parent Advisory Committee meeting.	50%	90%	REMOVED	100% of our parents will participate in at least one Parent Advisory Council Meeting.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by sign-in logs.					
6/23 REMOVED:Priority 3 - B: How the school district will promote parental participation in programs for unduplicated pupils. Maintain 100% feedback as measured by meeting minutes .	2020/2021- 100% parent or guardian participation in providing feedback during each student's intake and outtake meetings.	100%	100%	REMOVED	Maintain 100% parent or guardian participation and providing feedback during each student's intake and outtake meetings.
6/23 REMOVED:Priority 3 - B: How the school district will promote parental participation in programs for unduplicated pupils. Maintain 100% participation as measured by meeting minute attendance.	2020/2021- 100% of Parents/guardians of unduplicated students were included in participating in their student's intake and outtake meetings.	100%	100%	REMOVED	Maintain 100% of Parents/guardians of unduplicated students included in intake and outtake meetings.
6/23 REMOVED:Priority 3 - C: How the school district will promote parental participation in programs for individuals with exceptional needs. Maintain 100% participation as	2020/2021- Participation for parents/guardians of students with exceptional needs shows 100% of parents attended IEP and intake and outtake meetings.	100%	100%	REMOVED	Maintain participation for parents of students with exceptional needs of 100% of parents attending IEP and intake and outtake meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by meeting minutes attendance.					
6/23 REMOVED:Priority 5 - A & B: School attendance rates; Chronic absenteeism rates. Increase attendance rate and decrease chronic absenteeism rate as measured by Schoolwise reporting (SIS)	2020/2021- 95% attendance rate. 1 student out of 12 students were chronically absent.	89.4% attendance rate with no chronically absent students.	73% overall attendance rate. 11 students (cumulatively) were chronically absent but of those 11 students 55% attended more at R.I.S.E. than their previous school.	REMOVED	Some students are placed into RISE Academy with goals to improve their attendance at school. All students maintain 95% or higher attendance rate or attend 50% more than they attended at their district of residence prior to placement at R.I.S.E. Academy. No chronically absent students while attending TCCS.
6/23 REMOVED:Priority 5 - C: Middle school dropout rates. Maintain 0% dropout rates will be measured by Schoolwise reporting (SIS).	2020/2021- 0% middle School Dropout Rate.	0%	0%	REMOVED	Maintain 0% middle school dropout rate.
6/23 REMOVED:Priority 5 - D: High school dropout rates. Maintain 0% dropout rates will be measured by Schoolwise reporting (SIS).	2020/2021- 0% high school dropout rate.	0%	0%	REMOVED	Maintain 0% high School Dropout Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED:Priority 5 - E: High school graduation rates. Increase graduation rates will be measured by district of residence SIS.	2020/2021- R.I.S.E. does not graduate students. Students graduate from their district of residence.	R.I.S.E. Academy does not graduate students. Students graduate from their district of residence.	R.I.S.E. Academy does not graduate students. Students graduate from their district of residence.	REMOVED	R.I.S.E. Academy does not graduate students. Students graduate from their district of residence.
6/23 REMOVED:Priority 6 - A: Pupil suspension rates. Decrease suspension rates as measured by Schoolwise reporting (SIS).	2020/2021- 1 Student was suspended during the 2020-2021 school year.	27%	4 students were suspended. 24%	REMOVED	Reduce suspension rate to 0%.
6/23 REMOVED:Priority 6 - B: Pupil expulsion rates. Maintain 0% expulsion rates will be measured by Schoolwise reporting (SIS).	2020/2021- 0% Expulsion rate.	1 Suspended Expulsion this school year. Still 0% Expulsion Rate.	0%	REMOVED	Maintain 0% Expulsion Rate.
6/23 REMOVED:Priority 3 - B: How the school district will promote parental participation in programs for unduplicated pupils. Increase parent participation as measured by course sign-in logs.	2020/2021- 50% of parents participated in Love and Logic parenting classes.	0%	0%	REMOVED	100% of parents will participate in one Love and Logic Parent Development evening class.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6/23 REMOVED:Priority 6 - C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Maintain student safety and connectedness as measured by student surveys.	2020/2021- 100% of students at R.I.S.E. completed the annual survey of school safety and connectedness.	90%	71%	REMOVED	Maintain 100% of students completing the annual survey of school safety and connectedness.

Goal Analysis

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.

n/a

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.

n/a

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

n/a

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.

We will be adding this goal back into the upcoming LCAP due to the reopening of R.I.S.E. Academy.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Due to R.I.S.E.'s non-stability and socioeconomically disadvantaged rates, R.I.S.E. is receiving Equity Multiplier Funds to provide support to students at this school site.

TCOE authorizes one charter school, California Heritage YouthBuild Academy II (CHYBA). CHYBA is an independent, direct-funded charter that has its own LCAP.

Because of our small and widespread population, and the lack of foster homes, many of our foster youth are living in adjoining counties. Regardless, we do oversee their progress and stay in contact with the schools of attendance. We also track the progress of our in-county and out-of-county foster youth students through our Foster Youth Education Coordinator.

Special Education Profile:

The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities from birth to 22 years old. Special education programs meet the needs of students from various categories of disability through a collaborative model between local school sites and TCOE. This collaborative model includes support services, professional development, and communities of practice while students are served directly by the school district in which they are registered. TCOE serves special education students from all 9 districts in Trinity County by providing support to districts in areas that include mental health, cognitive assessments, speech therapy, occupational therapy, physical therapy, and nursing. Special education classrooms exist across the county in Burnt Ranch, Junction City, Weaverville, Lewiston, Douglas City, Hayfork, and Mad River. Additionally, students are also served in the general education classroom using a push-in model.

For sites that serve moderate to severe disabilities, instruction is aligned with the content standards and is based on the seven foundational curricular domains. This includes domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional, and foundational academics. Students learn functional skills that will maximize future independence and vocational skills through both school-based practices and community experiences to help them succeed in these areas. For students with social-emotional needs, services available to students include educationally relevant mental health services provided by either a school psychologist or mental health clinician on their local school site. Mental health clinicians are provided through partnerships with Trinity County Behavioral Health Services, as well as direct service from TCOE.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

TCOE does not have any red indicators on the Dashboard. TCOE does not have any schools that have red indicators on the Dashboard. TCOE does not have any student groups at R.I.S.E. that have a red indicator.

TCOE did not enroll any students in R.I.S.E. Academy during the 2023-24 school year and does not generate a dashboard due to its small enrollment cap. Due to our size, we are not able to reliably and confidentially share any local data. Local data is monitored by our staff. TCOE monitors county data locally in the areas of foster youth and expelled youth to inform educational partners during the LCAP planning

process and to determine the effectiveness of actions. We continue to have a robust foster youth services program as well as a homeless youth program based upon increasing need. Our population of Foster and Homeless students is too small to have data on the CA School Dashboard, but it is their unique needs that we are addressing in our LCAP. We will continue to assist local districts through the state system of support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A TCOE is not eligible for, nor have we requested TA.

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.

TCOE does not have any schools identified for CSI

TCOE authorizes CHYBA II, an independent charter school that is identified for CSI. CHYBA II has its own plan that it submits to TCOE for approval.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All the following Educational partners were consulted on the development of the LCAP. SARB includes the current students and parents we serve. As we enroll students into R.I.S.E., we will include these parents and students moving forward as well.	The following strategies were used to solicit feedback and input on the development of the LCAP:
County Superintendent and Principals	10/24/23, 11/28/23, 1/27/24, 2/27/24. 3/26/24, 4/23/24, 5/21/24 Meetings - Agendized item to solicit feedback
County Board of Trustee Meetings (Administrators, Board members, and community attendees)	10/18/24, 11/15/24, 12/13/24, 1/17/24, 2/21/24, 3/20/24, 4/17/24 Meetings - Agendized item to solicit feedback
Classified CSEA Bargaining Unit Members	5/8/24 Email - Survey questions to solicit feedback.
Certificated CTA Bargaining Unit Members	5/8/24 Email - Survey questions to solicit feedback.
Teacher of R.I.S.E.	RISE will not have a teacher until July 1, 2024, when it reopens.
Other school staff of R.I.S.E.	RISE will not have other school staff until July 1, 2024, when it reopens.
Principal of R.I.S.E.	5/7/24 Meeting - Agendized item to solicit feedback.
Superintendent of R.I.S.E.	5/7/24 Meeting - Agendized item to solicit feedback.
SELPA includes Parent, Student, Principal, Child Welfare, Public Health, Behavioral Health, probation	SARB Meetings (2 locations) (Multiagency, parents, students) 1/2/23, 1/12/23, 2/6/24. 2/9/24, 3/6/24, 3/9/24, 4/3/24, 4/20/24, 5/1/24, 5/11/24

Educational Partner(s)	Process for Engagement
	Feedback is solicited through the SARB process to inform the needs and effectiveness of current actions.
PAC (includes parent, students, staff, admin) at R.I.S.E.	As students enroll at R.I.S.E., we will create and consult with a PAC moving forward.
Educational partners at RISE Academy which qualified for Equity Multiplier funding	5/7/24 Meeting - Agendized item to solicit feedback.
ELAC, DELAC	We currently do not have any EL or LTEL students enrolled at R.I.S.E. We do not have an ELAC or DELAC.
Leadership (Ed services, business, Human Resources, SELPA, Informational Technology, Nursing, Community Schools)	The second Tuesday of the Month from Aug.'23 - May '24 Agendized item to solicit feedback.
Safe Schools Collaborative (Interagency collaboration Public Health, Sheriff, Probation, Child Welfare, Highway Patrol, County OES, teachers, district principals and superintendents)	The fourth Wednesday of the Month from Aug. '23 - May '24 Agendized item to solicit feedback.
Children's System of Care (CSOC) Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners.	1/17/24, 2/21/24, 3/20/24, 5/15/24 Meetings - Agendized item to solicit feedback.
Foster Youth Executive Advisory Board (FY Coordinator, students)	11/29/24 Meeting - Agendized item to solicit feedback.
Classified and Certificated Superintendent's Advisory Committee	11/27/23, 2/5/24, 4/22/24 Meetings - Agendized item to solicit feedback.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from educational partners during the LCAP development process influenced the following on this year's LCAP:

- 1) Partners requested that TCOE reopen (7-12th grade) R.I.S.E. Academy (1 classroom) to begin enrolling students again during the 24-25 school year. This created two goals and supporting metrics and actions for RISE: Academic and School Culture. (Goal 3 and Goal 4)
- 2) Feedback from ed. partners at R.I.S.E. and the availability of Equity Multiplier funds resulted in the creation of a focus goal and supporting metrics and actions to provide a Wellness Liaison. (Goal 5)

3) Feedback from ed. partners resulted in changing Goal 1 and Goal 2 from Broad Goals to Maintenance Goals because it was determined that these two goals were focused more on maintaining the coordination of these services. Actions that did not fit within the scope of a maintenance goal were removed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain the coordination of Foster Youth Services for nine LEAs and the COE's school.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicates a need to maintain the coordination of services. As evidenced by our baseline metric data, overall, our coordination of services is effective, resulting in positive outcomes for our Foster Youth. Together, these metrics and actions will help maintain the effectiveness of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6B % of County FY Expulsion Rate Source: Local SIS Data	0% expulsion rate			0% expulsion rate	
1.2	Priority 6A % of County FY Suspension Rate Source: Local SIS Data	4% suspension rate			Maintain <5% suspension rate	
1.3	Priority 10 % of students completing CHAFEE and FAFSA	100% Completion			100% Completion	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data by FY County Coordinator					
1.4	Priority 10 % of Foster Youth attending College campus field trip attendance Source: Teacher field-trip log	100%			100%	
1.5	Priority 5E % of FY students receiving a diploma Source: Local SIS Data	100%			100%	
1.7	Priority 5A % of County FY involved in SARB. Source: Local SIS Data	0%			0%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foster Youth Staff	Trinity COE will continue to maintain the positions of a Foster Youth Education Coordinator, and a part-time position (if grant funding continues) who support our foster youth placed both within and outside our county. The coordinator will be responsible for maintaining the following services: 1) Help with their transfers and work to minimize changes to school placement. 2) Ensure health and educational records are moved efficiently. 3) Assist county child welfare in delivering services. 4) Provide educational status and progress information required for court records. 5) Respond and coordinate requests and delivery of services to juveniles within the court system. 6) Track attendance rates, suspension rates, expulsion rates, and graduation rates and intervene if necessary to provide direct services as needed if districts are unable to provide the direct services.	\$163,387.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Coordinate the instruction of expelled youth with 9 LEAs and the COE's school RISE to decrease expulsions and suspensions, and provide appropriate instructional placements to all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Feedback from educational partners has indicated a need to maintain the coordination of services for expelled youth. An analysis of county data concludes that our single-school districts, or districts with only one elementary and one high school, students who are expelled from schools in our rural area do not have an alternative placement outside their district. After opening the community school, local districts continue to need site-based alternative programs. R.I.S.E. Academy did not enroll students last year (23-24 SY) as districts opted to open their own CDS schools. This has been determined to be a non-sustainable program. Therefore, LEAs and the community have indicated that they would like R.I.S.E. to reopen and enroll students beginning 24-25 SY. Previously, R.I.S.E. Academy (County Community School) successfully served students in our county, as evidenced by RISE Academy being recognized as a Golden Bell Award 2020 recipient. 90% of our graduate-eligible students have completed their restorative plans and returned to their home districts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). % of expelled students who have access to RISE as an educational placement.	0% The school will be open for enrollment July 1, 2024 and 2024 will be used to create a baseline for 2025 LCAP development.			100%	
2.2	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). The percentage of districts within the county that	100% (9/9) 2024			100% (9/9)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with TCOE, to provide services for expelled students.					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	RISE Academy	Maintain R.I.S.E. Academy, a single classroom, 7-12th grade county community school, to provide an educational program for expelled youth, students on probation, and students self-selecting who require an alternative instructional placement.	\$193,128.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Expelled Youth Plan	TCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan. Plan renewal every 3 years.	\$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All R.I.S.E. students will demonstrate progress toward meeting or exceeding individualized student rehabilitation plan goals to be eligible to transfer back to their home district.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Feedback from Educational Partners and local SIS data indicated a need to provide instructional and rehabilitative services to expelled youth, students on probation, and self-selected student enrollments in an alternative setting with individualized and personalized support. Feedback indicated that these students need a placement that supports and provides services for them to complete their individualized rehabilitation plans to be eligible to return to their home district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1A % of teachers appropriately assigned and fully credentialed	100% 2024			100%	
3.2	Priority 1B: Local Indicators.	Students were not enrolled last year. Baseline will be established 24-2025.			100%	
3.3	Priority 1C Facilities will remain in a "Good Repair" rating FIT report.	We will be leasing a classroom on the campus from the local high school. Currently,			"Good repair" rating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the classroom has received "Good repair" rating. 2023				
3.4	Priority 2A Measured by the implementation survey from the Local Indicators.	12/23 areas Full Implementation or Full implementation and Sustainability This is based on the last time R.I.S.E. enrolled students two years ago. 2022			16/23 areas	
3.5	Priority 7C % of students with exceptional needs who make progress and/or meet IEP goals	This data will only be reported if student population is 11 or higher.			100%	
3.6	Priority 7A % of students who have access to a broad course of study Local SIS	Students were not enrolled last year. Baseline will be established spring 2025. This data will only be reported if student population is 11 or higher.			100%	
3.7	Priority 8 % of students meeting rehabilitation plan goals Local data	Students were not enrolled last year. Baseline will be established spring 2025.			80% of students meet requirements of rehabilitation plan.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This data will only be reported if student population is 11 or higher.				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	RISE Staffing	Provide one certificated teacher to provide instructional and SEL supports. Funds are included in Action 2.1 of Goal 2.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Staff collaboration	Provide teacher and para-educator collaboration time to analyze and monitor the individualized needs of low-income students. Additional professional development to support individualized needs will be provided as needed in the following areas: 1. Curriculum alignment and intervention monitoring (Math, ELA, NGSS) 3. Edgenuity Online Curriculum intervention supports 4. Life Skills and SEL Curriculum 5. Training in reviewing results of career interest surveys with students and coordinating the completion of Individualized Career Learning Plans through the CA Career Zone 6. Trauma-informed and restorative practices 7. Non-violence crisis prevention 8. Love and Logic	\$40,000.00	Yes
3.3	Personalized Interventions	Provide personalized intervention to low-income students daily, embedded in the regular classroom to increase overall student achievement and address personalized restorative plans. Expenses include personnel costs for a para-educator.	\$48,723.00	Yes
3.4	Course Alignment	Ensure access to a broad course of study by monitoring the master schedule and enrollment as applicable, via 10% of additional administrator time to ensure teachers are implementing personalized learning that aligns to the required high school course schedule.	\$1,500.00	No
3.5	Student Technology	Ensure students have access to technology to aid classroom instruction. Expenses include: 1. One-to-one student-to-device ratio 3. Access to web-based learning modules 4. Security applications	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students and parents at R.I.S.E. Academy will be actively engaged and supported in a safe and healthy learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Local and dashboard data from LEA's that R.I.S.E. Academy serves shows the need to increase trauma-informed and therapeutic services to our two largest districts in the county. All students who are referred to R.I.S.E. struggle with attendance and engagement with school, along with the need for trauma-sensitive instruction and partner agency wrap-around services. Based on local survey data, parents/guardians would like R.I.S.E. to increase engagement with parents/guardians. The actions and services will address the need to provide resources and opportunities for engagement to support parents and guardians with their child's educational needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3A % of parents marked "agree" or "strongly agree" on the annual Parent Survey question "actively seeks the input of parents before making important decisions" Local survey data	There was no student enrollment in 2023-24. Baseline will be created in 2024-25 Due to confidentiality, we will report if student enrollment reaches 11 students, otherwise, we will monitor this internally.			100%	
4.2	Priority 3B:	There was no student enrollment in 2023-24.			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents of unduplicated students attending at least 1 parent conference a year Parent sign-in log	Baseline will be created in 2024-25 Due to confidentiality, we will report if student enrollment reaches 11 students, otherwise, we will monitor this internally.				
4.3	Priority 3C % of parents of students with disabilities attend at least 1 parent conference a year Parent sign-in log	There was no student enrollment in 2023-24. Baseline will be created in 2024-25 Due to confidentiality, we will report if student enrollment reaches 11 students, otherwise, we will monitor this internally.			100%	
4.4	Priority 6C % on annual student survey reporting that students feel safe and connected to school Staff Local Survey	There was no student enrollment in 2023-24. Baseline will be created in 2024-25 Due to confidentiality, we will report if student enrollment reaches 11 students, otherwise, we will monitor this internally.			100%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Support	Social and emotional support is provided to all students 1. Provide Counseling services 2. Provide professional development in positive behavioral intervention 3. Collaborate with interagency staff to develop consistent programming between home and school (district of residence staff, probation officers, and parents/guardians)	\$5,000.00	No
4.2	Mental Health Clinician	One part-time, mental health clinician focused on supports and referrals for low-income students	\$48,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2025, students in grades 7-12 will increase student rehabilitation plan completion rate to 80%.	Focus Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

R.I.S.E. Academy qualified for Equity Multiplier Funding due to its student instability rate. A majority of students are placed at RISE on expulsion orders or for challenging school behaviors throughout the year. Ed. partner feedback indicates a need to provide support for students attending R.I.S.E. to complete their individualized rehabilitative plans. The rehabilitative program is in place to provide students with a supportive environment to meet their rehabilitation plan requirements and transition back into their schools of origin.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 8 - % of students meeting their rehabilitation plan requirements.	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.			80%	
5.2	Priority 7B - Programs and services developed and provided to unduplicated pupils. Measure % of unduplicated students who indicate that they have utilized the	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	wellness liaison to successfully deescalate at least one time from the annual student survey					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Wellness Liaison (EM)	Provide Wellness Liaison staff assigned to the R.I.S.E. program to provide trauma-informed response support and interventions to students and families. This position is crucial in addressing the unique socio-emotional needs of our student population. The Wellness Liaison will:	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Facilitate referrals and connections to external agencies and resources, ensuring students and families have access to comprehensive support services. 2. Ensure adequate social and emotional support is provided to all students. 3. Provide professional development and training to staff through positive behavioral interventions and trauma-informed practices, building capacity to effectively support students' well-being. 4. Collaborate with interagency staff, including district of residence staff, probation officers, and parents/guardians, to develop consistent programming and support systems that bridge the gap between home and school environments.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$88,723	\$3,839

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
41.363%	25.407%	\$53,921.00	66.770%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	Action: Staff collaboration Need: 100% of R.I.S.E. students are currently low-income. Based on local data and educational partner feedback, students have complex needs encompassing social-emotional development, positive behavior reinforcement, as well as academic advancement and achievement.	Staff collaboration will closely monitor student plans and areas of needs to identify areas of needed PD. All staff will participate in identified PD throughout the year. This is provided on a school-wide basis, as all students are low-income.	3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A majority of students enroll in RISE Academy on an expulsion order or for challenging behaviors in the classroom. Each student has an individualized rehabilitation plan that needs to be met for students to become eligible to return to their home schools. Each plan is built upon the individualized needs and context of the student. Scope: LEA-wide		
3.3	Action: Personalized Interventions Need: Students enrolled in R.I.S.E. Academy are over-represented for Low Income in the areas of attendance, disciplinary, and SEL needs. Partner feedback and local data indicate that this student group needs inclusive support systems tailored to their diverse needs for social-emotional development, positive behavior reinforcement, as well as academic advancement and achievement to progress successfully and meet their rehabilitation requirements along with their academic and social learning goals. Scope: LEA-wide	Daily, integrated, personalized interventions provide students with regular and consistent feedback on their chosen goals, along with steps to progress to the next phase of their individual plan. This approach fosters agency, influencing engagement with the R.I.S.E. Program, including its academic and behavioral/restorative components, thereby increasing student achievement for our low-income students as well as all students who receive this support. Offered LEA-wide as all students are low-income.	3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	Action: Mental Health Clinician Need: Ed partner feedback indicated that low-income students at RISE need counseling support or referrals to community agencies for various needs, including but not limited to mental health disorders, social-emotional development, and emotional intelligence. Scope: LEA-wide	By providing a mental health clinician, students will receive the needed mental health support on a regular and consistent basis in either a group or 1:1 setting as well as timely referrals based on need. This is provided LEA-wide, as all students are low-income.	4.10

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

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Additional Concentration Grant Funding

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.

Our additional funds are used on supporting the ratios noted below. As shown here we have a very low student to staff ratio to support the needs of our students.

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	N/A	1:3
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:5

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$214,497	88,723	41.363%	25.407%	66.770%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$335,851.00	\$219,887.00			\$555,738.00	\$512,015.00	\$43,723.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foster Youth Staff	Foster Youth Students with Disabilities	No				2024-27	\$155,292.00	\$8,095.00		\$163,387.00			\$163,387.00	
2	2.1	RISE Academy	All	No				2024-27	\$180,000.00	\$13,128.00	\$193,128.00				\$193,128.00	
2	2.2	Expelled Youth Plan	All	No				2024-27	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
3	3.1	RISE Staffing	All	No				2024-27	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Staff collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	\$25,000.00	\$15,000.00	\$40,000.00				\$40,000.00	
3	3.3	Personalized Interventions	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	\$48,723.00	\$0.00	\$48,723.00				\$48,723.00	
3	3.4	Course Alignment	All	No				2024-27	\$1,500.00	\$0.00	\$0.00	\$1,500.00			\$1,500.00	
3	3.5	Student Technology	All	No				2024-27	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.1	Social Emotional Support	All	No				2024-2027	\$2,500.00	\$2,500.00		\$5,000.00			\$5,000.00	
4	4.2	Mental Health Clinician	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$48,000.00	\$0.00	\$48,000.00				\$48,000.00	
5	5.1	Wellness Liaison (EM)	All	No				2024-2027	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	

2024-25 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
\$214,497	88,723	41.363%	25.407%	66.770%	\$136,723.00	0.000%	63.741 %	Total:	\$136,723.00
								LEA-wide Total:	\$136,723.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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 (%)
3	3.2	Staff collaboration	Yes	LEA-wide	Low Income	All Schools	\$40,000.00	
3	3.3	Personalized Interventions	Yes	LEA-wide	Low Income	All Schools	\$48,723.00	
4	4.2	Mental Health Clinician	Yes	LEA-wide	Low Income	All Schools	\$48,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$186,591.00	\$194,895.00

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	Foster Youth Staff	No	\$141,163.00	\$141,170
1	1.2	Mental Health Services to Foster Youth	No Yes	\$3,000.00	\$3,000
1	1.3	Foster Youth Executive Advisory Council	No	\$0.00	\$0
1	1.4	Training to School Districts	No Yes	\$0.00	\$1,500
1	1.5	Foster Youth Lending Library	No	\$500.00	\$3000
1	1.6	Foster Youth Healthy Kids Survey Review	No	\$0.00	\$0
1	1.7	Staff to Provide College and Career Awareness to Foster Youth in 7th-12th grades	No Yes	\$34,428.00	\$34,428
1	1.8	Advocacy Field-trips	No	\$7,500.00	\$11,797
2	2.1	6/23 REMOVED: RISE Academy	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	Priority 9: Expelled Youth Plan	No	\$0.00	\$0
3	3.1	6/23 REMOVED: Collaborations and Professional Development	No	\$0.00	\$0
3	3.2	6/23 REMOVED: Additional Administrator Time	No	\$0.00	\$0
3	3.3	6/23 REMOVED: Facilities Inspections	No	\$0.00	\$0
3	3.4	6/23 REMOVED: Personalized Interventions	No	\$0.00	\$0
3	3.5	6/23 REMOVED: Student Technology	No	\$0.00	\$0
3	3.6	6/23 REMOVED: Student Transitions	No	\$0.00	\$0
3	3.7	6/23 REMOVED: Additional Rotating Aide	No	\$0.00	\$0
4	4.1	Removed 6/23 Social Emotional Support	No	\$0.00	\$0
4	4.2	Removed 6/23 Social Emotional Support Career	No	\$0.00	\$0
4	4.3	Removed 6/23 Social Emotional Support Run Parent Advisory Council	No	\$0.00	\$0
4	4.4	Removed 6/23 Social Emotional Support Mental Health Clinician	No	\$0.00	\$0
4	4.5	Removed 6/23 Social Emotional Support Registered Behavior Technician	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)
4	4.6	Removed 6/23 Social Emotional Support Moral Recognition Therapy Training	No	\$0.00	\$0
4	4.7	Removed 6/23 Social Emotional Support Classroom site move	No	\$0.00	\$0

2023-24 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)
\$92,849	\$38,928.00	\$38,928.00	\$0.00	0.000%	0.000%	0.000%

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	1.2	Mental Health Services to Foster Youth	Yes	\$3,000	\$3,000		
1	1.4	Training to School Districts	Yes	\$1,500	\$1,500		
1	1.7	Staff to Provide College and Career Awareness to Foster Youth in 7th-12th grades	Yes	\$34,428	\$34,428		

2023-24 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)
212226	\$92,849	0	43.750%	\$38,928.00	0.000%	18.343%	\$53,921.00	25.407%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus Carryover %)**

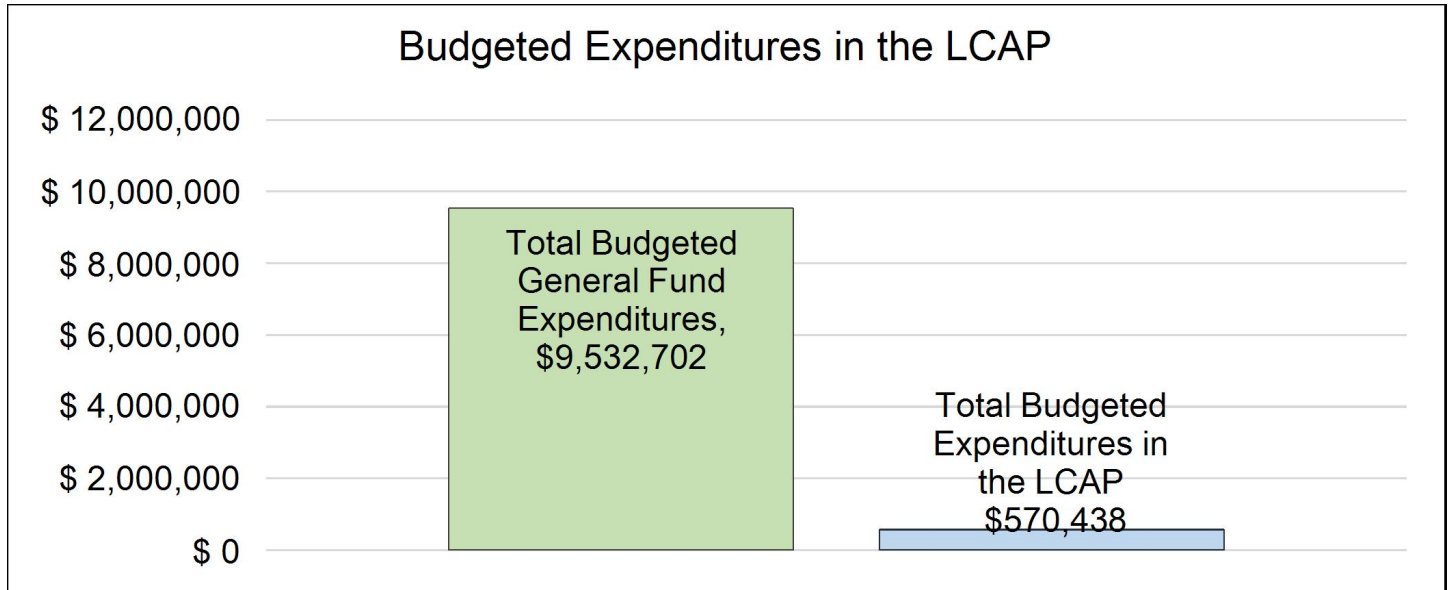
- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - 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
November 2023

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 Trinity County Office of Education plans to spend for 2024-25. 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: Trinity County Office of Education plans to spend \$9,532,702 for the 2024-25 school year. Of that amount, \$570,438 is tied to actions/services in the LCAP and \$8,962,264 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

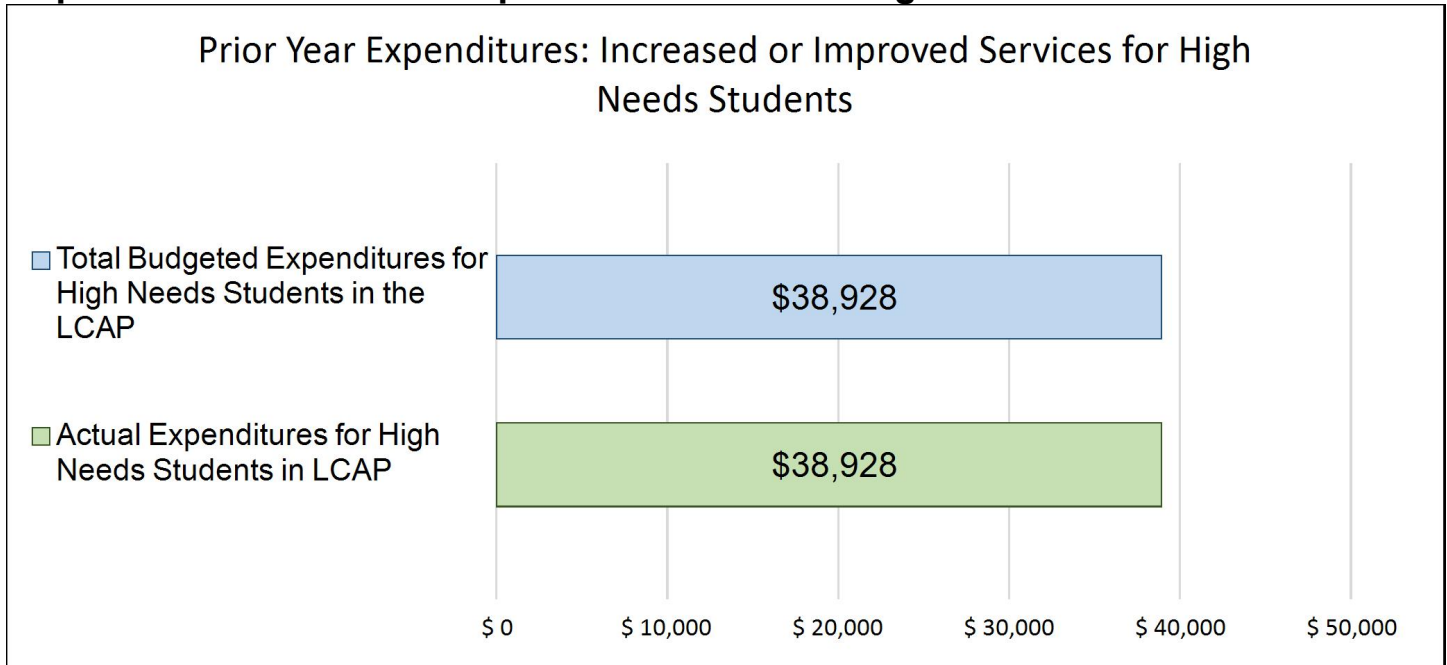
Funds not included in our LCAP are our normal operating expenditures, including but not limited to maintenance, administrative support, district support, fiscal service's, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Trinity County Office of Education is projecting it will receive \$88,723 based on the enrollment of foster youth, English learner, and low-income students. Trinity County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Trinity County Office of Education plans to spend \$136,723 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 2023-24



This chart compares what Trinity County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trinity County Office of Education 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 2023-24, Trinity County Office of Education's LCAP budgeted \$38,928 for planned actions to increase or improve services for high needs students. Trinity County Office of Education actually spent \$38,928 for actions to increase or improve services for high needs students in 2023-24.

2024-2025 Education Protection Account
Budget

TRINITY COUNTY OFFICE OF EDUCATION
Expenditures July 1, 2024 through June 30, 2025
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,848.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,848.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	2,848.00
		0.00
Classified Salaries	2000-2999	0.00
Classified Support for Districts	2200	0.00
Clerical Office Support for Districts	2400	0.00
		0.00
Statutory Benefits	3000-3999	0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,848.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Spring 2024



Trinity County Office of Education

**2024-2025
Annual Summary Report**



**CALIFORNIA COUNTY
SUPERINTENDENTS**

Local Context

The Trinity County Superintendent of Schools Office (TCOE) has an outstanding staff dedicated to delivering successful solutions to the challenges of our local and regional partners by providing innovative support and services to promote education and self-sufficiency. TCOE provides these services to more than 1,500 public school students located within 9 school districts and 1 charter school.

Services and programs include:

- Budget oversight and assistance
- Local Control Accountability Plan (LCAP) approval and technical assistance
- Special and alternative education programs
- Special Education Local Plan (SELPA)
- Curriculum/Instruction/Assessment support
- Federal and State compliance for Trinity County Districts
- Credentials and Substitute teachers
- Student Attendance Review Board (SARB)
- Homeless and Foster Youth Services and support to districts
- Countywide staff development
- Countywide technology support
- Other supporting roles to enhance an excellent customer service agency to complement and supplement our Trinity County public school districts.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
All districts attend technical assistance meetings.	1) Provide Systems of Support and drop-in or on-call technical assistance sessions for district leaders to attend for instruction and questions regarding LCAP development and requirements. 2) Review LCAP drafts and provide feedback between March–June 2025. 3) Provide one-on-one support, as needed.
Survey LEA leaders to measure the level of effectiveness of support and information.	1) Agendize LCAP items/updates for Superintendent Meetings and Systems of Support 2) Provide ongoing information, updates, and training to superintendents and other LEA leaders related to LCAP, state priorities, and student groups. 3) Provide professional learning opportunities focused on State and Local Indicators, LCAP template changes, and LCAP template components
All LCAPs approved and uploaded to district web pages by September 15.	1) Review Board Approved LCAPs in June, July, and August, and work with LEA leaders to ensure that all LCAPs are approvable by the County Superintendent.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance, as well as those who volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve an LCAP.
2. When a district requests support.

Metric	Action
100% of districts needing technical assistance for an LCAP that is not approvable will receive a clarification table articulating areas that need to be changed to receive approval	When the County Superintendent does not approve an LCAP. • Share CA County Superintendents' Checklists with district partners as soon as they are published each year to ensure district partners understand the expectations. • Build strong lines of communication with district partners and engage in ongoing conversations about the status of each district's LCAP from March until TCOE approval. • Provide 1:1 technical assistance for the LCAP writers (program and fiscal sides) to ensure district partners have a clear picture of what needs to be done/changed to receive approval. • Meet with district partners at their sites to help them through each step of the process, if necessary. • Provide written communication, utilizing a clarification table document, about what changes must occur for TCOE to approve the LCAP.
100% of districts requesting technical assistance will engage in a needs assessment conversation with TCOE.	When a district requests support. 1. Invite all LEAs, including charters, to the Continuous Improvement Network, regardless of identification for differentiated assistance. 2. LEAs not qualified for Differentiated Assistance (DA) still go through a continuous improvement process that includes the identification of strengths and weaknesses through state and local data analysis, determination of root causes, identification of evidence-based practices, and determination and implementation of progress monitoring tools. 3. LEAs can choose from varying levels of support from TCOE. Engagement with TCOE is dependent on the LEA's context and needs.
Review Plan Summary: Reflections Annual Performance	The data technician will compile district Dashboard data (local data if data is unavailable on the Dashboard). The Assistant Superintendent of Ed Services and Ed Services DA staff will analyze data.

Metric	Action
Alignment of LCAP Goals and root cause analysis	Work with district leadership teams to draft LCAP goals that align with the root causes identified using Improvement Science tools (i.e. Fishbone Diagram, The 5 Why's Protocol, etc)

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of *EC Section 52071*.

Actions	Source of Funding
Assistant Superintendent of Educational Services and Continuous Improvement staff will: 1. Work with district leaders to review and analyze current state and local data to identify systems-level strengths and weaknesses and performance gaps. 2. Continuous Improvement staff will compile and analyze state data. 3. Professional development will be targeted to support identified areas of growth. 4. Provide district leaders with support in conducting the LEA Self-Assessment to identify systems-level strengths and weaknesses. 5. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.). 6. Introduce the Continuous Improvement Cycle to districts to determine root causes. 7. Work with district leaders to draft LCAP goals that align with root causes. 8. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes. 9. Provide district leaders with tools to identify change ideas, evidence-based practices, and inventory, and create Actions and Services in their LCAP to address root causes. 10. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. 11. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis. 12. Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine the next steps.	DA funds generated by district eligibility
Support the Continuous Improvement Process through individualized support sessions using Improvement Science tools and methodology for interested districts	DA funds generated by district eligibility

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

Utilizing the TCOE hybrid Differentiated Assistance Technical Support Model, LEAs (school districts and charters) will be asked to participate in action period work in between meetings and individualized coaching calls. Early in the improvement process, in between formal meetings with TCOE, LEAs must engage in data analysis protocols and utilize system investigation tools (i.e. process mapping, empathy interviews, visualizing data, etc.). As LEAs get deeper into the improvement process, they will be required to finalize and socialize their theories of action, run and reflect upon Plan-Do-Study-Act cycles, and eventually spread and scale successful change ideas to improve outcomes for all students. TCOE encourages LEAs to continue making forward progress on their improvement journey, outside of DA meetings and provides appropriate scaffolding to empower LEAs to do so.

LEAs who choose to work with a DA technical assistance (TA) provider other than TCOE have the option to do so. If an LEA chooses to work with another TA provider, the TCOE team will collect documentation demonstrating that the LEA has completed the requirements outlined in EdCode 52071(c)(1) and (2):

- Identify its strengths and weaknesses by reviewing performance data on the state and local indicators included in the California School Dashboard and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.
- Secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. TCOE will detail the progress of the LEA's work at the end of each improvement cycle.

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(a)* [*“Direct Technical Assistance” (DTA) supports*]

OPTIONAL: Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)*, describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative	
Optional Prompt for COEs with districts who meet criteria [EC Section 52072 (f)]	N/A	

EC Section 52072, https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
Attendance at professional development and National speaker series	1) Continuous Improvement (C&I) and Special Education Local Plan Area (SELPA) staff provide professional development and National speakers related to academic outcomes. 2) Mental health staff and SELPA staff provide professional development and National speakers related to behavioral and social-emotional outcomes. 3) Mental health, SELPA, and C&I staff provide professional development related to MTSS 4) C&I, mental health, and SELPA staff collaborate to provide integrated professional development opportunities.
Implementation surveys post-professional development.	5) Provide professional development on continuous improvement strategies during monthly Superintendent Meetings, PLC, and System of Support sessions. 6) Utilize continuous improvement tools when providing professional development and technical assistance.
Review of LCAP Goals, Actions, and other required plans. Review of LEA Annual Updates and progress on local metrics.	7) The Educational Services Assistant Superintendent and Continuous Improvement staff will review LCAP Goals and Actions, and other required plans. 8) The Educational Services Assistant Superintendent and Continuous Improvement staff will review district Annual Updates. 9) To assist LEAs in implementing and monitoring state and local metrics, TCOE will: • Provide training and guidance on establishing and monitoring metrics in the new 3-year LCAP cycle. • Produce analyses at regular intervals when statewide data is released through the California Department of Education and CA Dashboard.

Metric	Action
Participation in ELOP Consortium Participation in ELOP Lead Meetings	10) Provide technical assistance to districts operating Expanded Learning Opportunities Programs to support and provide enriching academic and enrichment experiences for students 11) Provide information and updates from CDE related to Expanded Learning Programs to improve implementation efforts and support identified student groups.

EC Sections 52059.5–52077,

https://leginfo.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5

Collaboration

The Trinity County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
The Superintendent of Schools participates in quarterly California County Superintendents Educational Services Association (CCSESA) meetings.	Y	Y	Y	Y	Y
Our County Superintendent of Schools, Assistant Superintendent of Educational Services, Superintendent, Assistant Superintendent of Special Education, Director of Special Programs, and our Educational Data Technician participate in GEO Lead meetings.	-	-	Y	Y	-
The Assistant Superintendent of Educational Services attends bi-monthly CISC meetings.	Y	Y	Y	Y	Y

Our CISC representative meets regularly with his counterparts in Region 2 to share best practices and learn from each other.	-	Y	-	Y	Y
The Assistant Superintendent of Educational Services attends State and Federal Program Meetings.	-	Y	-	-	Y
Our Assistant Superintendent of Educational Services attends quarterly Statewide System of Support meetings and coordinates TCOE's work as a statewide equity lead for California.	Y	-	-	Y	Y
Our entire differentiated assistance team attends varying committees, meetings, and groups statewide where CDE disseminates information. We also participate in Tuesdays at 2 webinars and collaborate with CDE consultants on a regular and as needed basis via phone and email.	Y	Y	-	-	Y
Our Director of Special Programs attends County Operated Student Program quarterly meetings.	Y	Y	Y	Y	Y
Our Director of Special Programs attends CAL HOPE COPs,, CA Community School Partnership Grant COPs, and GEO Lead COPs around CCSPP and mental health support services for students.	-	Y	Y	Y	Y

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

Goal Four: Supports for Special Education

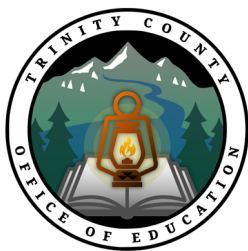
Not Applicable until the 2025-26** LCAP Cycle per EC Section 52064.3

Related Expenditures-COE

Funding Included:	DA COE Base Funds, DA Funds Based on Qualifying Districts (TAUSD), Carryover DA Funds from prior years for Sustainability
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Please provide a description of the estimated costs related to the actions outlined in the plan above.

2024-25 Goal	2024-2025 Estimated Costs
Goal 1	\$29,840
Goal 2	\$208,878
Goal 3	\$59,680
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	[N/A]
Total Estimated Cost	\$298,398



Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
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TRINITY COUNTY OFFICE OF EDUCATION RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT 2024-2025 Resolution #24-25-01

WHEREAS, the voters approved Proposition 55 on November 8, 2016;

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

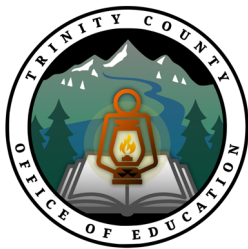
NOW, THEREFORE, IT IS HEREBY RESOLVED:

- 1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Trinity County Office of Education;
- 2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Trinity County Office of Education has determined to spend the monies received from the Education Protection Act as attached.

AYE _____
NO _____
ABSENT _____
ABSTAIN _____

DATED: June 18, 2024

Board President



Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

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TRINITY COUNTY OFFICE OF EDUCATION RESOLUTION TO ESTABLISH FUND BALANCE POLICIES AS REQUIRED BY GASB 54 Resolution #24-25-02

At a regular meeting of the Trinity County office of Education Board of Trustees held on June 18, 2024, on a motion made by _____ and seconded by _____, the Board adopts the following resolution:

WHEREAS, the Governmental Accounting Standards Board (GASB) has adopted Statement Number 54 (GASB 54), *Fund Balance Reporting and Governmental Fund Type Definitions*, that is effective in fiscal year 2018-2019 and

WHEREAS, the Trinity County Office of Education wishes to comply with GASB 54 as required beginning with the current July 1, 2024 – June 30, 2025 fiscal year;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees hereby adopts the following policy:

FUND BALANCE POLICY

Fund balance measures the net financial resources available to finance expenditures of future periods. The County Office's Unassigned General Fund Balance plus the unassigned and committed Special Reserve Fund 17 will be maintained to provide the County Office with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance plus the unassigned and committed Special Reserve Fund 17 may only be appropriated by resolution of the Board of Trustees.

Fund balance of the County Office may be committed for a specific source by formal action by the Superintendent of Schools. Amendments or modification to the committed fund balance may also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Superintendent of Schools and Board of Trustees' delegate's authority to assign fund balance for a specific purpose to the Chief Business Official.

For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance and lastly, the unassigned fund balance.

The Superintendent of Schools recognizes that good fiscal management comprises the foundational support of the County Office. To make that support as effective as possible, the Superintendent intends to maintain a minimum fund balance of 10% of the County's general fund annual operating expenditures.

The fund balance policy attached for annual review.

The above Resolution is adopted:

June 18, 2024
Date

Aye:___ No:___ Abstain:___ Absent:___

Board President

NOVEMBER 5, 2024 GENERAL ELECTION
SCHOOL DISTRICT FACT SHEET
Complete & return no later than **July 3, 2024**

The Trinity County Office of Education
(Name of District)

1. INCUMBENT INFORMATION

I have reviewed the enclosed "Incumbent List" information for the elective officers of the district. According to our records: (Check where applicable)

- ☐ The information is correct
☐ The information is incorrect. **I have marked needed changes and have listed the dates of vacancy and appointment** if they are different from the information on the form.

Number of Full-Term seats up for election: 3
Number of Short-Term seats up for election: _____

2. CANDIDATE STATEMENT

The following entity will be responsible for paying the candidate statement costs (\$275.00 deposit): (Check One):

- ☐ Candidate
☐ District

3. QUALIFICATIONS FOR OFFICE AS REQUIRED BY THE DISTRICT'S PRINCIPAL ACT

Our records show that your districts qualifications for office are:

- A candidate must be a resident and registered voter of the district.

Please check the appropriate box below:

- ☐ The qualifications listed above are correct and have not changed.
☐ The qualifications for office have changed. These changes made in our district Principal Act are listed below:

4. DISTRICT BOUNDARIES

- ☐ No changes to district boundaries.
☐ Changes have been made to district boundaries. I have provided a map or list of completed annexation numbers since districts last regular election.

5. RESOLUTION CALLING FOR ELECTION Elections Code §10002

☐ Enclosed is the resolution adopted by the District Board members. The resolution **must** include a Request for Consolidation, designation of who will pay for the Candidate Statements, and acceptance of the Elections Office estimated cost for printing and distributing the Candidate Statement.

☐ Other _____

June 18, 2024

DATE

BOARD PRESIDENT OR DISTRICT SECRETARY

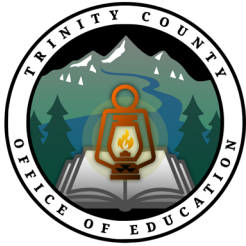
PRINTED NAME

MAILING ADDRESS

(DISTRICT SEAL)

CITY, STATE, ZIP

PHONE NUMBER / E-MAIL ADDRESS



Trinity County Office of Education

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Trinity County
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Order of Election

(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION #23-24-12

ORDERING GOVERNING BOARD MEMBER ELECTION

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the governing board of the Trinity County Office of Education, Trinity County.

NOW BE IT RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on **Tuesday, November 5, 2024.**

The purpose of the election is to elect

- one (1) four-year term for Area I
- one (1) four-year term for Area II
- and one (1) four-year term for Area III

to the members of the governing board of the Trinity County Office of Education

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver not less than 123 days prior to the date set for the election, two (2) copies of this Resolution and Order to the County Superintendent of Schools and one (1) copy to the officer conducting the election.

Trinity County Office of Education has determined that the Candidate will pay for the Candidate's Statement.

The Candidate's Statement will be limited to 200 words. The Candidate shall pay the estimated cost at the time of filing their Declaration of Candidacy. The County hereby establishes the estimated cost for a candidate statement as the following: \$275.00.

Trinity County Office of Education directs that the County Registrar of Voters of the principal county publish the Notice of Election in a newspaper of general circulation that is regularly circulated in the territory.

The Board hereby requests and consents to the consolidation of this election with other elections which may be held in whole or in part of the territory of the district, pursuant to Elections Code 10400.

Trinity County Office of Education will reimburse the county for the actual cost incurred by the county Elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official.

The Clerk of this Board is ordered to deliver copies of this Resolution to the Registrar of Voters.

The foregoing Resolution and Order was adopted by a formal vote of the governing board of the Trinity County Office of Education, being the board authorized by law to make the designations therein contained on June 18, 2024.

Signed: _____
(Ex-Officio Secretary of the Governing Board)

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

Instructions: After the Order of Elections is adopted by the board, the clerk or secretary should sign the Order and deliver two (2) copies to the county superintendent of schools and one (1) to the officer conducting the election not less than 123 days prior to the date set for the election (Education Code 5322). One (1) of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 120 days prior to the day of election (Education Code 5324).

(1) Instructions: If the election is called under Education Code 5018 insert:

“Another purpose is the measure whether the number of members of the governing board of Trinity County Office of Education shall be increased from three to five.”

“Another purpose of the election shall be to elect two additional members of the governing board of Trinity County Office of Education to serve if the above measure is approved.”

TRINITY COUNTY PLAN FOR EXPELLED YOUTH

JOINT EDUCATION SERVICES PLAN FOR EXPELLED STUDENTS WITHIN TRINITY COUNTY JULY 1, 2024 – JUNE 30, 2027

Updated and Adopted by All Trinity County School Districts
June, 2024

I. INTRODUCTION

A. THE LEGAL REQUIREMENTS PERTAINING TO A COUNTYWIDE PLAN

California Education Code Requirements

California *Education Code (EC)* Section 48926 requires county superintendents, in conjunction with superintendents of school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Countywide Plan Requirements and Recommendations

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such

practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternatives currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
 - Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions. For assistance in this area, you may review guidance issued by the U.S. Department of Education and the Department of Justice on the U.S. Department of Education School Climate and Discipline Resources web page at <https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - Were the strategies successful or not? Please explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.
 - For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

Trinity County

Trinity County is one of the larger counties in California, with one of the smallest populations. The county's nine school districts are small and serve a total of approximately 1,500 students (average daily attendance) in transition kindergarten, kindergarten, and grades 1-12. With over

five thousand square miles in the county, many districts are remotely situated in very small communities. Mountain roads and passes are frequently difficult to negotiate in winter.

Alternatives for Expelled Youth: Small school districts are experiencing many of the student behaviors that were once attributed only to students who attended schools in large urban school districts. All school districts within Trinity County are small and limited to providing educational alternatives to expelled youth. Small school districts, however, are not experiencing large numbers of students who are exhibiting behaviors that result in expulsion. The fact that large numbers of students are not being expelled from small school districts is naturally quite positive; however, it does create a situation where the development of either district or county-specific classes or programs for such students are difficult.

In Trinity County, early intervention strategies or proactive strategies are the major focus of district programs and the subsequent student success. The school districts in Trinity County provides early intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, in-school behavior interventions, on-campus and off-campus suspensions, special education services, after-school activities, conflict management, violence reduction strategies and student contracts, and compact days. Several schools have adopted the school-wide Positive Behavioral Interventions and Supports (PBIS) framework. Many schools have also adopted the best practices from the “Love and Logic” system and “Capturing Kids’ Hearts” to improve both academic and behavioral outcomes for all students. Additionally, the Trinity County Office of Education has brought training to many of our districts in the area of trauma-informed practices, Social Emotional Learning, & Multi-tiered Systems of Supports (MTSS).

In 2020, the Trinity County Office of Education, in collaboration with Trinity County Behavioral Health, wrote and received a 4 year-student mental health services grant through the Mental Health Services Oversight and Accountability Commission (MHSOAC). The grant brought in services through what we call Pathways to Success, to all 9 school districts in Trinity County, services to California Youth Heritage Build Academy (CHYBA), and Modoc County school districts through Modoc County Office of Education. Each school is assigned a Wellness Liaison and/or clinician who coordinates services and interventions for students through collaborative relationships with school staff and school partner agencies. Additionally, the grant allowed for the hiring of a Director of Special Programs, who is responsible for managing the community school partnership planning and implementation grants along with our Wellness Support Services Team that consists of liaisons and clinicians who, provide services in trauma-informed practices, positive behavior supports like Love and Logic, and other preventative intervention strategies to assist students, parents, and staff along with clinical mental health school based supports.

Strategies include helping schools build calming rooms, coordinating telehealth from Trinity County Behavioral Health, and assisting schools with Tier 1 through Tier 3 supports.

With the passage of the Community Schools initiatives, and as funding ends for the Pathways to Success program, TCOE will shift and train current wellness liaisons into Wellness Coaches. These Wellness Coaches will continue to work at school sites and will continue to perform many of the same support services along with additional services in their new coaching roles.

1. Existing Educational Alternatives: Because of the very low rate of expulsion for students in small schools of Trinity County, there are few existing alternatives for expelled youth. These are listed below. The Education Code restricts the allowable classroom alternatives for youth expelled for the most serious offenses to a court school, a county community school, or a district community day school. Trinity County Office of Education has a county community school (RISE Academy). The serious offenses are related to guns, knives, sales of drugs, and sexual assault, robbery, and battery (ED 48915) (a) & (c). All California Education codes will be adhered to regarding students with IEPs, and special education services will follow the student.

Alternatives for Students Expelled for Serious Offenses:

Community Day Schools operated by districts: 1

Trinity River Elementary (TAUSD) (K-6)

County Operated Programs: 1

Trinity County Community School (RISE Academy) (7-12)

Alternatives for Students Expelled for Less Serious Offenses: Due to less serious nature of the offense, the Education Code allows more options for providing alternatives for students expelled for such offenses listed in EC 48915 (e).

1. **Independent Study:** *EC 51747 (c) (7) A student expelled for a less serious offense may be offered independent study, provided that an appropriate alternative classroom program is offered as a choice, and the on-site portion of the independent study does not occur on the site from which the student was expelled (EC 48916.1 (c)). The alternative of classroom instruction includes another district site for grades K-8 (with waiver). Students with IEP's will have continued services.

Note: While this is an allowable option, our county recognizes that this is not the best option, and through a collaborative approach involving the K-8 school district expelling the student, the process for potential placement at a community day school or county operated program will be discussed.

2. **Suspended Expulsion:** with placement on the same school campus.

3. Suspended Expulsion: with placement on district school campus with the district.
4. Suspended Expulsion: with placement on district independent study, if all parties agree and other appropriate education alternatives are available.
5. Enrollment: at another district as described in EC 48915.1.

2. Gaps in Educational Programs for Expelled Pupils and Strategies for Filling Them:

Through a countywide collaborative process, the following gaps have been identified for providing educational services to expelled pupils. Following each gap is the suggested strategy for addressing the gap:

Smaller school districts within Trinity County generally expel very few students during a school year. For instance, from 2020-2023, less than 15 students were expelled from schools in the entire county. Due to this fact, it is not financially or geographically possible to have a special class or program for such students located in each district. There are six districts in Trinity County with an enrollment of less than 100 students. In addition, students who are expelled by individual small school districts within Trinity County, vary as to age, grade level, and expulsion offenses. The wide range of age, grade level, and seriousness of offense makes it difficult to provide appropriate programs.

County/District Strategy for Addressing this Gap:

- a) Trinity River Elementary Community Day School (TAUSD community day school, grades K-6) will be an option. Pre-agreed upon clearly defined Memorandum of Understanding's (MOUs) will be created for each K-8 school district with a detailed process that will be followed that includes a collaborative meeting with the referring district.
- b) RISE Academy (county community school, grades 7-12) will be an option. Pre-agreed upon clearly defined Memorandum of Understanding's (MOUs) will be created for each K-8 school district and 9-12 high school with a detailed process that will be followed that includes a collaborative meeting with the referring district.
 - i) District student referrals will be reviewed and provided feedback through the County RISE Advisory Committee.
 - ii) County-operated independent study, if all parties agree (voluntary), and other appropriate options as available, may be offered.
- c) Inter-district agreements with clearly defined parameters will be implemented.

3. Identify alternative placements for pupils who are expelled and placed in community day schools, but who fail to meet the terms and conditions of their rehabilitation plans or who pose a danger to other district pupils:

EC Section 48916.1(a) provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil during the expulsion period. The governing board is required to recommend a plan of rehabilitation. If the expelled students fail to meet the terms and conditions of their rehabilitation plan, commit another expulsion offense, or pose a danger to other students, the school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, ensuring that an educational program is provided either within or outside the school district (EC 48926).

County/District Strategy for Addressing this Gap:

- a) A new rehabilitation plan may be developed, building on the strengths of the original plan, but using a different educational placement than what was called for in the original plan.
- b) Before the permanent removal of a student from the district, independent study is utilized which reduces the amount of classroom contact hours to as little as five hours per week with fifteen hours of independent work at home. If the student fails the independent study placement, and if reassigning the student back to the district is no longer feasible due to potential disruption or danger caused by the student, the student is then removed from the district school program and referred to the county community school program.
- c) District Independent Study, if all parties agree, and other appropriate options are available, may be offered.
- d) Inter-district agreements with clearly defined parameters may be an option.
- e) Working closely with other city/county agencies is strongly encouraged to assist with the successful completion of the rehabilitation plan. These agencies include local law enforcement, probation, and agencies that provide counseling and family support.

Countywide Plan Review Process

The Countywide Plan for Expelled Youth is reviewed triennially by a group of Superintendents, Principals, the County Superintendent of Schools, the Assistant Superintendent of Ed Services,

Superintendent, the Assistant Superintendent of Special Education, and our Director of Special Programs.

Trinity County Office of Education's Role

The Trinity County Office of Education provides technical assistance in the development of the plan as well as technical assistance and advisory support to the district superintendents who have questions regarding expulsion and placement of students.

Under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county-operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas, for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. This Countywide Plan will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

Date Approved by the Board

Trinity County Superintendent's Signature



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 600 A
Sacramento, CA 95811

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-2025

Revised Declaration of Need for year: _____

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

Name of District or Charter: RISE Academy District CDS Code: 53-10538-0132423

Name of County: Trinity County CDS Code: 53-10538

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

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/18/24 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

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

<u>Fabio Robles</u>	_____	<u>County Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>530-623-4489</u>	<u>530-623-2861</u>	<u>06-18-2024</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

P.O. Box 1256 Weaverville, CA 96093

Mailing Address

frobles@tcoek12.org

Email Address

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

Name of County Trinity County CDS Code 53-10538

Name of State Agency _____

Name of NPS/NPA _____ County of Location Trinity

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 06 / 18 / 24, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2025.

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

Submitted by Superintendent, Director, or Designee:

Fabio Robles

County Superintendent

Name

Signature

Title

530-623-4489

530-623-2861

Fax Number

Telephone Number

Date

P.O. Box 1256 Weaverville, CA 96093

Mailing Address

frobles@tcoek12.org

EMail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

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

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

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

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

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

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

CSU Chico, Simpson University, Cal Poly Humboldt, Teach Lake County, CalState TEACH, and National University

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



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

- ☐ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.
- OR**
- ☒ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

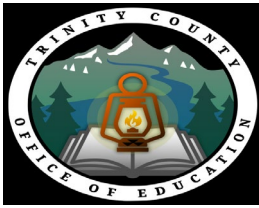
The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

- ☐ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.
- OR**
- ☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

<i>Signature of the District Superintendent</i>	<i>District</i>	<i>Date</i>
	Trinity	06/18/2024
<i>Signature of the County Superintendent of Schools</i>	<i>County</i>	<i>Date</i>

It is not necessary to submit this form to the Commission on Teacher Credentialing.



Trinity County Office Of Education
2023/2024
General Fund 01- May 31, 2024

Beginning Balance \$ 2,732,617

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
Revenue Accounts				
Local Control Funding Formula	\$ 4,715,844	\$ 4,822,900	\$ (107,056)	102.27%
Federal Revenues	\$ 382,574	\$ 58,806	\$ 323,768	15.37%
Other State	\$ 3,313,843	\$ 1,976,913	\$ 1,336,930	59.66%
Other Local	\$ 2,102,723	\$ 1,649,122	\$ 453,601	78.43%
Total Revenues	\$ 10,514,984	\$ 8,507,741	\$ 2,007,243	80.91%

Expense Accounts				
Certificated Personnel Salaries	\$ 1,468,750	\$ 1,276,718	\$ 192,032	86.93%
Classified Personnel Salaries	\$ 2,714,061	\$ 2,410,845	\$ 303,216	88.83%
Employee Benefits	\$ 1,959,151	\$ 1,770,238	\$ 188,913	90.36%
Books & Supplies	\$ 411,246	\$ 209,706	\$ 201,540	50.99%
Services & Other Operating Srv	\$ 1,900,166	\$ 1,387,674	\$ 512,492	73.03%
Capitla Outlay	\$ 222,381	\$ 222,257	\$ 124	99.94%
CHYBA Funds Transfer	\$ 160,000	\$ 160,000	\$ -	100.00%
Pass Thru to Districts	\$ 1,209,360	\$ 682,296	\$ 527,064	56.42%
Indirect Costs	\$ (36,622)	\$ (20,460)	\$ (16,162)	55.87%
Total Expenses	\$ 10,008,493	\$ 8,099,274	\$ 1,909,219	80.92%

Transfers In, Retiree Ins	\$ 49,744	\$ 49,744	\$ -	
Transfers Out	\$ 473,072	\$ 130,985	\$ 342,087	

Budget for Rev/Exp \$ 83,163

Net Ending Balance \$ 2,815,780



June 11, 2024

To: Fabio Robles, Trinity County Superintendent of Schools
Cindy Blanchard, Chief Business Official

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities Projects

COUNTYWIDE

Likely 2024 Statewide School Facilities Bond: There will likely be a school facilities bond on the statewide ballot in November of 2024. The most likely legislative contender (legislation must pass and then it goes to the voters) is AB247 (Muratsuchi).

More info is available here: <https://legiscan.com/CA/text/AB247/id/2834138>

Behavioral Health Facilities Funding: Trinity County BHS has confirmed that we can make the funding work. The next step is for TCBHS to draft an MOU for each district.

Electric School Buses: No significant updates

CAL OES Hazard Mitigation Plan Development – Update: We received 4 responses to our RFP. TCOE staff will review and score the proposals and notify the successful firm.

Universal Pre-Kindergarten (UPK) Facilities – No new updates other than district detail

General Plan Update: TCOE continues to track the process. **Update:** Fabio Robles and Jeff Morris have provided unified feedback to the planning consultant on a few occasions.

Extreme Heat Grant Opportunity: TCOE staff prioritized this application to address the, now failing, HVAC system at Junction City ESD while also including some funding for more county wide planning around the issue for TCOE in preparation for future funding rounds. TAUSD also submitted an application for shade structures.

Digital 299: TCOE staff attended a Board of Supervisors meeting that discussed the fiber optic project. Expected full “main route” completion is January 2025. TCOE and school locations along the route are included as “anchor locations” that may eventually be able to have a direct fiber connection.

KEY CAMPUS STATUS (RECENT AND UPCOMING MAJOR PROJECT SITES)

BURNT RANCH

- *Versa Court*: Work should be substantially complete
- *Longer term planning*: **Update**: The district received 3 responses to their Request for Qualifications for an architect. We expect to have interviews for those proposals the week after school is out.

CHYBA (California Heritage Youth Build Academy) – No new updates

COFFEE CREEK

- *Kitchen Equipment Regulations* – **Update**: TCOE is exploring funding options for basic design development to bring the facility into compliance.
- *Generator* - District still needs to decide on a replacement project regarding their Coast Central Award since generator has been fixed with other assistance. Our recommendation is to initiate design for either ADA generally or focus on the design for a commercial kitchen.

DOUGLAS CITY

- *UPK Facilities Application*: Project is moving forward. Architect has direction to proceed with design
- *Shade Structure*: Confirmed for Summer 2024 installation
- *Asphalt Resurfacing*: **Update**: An informal bid was distributed. We expect responses on Thursday June 13
- *Behavioral Health Project*: See overview at beginning of report

JUNCTION CITY

- *Water System Replacement* – PACE Engineering is working up reports to draw down full funding for the project.
- *UPK Facilities Application* – District is working through designs with architect and starting.
- *Future Modernization* – No new news.
- *Behavioral Health Project*: See overview at beginning of report
- *HVAC* – During the week of April 22, one of the HVAC units finally gave out. We have submitted an Extreme Heat Grant to fund the replacement, but the district will need to find a stop gap solution in the meantime. Assuming we receive a grant award, it could be at least 9 months before replacement is possible. **Update**: District will need to repair the single failed unit at its own expense (Extreme Heat Grant will not cover work that occurs before any funds are officially awarded).

LEWISTON

- *Universal Pre-Kindergarten* – **Update**: Project is moving forward for implementation this summer.
- *ESSER III / HVAC / Electrical* – **Update**: Four rooms will be able to have updated HVAC installed. We now have approved designs campus wide (except for the gym).
- *Additional Projects, Modernization Funds, etc.* – TCOE staff is working with LESD staff and board members to review overall short- and long-term steps for improving the overall campus.

MOUNTAIN VALLEY

- No new news

SOUTHERN TRINITY

- *HVAC replacement (CAL Shape – California Energy Commission):* **Update:** Informal bid package was distributed. We're hoping for responses but may have to go back out to bid.
- *Architect Recruitment, Facilities Master Planning, ESSER Projects:* Semingson finalizing survey info.

TRINITY ALPS

- *Extreme Heat Grant:* Trinity Alps was able to submit their own application.

TRINITY CENTER

- *No new updates*

TRINITY COUNTY OFFICE OF EDUCATION

- *Overall TCOE Campus:* TCOE staff is taking an initial look at our current campus, future projections for both staffing levels and programs, and how all of that informs future TCOE facilities needs and configuration. **Update:** Fabio and Jeff will be meeting with a new architect on Friday, June 14 and will also be working with TCOE leadership on possible concepts for current campus.
- *Lease agreement with County of Trinity and related items:* Fabio Robles and Jeff Morris met with Trinity County Sheriff Tim Saxon and CAO Trent Tuthill this last month (May 2024). We'll continue to explore mutually beneficial opportunities in regards to facilities projects for both organizations.



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 8, 2024

Fabio Robles, Superintendent
Trinity County Office of Education
P.O. Box 1256
Weaverville, CA 96093-1256

Dear Superintendent Robles:

Subject: 2023–24 Second Interim Report

Pursuant to California *Education Code* Section 1240(l), the California Department of Education (CDE) has reviewed the Trinity County Office of Education's (TCOE) Second Interim Report and the accompanying positive certification of financial solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education and is consistent with a financial plan that will enable the county office of education to satisfy its multiyear financial commitments, including all financial obligations in the current year. The CDE concurs with the TCOE's assessment that, based on current projections, the TCOE will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

The CDE appreciates the submission of your Second Interim Report. If you have any questions or concerns, you may email us at SACSINFO@cde.ca.gov.

Sincerely,

/s/

John Miles, Administrator
Fiscal Oversight and Support Office

JM:rs
2024-0201-53

cc: Cindy Blanchard, Chief Business Official, Business Services