



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 17, 2023

WHERE HELD: Burnt Ranch Elementary School
251 Burnt Ranch School Road
Burnt Ranch, CA 95527

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

COUNTY OFFICE: Fabio Robles, Superintendent of Schools
Cindy Blanchard, Chief Business Official
Anthony Rebelo, Assistant Superintendent of Special
Education/SELPA Director
Tim Nordstrom, Assistant Superintendent of Educational
Services
Jeff Morris, Facilities Analyst/Education Data Tech

COUNTY OFFICE ABSENT: Melanie Holmes, Executive Director of HR & Business
Services
Dawn MacLaren, Executive Assistant

PUBLIC: Amanda Platt, Burnt Ranch Elementary Superintendent
Sarah Supahan
Mike Harding
Cyn Van Fleet

1.0 Formal Opening

- 1.1 Call to Order
Sally Aldinger called the meeting to order at 4:00 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 receipts of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

There was no public communication.

3.0 Accept Open Session Agenda

MOTION: A motion was made by Steve Canale, with a second by Arina Erwin, to accept the Open Agenda. Motion passed unanimously. 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 19, 2023
- 4.2 Warrants – April 2023
- 4.3 Payroll – April 2023
- 4.4 BP 0420.4 Authorization of County Charter Schools – Second Reading
- 4.5 AR 5113 Absences and Excuses – Second Reading
- 4.6 BP/AR 6173 Education for Homeless Children – Second Reading

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

5.0 Reports

- 5.1 Financial Report and Oversight Update
 - Cindy Blanchard provided handouts to the board on Governor Newsom’s May revision and updated Fiscal Report. Included in the board packet were the financial report and oversight update.
 - 5.1.1 School Facilities Report from Jeff Morris
 - Jeff Morris reviewed the school facilities report, which was also included in the packet for the members to review.
- 5.2 Cabinet Report – includes Trinity COE and District LCAP Updates
 - Anthony Rebelo and Tim Nordstrom shared the cabinet report.

6.0 Correspondence

There was no correspondence

7.0 Action Items

- 7.1 Set Public Hearing Meeting for Trinity County Office of Education 2022-2023 Budget, Local Control and Accountability Plan (LCAP) and Budget Overview For Parents on June 20, 2023, and the Budget and LCAP Adoption Meeting on June 21, 2023, at 201 Memorial Drive (No back-up)

MOTION: A motion was made by Steve Canale, with a second by Randy Spencer, to Set the Public Hearing Meeting for Trinity County Office of Education 2022-2023 Budget, Local Control and Accountability Plan (LCAP), and Budget Overview for Parents on June 20, 2023, at 201 Memorial Drive and the Budget and LCAP Adoption Meeting on June 21, 2023, by Teleconference. Motion passed unanimously. Aye-5 (Aldinger, Canale, Erwin, Myers, Spencer), No-0, Absent-0, Abstain-0.

8.0 Information Items

- 8.1 BB 9270 Conflict of Interest – First Reading
8.2 BB 9320 Meetings and Notices – First Reading
Fabio gave a summary of the policy updates.

9.0 Superintendent's Report

- 9.1 Our staff all call was a huge success. It was a day full of team building, collaboration, discussion, and learning. We started the day off with our cabinet cooking and serving breakfast to our staff. We did activities around mission, vision, and what it looks, feels, and sounds like at TCOE and how we want it to look, feel and sound to the people outside our organization.
- 9.2 I have assigned Jade Tyner to provide administrative services in the role of Superintendent/Principal of Trinity Center beginning next school year.
- 9.3 We were able to award pretty much all the mini-grant proposals. My goal for these grants is to inspire staff and schools in our county to come up with creative solutions to enhance learning opportunities for students throughout our county. I'm pleased that we can provide financial support for staff and schools!
- 9.4 The May Revise includes funding COEs with court and or community schools a baseline of 300k. If this gets signed, we will look at our options next year and work with our district partners to see if there is a future need for a community school.
- 9.5 Anthony and I met with Congressman Huffman's Aide and discussed the push to fully fund Special Education. As a member of the CA Superintendent Legislative Committee, I plan on working with fellow county superintendents to get their congressman to co-sponsor his bill. Huffman's office will be sending a copy of their dear colleague's letter once completed so I can use that to share with other county superintendents.
- 9.6 Interviews coming up for our EHRMS Clinician on June 7th.
- 9.7 My One-on-One feedback opportunities were completed. We will be sending out internal and external surveys via Qualtrics at the end of the month. All of these feedback opportunities will inform our work as we move forward.

- 9.8 Dispatch taking off, Kudos to the communications team, and a large Kudos to Joanne Tucker for taking my vision and making it a reality!
- 9.9 I am really pleased with our teams at TCOE. The collaboration between departments and everyone's willingness to step up, step in, and find ways to better serve our schools, students, families, and community is amazing.

10.0 Adjournment

The meeting adjourned at 5:28 p.m.

Respectfully submitted,

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

Register 000865 - 05/03/2023

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5241446	01	Check Amt	244.41	Status Cleared	Katie Poburko (Katie Pobur - Payee)	
KPOBURKOADRREIMBURSE	ADR Conference Reimbursement			01. 3395. 0. 5060. 2200. 5200. 826. .		244.41
Check # 5241447	01	Check Amt	124.89	Status Printed	Hammond, Bonnie L (000168 - Emp)	
BHAMMOND04262023	RISE Class Supplies			01. 1100. 0. 3500. 1000. 4300. 829. 0245. .		124.89
Check # 5241448	01	Check Amt	1,992.09	Status Cleared	Rebelo, Anthony J (000307 - Emp)	
AREBELO04262023	Carnegie Institute Travel			01. 6266. 0. 8600. 2100. 5200. 825. .		1,992.09
Check # 5241449	01	Check Amt	608.38	Status Cleared	Rebelo, Stephanie S (000421 - Emp)	
SREBELO05012023	WorkAbility I Conference			01. 6520. 0. 5001. 2150. 5200. 826. .		458.99
SREBELO050120235523	Advertisement Apparel/Supplies			01. 0000. 0. 0000. 7200. 4300. 825. .		149.39
Check # 5241450	01	Check Amt	224.08	Status Cleared	Palmer, Jason (000501 - Emp)	
JPALMER04242023	RISE Academy Supplies			01. 1100. 0. 3500. 1000. 4300. 829. 0245. .		224.08
Check # 5241451	01	Check Amt	139.87	Status Cleared	Burger, Erin E (000502 - Emp)	
EBURGER04182023	RISE Culinary Arts			01. 1100. 0. 3500. 1000. 4300. 829. 0245. .		49.59
EBURGER041820232	RISE Culinary Arts			01. 1100. 0. 3500. 1000. 4300. 829. 0245. .		45.83
EBURGER05012023	RISE Class Supply			01. 1100. 0. 3500. 1000. 4300. 829. 0245. .		44.45
Check # 5241452	01	Check Amt	724.96	Status Cleared	Tucker, Joanne M (000547 - Emp)	
JTUCKER04262023	Carnegie Summit Lodging & Fuel			01. 6266. 0. 8600. 2100. 5200. 825. .		724.96
Check # 5241453	01	Check Amt	604.52	Status Cleared	Amazon Capital Services, Inc (001252/1)	
17HG-QH91-3HF7	Preschool White Card Stock			01. 0000. 0. 0000. 7200. 4300. 825. .		37.18
1DF3-WKDL-9PDX	Green Nametag Lanyards			01. 0000. 0. 0000. 7200. 4300. 825. .		32.16
1NY3-J6XN-CJ7L	Office Nameplates			01. 0000. 0. 0000. 7200. 4300. 825. .		167.65
1W43-PJX7-13MT	Surge Protector Power Strip			01. 0000. 0. 0000. 7200. 4300. 825. .		338.90
1W4J-TGHL-NJGN	Desk Organizer			01. 0000. 0. 0000. 7200. 4300. 825. .		28.63
Check # 5241454	01	Check Amt	975.00	Status Cleared	Applied Behavioral Alternatives, Inc (001404/1)	
26973	RBT Supervision-Naomi C			01. 5814. 0. 8600. 3130. 5800. 825. .		975.00
Check # 5241455	01	Check Amt	44.79	Status Cleared	AT&T (000030/4)	
0517865016001APR23	AT&T Computer Line 22/23			01. 0000. 0. 0000. 8100. 5920. 825. .		44.79
Check # 5241456	01	Check Amt	96.73	Status Cleared	Carrel's Office Solutions (000825/2)	
AR53806	TK-582C Printer Toner			01. 0000. 0. 0000. 7200. 4300. 825. .		96.73
Check # 5241457	01	Check Amt	2,300.00	Status Cleared	Com-Pair Services (001086/1)	
80812	22/23 Com-Pair Monthly Expenses			01. 0000. 0. 8600. 7700. 5920. 825. .		2,300.00
Check # 5241458	01	Check Amt	62.10	Status Cleared	CVS Pharmacy Inc (000687/1)	
002433-2	Office Cleaning Supplies-REPRINT-CHECK LOST			01. 0000. 0. 0000. 8100. 4300. 825. .		62.10
Check # 5241459	14	Check Amt	1,020.00	Status Cleared	Jones Electric (001021/1)	
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)					

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Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241459	14	Check Amt	1,020.00	Status Cleared	Jones Electric (001021/1) - continued
SUMMITROOMELECTRICAL	Summit Room Electrical	14. 0000. 0. 0000. 8100. 5800. 825. .	1,020.00		
Check # 5241460	01	Check Amt	446.80	Status Cleared	ODP Business Solutions, LLC (001396/1)
309117670001	WorkPro Ergonomic Mesh/Mesh Mid-Back Task Chair	01. 0000. 0. 0000. 7200. 4300. 825. .	446.80		
Check # 5241461	01	Check Amt	10.29	Status Cleared	Plotzke Ace Hardware (000280/1)
384082	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825. .	10.29		
Check # 5241462	01	Check Amt	8,820.00	Status Cleared	ProCare Therapy (001345/1)
20638566	Behavior Specialist 3/20/23-3/24/23	01. 6546. 0. 5001. 3120. 5800. 826. .	2,205.00		
		01. 7817. 0. 3500. 3120. 5800. 825. 0245. .	2,205.00		
20665659	Behavior Specialist 4/17/23-4/21/23	01. 6546. 0. 5001. 3120. 5800. 826. .	2,205.00		
		01. 7817. 0. 3500. 3120. 5800. 825. 0245. .	2,205.00		
Check # 5241463	01	Check Amt	500.00	Status Cleared	School Services Of California (000316/4)
2023-04-053-LF	EMCN Share of Cost General Support Litigation	01. 0000. 0. 0000. 7200. 5800. 825. .	500.00		
Check # 5241464	01	Check Amt	1,237.88	Status Cleared	Trinity PUD (000399/2)
16243APR23	22/23 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .	1,014.17		
16244APR23	22/23 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .	223.71		
Check # 5241465	01	Check Amt	4,125.91	Status Cleared	U.S. Bank Corporate Payment Systems (000404/2)
021532	Facebook Advertising	01. 0000. 0. 0000. 7200. 5810. 825. .	35.00		
028990	CASBO Conference Airfare, J Morris	01. 0000. 0. 8600. 7200. 5200. 825. .	353.80		
029006	CASBO Conference Airfare, J Morris	01. 0000. 0. 8600. 7200. 5200. 825. .	353.80		
085345	FY Ear Buds	01. 7366. 0. 4900. 4000. 4300. 825. .	17.86		
110467	FY Travel Parking	01. 7366. 0. 8600. 3130. 5200. 825. .	90.00		
199593	FY Books	01. 7366. 0. 4900. 4000. 4300. 825. .	496.57		
203552	Qualtrics-Lodging	01. 0000. 0. 8600. 7200. 5200. 825. .	1,042.60		
203826	Qualtrics-Lodging	01. 0000. 0. 8600. 7200. 5200. 825. .	1,042.60		
236330	Qualtrics Training fuel	01. 0000. 0. 8600. 7200. 5200. 825. .	48.98		
326899	Cheryl Fuller Book FY	01. 7366. 0. 4900. 4000. 4300. 825. .	40.00		
374983	Delta Air Bagge Fee Qualtrics	01. 0000. 0. 8600. 7200. 5200. 825. .	30.00		
379289	Delta Air Baggage Fee Qualtrics	01. 0000. 0. 8600. 7200. 5200. 825. .	30.00		
386033	Delta Air Baggage Fee Qualtrics	01. 0000. 0. 8600. 7200. 5200. 825. .	30.00		
394243	Delta Air Baggage Fee Qualtrics	01. 0000. 0. 8600. 7200. 5200. 825. .	30.00		
500019	CCSESA Registration	01. 0000. 0. 0000. 7100. 5200. 825. .	400.00		
800977	Young Artist Showcase Supplies	01. 0000. 0. 8600. 2100. 4300. 825. 2552. .	4.70		
940054	CASH Conference 2/22/23-2/24/23 J. Morris	01. 0000. 0. 8600. 7200. 5200. 825. .	80.00		
Check # 5241466	01	Check Amt	94.17	Status Cleared	NAPA Weaverville Auto Parts (000423/2)

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Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241466	01	Check Amt	94.17	Status Cleared	NAPA Weaverville Auto Parts (000423/2) - continued
404476	22/23 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825.	105.34
406039	22/23 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825.	19.31-
408543	22/23 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825.	8.14

Number of Items 21 24,396.87 Totals for Register 000865

2023 FUND-OBJ Expense Summary / Register 000865

01-4300	2,511.97	
01-5200	6,952.23	
01-5510	1,237.88	
01-5800	10,295.00	
01-5810	35.00	
01-5920	2,344.79	
01-9110*		23,376.87-
Totals for Fund 01	23,376.87	23,376.87-
14-5800	1,020.00	
14-9110*		1,020.00-
Totals for Fund 14	1,020.00	1,020.00-
Totals for Register 000865	24,396.87	24,396.87-

* denotes System Generated entry

Net change to Cash 9110

24,396.87- Credit

Register 000865 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000865 (continued)

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Register 000866 - 05/10/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241602	12	Check Amt	188.64	Status Printed	Elizabeth Leyden (Elizabeth L - Payee)
ELEYDEN04252023	ECE Travel Mileage				12. 6054. 0. 0001. 2150. 5200. 825. . 188.64
Check # 5241603	12	Check Amt	482.09	Status Printed	Jolene Edwards (Jolene Edwa - Payee)
JEDWARDS05042023	ECE Travel Mileage				12. 6054. 0. 0001. 2150. 5200. 825. . 482.09
Check # 5241604	12	Check Amt	214.84	Status Printed	Liberty Pinto (Liberty Pin - Payee)
LPINTO04272023	ECE Travel Mileage				12. 6054. 0. 0001. 2150. 5200. 825. . 214.84
Check # 5241605	01	Check Amt	500.00	Status Printed	Nigro & Nigro (Nigro & Nig - Payee)
18143	County Cash Recon Training				01. 0000. 0. 0000. 7200. 5800. 825. . 500.00
Check # 5241606	01	Check Amt	100.00	Status Cleared	Trinity Welding LLC (Trinity Wel - Payee)
11150	Custom Outlet Post				01. 0000. 0. 0000. 8100. 4300. 825. . 100.00
Check # 5241607	01	Check Amt	161.63	Status Cleared	Beck, Timbre (000310 - Emp)
TBECK05022023	RISE Science Project Supplies				01. 1100. 0. 3500. 1000. 4300. 829. 0245. 161.63
Check # 5241608	01	Check Amt	370.00	Status Cleared	Robles, Fabio (000386 - Emp)
FROBLES04182023	CA County Sup Academy Per Diem				01. 0000. 0. 0000. 7100. 5200. 825. . 370.00
Check # 5241609	01	Check Amt	839.84	Status Cleared	Wright, Tiffany L (000437 - Emp)
TWRIGHT05102023	T. Wright YES Conference				01. 7368. 0. 4900. 4000. 5200. 825. 7368. 839.84
Check # 5241610	01	Check Amt	183.09	Status Cleared	Burger, Erin E (000502 - Emp)
EBURGER05022023	RISE Class Supplies/Rewards				01. 1100. 0. 3500. 1000. 4300. 829. 0245. 113.27
EBURGER0522023	RISE Student Rewards				01. 1100. 0. 3500. 1000. 4300. 829. 0245. 69.82
Check # 5241611	01	Check Amt	331.56	Status Cleared	Bickle, Jessica J (000519 - Emp)
JBICKLEALLCALL	All Call Meeting-Supplies				01. 0000. 0. 0000. 7200. 4300. 825. . 331.56
Check # 5241612	01	Check Amt	116.21	Status Cleared	Solometo, Amy S (000536 - Emp)
ASOLOMETO05012023	A. Solometo Psych Mileage				01. 0000. 0. 0000. 8100. 4300. 825. 4300. 116.21
Check # 5241613	01	Check Amt	370.00	Status Cleared	Avila, Melissa A (000537 - Emp)
MAVILA04242023	LRP Legal Conference Per Diem				01. 6500. 0. 5050. 3140. 5200. 826. . 650 370.00
Check # 5241614	01	Check Amt	1,466.09	Status Cleared	Tyner, Amber J (000538 - Emp)
JTYNER05032023	ADR Conference Uber				01. 3395. 0. 5060. 2200. 5200. 826. . 103.65
JTYNERCARNEGIE	Carnegie Per Diem & Lodging				01. 6266. 0. 8600. 2100. 5200. 825. . 1,362.44
Check # 5241615	01	Check Amt	18.00	Status Cleared	ACCU-Print (001395/1)
1865	22-23 Fingerprint Fees				01. 0000. 0. 8600. 7200. 5840. 825. . 18.00
Check # 5241616	01	Check Amt	581.67	Status Cleared	Carrel's Office Solutions (000825/2)
AR53837	TK-1152 RISE Toners				01. 0000. 0. 0000. 7200. 4300. 825. . 146.57
AR54308	22/23 TASKalfa 6501i				01. 0000. 0. 0000. 7200. 5600. 825. 2751. 37.11

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Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241616	01	Check Amt	581.67	Status Cleared	Carrel's Office Solutions (000825/2) - continued
AR54310		Kyocera Taskalfa 4004i Digital Imaging System		01. 7430. 0. 0000. 2420. 4400. 825. .	6.05
AR54311		22/23 TASKalfa 5052ci		01. 0000. 0. 0000. 7200. 5600. 825. 2753. .	386.10
AR54312		Carrel's Kyicera TaskAlfa 5004i		01. 0000. 0. 0000. 2420. 4400. 825. .	5.84
Check # 5241617	01	Check Amt	373.35	Status Cleared	CGM Inc. (001382/1)
8180327569		CGM RCM- MediEd Premium Package		01. 9056. 0. 5001. 2200. 5800. 826. .	373.35
Check # 5241618	01	Check Amt	46.33	Status Cleared	CVS Pharmacy Inc (000687/1)
002497		Cleaning Supplies		01. 0000. 0. 0000. 8100. 4300. 825. .	46.33
Check # 5241619	01	Check Amt	43.80	Status Cleared	Dunamis Center Inc (001333/1)
15839		Jan23 Mental Health Serv		01. 6546. 0. 8600. 3120. 5800. 825. 0350. .	43.80
Check # 5241620	01	Check Amt	99.00	Status Cancelled	Enterprise Elementary School District ATTN: Lori Leach (001426/1)
SUMMIT23 L DAWSON		NCET Summer Summit		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00
		Reversal of EX23-02129		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00-
Check # 5241621	01	Check Amt	202.27	Status Cleared	Frontier Fuel (000146/2)
3186 APRIL 2023		Speech April Fuel		01. 6500. 0. 5050. 3150. 5200. 826. . 650	202.27
Check # 5241622	01	Check Amt	1.14	Status Cleared	Frontier Communications (001182/1)
010167-5APR23		22/23 Centranet 010167-5 telephone expenses		01. 0000. 0. 0000. 8100. 5920. 825. .	1.14
Check # 5241623	01	Check Amt	2,105.32	Status Cleared	Golden State Office Furniture Inc. (001417/2)
1896		Cindy Blanchard-Golden State Desk		01. 7430. 0. 1110. 1000. 4400. 825. .	2,105.32
Check # 5241624	01	Check Amt	1,132.03	Status Cleared	Connection (001390/2)
74007907		Muhammad and Ann Monitors		01. 0000. 0. 0000. 2420. 4300. 825. .	583.27
74007909		Amanda Cloud-New Monitors & Privacy Screen		01. 0000. 0. 0000. 2420. 4300. 825. .	548.76
Check # 5241625	01	Check Amt	566.00	Status Cleared	John W. Kizziar, DDS, INC (001234/1)
CA04132023		Trinity Smiles CA 4/13/23		01. 0033. 0. 8600. 3140. 5800. 825. .	143.00
KX04202023		Trinity Smiles KX 4/20/23		01. 0033. 0. 8600. 3140. 5800. 825. .	210.00
SH04252023		Trinity Smiles SH 4/25/23		01. 0033. 0. 8600. 3140. 5800. 825. .	213.00
Check # 5241626	01	Check Amt	404.54	Status Cleared	Metalcraft, Inc. (001135/1)
592409		Asset ID Tags		01. 0000. 0. 0000. 7200. 4300. 825. .	404.54
Check # 5241627	01	Check Amt	65.34	Status Cleared	North State Grocery, Inc (001247/1)
006403303329		ASES Meeting Snacks		01. 9600. 0. 8600. 2100. 4300. 825. .	16.23
006404375117		Young Artist Showcase Supplies		01. 0000. 0. 8600. 2100. 4300. 825. 2552. .	23.25
006404380014		Brown Act Training Snacks		01. 0000. 0. 8600. 7200. 4300. 825. .	25.86
Check # 5241628	01	Check Amt	62.19	Status Cleared	O'Reilly Automotive, Inc. (001373/1)
4919-427476		Press Tester Shop tool		01. 0000. 0. 0000. 8100. 4300. 825. .	62.19

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241629	01	Check Amt	2,010.94	Status Cleared	ODP Business Solutions, LLC (001396/1)
305196952001		Copy Paper- Pallet of 40 Cases		01. 0000. 0. 0000. 7200. 4300. 825. .	2,010.94
Check # 5241630	01	Check Amt	119.41	Status Cleared	Plotzke Ace Hardware (000280/1)
383362		22/23 maintenance supplies		01. 0000. 0. 0000. 8100. 4300. 825. .	119.41
Check # 5241631	01	Check Amt	4,410.00	Status Cleared	ProCare Therapy (001345/1)
20670654		Behavior Specialist 4/24/23-4/28/23		01. 6546. 0. 5001. 3120. 5800. 826. .	2,205.00
				01. 7817. 0. 3500. 3120. 5800. 825. 0245. .	2,205.00
Check # 5241632	01	Check Amt	2,000.00	Status Cleared	Queer Humboldt (001427/1)
2058		Full Day Staff Training		01. 7816. 0. 5001. 3120. 5800. 826. .	2,000.00
Check # 5241633	01	Check Amt	452.00	Status Cleared	State Of Cal Dept Of Justice (000353/1)
652278		22-23 Fingerprint Fees		01. 0000. 0. 8600. 7200. 5840. 825. .	452.00
Check # 5241634	01	Check Amt	99.00	Status Cancelled	U.S. Bank Corporate Payment Systems (000404/2)
SUMMIT23 M FAISAL		NCET Summer Summit		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00
		Reversal of EX23-02148		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00-
Check # 5241635	01	Check Amt	43.00	Status Cleared	Weaverville CSD (000424/1)
10839APR2023		22-23 monthly water service		01. 0000. 0. 0000. 8100. 5560. 825. .	43.00
Check # 5241636	01	Check Amt	28.00	Status Cleared	Weaverville Sanitary District (000426/1)
1926APR23		22-23 monthly sewer service		01. 0000. 0. 0000. 8100. 5550. 825. .	28.00

Number of Items

35

20,187.32 Totals for Register 000866

2023 FUND-OBJ Expense Summary / Register 000866

01-4300	4,879.84	
01-4400	2,117.21	
01-5200	3,248.20	
01-5550	28.00	
01-5560	43.00	
01-5600	423.21	
01-5800	7,893.15	
01-5840	470.00	
01-5920	1.14	
01-9110*		19,103.75-
Totals for Fund 01	19,103.75	19,103.75-
12-5200	885.57	
12-9110*		885.57-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000866 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000866 (continued)

Totals for Fund 12	885.57	885.57-
Totals for Register 000866	19,989.32	19,989.32-

* denotes System Generated entry

Net change to Cash 9110 19,989.32- Credit

Register 000867 - 05/17/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241727	01	Check Amt	189.75	Status Cleared	Telles, Cassandra C (000079 - Emp)
CTELLES05162023		Classified Ed Leaders Institute Per Diem		01. 0000. 0. 0000. 7200. 5200. 825. .	189.75
Check # 5241728	01	Check Amt	56.44	Status Printed	Comiskey, Joseph V (000152 - Emp)
JCOMISKEY05102023		plastic boxes for office move		01. 0000. 0. 0000. 7200. 4300. 825. .	56.44
Check # 5241729	01	Check Amt	48.40	Status Printed	Hammond, Bonnie L (000168 - Emp)
BHAMMOND05152023		RISE Student Reward Trip		01. 0245. 0. 3500. 1000. 5200. 829. 0000. 099	48.40
Check # 5241730	01	Check Amt	707.66	Status Cleared	Rebelo, Anthony J (000307 - Emp)
AREBELO05152023		SELPA Sacramento Travel & Per Diem		01. 6500. 0. 5050. 2200. 5200. 826. . 650	707.66
Check # 5241731	01	Check Amt	189.75	Status Cleared	Koeller, Megan N (000377 - Emp)
MKOELLER05162023		Classified Ed Leaders Institute Per Diem		01. 0000. 0. 0000. 7200. 5200. 825. .	189.75
Check # 5241732	01	Check Amt	477.47	Status Cleared	Rebelo, Stephanie S (000421 - Emp)
SREBELO05152023		TCOE Apparel Supplies		01. 0000. 0. 0000. 7200. 4300. 825. .	477.47
Check # 5241733	01	Check Amt	189.75	Status Cleared	Maclaren, Dawn J (000478 - Emp)
DMACLAREN05162023		Classified Ed Leaders Institute Per Diem		01. 0000. 0. 0000. 7200. 5200. 825. .	189.75
Check # 5241734	01	Check Amt	13.45	Status Cleared	Smith, Alison E (000486 - Emp)
ASMITH05152023		McK-V Postage		01. 0000. 0. 0000. 7200. 5910. 825. .	13.45
Check # 5241735	01	Check Amt	126.42	Status Cleared	Hayes, Rachel D (000494 - Emp)
RHAYES05152023		R. Hayes Mileage		01. 0000. 0. 8600. 7200. 5200. 825. .	126.42
Check # 5241736	01	Check Amt	189.75	Status Cleared	Bickle, Jessica J (000519 - Emp)
JBICKLE05162023		Classified Ed Leaders Institute Per Diem		01. 0000. 0. 0000. 7200. 5200. 825. .	189.75
Check # 5241737	01	Check Amt	62.00	Status Cleared	Avila, Melissa A (000537 - Emp)
MAVILA05122023		CA School Nurses Organization Membership Dues		01. 6500. 0. 5050. 3140. 5300. 826. . 650	62.00
Check # 5241738	01	Check Amt	495.46	Status Cleared	2ndGear (001215/2)
INV387502		Superintendent Tech Equipment		01. 0000. 0. 0000. 2420. 4300. 825. .	495.46
Check # 5241739	01	Check Amt	1,709.66	Status Cleared	Casa de Castellanos (001216/1)
15		Taco Bar -All Call Meeting		01. 0000. 0. 0000. 7200. 4300. 825. .	1,709.66
Check # 5241740	01	Check Amt	198.00	Status Printed	Enterprise Elementary School District ATTN: Lori Leach (001426/1)
SUMMIT23 M FAISAL		NCET Summer Summit		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00
SUMMIT23 MFAISAL REG		NCET Summer Summit		01. 0000. 0. 8600. 2420. 5200. 825. .	99.00
Check # 5241741	01	Check Amt	10,826.89	Status Cleared	Golden State Office Furniture Inc. (001417/2)
1930		SELPA/IT/Summit Room Office Furniture		01. 7430. 0. 1110. 1000. 4400. 825. .	10,826.89
Check # 5241742	01	Check Amt	1,110.00	Status Cleared	John W. Kizziar, DDS, INC (001234/1)
BB05102023		Trinity Smiles BB 5/10/23		01. 0033. 0. 8600. 3140. 5800. 825. .	193.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000867 - 05/17/2023

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5241742	01	Check Amt	1,110.00	Status Cleared	John W. Kizziar, DDS, INC (001234/1) - continued	
EP04272023		Trinity Smiles EP 4/27/23		01. 0033. 0. 8600. 3140. 5800. 825. .		100.00
JK05082023		Trinity Smiles JK 5/8/2023		01. 0033. 0. 8600. 3140. 5800. 825. .		150.00
JM05042023		Trinity Smiles JM 5/4/23		01. 0033. 0. 8600. 3140. 5800. 825. .		143.00
LT05092023		Trinity Smiles LT 5/9/2023		01. 0033. 0. 8600. 3140. 5800. 825. .		429.00
SH05102023		Trinity Smiles SH 5/10/23		01. 0033. 0. 8600. 3140. 5800. 825. .		95.00
Check # 5241743	01	Check Amt	17,160.95	Status Cleared	Lewiston Elementary School (000212/1)	
CALHOPESEL		CalHOPE MOU-SEL Implementation		01. 5814. 0. 7110. 9200. 7211. 825. .		15,000.00
INV23-00004		SEL Expenses-LES Reimbursement		01. 5814. 0. 8600. 3130. 4300. 825. .		2,160.95
Check # 5241744	01	Check Amt	435.50	Status Cleared	Lozano Smith (000441/1)	
2188327		General Facilities & Business		01. 0000. 0. 0000. 7100. 5850. 825. .		435.50
Check # 5241745	01	Check Amt	10.60	Status Cleared	North State Grocery, Inc (001247/1)	
006405301619		Young Artist Showcase Supplies		01. 0000. 0. 8600. 2100. 4300. 825. 2552.		10.60
Check # 5241746	01	Check Amt	8.57	Status Cleared	O'Reilly Automotive, Inc. (001373/1)	
4919-429433		CAP Wrench		01. 0000. 0. 0000. 8100. 4300. 825. .		8.57
Check # 5241747	01	Check Amt	70.00	Status Cleared	Rob Oakley's Pest Control (001307/1)	
11497		22-23 Pest Control		01. 0000. 0. 0000. 8100. 5800. 825. .		70.00
Check # 5241748	01	Check Amt	48.52	Status Cleared	Plotzke Ace Hardware (000280/1)	
384588		22/23 maintenance supplies		01. 0000. 0. 0000. 8100. 4300. 825. .		14.21
384739		22/23 maintenance supplies		01. 0000. 0. 0000. 8100. 4300. 825. .		34.31
Check # 5241749	01	Check Amt	4,410.00	Status Cleared	ProCare Therapy (001345/1)	
20678261		Behavior Specialist 5/1/23-5/5/23		01. 6546. 0. 5001. 3120. 5800. 826. .		2,205.00
				01. 7817. 0. 3500. 3120. 5800. 825. 0245.		2,205.00
Check # 5241750	01	Check Amt	5,000.00	Status Cleared	Trinity Center Elementary (001105/1)	
CALHOPESEL		CalHOPE MOU-SEL Implementation		01. 5814. 0. 7110. 9200. 7211. 825. .		5,000.00
Check # 5241751	01	Check Amt	30,000.00	Status Printed	Trinity Alps Unified S D (000402/1)	
CALHOPESEL-WES		CalHOPE MOU-SEL Implementation WES		01. 5814. 0. 7110. 9200. 7211. 825. .		30,000.00
Check # 5241752	01	Check Amt	303.74	Status Cleared	Trinity Co. Solid Waste (000394/1)	
20012APRIL23		22/23 solid waste fees		01. 0000. 0. 0000. 8100. 5550. 825. .		303.74
Check # 5241753	01	Check Amt	24,577.14	Status Cleared	U.S. Bank Corporate Payment Systems (000404/2)	
000025		Parking Carnegie Summit		01. 6266. 0. 8600. 2100. 5200. 825. .		27.00
008355		Fuel Uhaul rental		01. 0000. 0. 0000. 8100. 4300. 825. 4300.		47.13
018024		U-haul rental to move old office furniture		01. 0000. 0. 0000. 8100. 5600. 825. .		81.51
023625		Uber Carnegie Summit		01. 6266. 0. 8600. 2100. 5200. 825. .		25.05

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000867 - 05/17/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241753	01	Check Amt	24,577.14	Status Cleared	U.S. Bank Corporate Payment Systems (000404/2) - continued
037208	Ross Clothes FY Student			01. 7368. 0. 4900. 4000. 4300. 825.	205.73
046272	CA County Sup Academy Uber			01. 0000. 0. 0000. 7100. 5200. 825.	3.00
050914	Foster Youth Book Return			01. 7368. 0. 4900. 4000. 4300. 825.	368.23-
063654	Uber Carnegie Summit			01. 6266. 0. 8600. 2100. 5200. 825.	14.96
087572	Youth Empowerment Summit Registration			01. 7368. 0. 4900. 4000. 5200. 825.	1,614.00
121976	Toll Fee			01. 0000. 0. 0000. 7200. 5200. 825.	7.00
124070	Fuel Uhaul rental			01. 0000. 0. 0000. 8100. 4300. 825. 4300.	19.12
130716	Lamination Rolls			01. 0000. 0. 0000. 7200. 4300. 825.	208.94
137639	FY Student Meal			01. 7368. 0. 4900. 4000. 4300. 825.	38.06
142457	Gift Card Rewards-Above and Beyond			01. 0000. 0. 8600. 7200. 4300. 825.	530.00
145651	CA County Sup Academy Uber			01. 0000. 0. 0000. 7100. 5200. 825.	10.64
160611	Young Artist Showcase Supplies			01. 0000. 0. 8600. 2100. 4300. 825. 2552.	51.37
163287	Cabinet Meeting Lunch			01. 0000. 0. 8600. 7200. 4300. 825.	179.57
177326	Eide Bailey Year End Webinar Registration			01. 0000. 0. 0000. 7200. 5200. 825.	275.00
179781	Young Artist Showcase Supplies			01. 0000. 0. 8600. 2100. 4300. 825. 2552.	36.17
191272	Uber Carnegie Summit			01. 6266. 0. 8600. 2100. 5200. 825.	42.84
193229	Toll Fee			01. 0000. 0. 0000. 7200. 5200. 825.	7.00
193741	Classified Educational Leaders Institute Registration			01. 0000. 0. 0000. 7200. 5200. 825.	399.00
195821	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	484.49
195839	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	447.49
195847	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	482.49
195854	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	492.49
195862	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	482.49
195870	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	482.49
195904	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	482.49
195912	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	497.49
195920	CA Assoc Education of Young Children Lodging			12. 6054. 0. 0001. 2150. 5200. 825.	497.49
201667	Toll Fee			01. 0000. 0. 0000. 7200. 5200. 825.	7.00
213976	Disposable Bowls for All Call Meeting			01. 0000. 0. 8600. 7200. 4300. 825.	3.85
228725	U-haul rental to move old office furniture			01. 0000. 0. 0000. 8100. 5600. 825.	215.22
281225	UPK CEU's			12. 6054. 0. 0001. 1000. 5800. 825.	225.00
281241	UPK CEU's			12. 6054. 0. 0001. 1000. 5800. 825.	525.00
281258	UPK CEU's			12. 6054. 0. 0001. 1000. 5800. 825.	525.00
281266	UPK CEU's			12. 6054. 0. 0001. 1000. 5800. 825.	525.00
281282	UPK CEU's			12. 6054. 0. 0001. 1000. 5800. 825.	525.00
287353	Teachstone Class Observation Training			12. 5055. 0. 0001. 2150. 5200. 825.	825.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000867 - 05/17/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241753	01	Check Amt	24,577.14	Status Cleared	U.S. Bank Corporate Payment Systems (000404/2) - continued
308253	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			58.87
333970	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			8.83
340301	Holiday Market Coffee All Call Meeting	01. 0000. 0. 8600. 7200. 4300. 825.			80.00
375610	CASBO SACS Basics Training	01. 0000. 0. 0000. 7200. 5200. 825.			265.00
375792	CASBO SACS Advanced Concepts Training	01. 0000. 0. 0000. 7200. 5200. 825.			265.00
375875	CASBO Sacs Advanced Concepts Training	01. 0000. 0. 0000. 7200. 5200. 825.			305.00
375958	CASBO SACS Basics Concepts Training	01. 0000. 0. 0000. 7200. 5200. 825.			305.00
382673	Engine Oil & Plug	01. 0000. 0. 0000. 8100. 5600. 825.			34.27
382780	Fuel Systems Kit Echo 2000	01. 0000. 0. 0000. 8100. 5600. 825.			18.18
417663	Youth Empowerment Summit Lodging Deposit Return	01. 7368. 0. 4900. 4000. 5200. 825.			342.78-
417929	Youth Empowerment Summit hotel deposit return	01. 7368. 0. 4900. 4000. 5200. 825.			342.78-
456433	Snap On Tools Tire Pressure Monitoring System	01. 0000. 0. 0000. 8100. 4300. 825.			1,179.75
469470	Classified Educational Leaders Institute Registration	01. 0000. 0. 0000. 7200. 5200. 825.			399.00
471609	Carnegie Summit Lodging	01. 6266. 0. 8600. 2100. 5200. 825.			664.96
476103	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476111	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476129	Youth Empowerment Summit lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476137	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476459	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476475	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476491	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476889	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
476897	Youth Empowerment Summit Lodging	01. 7368. 0. 4900. 4000. 5200. 825.			601.78
498005	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			3.00
504801	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			11.59
515644	Young Artist Showcase Supplies	01. 0000. 0. 8600. 2100. 4300. 825. 2552.			17.15
518366	Eide Bailey Foundational Year End Training	01. 0000. 0. 0000. 7200. 5200. 825.			275.00
518859	Lodging-All Call Meeting R. Hayes	01. 0000. 0. 0000. 7200. 5200. 825.			126.00
519106	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			10.90
522563	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			3.00
591336	22-23 FYS Wireless Service	01. 0000. 0. 8600. 3130. 5920. 825. 7366. 099			50.38
597405	CA County Sup Academy Lodging	01. 0000. 0. 0000. 7100. 5200. 825.			1,420.38
603418	Project Sign-Wall Mounted Office Signs	01. 0000. 0. 0000. 7200. 4300. 825.			1,138.00
608242	CA County Sup Academy Uber	01. 0000. 0. 0000. 7100. 5200. 825.			15.94
636319	Classified Educational Leaders Institute Registration	01. 0000. 0. 0000. 7200. 5200. 825.			399.00
646373	Eide Bailey Advances Year End	01. 0000. 0. 0000. 7200. 5200. 825.			275.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000867 - 05/17/2023

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5241753	01	Check Amt	24,577.14	Status Cleared	U.S. Bank Corporate Payment Systems (000404/2) - continued	
690670		CASBO SACS Basics Concepts Training (Cancellation)		01. 0000. 0. 0000. 7200. 5200. 825.	.	305.00-
745206		Youth Empowerment Summit Hotel		01. 7368. 0. 4900. 4000. 5200. 825.	.	601.78
763530		Eide Bailey Year End Webinar Registration		01. 0000. 0. 0000. 7200. 5200. 825.	.	275.00
787423		CA County Sup Academy Uber		01. 0000. 0. 0000. 7100. 5200. 825.	.	11.59
791037		CA County Sup Academy Uber		01. 0000. 0. 0000. 7100. 5200. 825.	.	3.00
823686		Classified Educational Leaders Institute Registration		01. 0000. 0. 0000. 7200. 5200. 825.	.	399.00
875537		CASBO Sacs Basics Training		01. 0000. 0. 0000. 7200. 5200. 825.	.	305.00
926674		YES Conference Embassy Suites Toiletries for FY student		01. 7368. 0. 4900. 4000. 5200. 825.	.	70.00
945008		Redding Airport Parking County Sup Academy		01. 0000. 0. 0000. 7100. 5200. 825.	.	36.30
960308		Foster Youth Book Return		01. 7368. 0. 4900. 4000. 4300. 825.	.	130.48-
975161		CA County Sup Academy Uber		01. 0000. 0. 0000. 7100. 5200. 825.	.	70.95
Check # 5241754	01	Check Amt	178.80	Status Cleared	NAPA Weaverville Auto Parts (000423/2)	
409486		22/23 NAPA Auto Parts		01. 0000. 0. 0000. 8100. 4300. 825.	.	178.80

Number of Items

28

98,794.67 Totals for Register 000867

2023 FUND-OBJ Expense Summary / Register 000867

01-4300	8,382.60	
01-4400	10,826.89	
01-5200	15,281.52	
01-5300	62.00	
01-5550	303.74	
01-5600	349.18	
01-5800	5,590.00	
01-5850	435.50	
01-5910	13.45	
01-5920	50.38	
01-7211	50,000.00	
01-9110*		91,295.26-
Totals for Fund 01	91,295.26	91,295.26-
12-5200	5,174.41	
12-5800	2,325.00	
12-9110*		7,499.41-
Totals for Fund 12	7,499.41	7,499.41-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000867 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000867 (continued)

Totals for Register 000867	98,794.67	98,794.67-
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* denotes System Generated entry

Net change to Cash 9110	98,794.67- Credit
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Register 000868 - 05/24/2023

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5241924	01	Check Amt	59.71	Status Cleared	Column Software PBC, (Column Soft - Payee)	
674D794F-0002		Coffee Creek Public Hearing LCAP/Budget		01. 0000. 0. 8600. 7200. 5810. 825. .		59.71
Check # 5241925	01	Check Amt	532.00	Status Cleared	Lorisa Sarron (Lorisa Sarr - Payee)	
LSARRON05222023		State Spelling Bee Travel Reimbursement		01. 0000. 0. 8600. 2100. 5200. 825. 2552. .		532.00
Check # 5241926	01	Check Amt	49.78	Status Cleared	Randy Spencer (Randy Spenc - Payee)	
TCBOE05172023		Board Meeting Mileage		01. 0000. 0. 0000. 7110. 5200. 825. .		49.78
Check # 5241927	01	Check Amt	532.00	Status Cleared	Rizza Grepo (Rizza Grepo - Payee)	
RGREPP005222023		State Spelling Bee Travel Reimbursement		01. 0000. 0. 8600. 2100. 5200. 825. 2552. .		532.00
Check # 5241928	01	Check Amt	157.20	Status Cleared	Steve Canale (Steve Canal - Payee)	
TCBOE05172023		Board Meeting Mileage		01. 0000. 0. 0000. 7110. 5200. 825. .		157.20
Check # 5241929	01	Check Amt	854.12	Status Cancelled	Veronica Stewart (Veronica St - Payee)	
VSTEWART05222023		National History Day Travel Reimbursement		01. 0000. 0. 8600. 2100. 5200. 825. 2552. .		854.12
		Reversal of EX23-02278		01. 0000. 0. 8600. 2100. 5200. 825. 2552. .		854.12-
Check # 5241930	01	Check Amt	180.41	Status Cleared	Nordstrom, Timothy M (000400 - Emp)	
TNORDSTROM05222023		Storage Bins for IT		01. 0000. 0. 0000. 7200. 4300. 825. .		21.41
TNORDSTROMCISCPD		CISC-Per Diem		01. 0000. 0. 8600. 2100. 5200. 825. .		159.00
Check # 5241931	01	Check Amt	719.56	Status Cleared	Hayes, Rachel D (000494 - Emp)	
RHAYES		CalPADS Training Supplies		01. 0000. 0. 0000. 7200. 5200. 825. .		76.64
				01. 0000. 0. 8600. 7200. 4300. 825. .		642.92
Check # 5241932	01	Check Amt	361.56	Status Cleared	Willburn, Kelsey A (000497 - Emp)	
KWILLBURN05162023		Speech Mileage		01. 0000. 0. 8600. 7200. 5200. 825. .		361.56
Check # 5241933	01	Check Amt	271.00	Status Cleared	Dixon, Julia M (000503 - Emp)	
JDIXON05222023		State Spelling Bee Travel Reimbursement		01. 0000. 0. 8600. 2100. 5200. 825. 2552. .		271.00
Check # 5241934	01	Check Amt	190.00	Status Cleared	Avila, Melissa A (000537 - Emp)	
MAVILA05172023		CA RN License Renewal		01. 6500. 0. 5050. 3140. 5300. 826. . 650		190.00
Check # 5241935	01	Check Amt	1,050.00	Status Cleared	Applied Behavioral Alternatives, Inc (001404/1)	
27216		RBT Supervision-Naomi C		01. 5814. 0. 8600. 3130. 5800. 825. .		1,050.00
Check # 5241936	01	Check Amt	7,312.87	Status Cleared	Breslin Occupational Service (001406/1)	
86		OT Services April-May 23		01. 6500. 0. 5730. 3140. 5800. 826. .		2,025.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0301. 651		752.50
				01. 6500. 0. 5760. 3140. 5800. 826. 0304. 651		1,465.62
				01. 6500. 0. 5760. 3140. 5800. 826. 0306. 651		1,253.25
				01. 6500. 0. 5760. 3140. 5800. 826. 0311. 651		1,591.50
				01. 6500. 0. 5760. 3140. 5800. 826. 0320. 651		225.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000868 - 05/24/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241937	01	Check Amt	289.45	Status Cleared	Carrel's Office Solutions (000825/2)
AR54496	CC364A Troy 02-81300-001			01. 0000. 0. 0000. 7200. 4300. 825. .	289.45
Check # 5241938	01	Check Amt	11,432.75	Status Cleared	Golden State Office Furniture Inc. (001417/2)
1925	SELPA/IT/Summit Room Office Furniture			01. 7430. 0. 1110. 1000. 4400. 825. .	11,432.75
Check # 5241939	01	Check Amt	760.00	Status Printed	John W. Kizziar, DDS, INC (001234/1)
IH05112023	Trinity Smiles IH 5/11/23			01. 0033. 0. 8600. 3140. 5800. 825. .	229.00
JW05162023	Trinity Smiles JW 5/16/23			01. 0033. 0. 8600. 3140. 5800. 825. .	154.00
KL05172023	Trinity Smiles KL 5/17/23			01. 0033. 0. 8600. 3140. 5800. 825. .	239.00
TH05112023	Trinity Smiles TH 5/11/23			01. 0033. 0. 8600. 3140. 5800. 825. .	138.00
Check # 5241940	01	Check Amt	507.70	Status Cleared	Mountain Valley Unified School District (000246/1)
INV23-00108	Megan Rourke Wages/Benefits-TCOE All Call			01. 5814. 0. 8600. 3130. 5800. 825. .	507.70
Check # 5241941	01	Check Amt	24.67	Status Cleared	North State Grocery, Inc (001247/1)
006403306085	STEAM Expo Supplies			01. 0000. 0. 8600. 2100. 4300. 825. 2555. .	12.99
006404392556	SELPA Supplies-Meeting			01. 0000. 0. 8600. 7200. 4300. 825. .	11.68
Check # 5241942	01	Check Amt	78.20	Status Printed	ODP Business Solutions, LLC (001396/1)
314348365001	C. Telles Desk Organizer			01. 0000. 0. 0000. 7200. 4300. 825. .	70.35
314363452001	Blue 2-Pocket Folders			01. 0000. 0. 0000. 7200. 4300. 825. .	7.85
Check # 5241943	01	Check Amt	597.50	Status Cleared	Oxford Consulting Services (001332/2)
160148	Behavior Services April 2023			01. 6546. 0. 5001. 3120. 5800. 826. .	597.50
Check # 5241944	01	Check Amt	171.68	Status Printed	Plotzke Ace Hardware (000280/1)
385133	22/23 maintenance supplies			01. 0000. 0. 0000. 8100. 4300. 825. .	31.27
385277	22/23 maintenance supplies			01. 0000. 0. 0000. 8100. 4300. 825. .	56.82
385295	STEAM Expo Supplies			01. 0000. 0. 8600. 2100. 4300. 825. 2555. .	83.59
Check # 5241945	01	Check Amt	4,410.00	Status Cleared	ProCare Therapy (001345/1)
20685735	Behavior Specialist 5/8/23-5/12/23			01. 6546. 0. 5001. 3120. 5800. 826. .	2,205.00
				01. 7817. 0. 3500. 3120. 5800. 825. 0245. .	2,205.00
Check # 5241946	01	Check Amt	724.20	Status Cleared	SISC III-COBRA (001346/1)
9994JUNE2023	Retiree Deantoni COBRA June 2023			01. 9580.	724.20
Check # 5241947	01	Check Amt	7,892.03	Status Cleared	Siskiyou Co Office of Ed (000653/1)
230845	22/23 CA Forest School Coalition Dues			01. 0000. 0. 0000. 7100. 5300. 825. .	7,892.03
Check # 5241948	01	Check Amt	4,630.18	Status Cleared	Shasta-Trinity Schools Den (000329/3)
TCOEJUNE2023STSIG-D	TCOE June 2023 STSIG Dental Premiums			01. 9580.	4,630.18
Check # 5241949	01	Check Amt	54,451.00	Status Cleared	Shasta-Trinity Schools Med (000330/3)
TCOEJUNE2023STSIG-M	TCOE June 2023 STSIG Medical Premiums			01. 9580.	54,451.00
Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)					

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Register 000868 - 05/24/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5241950	01	Check Amt	1,458.00	Status Cleared	Shasta-Trinity Schools Vis (000331/3)
TCOEJUNE2023STSIG-V	TCOE June 2023 STSIG Vision Premiums	01.	 9580.		1,458.00
Check # 5241951	01	Check Amt	345.85	Status Printed	UnitedHealthcare (001343/1)
318485807-1JUNE2023	Retiree Curry June 23 318485807-1	01.	 9580.		345.85
Number of Items	28	100,043.42	Totals for Register 000868		

2023 FUND-OBJ Expense Summary / Register 000868

01-4300	1,228.33	
01-4400	11,432.75	
01-5200	2,139.18	
01-5300	8,082.03	
01-5800	14,638.07	
01-5810	59.71	
01-9110*		99,189.30-
01-9580	61,609.23	
Totals for Register 000868	99,189.30	99,189.30-

* denotes System Generated entry

Net change to Cash 9110

99,189.30- Credit

Register 000868 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000868 (continued)

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Register 000869 - 05/31/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5242072	12	Check Amt	150.00	Status Printed	Caitlin Canale (Caitlin Can - Payee)
CCANALE EETD MAY 23	EETD Preschool Education Reimb	12. 6054. 0. 0001. 2150. 5200. 825. .	150.00		
Check # 5242073	01	Check Amt	532.00	Status Printed	Jennifer Dailey (Jennifer Da - Payee)
JDAILEYSPELLINGBEE	Spelling Bee Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552. .	532.00		
Check # 5242074	01	Check Amt	244.34	Status Cleared	Holmes, Melanie R (000298 - Emp)
MHOLMES05052023	Breakfast Meat for All Call Meeting	01. 0000. 0. 0000. 7200. 4300. 825. .	86.94		
MHOLMES05242023	CalPADS Training Lunch	01. 0000. 0. 0000. 7200. 4300. 825. .	157.40		
Check # 5242075	01	Check Amt	844.46	Status Cleared	Morris, Jeffrey W (000456 - Emp)
JMORRIS05262023	J. Morris CASBO Per Diem	01. 7412. 0. 3500. 1000. 5200. 829. 0245. .	228.46		
JMORRISCARNEGIE	J. Morris Carnegie Leadership Per Diem	01. 7412. 0. 3500. 1000. 5200. 829. 0245. .	296.00		
JMORRISQUALTRICSPER	J. Morris Qualtrics Per Diem	01. 7412. 0. 3500. 1000. 5200. 829. 0245. .	320.00		
Check # 5242076	01	Check Amt	25.00	Status Cleared	Kilmer, Susan V (000470 - Emp)
SKILMER05222023	RBT Voluntary Inactive Status Fee	01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099	25.00		
Check # 5242077	01	Check Amt	235.45	Status Cleared	Palmer, Jason (000501 - Emp)
JPALMER05302023	RISE Supplies	01. 1100. 0. 3500. 1000. 4300. 829. 0245. .	235.45		
Check # 5242078	01	Check Amt	90.80	Status Printed	Burger, Erin E (000502 - Emp)
EBURGER05182023	RISE-Culinary Arts	01. 1100. 0. 3500. 1000. 4300. 829. 0245. .	90.80		
Check # 5242079	01	Check Amt	20.06	Status Cleared	Amazon Capital Services, Inc (001252/1)
1PXT-G3QY-VJWK	Business Dept Ergonomics	01. 0000. 0. 0000. 7200. 4300. 825. .	20.06		
Check # 5242080	01	Check Amt	312.44	Status Cleared	Amy Curry (000022/1)
CURRY JUNE 2023	Retiree Curry June 23 Medicare Reimb	01. 9580.	312.44		
Check # 5242081	01	Check Amt	44.79	Status Cleared	AT&T (000030/4)
0517865016001MAY23	AT&T Computer Line 22/23	01. 0000. 0. 0000. 8100. 5920. 825. .	44.79		
Check # 5242082	01	Check Amt	61.59	Status Cleared	WEX Bank (000082/2)
89302908	Fuel Purchases	01. 0000. 0. 0000. 8100. 4300. 825. 4300. .	61.59		
Check # 5242083	01	Check Amt	12.70	Status Printed	Cigna (001344/1)
1402908857	Retiree Curry Cigna June 2023	01. 9580.	12.70		
Check # 5242084	01	Check Amt	248.33	Status Cleared	Column Software, PBC (001430/1)
674D794F-0003	Burnt Ranch- Public Notice LCAP/Budget	01. 0000. 0. 0000. 7200. 5810. 825. 0301. .	59.71		
674D794F-0004	Junction City-Public Hearing LCAP/Budget	01. 0000. 0. 0000. 7200. 5810. 825. 0305. .	59.71		
674D794F-0005	MVUSD-Public Hearing Notice LCAP/Budget	01. 0000. 0. 0000. 7200. 5810. 825. 0311. .	59.71		
674D794F-0006	TAUSD-Public Hearing Notice LCAP/Budget	01. 0000. 0. 0000. 7200. 5810. 825. 0320. .	69.20		
Check # 5242085	01	Check Amt	15.89	Status Printed	Deanna DeAntoni (000110/1)
DDEANTONI JUNE 2023	Retiree DeAntoni June 23 Medicare Reimb	01. 9580.	15.89		
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)				

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Register 000869 - 05/31/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5242086	01	Check Amt	22,461.04	Status Cleared	Golden State Office Furniture Inc. (001417/2)
1895	SELPA/IT/Summit Room Office Furniture	01. 7430. 0. 1110. 1000. 4400. 825.	.		13,164.98
1935	Open Desk Conversion	01. 7430. 0. 8600. 3130. 4300. 825.	.		841.54
1936	SELPA/IT/Summit Room Office Furniture	01. 7430. 0. 1110. 1000. 4400. 825.	.		8,454.52
Check # 5242087	01	Check Amt	131.08	Status Cleared	Interstate Oil Company (000180/2)
0816782-IN	22/23 bulk motor oil	01. 0000. 0. 0000. 8100. 4300. 825.	.		131.08
Check # 5242088	01	Check Amt	3,043.00	Status Printed	John W. Kizziar, DDS, INC (001234/1)
AC05252023	Trinity Smiles AC 5/25/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		115.00
ARC05252023	Trinity Smiles AC 5/25/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		165.00
JW05242023	Trinity Smiles JW 5/24/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		1,421.00
LT05222023	Trinity Smiles LT 5/22/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		677.00
SL05242023	Trinity Smiles SL 5/24/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		500.00
VC05252023	Trinity Smiles VC 5/25/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		165.00
Check # 5242089	12	Check Amt	81.14	Status Printed	North State Grocery, Inc (001247/1)
006404394884	School Readiness-CPIN-UPK Training Meeting Lunch	12. 6102. 0. 0001. 2150. 4300. 825.	.		81.14
Check # 5242090	01	Check Amt	75.04	Status Printed	ODP Business Solutions, LLC (001396/1)
308982279001	Misc Office Supplies	01. 0000. 0. 0000. 7200. 4300. 825.	.		75.04
Check # 5242091	01	Check Amt	144.41	Status Printed	Plotzke Ace Hardware (000280/1)
385413	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825.	.		10.68
385522	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825.	.		96.20
K85544	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825.	.		37.53
Check # 5242092	01	Check Amt	2,347.58	Status Cleared	School Health Corporation (000610/2)
4205737-00	Audiometry / Hearing Equipment	01. 7430. 0. 8600. 3130. 4300. 825.	.		2,347.58
Check # 5242093	01	Check Amt	275.00	Status Cleared	School Services Of California (000316/4)
W129601-IN	Maintenance of Effort Monitoring-Beyond the Basics	01. 0000. 0. 8600. 7200. 5200. 825.	.		275.00
Check # 5242094	01	Check Amt	3,343.00	Status Printed	Shasta Family Dentistry (001425/1)
AP10032022	Trinity Smiles AP 10/3/22	01. 0033. 0. 8600. 3140. 5800. 825.	.		254.00
IH04192023	Trinity Smiles IH 4/19/23	01. 0033. 0. 8600. 3140. 5800. 825.	.		2,985.00
KS02012023REMBAL	Trinity Smiles KS 2/1/2023 Remaining Balance	01. 0033. 0. 8600. 3140. 5800. 825.	.		104.00
Check # 5242095	01	Check Amt	23,488.51	Status Cleared	SHI (001200/2)
B16848664	Adobe Pro DC Subscription	01. 0000. 0. 0000. 2420. 5800. 825.	.		56.83
B16871905	Fortinet Support Coterm and Renewal	01. 0000. 0. 0000. 2420. 4400. 825.	.		23,513.30
CR-766768	Adobe Pro DC Subscription	01. 0000. 0. 0000. 2420. 5800. 825.	.		81.62-
Check # 5242096	01	Check Amt	69.10	Status Cleared	SilverScript Insurance Company (001381/1)

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000869 - 05/31/2023

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5242096	01	Check Amt	69.10	Status Cleared	SilverScript Insurance Company (001381/1) - continued
GA2426505-JUNE2023	GA2426505 Curry June 2023	01.	 9580.		69.10
Check # 5242097	01	Check Amt	854.12	Status Printed	Trinity Center Elementary (001105/1)
TCESD05222023	National History Day Travel Reimbursement	01. 0000. 0. 8600. 2100. 5200. 825. 2552.			854.12
Check # 5242098	01	Check Amt	757.76	Status Cleared	Trinity PUD (000399/2)
16243ZMAY23	22/23 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .			609.63
16244MAY23	22/23 monthly electricity	01. 0000. 0. 0000. 8100. 5510. 825. .			148.13
Check # 5242099	01	Check Amt	5.96	Status Printed	U.S. Bank (000404/1)
0064-4229	Final Payment Close Account	01. 0000. 0. 0000. 7200. 5800. 825. .			5.96
Check # 5242100	01	Check Amt	2,083.71	Status Printed	U.S. Bank Corporate Payment Systems (000404/2)
040487	M. Nielsen Carnegie Meal	01. 6266. 0. 8600. 2100. 5200. 825. .			8.43
079064	CASBO Conference Meal J Morris	01. 0000. 0. 8600. 7200. 5200. 825. .			49.28
127812	screen protector iPad Pro F. Robles	01. 0000. 0. 0000. 7200. 4300. 825. .			20.32
134153	DOCUSIGN Annual Fee	01. 0000. 0. 0000. 2420. 5800. 825. .			510.00
140868	Parking CASBO Conference	01. 0000. 0. 8600. 7200. 5200. 825. .			40.00
196754	Parking Carnegie	01. 0000. 0. 8600. 7200. 5200. 825. .			40.00
469637	Carnegie Conference Lodging J. Morris	01. 7430. 0. 8600. 3130. 5200. 825. .			664.96
470403	Carnegie Conference M. Nielsen Lodging	01. 6266. 0. 8600. 2100. 5200. 825. .			732.46
933917	CASBO Conference Meal. J Morris	01. 0000. 0. 8600. 7200. 5200. 825. .			18.26
Check # 5242101	01	Check Amt	2,149.17	Status Printed	ZingBee T (001298/1)
3	STEAM Expo T-Shirts	01. 0000. 0. 8600. 2100. 4300. 825. 2555.			2,149.17

Number of Items

30

64,147.47 Totals for Register 000869

2023 FUND-OBJ Expense Summary / Register 000869

01-4300	6,386.38	
01-4400	45,132.80	
01-5200	4,058.97	
01-5510	757.76	
01-5800	6,877.17	
01-5810	248.33	
01-5920	44.79	
01-9110*		63,916.33-
01-9580	410.13	
Totals for Fund 01	63,916.33	63,916.33-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2023, Ending Check Date = 5/31/2023, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000869 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000869 (continued)

12-4300	81.14	
12-5200	150.00	
12-9110*		231.14-
Totals for Fund 12	231.14	231.14-
Totals for Register 000869	64,147.47	64,147.47-

* denotes System Generated entry

Net change to Cash 9110

64,147.47- Credit

Register 000869 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000869 (continued)

Number of Items

142

307,569.75 Totals for Org 309 - Trinity County Office of Education

Register 000869 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000869 (continued)

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Org Recap

Bank Account COUNTY - County

2023 Org Recap

309 - Trinity County Office of Education

Check #	5241446	through	5242101	Total Count	142	\$307,569.75
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01-4300	23,389.12	
01-4400	69,509.65	
01-5200	31,680.10	
01-5300	8,144.03	
01-5510	1,995.64	
01-5550	331.74	
01-5560	43.00	
01-5600	772.39	
01-5800	45,293.39	
01-5810	343.04	
01-5840	470.00	
01-5850	435.50	
01-5910	13.45	
01-5920	2,441.10	
01-7211	50,000.00	
01-9110*		296,881.51-
01-9580	62,019.36	
Totals for Fund 01	296,881.51	296,881.51-
12-4300	81.14	
12-5200	6,209.98	
12-5800	2,325.00	
12-9110*		8,616.12-
Totals for Fund 12	8,616.12	8,616.12-
14-5800	1,020.00	
14-9110*		1,020.00-
Totals for Fund 14	1,020.00	1,020.00-
Totals for Org 309	306,517.63	306,517.63-
Net change to Cash 9110	306,517.63- Credit	

* denotes System Generated entry

Org Recap

Bank Account COUNTY - County

2023 Org Recap (continued)

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Org Recap

Bank Account COUNTY - County

2023 Org Recap (continued)

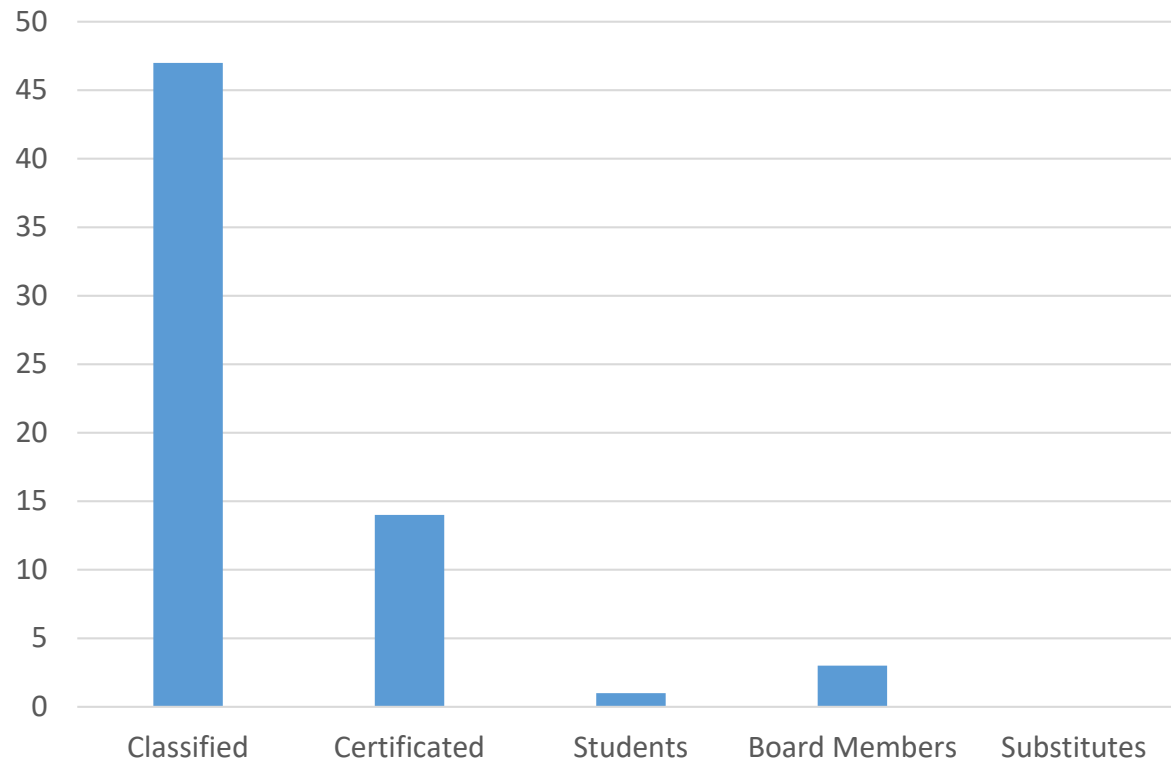
Number of Items

142

307,569.75 Report Totals

Trinity County Office of Education

5/1/2023 - 5/31/2023



Employee Salaries= \$352,457.94

District Liabilities= \$147,573.75

Total Payroll= \$500,031.69

CONFLICT OF INTEREST

Board Bylaw 9270: Conflict Of Interest**Status:** ADOPTED**Original Adopted Date:** 06/01/2016 | **Last Revised Date:** 03/01/2023 | **Last Reviewed Date:** 03/01/2023

The County Board of Education desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the county office of education (COE) and the public. In accordance with law, County Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in any decisions or discussions that could affect or be effected by those interests, especially, as prohibited by Government Code 1090, those interests related to contracts. The County Board shall consult legal counsel whenever an actual or potential conflict of interest arises.

The County Board shall adopt a resolution that specifies the terms of its conflict of interest code, designates any consultant positions required to complete conflict of interest reporting, and establishes disclosure categories required for each position. The conflict of interest code must be approved by the appropriate code reviewing body. Upon request by the code reviewing body, the County Board shall review the conflict of interest code and submit any changes to the code reviewing body.

When a change in the conflict of interest code is necessitated due to changed circumstances, such as the hiring of a new consultant in a position that is not already designated in the conflict of interest code or a change to an existing consultant's scope of work in a manner that changes the consultant's position to a designated position, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the conflict of interest code, the County Board shall provide members of the community, the County Superintendent of Schools, COE staff, and consultants of the County Board adequate notice and a fair opportunity to present their views. (Government Code 87311)

County Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the conflict of interest code. A County Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A County Board member shall not make, participate in making, or in any way use or attempt to use the official position to influence a governmental decision in which the County Board member knows or has reason to know that there is a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the County Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the County Board member's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A County Board member is involved in making a governmental decision when, acting within the authority of the office or position, votes on a matter, appoints a person, obligates or commits the County Board to any course of action, or votes to enter into or approve any contractual agreement on behalf of the County Board. (2 CCR 18704)

A County Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the County Board shall abstain from voting on the matter. Although the County Board member may remain on the dais, if the County Board member chooses to stay the County Board member's presence shall not be counted towards achieving a quorum for that matter. A County Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the County Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18700)

Conflict of Interest from Campaign Contributions

To avoid improper influence over the County Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, COE officers, which includes County Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A COE officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the County Board and for 12 months following the date a final decision is rendered in the proceeding, if the County Board member knows or has reason to know that the party or participant has a financial interest in the County Board's decision.
2. Any COE officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the County Board rendering a decision in the proceeding. If the COE officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the County Board's decision, the COE officer shall not make, participate in making, or in any way attempt to use the official position to influence the County Board's decision.
3. A COE officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the COE officer knows or should have known about the contribution and the proceeding.
4. A COE officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the County Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the COE officer did not knowingly or willfully accept, solicit, or, direct the prohibited contribution. The COE officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

County Board members shall not be financially interested in any contract made by the County Board and shall not be included in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids for such contracts. If a County Board member has such a financial interest, the County Board is barred from entering into the contract. (Government Code 1090)

A County Board member shall not be considered to be financially interested in a contract if the interest is a "noninterest" as defined in Government Code 1091.5.

A County Board member shall not be considered to be financially interested in a contract if the County Board member has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a County Board meeting and noted in the official County Board minutes. The affected County Board member shall not vote or debate on the matter or attempt to influence any other County Board member's vote. (Government Code 1091)

To avoid the appearance of impropriety, County Board members may decide not to participate in any discussion or action involving contracts where the County Board member's interest is a "noninterest" or "remote interest" as described in Education Code 1091 and 1091.5.

Common Law Doctrine Against Conflict of Interest

A County Board member shall abstain from any official action in which the County Board member's private or personal interest may conflict with official duties. The County Board shall consult legal counsel whenever an actual or potential conflict of interest arises.

County Board members shall abstain from voting on personnel matters that uniquely affect relatives. Relative means an adult who is related to the County Board member by blood, affinity, or adoptive relationship within the third degree.

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the

individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a County Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18705.

Incompatible Offices and Activities

County Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the County Board member's duties as an officer of the COE. (Government Code 1099, 1126)

Gifts

County Board members may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the County Board for its members. (Government Code 89506)

Honoraria

County Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the COE for donation into the general fund without being claimed as a deduction from income for tax purposes

Meetings and Notices

Board Bylaw 9320: Meetings And Notices**Status:** ADOPTED**Original Adopted Date:** 01/01/2021 | **Last Revised Date:** 03/01/2023 | **Last Reviewed Date:** 03/01/2023

Meetings of the County Board of Education are conducted for the purpose of accomplishing County Board business. In accordance with state open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, County Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

A County Board meeting exists whenever a majority of County Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

However, the County Superintendent of Schools or a county office of education (COE) employee or official may engage in separate conversations or communications with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as that person does not communicate the comments or position of any County Board members to other County Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

Regular Meetings

The County Board shall hold one regular meeting(s) each month. Regular meetings shall be held at 1:00 p.m. on the third Wednesday, of each month unless otherwise determined by the County Board.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the County Board's and/or COE's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the County Board less than 72 hours before the meeting, the secretary to the County Board or the secretary's designee shall make the materials available for public inspection at a public office or location designated for that purpose or on the COE web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the County Board. (Government Code 54957.5)

Special Meetings

Special meetings of the County Board may be called by the County Board president when exigencies require them to be held, or whenever any three members of the County Board make a written request for such a meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent. (Education Code 1012; Government Code 54956)

Meetings and Notices

Written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on the County Board's and/or COE's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Government Code 54956)

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The County Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the County Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the County Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the County Board

Except in the case of a dire emergency, the County Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the County Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time notification is given to the other members of the County Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the County Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

Meetings and Notices

The County Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within the county. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to the Brown Act provided that a majority of the County Board members do not discuss specific County Board business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to county board members
2. An open, publicized meeting organized by a person or organization other than the County Board or COE to address a topic of local community concern
3. An open and noticed meeting of another body of the COE
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within COE boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the COE is a party
2. Inspect real or personal property which cannot conveniently be brought into the county, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the COE has no meeting facility within its boundaries or if its principal office is located outside the county
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the COE over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the COE but located outside the county, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the County Board's legal counsel for a closed session on pending litigation, when doing so

Meetings and Notices

would reduce legal fees or costs

Meetings exempted from the boundary requirements, as specified in Items #1-7 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the County Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting location unsafe, meetings shall be held for the duration of the emergency at a place designated by the County Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right to address the County Board directly at each teleconference location. (Government Code 54953)

The County Board may use teleconferences for all purposes in connection with any meeting within its subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the County Board shall participate from locations within the County. (Government Code 54953)

Unless a County Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

All teleconference locations shall be accessible to the public and the public shall have the right to address the County Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the County Board, a County Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the County Board member from attending in person. The County Board member requesting to appear remotely shall notify the County Board of the emergency situation as soon as possible and provide a concise general description of the circumstances relating to the County Board member's need to appear remotely. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A County Board member may not appear remotely under emergency circumstances for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. (Government Code 54953)

When a County Board member is approved to participate remotely due to emergency circumstances, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The COE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of

Meetings and Notices

the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

A County Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A County Board member appearing for just cause shall notify the County Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely
2. A contagious illness prevents a County Board member from attending in person
3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A County Board member is traveling while on official business of the County Board or another state or local agency

When a County Board member participates remotely for just cause, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the County Board member participates remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The COE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the County Board may conduct County Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the County Board directly at each teleconference location, and ensuring that at least a quorum of the County Board participate from locations within COE boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

Meetings and Notices

3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes, the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be as given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the County Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the County Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a County Board meeting and shall be provided an opportunity to address the County Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the County Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a County Board meeting a disruption occurs which prevents the COE from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the County Board's control that prevents members of the public from offering public comments, the County Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The COE may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

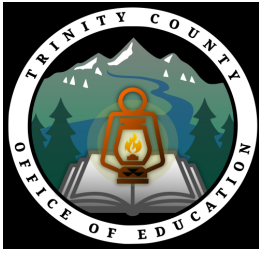
The County Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the County Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing



Trinity County Office Of Education
R.I.S.E Academy
2022/2023
General Fund 01-May 31, 2023

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
<u>Revenue Accounts</u>				
Local Control Funding Formula	\$ 58,232	\$ 58,232	\$ -	100.00%
Federal Revenues	\$ -	\$ -	\$ -	0.00%
Other Local-Billed to District's	\$ 56,465	\$ -	\$ 56,465	0.00%
TCOE Contributions/other funds	\$ 167,284	\$ -	\$ 167,284	0.00%
Total Revenues	\$ 281,981	\$ 58,232	\$ 223,749	20.65%
<u>Expense Accounts</u>				
Certificated Personnel Salaries	\$ 165,381	\$ 149,006	\$ 16,375	90.10%
Classified Personnel Salaries	\$ 27,383	\$ 25,670	\$ 1,713	93.74%
Employee Benefits	\$ 69,601	\$ 63,625	\$ 5,976	91.41%
Books & Supplies	\$ 4,500	\$ 2,710	\$ 1,790	60.22%
Services & Other Operating Srv	\$ 8,002	\$ 7,093	\$ 909	88.64%
Capitla Outlay	\$ -	\$ -	\$ -	0.00%
Spec Ed, Excess Costs	\$ 6,660	\$ 6,660	\$ -	100.00%
Total Expenses	\$ 281,527	\$ 254,764	\$ 26,763	90.49%
Budget for Rev/Exp	\$ 454			
Year to date Revenue Vs Expenses:		\$ (196,532)		



Trinity County Office Of Education
2022/2023
General Fund 01- May 31, 2023

Beginning Balance \$ 2,214,769

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
Revenue Accounts				
Local Control Funding Formula	\$ 4,216,212	\$ 3,310,637	\$ 905,575	78.52%
Federal Revenues	\$ 572,701	\$ 222,149	\$ 350,552	38.79%
Other State	\$ 3,643,992	\$ 2,430,982	\$ 1,213,010	66.71%
Other Local	\$ 1,422,343	\$ 1,114,350	\$ 307,993	78.35%
Total Revenues	\$ 9,855,248	\$ 7,078,118	\$ 2,777,130	71.82%

Expense Accounts				
Certificated Personnel Salaries	\$ 1,470,863	\$ 1,319,938	\$ 150,925	89.74%
Classified Personnel Salaries	\$ 2,497,890	\$ 2,271,597	\$ 226,293	90.94%
Employee Benefits	\$ 1,802,784	\$ 1,625,050	\$ 177,734	90.14%
Books & Supplies	\$ 668,740	\$ 466,735	\$ 202,005	69.79%
Services & Other Operating Srv	\$ 1,527,452	\$ 962,267	\$ 565,185	63.00%
Capitol Outlay	\$ 71,520	\$ 91,954	\$ 30,729	128.57%
Spec Ed, Excess Costs	\$ 100,285	\$ 12,300	\$ 87,985	12.27%
Pass Thru to Districts	\$ 1,337,553	\$ 816,769	\$ 520,784	61.06%
Indirect Costs	\$ (20,283)	\$ (9,524)	\$ (10,759)	46.96%
Total Expenses	\$ 9,456,804	\$ 7,557,086	\$ 1,950,881	79.91%

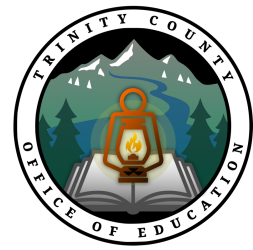
Transfers In, Retiree Ins	\$ 49,744	\$ 49,744
Transfers Out	\$ 130,985	\$ -

Budget for Rev/Exp \$ 317,203

Net Ending Balance \$ 2,531,972

Year to date Revenue Vs Expenses: \$ (429,224)

General Fund Cash Balance 5/31/2023 \$ 1,904,456



June 14, 2023

To: Tim Nordstrom, Assistant Superintendent
Cindy Blanchard, Chief Business Official

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities Projects

COUNTYWIDE

Behavioral Health Facilities Funding: **Update:** Trinity County Behavioral Health Services has confirmed that \$ 350,000 will be available for JCESD and DCESD (for a total of \$ 700k), to support the construction / placement of a dedicated counseling room on each campus. This proposal still has to be approved by their local Mental Health Services Act steering committee (June 21 meeting) and, ultimately, the Trinity County Board of Supervisors (July 18 meeting).

Electric School Buses – Both TAUSD and STJUSD appear to be on track so far with infrastructure funding. **Update:** The only other school district currently considering an application this year (that we know of) is Burnt Ranch ESD. We'll update this information as that consideration evolves.

CAL OES Hazard Mitigation Plan Development – While we don't have notice of the award in hand, TCOE staff did respond to a related FEMA form request, which indicates forward movement and an expectation of funding soon.

Universal Pre-Kindergarten (UPK) Facilities – **Update:** LESD is in the design phase. Initial applications have been submitted for both JCESD and DCESD. DCESD is considering expanding their application to include a new construction application in addition to their retrofit application. This would qualify them for financial hardship and dramatically increase their award.

General Plan Update: **Update:** TCOE facilities analyst attended a General Plan update meeting on June 07 and will be reviewing school-based comments, corrections, and updates with Superintendent Robles for submission to the planning consultant for potential inclusion in the final draft plan.

KEY CAMPUS STATUS (RECENT AND UPCOMING MAJOR PROJECT SITES)

BURNT RANCH

- *Solar Project:* Designs are at Division of State Architect and project is moving along.
Update: We believe that designs were approved by DSA and that the project is moving forward.
- *Shade Structure:* Revised schedule was sent to district. Materials soon to be delivered and work to begin within next 30 days.
- *Versa Court:* TCOE staff and Superintendent Platt connected and the project should be able to move forward fairly expeditiously.

CHYBA (California Heritage Youth Build Academy) – **Update:** The charter has been notified of a construction award for their new campus! At the time of this report we do not have details on the amount, timing and logistics involved. TCOE's facilities fiscal analyst has offered support services to CHYBA if they can provide a scope outline of needs.

COFFEE CREEK - No major updates

DOUGLAS CITY

- *UPK Facilities Application:* **Update:** As noted above, district is considering expanding their application
- *Architect is on Board:* **Update:** The district will be considering a formal agreement with Persinger at their upcoming board meeting. Services to date have been excellent and this seems like a great match for the district as they plan for the future of the campus.
- *Shade Structure:* We're hoping for a status report from the contractor soon on this project. Burnt Ranch ESD is ahead of DCESD in the queue.

JUNCTION CITY

- *Water System Replacement* – **Update:** A funding allocation is expected for the design portion prior to June 30th.
- *Flooring Replacement* – **Update:** The district only received one bid on this project and it was exorbitant. The district will likely reject all bids and refloat the bid package in the late fall / early winter.
- *UPK Facilities Application* – **Update:** JCESD is responding to some minor clarifications from OPSC but expects their application to move towards approval.
- *Future Modernization* – Still in process with updating enrollment status, etc. Will be taking Douglas City's process and using it to inform JCESD's
- *HVAC* – Basic information is with the contractor to develop a rough estimate of proposed project. No funding source has been identified yet.

LEWISTON

- *ADA Follow up project* – **Update:** OPSC has completed their analysis and the funding item will be on the June 28th State Allocation Board agenda. TCOE is working with the district and the architect to schedule the contractor, DSA inspector and other needed participants to ensure this work can be completed this summer.
- *Facilities Master Plan* – Document is complete.
- *Universal Pre-Kindergarten* – **Update:** The design portion of this project continues to move forward. In recent weeks the district has moved towards utilizing the former Kindergarten classroom on the northwest end of the main building for TK and modifying the playground / asphalt area immediately visible from that room.
- *ESSER III / HVAC / Electrical* – Board approved contract with Persinger Architects and awaits a list of next steps.
- *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

- **HHS Fencing Project** – During late May, TCOE analyst assisted the district in soliciting bids for a fencing project at Hayfork High School. The district received three bids with one of them being within budget. We expect the project to be completed this summer.

SOUTHERN TRINITY

- *HVAC replacement (CAL Shape – California Energy Commission)* **Update:** Design funding was received and the district has re-engaged PACE engineering to start a full design process for complete HVAC system replacement at the Van Duzen campus. PACE will conduct an initial (return) site visit on Thursday, June 29.
- *Architect Recruitment, Facilities Master Planning, ESSER Projects:* **Update:** Semingson Architects was chosen to lead this process for the district. They will have their first site visit on Friday, June 30.

TRINITY ALPS

- *Main THS Campus* – **Update:** The project is substantially complete. The TAUSD is diligently working through punch list items with each contractor. Great to see the kids back in the classrooms and this marathon finally nearing the actual finish line.

TRINITY CENTER – **Update:** District did apply for TK funding and is working with Semingson architects.

TRINITY COUNTY OFFICE OF EDUCATION

- *ADA Analysis and Design:* TCOE Facility committee met on March 13th and discussed the initial designs provided by Semingson along with how to prioritize future projects.
- *Lease agreement with County of Trinity:* **Update:** Fabio Robles recently met with the Trent Tuthill, the new County CAO, and will continue to connect with him regarding our lease and other potential facilities options.

2023/2024
BUDGET ADOPTION
TRINITY COUNTY OFFICE OF EDUCATION

Trinity County Office of Education
2023/2024 Budget Adoption

Unrestrircted Restricted Total Budget

Beginning Balance	\$ 2,441,992	\$ 1,231,569	\$ 3,673,561
Revenues			
LCFF	\$ 4,142,191	\$ 3,369	\$ 4,145,560
Federal	\$ -	\$ 687,047	\$ 687,047
Other State	\$ 1,101	\$ 2,557,774	\$ 2,558,875
Other Local	\$ 931,202	\$ 402,069	\$ 1,333,271
Contributions	\$ (984,756)	\$ 984,756	\$ -
Total	\$ 4,089,738	\$ 4,635,015	\$ 8,724,753
Expenditures			
Certificated	\$ 491,095	\$ 969,208	\$ 1,460,303
Classified	\$ 1,401,820	\$ 1,011,047	\$ 2,412,867
Benefits	\$ 802,796	\$ 901,114	\$ 1,703,910
Supplies	\$ 168,950	\$ 101,248	\$ 270,198
Services, Other	\$ 1,177,397	\$ 620,992	\$ 1,798,389
Capital Outlay	\$ 85,000	\$ -	\$ 85,000
Pass thru Rev to Distirct's	\$ 160,000	\$ 1,263,900	\$ 1,423,900
Indirect Costs	\$ (294,501)	\$ 250,290	\$ (44,211)
Total	\$ 3,992,557	\$ 5,117,799	\$ 9,110,356
Transfers In, Retiree Ins	\$ 49,744	\$ -	\$ 49,744
Transfers Out	\$ 130,985	\$ -	\$ 130,985
Ending Fund Balance	\$ 2,457,932	\$ 748,785	\$ 3,206,717
Net Change in Fund Balance	\$ 15,940	\$ (482,784)	\$ (466,844)

Trinity County Office of Education

2023/2024 Budget Adoption

2022/2023	2023/2024
Current Budget	Budget Adoption

Beginning Balance	\$ 2,195,725	\$ 2,512,928
Revenues		
LCFF	\$ 4,216,212	\$ 4,145,560
Federal	\$ 572,701	\$ 687,047
Other State	\$ 3,643,992	\$ 2,558,875
Other Local	\$ 1,422,343	\$ 1,333,271
Total	\$ 9,855,248	\$ 8,724,753
Expenditures		
Certificated	\$ 1,470,863	\$ 1,460,303
Classified	\$ 2,497,890	\$ 2,412,867
Benefits	\$ 1,802,784	\$ 1,703,910
Supplies	\$ 668,740	\$ 270,198
Services, Other	\$ 1,527,452	\$ 1,798,389
Capital Outlay	\$ 71,520	\$ 85,000
Pass thru Rev to Distirct's	\$ 1,437,838	\$ 1,423,900
Indirect Costs	\$ (20,283)	\$ (44,211)
Total	\$ 9,456,804	\$ 9,110,356
Transfers In, Retiree Ins	\$ 49,744	\$ 49,744
Transfers Out	\$ 130,985	\$ 130,985
Ending Fund Balance	\$ 2,512,928	\$ 2,046,084
Net Change in Fund Balance	\$ 317,203	\$ (466,844)

**Trinity County Office of Education
2023/2024 Budget Adoption, Narrative**

Budget Assumptions

The budget is a document that reflects the District's plans and priorities for the upcoming fiscal year and the following two fiscal years. Twice a year we make budget updates.

One thing to note in this budget is several one-time funding sources. These interim budget reports are a snapshot in time of revenue and expenditure forecasts, which are subject to constant change. Budgets are constantly being revised to respond to decisions made at the state and federal levels, as well as the expenditure needs of the district. It is important to remember that this budget is based on the Governor's May revision projections. The State will be adopting their budget after we adopt ours, if we have significant changes we will be bringing them to the board within 45 days of the state's budget adoption.

The state's COLA proposal is 8.22% for the 2023/2024 fiscal year, we have used 8.13% on the LCFF

**SSC School District and Charter School Financial Projection Dashboard
2023-24 May Revision**

This version of School Services of California Inc. (SSC) Financial Projection Dashboard is based on the Governor's 2023-24 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2022-23	2023-24 ¹	2024-25	2025-26	2026-27
Department of Finance Statutory COLA	6.56%	8.22%	3.94%	3.29%	3.19%
Planning COLA	6.56%	8.22%	3.94%	3.29%	3.19%

I. Enrollment & Average Daily Attendance, (ADA)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
(4) ATTENDANCE DATA						
(a) OPERATING GRANT AVERAGE DAILY ATTENDANCE (ADA) - SCHOOL DISTRICTS AND CHARTER SCHOOLS [EC 2574(a)(3)(e)]						
District Funded County Programs	8.15	9.65	4.10	-	-	-
School District	1,397.63	1,347.44	1,338.03	1,439.52	1,339.00	1,328.50
Supplement School District	-	-	-			
Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer	-	-	-			
Basic Aid Open Enrollment	-	-	-			
Charter School	-	-	-			
Charter School - All Charter District	-	-	-			
Charter Funded County Programs	55.54	53.19	51.68	53.00	53.00	53.00
COE Charter School	7.32	6.99	8.74	7.00	7.50	7.60
TOTAL Operations Grant ADA	1,468.64	1,417.27	1,402.55	1,499.52	1,399.50	1,389.10
(b) ALTERNATIVE EDUCATION GRANT AVERAGE DAILY ATTENDANCE (ADA)						
County funded Non-Juvenile Court ADA	2.76	4.38	6.280	-	-	-
Charter School County Funded Non-Juvenile Court ADA	7.32	6.99	8.74	3.50	3.50	3.50
Total County Funded Non-Juvenile Court ADA	10.08	11.37	15.02	3.50	3.50	3.50

II. GENERAL FUND (SACS Form 011)

REVENUES

LCFF Sources (Objects 8000-8199)

The Local Control Funding Formula (LCFF) represents 47.25% of the district's overall funding for 2023/24. LCFF is made up of local Property Taxes, State Funding and EPA funds. Per School Services and BASC, a 8.22% COLA is projected for 2023/2024, we are using 8.13% for LCFF and state funds.

LCFF Sources	Unrestricted	Restricted	Total
State Aid	\$ 3,844,936	\$ -	\$ 3,844,936
Education Protection Account (EPA)	\$ 700	\$ -	\$ 700
Special Education; Local Property Taxes	\$ 296,555	\$ 3,369	\$ 299,924
	\$ 4,142,191	\$ 3,369	\$ 4,145,560

Federal Revenues (Objects 8100-8299)

Federal Revenues	Unrestricted	Restricted	Total
CalHope	\$ -	\$ 463,240	\$ 463,240
CalHope, Pass thru to Distircts	\$ -	\$ 50,000	\$ 50,000
IDEA Spec Education	\$ -	\$ 42,126	\$ 42,126
Spec Ed Preschool Grant	\$ -	\$ 21,556	\$ 21,556
Comprehensive Support & Imp	\$ -	\$ 20,747	\$ 20,747
IDEA Mental Health	\$ -	\$ 34,615	\$ 34,615
Spec Ed Early Intervention	\$ -	\$ 15,554	\$ 15,554
Spec Ed Alt Dispute	\$ -	\$ 14,922	\$ 14,922
Homeless, Pass thru to Distircts	\$ -	\$ 10,110	\$ 10,110
REAP	\$ -	\$ 13,589	\$ 13,589
Title II, Teacher Prof Dev	\$ -	\$ 588	\$ 588
	\$ -	\$ 687,047	\$ 687,047

State Revenues (Objects 8300-8599)

Lottery revenue estimates are: unrestricted \$170 per ADA, restricted \$67 per ADA

Noted below are funds that we expect to receive during the 2023/2024 fiscal year. Part of our beginning balance is the Arts, Music, Insturction and Materials Block grant and the Learning Recovery Block Grant

Both funds were received during the prior fiscal year, we want to note that the funding allocation of these funds

has been reduced also shown later in this narrative.

State Revenues	Unrestricted	Restricted	Total
American Indian Ed	\$ -	\$ 53,583	\$ 53,583
Workability	\$ -	\$ 51,045	\$ 51,045
After School Program, Pass thru to districts	\$ -	\$ 874,760	\$ 874,760
MTSS	\$ -	\$ 46,742	\$ 46,742
MHSSA	\$ -	\$ 638,227	\$ 638,227
Foster Youth	\$ -	\$ 163,723	\$ 163,723
Foster Youth AB130	\$ -	\$ 59,386	\$ 59,386
TUPE	\$ -	\$ 91,000	\$ 91,000
Classified Staff Summer Pay	\$ -	\$ 3,280	\$ 3,280
Special Ed funding	\$ -	\$ 55,190	\$ 55,190
Special Ed Mental Health, returned from disti	\$ -	\$ 163,723	\$ 163,723
Spec Ed Mental Health	\$ -	\$ 104,755	\$ 104,755
Community Planning Grant	\$ -	\$ 96,805	\$ 96,805
On-Behalf STRS (this is not an actual revenue)	\$ -	\$ 95,667	\$ 95,667
Special Ed Early Intervention	\$ -	\$ 58,787	\$ 58,787
Other State Revenue	\$ 1,101	\$ -	\$ 1,101
	\$ 1,101	\$ 2,556,673	\$ 2,557,774

Local Revenues (Objects 8600-8799)

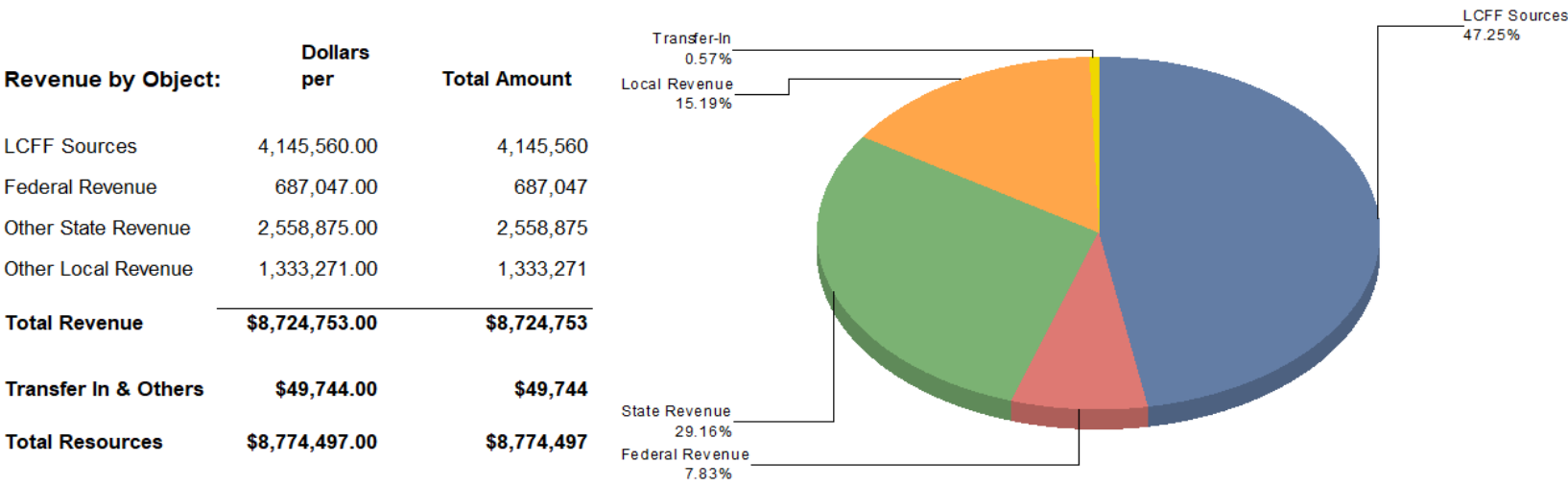
Local Revenues are composed of interest, ticket sales, Indian Ed, contributions to restricted funds

Local Revenues	Unrestricted	Restricted	Total
School Readiness, 80% pass on to distircts		\$ 160,146	\$ 160,146
PEI grant		\$ 136,000	\$ 136,000
ASES TCOE staffing		\$ 51,921	\$ 51,921
Learning Account Grant		\$ 30,000	\$ 30,000
LEA BOP		\$ 15,000	\$ 15,000
Title IV	\$ -	\$ 9,002	\$ 9,002
Trinity Smiles, Dental Grant	\$ 60,000		\$ 60,000
Spec Ed Billback to Distircts,	\$ 669,430		\$ 669,430
Interest	\$ 801		\$ 801
CHYBA staff member	\$ 101,101		\$ 101,101
Misc Revenue, District Busienss Srv	\$ 99,870		\$ 99,870
	\$ 931,202	\$ 402,069	\$ 1,333,271

Learning Recovery Emergency Block Grant					
Fiscal Year 2022-23					
County Name	Local Educational Agency Name	ADA x UPP	Allocation	Proposed Reduction	Proposed New Allocation
Trinity	Trinity Co. Office of Education	8.70	\$ 20,846	\$ (6,595.67)	\$ 14,250.33
	California Heritage Youthbuild				
Trinity	Academy II	47.92	\$ 114,820	\$ (36,329.05)	\$ 78,490.95
Trinity	Burnt Ranch Elementary	46.10	\$ 110,459	\$ (34,949.23)	\$ 75,509.77
Trinity	Coffee Creek Elementary	4.65	\$ 11,142	\$ (3,525.33)	\$ 7,616.67
Trinity	Douglas City Elementary	71.86	\$ 172,183	\$ (54,478.70)	\$ 117,704.30
Trinity	Junction City Elementary	47.74	\$ 114,389	\$ (36,192.68)	\$ 78,196.32
Trinity	Lewiston Elementary	42.56	\$ 101,977	\$ (32,265.52)	\$ 69,711.48
Trinity	Trinity Center Elementary	4.04	\$ 9,680	\$ (3,062.75)	\$ 6,617.25
Trinity	Southern Trinity Joint Unified	53.18	\$ 127,424	\$ (40,316.95)	\$ 87,107.05
Trinity	Mountain Valley Unified	230.06	\$ 551,243	\$ (174,413.29)	\$ 376,829.71
Trinity	Trinity Alps Unified	352.93	\$ 845,649	\$ (267,563.34)	\$ 578,085.66
			\$ 2,179,812	\$ (689,692.52)	\$ 1,490,119.48
Proposed reduction of approx 32%					
Total reduciton of \$689,692.52 in Trinity County					

Arts, Music, and Instructional Materials Discretionary Block Grant					
Fiscal Year 2022-23					
	County Name	Local Educational Agency Name	2021-22 P-2 ADA	Allocation	Proposed New allocation
1	Trinity	Trinity Co. Office of Education	12.10	\$ 8,060.00	\$ 4,030.00
		California Heritage Youthbuild			
2	Trinity	Academy II	57.70	\$ 38,433.00	\$ 19,216.50
3	Trinity	Burnt Ranch Elementary	62.04	\$ 41,323.00	\$ 20,661.50
4	Trinity	Coffee Creek Elementary	9.30	\$ 6,195.00	\$ 3,097.50
5	Trinity	Douglas City Elementary	154.05	\$ 102,609.00	\$ 51,304.50
6	Trinity	Junction City Elementary	67.15	\$ 44,727.00	\$ 22,363.50
7	Trinity	Lewiston Elementary	55.00	\$ 36,634.00	\$ 18,317.00
8	Trinity	Trinity Center Elementary	8.46	\$ 5,635.00	\$ 2,817.50
9	Trinity	Southern Trinity Joint Unified	81.31	\$ 54,159.00	\$ 27,079.50
0	Trinity	Mountain Valley Unified	279.84	\$ 186,395.00	\$ 93,197.50
1	Trinity	Trinity Alps Unified	581.91	\$ 387,596.00	\$193,798.00
2	Proposed reduction of approx 50%				\$455,883.00
3	Total Reduction of \$455,883 in Trinity County				
4					

Total Revenue Summary
(as % of Total Revenue)



EXPENDITURES

Status of Labor Agreements: Salaries are settled for 2023/2024, with a 5.05% COLA to salaries and insurance.

Certificated/Classified Salaries (Objects 1000-2999)
Certificated and Classified Salaries account for 49.18% of our expenditures. This does not includes benefits, just salaries.

Benefits (Objects 3000-3999)
STRS rate is 19.1% and PERS 26.68%, as projected at budget adoption. PERS is an increase from prior year of 1.31%
Health & Welfare is capped. Workers Compensation is at 1.51%.

Books and Supplies/Services (Objects 4000-5999)
Several costs this year have been covered with the one time revenues from federal and state COVID relief and learning recovery/expansion funds.

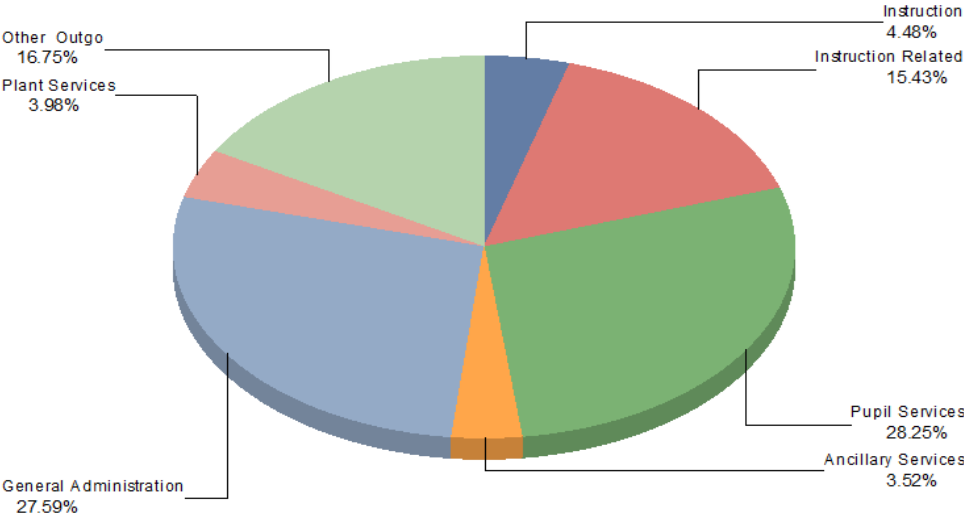
Capital Outlay (Objects 6000-6999)
The Capital Outlay budget has the purchase of two RAV4's for staff usage.

Other Outgo (Objects 7100-7299 and 7400-7499)
Special Education Billback to TCOE Services.

Direct / Indirect Costs (Objects 7300-7399)
The District is charging out Indirect Costs to programs that allow such charges. The indirect rate for 2022/23 is 9.3%

Total Expenditure by Function Summary
(as % of Total Expenditure)

Expenditure by Function:	Dollars per ADA	Total Amount
Instruction	415.982.00	415.982
Instruction Related Services	1.431.975.00	1.431.975
Pupil Services	2.622.316.00	2.622.316
Ancillary Services	327.134.00	327.134
Community Services	0.00	0
Enterprise	0.00	0
General Administration*	2.560.686.00	2.560.686
Plant Services	369.296.00	369.296
Other Outgo	1.554.885.00	1.554.885
Total	\$9,282,274.00	\$9,282,274



* General Administration Expenditure Breakdown:		
Board and Supt. Administration	395,441.00	395,441
Other General Administration	2,020,371.00	2,020,371
Centralized Data Processing	144,874.00	144,874

OTHER FINANCING SOURCES/USES

Transfers In (Objects 8900-8929)

We have in our budget funds transferred in to general fund to cover our current year retiree insurance.

Transfers Out (Objects 7600-7629)

Our current fiscal year has a transfer out of general fund to cover upcoming retiree insurance.

III. MULTI-YEAR PROJECTIONS (MYP)

MYP's assist in providing budget information on how decisions made today impact the budget in the out years. It is difficult to predict with any kind of certainty what the budget will look like in the future, but reasonable assumptions are made by utilizing information from multiple sources such as: School Services of California, Business and Administration Steering Committee Common Message, current trends, and historical data. It is important to remember that projections are only estimates based on the most current information available at a point in time.

MULTI-YEAR ADA & ENROLLMENT PROJECTIONS

Our ADA is estimated by our district's at each budget and interim report.

Our District's average daily attendance for 2022/2023 period 2 attendance is shown below.

	<u>TK/K-3</u>	<u>4-6</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
Burnt Ranch	35.68	30.46	18.94	0	85.08
Coffee Creek	6.13	0	0.78	0	6.91
Douglas City	63.93	55.32	36.06	0	155.31
Junction City	24.73	22.5	13.32	0	60.55
Lewiston Elm	35.58	12.72	14.74	0	63.04
Trinity Center	2.99	5	2.44	0	10.43
TCOE-Prob/Expel	0.36	1.34	2.6	3.47	7.77
MVUSD	111.08	67.87	39.37	84.51	302.83
STJUS	27.89	16.42	8.22	22.9	75.43
TAUSD	137.01	99.69	67.69	311.5	615.89
CHYBA	0	0	0	56.28	56.28
Total	445.38	311.32	204.16	478.66	1439.52

MYP REVENUES

LCFF Sources: COLA is noted at 8.13% for 2023/2024, 3.94% for 2024/2025 & 3.19% for 2026/2027

MYP GENERAL FUND BALANCE

At this time the MYPs show that TCOE will be able to meet its financial obligations and reserve for the current and two projected future years.

IV. CASH FLOW

A budget is the estimated revenues and expenditures for a year. Cash flow is what is actually received and spent. Cash management is essential in order to have an accurate picture of the District's financial stability. Reserves & beginning balance are critical in order to meet cash flow needs when revenues are less than expenditures. Additional federal and state one-time funds are helping our cash flow.

V. RECOMMENDATION

Positive Certification

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

District: Trinity County Office of Education

Adopted Budget

2023/2024

Balances Above Minimum Reserve Requirements

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

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

Combined Assigned and Unassigned/unappropriated Fund Balances

Objects 9780/9789/9790

Form	Fund	2023/2024
01	General Fund/County School Service Fund	\$ 3,164,027
17	Special Reserve Fund for Other Than Capital Outlay Projects	2,107,721
Total Assigned and Unassigned Ending Fund Balances		\$5,271,748
District State Minimum Standard Reserve Level		4%
Less District Minimum Reserve for Economic Uncertainties		\$ 369,654
Remaining Balance to Substantiate Need		\$4,902,094

Reasons for Fund Balances Above the Minimum Reserve for Economic Uncertainties

Form	Fund	Description of Need	2023/2024
01/17	General Fund/Spec Res Funds	Assigned-Revolving cash fund	\$ 1,000,000
01/17	General Fund/Spec Res Funds	Assigned- Restricted resources	\$ 1,231,569
01/17	General Fund/Spec Res Funds	Assigned- Technology upgrades	\$ 805,000
01/17	General Fund/Spec Res Funds	Assigned-Fleet Replacement	\$ 250,000
01/17	General Fund/Spec Res Funds	Assigned-facility and grounds improvements	\$ 250,000
01/17	General Fund/Spec Res Funds	Assigned-Board goal 4% above the 3% required	\$ 1,015,525
01/17	General Fund/Spec Res Funds	Assigned-Contingency	\$ 350,000
Total of Substantiated Needs			\$ 4,902,094

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

- A. STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	County Operations Grant ADA
3.0%	0 to 6,999
2.0%	7,000 to 59,999
1.0%	60,000 and over

County Office ADA (Form A, Estimated Funded ADA column, Line B5):

1,338

County Office County Operations Grant ADA Standard Percentage Level:

3.00%

1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.

Fiscal Year	County Operations Grant Funded ADA		ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
	Original Budget (Form A, Line B5)	Estimated/Unaudited Actuals		
Third Prior Year (2020-21)	1,499.38	1,472.06	1.82%	Met
Second Prior Year (2021-22)	1,440.56	1,364.18	5.30%	Not Met
First Prior Year (2022-23)	1,366.76	1366.76	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

The data cell for 2022/2023 is not open for input, if we were able to input data it would be: 1366.88 which would be in target. Fiscal year 2021/2022 was off by 76.38 ADA in the estimates, estimates could be off due to COVID related attendance.

- 1b. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

1. **CRITERION: Average Daily Attendance (continued)**

- B. **STANDARD:** Projected ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2020-21)	10.08	8.07	1,472.06	54.43
Second Prior Year (2021-22)	6.85	4.38	1,364.18	0.00
First Prior Year (2022-23)	10.50	10.00	1,366.76	60.60
Historical Average:	9.14	7.48	1,401.00	38.34

County Office's County Operated Programs ADA Standard:

Budget Year (2023-24)

(historical average plus 2%):

1st Subsequent Year (2024-25)

(historical average plus 4%):

2nd Subsequent Year (2025-26)

(historical average plus 6%):

	9.33	7.63	1,429.02	39.11
	9.51	7.78	1,457.04	39.88
	9.69	7.93	1,485.06	40.64

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2023-24)	10.50	0.00	1,338.03	53.00
1st Subsequent Year (2024-25)	10.50	0.00		53.00
2nd Subsequent Year (2025-26)	10.50	0.00		53.00
Status:	Not Met	Met	Not Met	Not Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

We have removed the ADA for our RISE students at this time. The ADA for CHYBA students can greatly fluctuate from year to year.

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's gap funding or its cost-of-living adjustment (COLA)¹ plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

¹ County offices that are already at or above their LCFF target funding level receive no gap funding. These county offices have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Due to the full implementation of LCFF, gap funding is no longer applicable. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target

If status is at target, then COLA amount in Step 2b2 is used in Step 2c in Sections II and III.

Hold Harmless

If status is hold harmless, then amount in Step 2c is zero in Sections II and III.

Status: At Target

		Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
I. LCFF Funding					
a.	COE funded at Target LCFF				
a1.	County Operations Grant	3,834,624.00	4,156,961.00	4,292,816.00	4,433,694.00
a2.	Alternative Education Grant	207,020.00	52,162.00	54,009.00	55,796.00
b.	COE funded at Hold Harmless LCFF	N/A	N/A	N/A	N/A
b1.	County Operations Grant (informational only)	N/A	N/A	N/A	N/A
b2.	Alternative Education Grant (informational only)	N/A	N/A	N/A	N/A
c.	Charter Funded County Program				
c1.	LCFF Entitlement	561,658.00	577,563.00	580,810.00	438,145.00
d.	Total LCFF (Sum of a or b, and c)	4,603,302.00	4,786,686.00	4,927,635.00	4,927,635.00

II. County Operations Grant

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	1,366.76	1,338.03	0.00	0.00
b.	Prior Year ADA (Funded)		1,366.76	1,338.03	0.00
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		(28.73)	(1,338.03)	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		-2.10%	-100.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	3,834,624.00	4,156,961.00	4,292,816.00
b1.	COLA percentage	8.1%	3.5%	3.3%
b2.	COLA amount (proxy for purposes of this criterion)	311,754.93	147,156.42	141,662.93
c.	Total Change (Step 2b2)	311,754.93	147,156.42	141,662.93
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	8.13%	3.54%	3.30%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	6.03%	-96.46%	3.30%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	86.84%	87.12%	89.98%
c.	Weighted Percent change (Step 3a x Step 3b)	5.23%	-84.04%	2.97%

III. Alternative Education Grant

Step 1 - Change in Population	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	10.50	10.50	10.50
b.	Prior Year ADA (Funded)	10.50	10.50	10.50
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	207,020.00	52,162.00	54,009.00
b1.	COLA percentage (Section II-Step 2b1)	8.13%	3.54%	3.30%
b2.	COLA amount (proxy for purposes of this criterion)	16,830.73	1,846.53	1,782.30
c.	Total Change (Step 2b2)	16,830.73	1,846.53	1,782.30
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	8.13%	3.54%	3.30%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	8.13%	3.54%	3.30%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	1.09%	1.10%	1.13%
c.	Weighted Percent change (Step 3a x Step 3b)	0.09%	0.04%	0.04%

IV. Charter Funded County Program

Step 1 - Change in Population	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a.	ADA (Funded) (Form A, line C3f)	0.00	0	
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	561,658.00	577,563.00	580,810.00
b1.	COLA percentage			
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	12.07%	11.79%	8.89%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a.	Total weighted percent change (Step 3c in sections II, III and IV)	5.32%	-84.00%	3.01%
LCFF Revenue Standard (line V-a, plus/minus 1%):		4.32% to 6.32%	-85.00% to -83.00%	2.01% to 4.01%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected local property taxes (Form 01, Objects 8021 - 8089)	896,843.00	686,030.00	686,030.00	686,030.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	4,657,338.00	4,786,686.00	4,927,635.00	5,005,717.00
County Office's Projected Change in LCFF Revenue:		2.78%	2.94%	1.58%
Standard:		4.32% to 6.32%	-85.00% to -83.00%	2.01% to 4.01%
Status:		Not Met	Not Met	Not Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation
(required if NOT met)

Our status of not met is from the increased COLA, we are budgeting 8.13% COLA in the 2023/2024 budget. This will be compounded in the two subsequent years. Greatly exceeding any normal COLA standard.

3. **CRITERION: Salaries and Benefits**

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. County Office's Change in Funding Level (Criterion 2C):	2.78%	2.94%	1.58%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-2.22% to 7.78%	-2.06% to 7.94%	-3.42% to 6.58%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000- 3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2022-23)	5,771,537.00		
Budget Year (2023-24)	5,577,080.00	(3.37%)	Not Met
1st Subsequent Year (2024-25)	5,799,825.00	3.99%	Met
2nd Subsequent Year (2025-26)	6,034,232.00	4.04%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of salary and benefit costs to total expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:

(required if NOT met)

Our 23/24 fiscal year has a reduction in salaries and benefits due to the closure of RISE Academy.

4. **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. County Office's Change in Funding Level (Criterion 2C):	2.78%	2.94%	1.58%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-7.22% to 12.78%	-7.06% to 12.94%	-8.42% to 11.58%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.22% to 7.78%	-2.06% to 7.94%	-3.42% to 6.58%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	572,701.00		
Budget Year (2023-24)	687,047.00	19.97%	Yes
1st Subsequent Year (2024-25)	620,200.00	-9.73%	Yes
2nd Subsequent Year (2025-26)	665,200.00	7.26%	Yes

Explanation:
(required if Yes)

We have received several one-time federal funds including Special Education dispute dollars, training funding, and COVID funds. At the same time we are increasing the CalHope funds, this has created the variance in these funds.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2022-23)	3,643,992.00		
Budget Year (2023-24)	2,558,875.00	-29.78%	Yes
1st Subsequent Year (2024-25)	2,361,850.00	-7.70%	Yes
2nd Subsequent Year (2025-26)	2,951,251.00	24.96%	Yes

Explanation:
(required if Yes)

Our reduction in state funds is due to the reduction of several one-time funds for COVID and the funds that were generated for our RISE Academy students.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2022-23)	1,422,343.00		
Budget Year (2023-24)	1,333,271.00	-6.26%	Yes
1st Subsequent Year (2024-25)	1,150,250.00	-13.73%	Yes
2nd Subsequent Year (2025-26)	1,226,150.00	6.60%	Yes

Explanation:
(required if Yes)

Local revenue is reduced with less charge outs to our districts and the loss of student generated revenue for RISE Academy.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	668,740.00		
Budget Year (2023-24)	270,198.00	-59.60%	Yes
1st Subsequent Year (2024-25)	348,000.00	28.79%	Yes
2nd Subsequent Year (2025-26)	338,950.00	-2.60%	No

Explanation:

(required if Yes)

During the 2022/2023 fiscal year we had a large furniture purchase, using COVID funds. In the future years our spending will back to a more regular base, also the loss of RISE Academy reduced our books and supplies costs.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	1,527,452.00		
Budget Year (2023-24)	1,798,389.00	17.74%	Yes
1st Subsequent Year (2024-25)	1,543,151.00	-14.19%	Yes
2nd Subsequent Year (2025-26)	1,578,677.00	2.30%	No

Explanation:

(required if Yes)

We are projecting an increase in our services and other operating with the Mini Grants in full swing at our Distirct's.

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2022-23)	5,639,036.00		
Budget Year (2023-24)	4,579,193.00	-18.79%	Not Met
1st Subsequent Year (2024-25)	4,132,300.00	-9.76%	Not Met
2nd Subsequent Year (2025-26)	4,842,601.00	17.19%	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2022-23)	2,196,192.00		
Budget Year (2023-24)	2,068,587.00	-5.81%	Met
1st Subsequent Year (2024-25)	1,891,151.00	-8.58%	Not Met
2nd Subsequent Year (2025-26)	1,917,627.00	1.40%	Met

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4B above and will also display in the explanation box below.

Explanation:

Federal Revenue

(linked from 4B

if NOT met)

We have received several one-time federal funds including Special Education dispute dollars, training funding, and COVID funds. At the same time we are increasing the CalHope funds, this has created the variance in these funds.

Explanation:
Other State Revenue
(linked from 4B
if NOT met)

Our reduction in state funds is due to the reduction of several one-time funds for COVID and the funds that were generated for our RISE Academy students.

Explanation:
Other Local Revenue
(linked from 4B
if NOT met)

Local revenue is reduced with less charge outs to our districts and the loss of student generated revenue for RISE Academy.

- 1b. STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

Explanation:
Books and Supplies
(linked from 4B
if NOT met)

During the 2022/2023 fiscal year we had a large furniture purchase, using COVID funds. In the future years our spending will back to a more regular base, also the loss of RISE Academy reduced our books and supplies costs.

Explanation:
Services and Other Exps
(linked from 4B
if NOT met)

We are projecting an increase in our services and other operating with the Mini Grants in full swing at our Distirct's.

5. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	4,123,542.00	123,706.26	0.00	Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Explanation: (required if NOT met and Other is marked)	☒	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
	☐	Other (explanation must be provided)

6. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. County Office's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	550,418.00	851,572.22	823,115.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,004,297.61	682,167.10	790,589.68
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,554,715.61	1,533,739.32	1,613,704.68
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	5,684,423.74	7,087,225.04	9,587,789.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	1,562,576.61	1,572,281.14	1,914,987.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,247,000.35	8,659,506.18	11,502,776.00
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	21.50%	17.70%	14.00%
County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	7.20%	5.90%	4.70%

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	85,077.62	2,769,499.73	N/A	Met
Second Prior Year (2021-22)	(29,155.51)	3,040,456.65	1.00%	Met
First Prior Year (2022-23)	313,397.00	3,822,756.00	N/A	Met
Budget Year (2023-24) (Information only)	15,940.00	4,123,542.00		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

7. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹		County Office Total Expenditures and Other Financing Uses ²
1.7%	0	to \$7,072,999
1.3%	\$7,073,000	to \$17,684,999
1.0%	\$17,685,000	to \$79,581,000
0.7%	\$79,581,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus
SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

9,284,031.00

County Office's Fund Balance Standard Percentage Level:

1.30%

7A. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223):

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1,925,084.00	1,925,000.00	1,925,000.00

7B. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2020-21)	923,324.00	923,324.28	N/A	Met
Second Prior Year (2021-22)	1,007,901.00	1,007,901.90	N/A	Met
First Prior Year (2022-23)	943,147.00	967,962.00	N/A	Met
Budget Year (2023-24) (Information only)	2,441,992.00			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7C. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

--

8. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$80,000 (greater of)	0	to \$7,072,999
4% or \$354,000 (greater of)	\$7,073,000	to \$17,684,999
3% or \$707,000 (greater of)	\$17,685,000	to \$79,581,000
2% or \$2,387,000 (greater of)	\$79,581,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	9,284,031.00	8,699,876.00	8,945,989.00
County Office's Reserve Standard Percentage Level:	4.00%	4.00%	4.00%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	9,284,031.00	8,699,876.00	8,945,989.00
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	1,925,084.00	1,925,000.00	1,925,000.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	9,284,031.00	8,699,876.00	8,945,989.00
4. Reserve Standard Percentage Level	4.00%	4.00%	4.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	371,361.24	347,995.04	357,839.56
6. Reserve Standard - by Amount (From percentage level chart above)	354,000.00	354,000.00	354,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	371,361.24	354,000.00	357,839.56

8B. Calculating the County Office's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	400,000.00	400,000.00	400,000.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,687,924.00	2,088,898.00	2,320,154.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(53,741.00)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	554,481.00	450,000.00	554,481.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	230,230.00	0.00	0.00
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	2,818,894.00	2,938,898.00	3,274,635.00
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	30.36%	33.78%	36.60%
County Office's Reserve Standard (Section 8A, Line 7):	371,361.24	354,000.00	357,839.56
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

Yes

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

Our county is reliant on Forest Reserves funds. The loss of these funds to our County will be severe.

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20, 000
to +\$20, 000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(1,022,452.00)			
Budget Year (2023-24)	(984,756.00)	(37,696.00)	(3.7%)	Met
1st Subsequent Year (2024-25)	(628,783.00)	(355,973.00)	(36.1%)	Not Met
2nd Subsequent Year (2025-26)	(632,000.00)	3,217.00	.5%	Met

1b. Transfers In, County School Service Fund *				
First Prior Year (2022-23)	49,744.00			
Budget Year (2023-24)	49,744.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	40,000.00	(9,744.00)	(19.6%)	Met
2nd Subsequent Year (2025-26)	38,500.00	(1,500.00)	(3.8%)	Met

1c. Transfers Out, County School Service Fund *				
First Prior Year (2022-23)	130,985.00			
Budget Year (2023-24)	130,985.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	95,000.00	(35,985.00)	(27.5%)	Not Met
2nd Subsequent Year (2025-26)	85,000.00	(10,000.00)	(10.5%)	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted county school service fund to restricted county school service fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the county office's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

The reduction of contributions in the 2nd subsequent year is due to the reduction in Special Education billback.

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

We are projecting to reduce the contribution to our retiree medical benefits at this time.

- 1d. NO - There are no capital projects that may impact the county school service fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?

(If No, skip item 2 and sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	N/A	Funding Based on payroll accounts		37,923

Other Long-term Commitments (do not include OPEB):

TOTAL:				37,923

Type of Commitment (continued)	Prior Year (2022-23) Annual Payment (P & I)	Budget Year (2023-24) Annual Payment (P & I)	1st Subsequent Year (2024-25) Annual Payment (P & I)	2nd Subsequent Year (2025-26) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2022-23)?	No	No	No	No

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. NO - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase
in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the county office's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund

Self-Insurance Fund

Government Fund

0

0

4. OPEB Liabilities

a. Total OPEB liability

193,800.00

b. OPEB plan(s) fiduciary net position (if applicable)

193,800.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

0.00

d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Dec 01, 2021

5. OPEB Contributions

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

10,767.00

10,767.00

10,767.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

29,526.00

5,000.00

5,000.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

27,026.00

2,640.00

2,640.00

d. Number of retirees receiving OPEB benefits

4.00

1.00

1.00

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1	Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"	No									
2	Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:										
3.	Self-Insurance Liabilities	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">a. Accrued liability for self-insurance programs</td> <td style="width: 50%; text-align: center;"> </td> </tr> <tr> <td>b. Unfunded liability for self-insurance programs</td> <td style="text-align: center;"> </td> </tr> </table>	a. Accrued liability for self-insurance programs		b. Unfunded liability for self-insurance programs						
a. Accrued liability for self-insurance programs											
b. Unfunded liability for self-insurance programs											
4.	Self-Insurance Contributions	<table border="0" style="width: 100%;"> <tr> <th style="width: 33.33%; text-align: center;">Budget Year (2023-24)</th> <th style="width: 33.33%; text-align: center;">1st Subsequent Year (2024-25)</th> <th style="width: 33.33%; text-align: center;">2nd Subsequent Year (2025-26)</th> </tr> <tr> <td>a. Required contribution (funding) for self-insurance programs</td> <td></td> <td></td> </tr> <tr> <td>b. Amount contributed (funded) for self-insurance programs</td> <td></td> <td></td> </tr> </table>	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	a. Required contribution (funding) for self-insurance programs			b. Amount contributed (funded) for self-insurance programs		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)									
a. Required contribution (funding) for self-insurance programs											
b. Amount contributed (funded) for self-insurance programs											

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	8.20	7.20	7.20	7.20

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End
Date:

4. Salary settlement:

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

--

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

6. Amount included for any tentative salary schedule increases

--	--	--

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

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Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified (non-management) FTE positions	33	33	33	33

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End
Date:

4. Salary settlement:

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

6. Amount included for any tentative salary schedule increases

Classified (Non-management) Health and Welfare (H&W) Benefits

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

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Classified (Non-management) Step and Column Adjustments

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Classified (Non-management) Attrition (layoffs and retirements)

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	7.0	6.0	6.0	6.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

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Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. 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?

2. Adoption date of the LCAP or an update to the LCAP.

S10. LCAP Expenditures

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

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?

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ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	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?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	No
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
A5.	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:

(optional)

End of County Office Budget Criteria and Standards Review

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	9,587,789.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	566,807.00
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	71,520.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,287,553.00
5. Interfund Transfers Out	All	9300	7600-7629	130,985.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	85,329.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	591,272.00

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)				2,166,659.00
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)				6,854,323.00
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				71.10
B. Expenditures per ADA (Line I.E divided by Line II.A)				96,403.98

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.)	4,608,871.59	1,052,253.79
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)	4,608,871.59	1,052,253.79
B. Required effort (Line A.2 times 90%)	4,147,984.43	947,028.41
C. Current year expenditures (Line I.E and Line II.B)	6,854,323.00	96,403.98
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	850,624.43

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 2024-25 may be reduced by the lower of the two percentages)	MOE Met	
	0.00%	89.82%
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

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) 400,651.00
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) 5,336,360.00

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) 7.51%

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) 679,324.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 14,403.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	21,200.00
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)	18,241.19
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)	733,168.19
9. Carry-Forward Adjustment (Part IV, Line F)	15,725.02
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	748,893.21
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	763,154.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,592,594.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,710,882.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	288,811.00
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)	416,709.00
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)	1,149,921.00
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)	68,332.00
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)	224,650.81
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)	36,366.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	252,743.00
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)	7,504,162.81
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)	9.77%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	9.98%

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)	733,168.19
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	27,720.20
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 (9.93%) times Part III, Line B19); zero if negative	15,725.02
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.93%) times Part III, Line B19) or (the highest rate used to recover costs from any program (20.50%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	15,725.02
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)	15,725.02

Approved
indirect
cost rate: 9.93%

Highest
rate used
in any
program: 20.50%

Note: In one or more
resources, the rate
used is greater than
the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3183	27,464.00	2,384.00	8.68%
01	3308	5,010.00	497.00	9.92%
01	3310	56,176.00	2,306.00	4.10%
01	3315	19,938.00	1,618.00	8.12%
01	3327	28,828.00	2,996.00	10.39%
01	3385	14,149.00	1,405.00	9.93%
01	5810	284,184.00	8,857.00	3.12%
01	6500	963,008.00	92,641.00	9.62%
01	6520	53,399.00	335.00	0.63%
01	6536	21,886.00	2,173.00	9.93%
01	6546	112,909.00	3,707.00	3.28%
01	6680	42,732.00	2,465.00	5.77%
01	6685	41,069.00	2,474.00	6.02%
01	6690	15,862.00	138.00	0.87%
01	7366	155,452.00	8,271.00	5.32%
01	7368	49,798.00	2,465.00	4.95%
01	7412	68,225.00	6,775.00	9.93%
01	7413	68,225.00	6,775.00	9.93%
01	7422	30,974.00	6,349.00	20.50%
01	7810	1,020,975.00	117,523.00	11.51%
01	9010	267,455.00	2,064.00	0.77%
12	5055	54,527.00	5,415.00	9.93%
12	6057	129,590.00	12,800.00	9.88%
12	6127	39,427.00	2,068.00	5.25%

Budget, July 1
2022-23 Unaudited 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	4,042.00		1,773.00	5,815.00
2. State Lottery Revenue	8560	1,135.00		502.00	1,637.00
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)		5,177.00	0.00	2,275.00	7,452.00
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	4,099.00		1,787.00	5,886.00
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)		4,099.00	0.00	1,787.00	5,886.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	1,078.00	0.00	488.00	1,566.00
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.

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,338.03	-100.00%		0.00%	
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	4,142,191.00	3.27%	4,277,635.00	-0.51%	4,255,717.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,101.00	-9.17%	1,000.00	10.00%	1,100.00
4. Other Local Revenues	8600-8799	931,202.00	-19.97%	745,250.00	3.07%	768,150.00
5. Other Financing Sources						
a. Transfers In	8900-8929	49,744.00	-19.59%	40,000.00	-3.75%	38,500.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(984,756.00)	-36.15%	(628,783.00)	0.51%	(632,000.00)
6. Total (Sum lines A1 thru A5c)		4,139,482.00	7.14%	4,435,102.00	-0.08%	4,431,467.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				491,095.00		512,915.00
b. Step & Column Adjustment				21,820.00		22,061.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	491,095.00	4.44%	512,915.00	4.30%	534,976.00
2. Classified Salaries						
a. Base Salaries				1,401,820.00		1,464,635.00
b. Step & Column Adjustment				62,815.00		65,971.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,401,820.00	4.48%	1,464,635.00	4.50%	1,530,606.00
3. Employee Benefits	3000-3999	802,796.00	4.25%	836,908.00	4.75%	876,633.00
4. Books and Supplies	4000-4999	168,950.00	48.86%	251,500.00	7.01%	269,135.00
5. Services and Other Operating Expenditures	5000-5999	1,177,397.00	-18.63%	958,030.00	1.99%	977,111.00
6. Capital Outlay	6000-6999	85,000.00	-58.82%	35,000.00	11.14%	38,900.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	160,000.00	22.19%	195,500.00	5.29%	205,850.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(294,501.00)	6.96%	(315,000.00)	0.95%	(318,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	130,985.00	-27.47%	95,000.00	-10.53%	85,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		4,123,542.00	-2.16%	4,034,488.00	4.11%	4,200,211.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		15,940.00		400,614.00		231,256.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,441,992.00		2,457,932.00		2,858,546.00
2. Ending Fund Balance (Sum lines C and D1)		2,457,932.00		2,858,546.00		3,089,802.00
3. Components of Ending Fund Balance						
a. Nonspendable 9710-9719		0.00		0.00		0.00
b. Restricted 9740						
c. Committed						
1. Stabilization Arrangements 9750		0.00				
2. Other Commitments 9760		0.00				
d. Assigned 9780		369,648.00		369,648.00		369,648.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties 9789		400,000.00		400,000.00		400,000.00
2. Unassigned/Unappropriated 9790		1,687,924.00		2,088,898.00		2,320,154.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,457,572.00		2,858,546.00		3,089,802.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		400,000.00		400,000.00		400,000.00
c. Unassigned/Unappropriated 9790		1,687,924.00		2,088,898.00		2,320,154.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements 9750						
b. Reserve for Economic Uncertainties 9789		554,481.00		450,000.00		554,481.00
c. Unassigned/Unappropriated 9790		230,230.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		2,872,635.00		2,938,898.00		3,274,635.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	3,369.00	0.03%	3,370.00	0.00%	3,370.00
2. Federal Revenues	8100-8299	687,047.00	-9.73%	620,200.00	7.26%	665,200.00
3. Other State Revenues	8300-8599	2,557,774.00	-7.70%	2,360,850.00	24.96%	2,950,151.00
4. Other Local Revenues	8600-8799	402,069.00	0.73%	405,000.00	13.09%	458,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	984,756.00	-36.15%	628,783.00	0.51%	632,000.00
6. Total (Sum lines A1 thru A5c)		4,635,015.00	-13.31%	4,018,203.00	17.18%	4,708,721.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				969,208.00		1,017,668.00
b. Step & Column Adjustment				48,460.00		49,813.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	969,208.00	5.00%	1,017,668.00	4.89%	1,067,481.00
2. Classified Salaries						
a. Base Salaries				1,011,047.00		1,061,449.00
b. Step & Column Adjustment				50,402.00		47,072.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,011,047.00	4.99%	1,061,449.00	4.43%	1,108,521.00
3. Employee Benefits	3000-3999	901,114.00	0.57%	906,250.00	1.08%	916,015.00
4. Books and Supplies	4000-4999	101,248.00	-4.69%	96,500.00	-27.65%	69,815.00
5. Services and Other Operating Expenditures	5000-5999	620,992.00	-5.78%	585,121.00	2.81%	601,566.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,263,900.00	0.00%	1,263,900.00	-0.27%	1,260,500.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	250,290.00	-206.08%	(265,500.00)	4.75%	(278,120.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
11. Total (Sum lines B1 thru B10)		5,117,799.00	-8.84%	4,665,388.00	1.72%	4,745,778.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(482,784.00)		(647,185.00)		(37,057.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,231,569.00		748,785.00		101,600.00
2. Ending Fund Balance (Sum lines C and D1)		748,785.00		101,600.00		64,543.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	760,196.00		101,600.00		64,543.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(53,741.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		706,455.00		101,600.00		64,543.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,338.03	-100.00%	0.00	0.00%	0.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	4,145,560.00	3.27%	4,281,005.00	-0.51%	4,259,087.00
2. Federal Revenues	8100-8299	687,047.00	-9.73%	620,200.00	7.26%	665,200.00
3. Other State Revenues	8300-8599	2,558,875.00	-7.70%	2,361,850.00	24.96%	2,951,251.00
4. Other Local Revenues	8600-8799	1,333,271.00	-13.73%	1,150,250.00	6.60%	1,226,150.00
5. Other Financing Sources						
a. Transfers In	8900-8929	49,744.00	-19.59%	40,000.00	-3.75%	38,500.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,774,497.00	-3.66%	8,453,305.00	8.13%	9,140,188.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,460,303.00		1,530,583.00
b. Step & Column Adjustment				70,280.00		71,874.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,460,303.00	4.81%	1,530,583.00	4.70%	1,602,457.00
2. Classified Salaries						
a. Base Salaries				2,412,867.00		2,526,084.00
b. Step & Column Adjustment				113,217.00		113,043.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,412,867.00	4.69%	2,526,084.00	4.48%	2,639,127.00
3. Employee Benefits	3000-3999	1,703,910.00	2.30%	1,743,158.00	2.84%	1,792,648.00
4. Books and Supplies	4000-4999	270,198.00	28.79%	348,000.00	-2.60%	338,950.00
5. Services and Other Operating Expenditures	5000-5999	1,798,389.00	-14.19%	1,543,151.00	2.30%	1,578,677.00
6. Capital Outlay	6000-6999	85,000.00	-58.82%	35,000.00	11.14%	38,900.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,423,900.00	2.49%	1,459,400.00	0.48%	1,466,350.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(44,211.00)	1,213.02%	(580,500.00)	2.69%	(596,120.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	130,985.00	-27.47%	95,000.00	-10.53%	85,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
11. Total (Sum lines B1 thru B10)		9,241,341.00	-5.86%	8,699,876.00	2.83%	8,945,989.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(466,844.00)		(246,571.00)		194,199.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,673,561.00		3,206,717.00		2,960,146.00
2. Ending Fund Balance (Sum lines C and D1)		3,206,717.00		2,960,146.00		3,154,345.00
3. Components of Ending Fund Balance						
a. Nonspendable 9710-9719		0.00		0.00		0.00
b. Restricted 9740		760,196.00		101,600.00		64,543.00
c. Committed						
1. Stabilization Arrangements 9750		0.00		0.00		0.00
2. Other Commitments 9760		0.00		0.00		0.00
d. Assigned 9780		369,648.00		369,648.00		369,648.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties 9789		400,000.00		400,000.00		400,000.00
2. Unassigned/Unappropriated 9790		1,634,183.00		2,088,898.00		2,320,154.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,164,027.00		2,960,146.00		3,154,345.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		400,000.00		400,000.00		400,000.00
c. Unassigned/Unappropriated 9790		1,687,924.00		2,088,898.00		2,320,154.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999) 979Z		(53,741.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		554,481.00		450,000.00		554,481.00
c. Unassigned/Unappropriated 9790		230,230.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,818,894.00		2,938,898.00		3,274,635.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		30.50%		33.78%		36.60%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		1,925,084.00		1,925,000.00		1,925,000.00
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		9,241,341.00		8,699,876.00		8,945,989.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		9,241,341.00		8,699,876.00		8,945,989.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		9,241,341.00		8,699,876.00		8,945,989.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		369,653.64		347,995.04		357,839.56
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		354,000.00		354,000.00		354,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		369,653.64		354,000.00		357,839.56
h. Available Reserves (Line E3)						
Meet Reserve Standard (Line F3g)		YES		YES		YES

LCFF Budget Overview for Parents

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

CDS Code: 53 10538 0000000

School Year: 2023-24

LEA contact information:

Fabio Robles

Superintendent

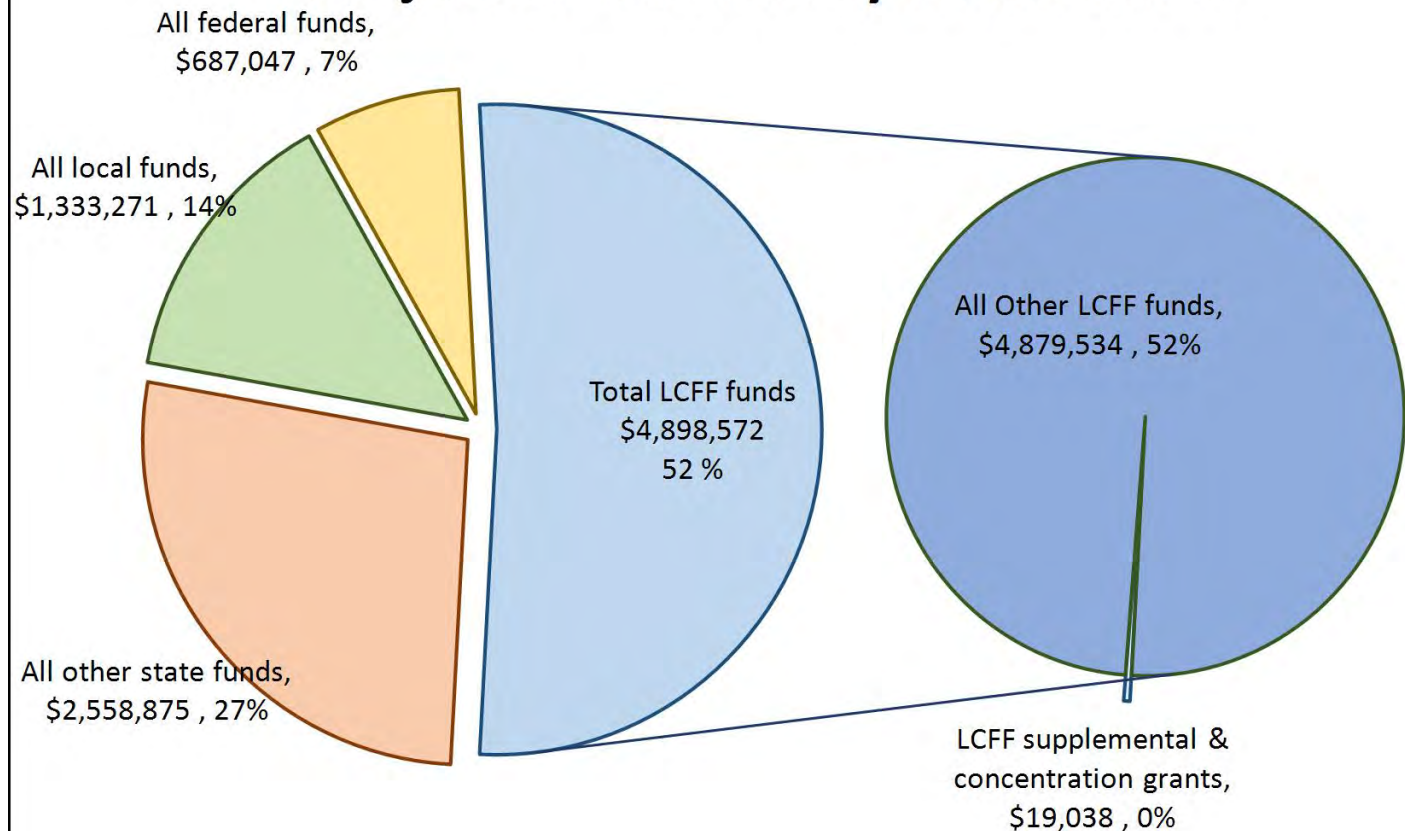
frobles@tcoek12.org

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 2023-24 School Year

Projected Revenue by Fund Source

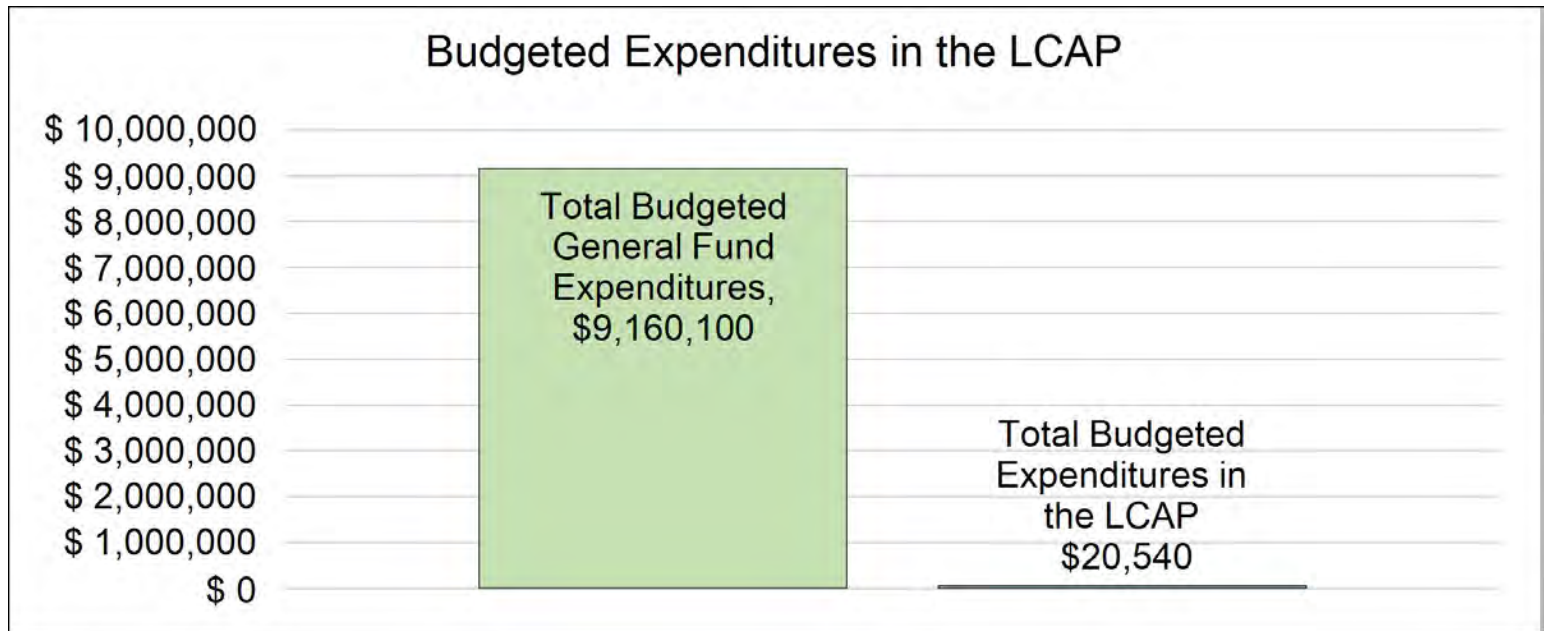


This chart shows the total general purpose revenue Trinity County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trinity County Office of Education is \$9,477,765, of which \$4,898,572 is Local Control Funding Formula (LCFF), \$2,558,875 is other state funds, \$1,333,271 is local funds, and \$687,047 is federal funds. Of the \$4,898,572 in LCFF Funds, \$19,038 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Trinity County Office of Education plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Trinity County Office of Education plans to spend \$9,160,100 for the 2023-24 school year. Of that amount, \$20,540 is tied to actions/services in the LCAP and \$9,139,560 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

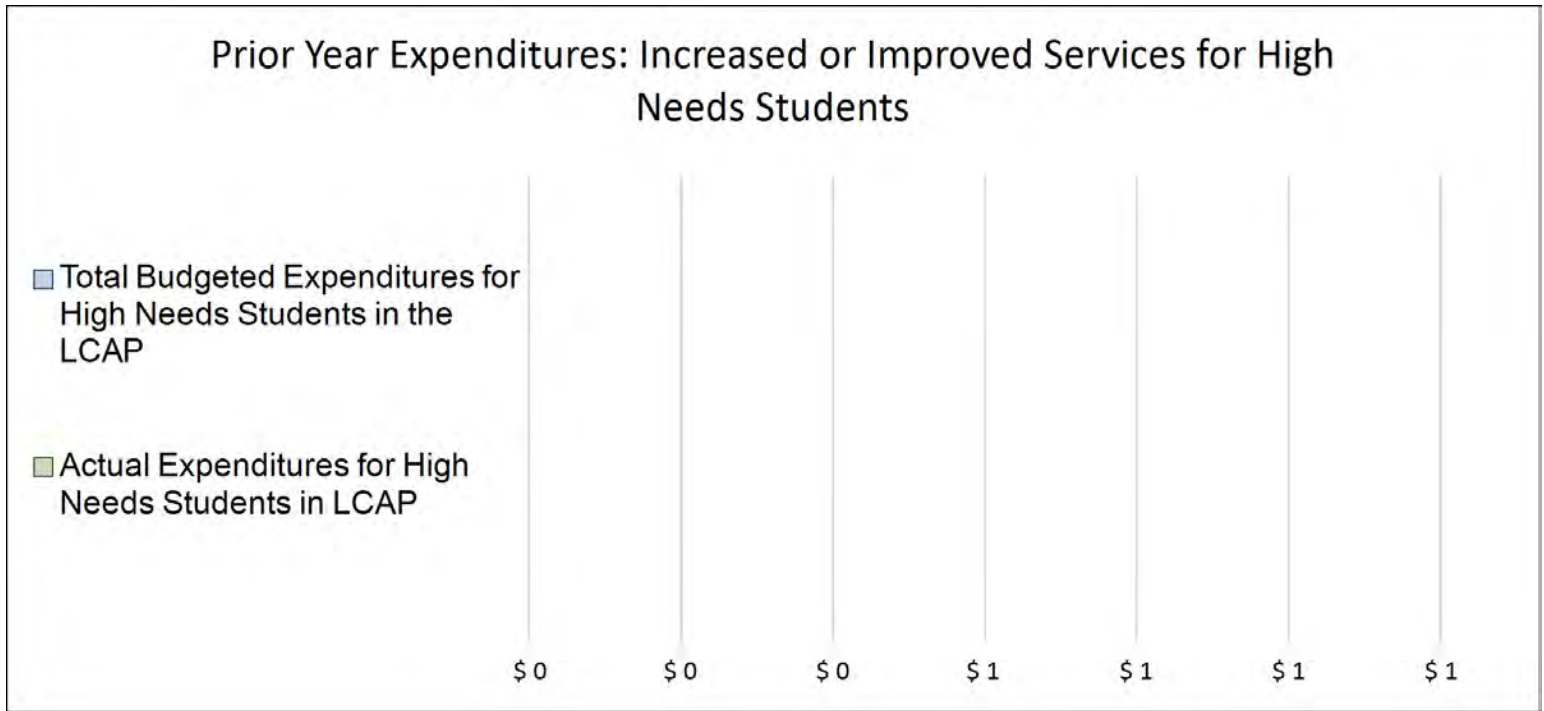
The District's general cost to meet the State's minimum requirements for student services are not included in the LCAP. The LCAP serves as a way to highlight some of the services that we are able to provide our students that are beyond the standard requirements. The majority of the general fund expenditures are not included in the LCAP. These expenditures are predominantly for salaries and benefits. Other expenditures include general operating expenses (utilities, etc.), instructional materials, special education costs, after school program technology maintenance and administrative costs.

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

In 2023-24, Trinity County Office of Education is projecting it will receive \$19,038 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 \$20,540 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what 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 2022-23, Trinity County Office of Education's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Trinity County Office of Education actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Trinity County Office of Education 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 our Foster Youth, the coordination of Expelled Youth services, and Special Education programming. Additionally, this LCAP has been focused on TCOE's one school, RISE (Restoring Individual Success in Education) Academy our county community school,

RISE Academy closed on June 9, 2023 due to lack of enrollment. As RISE has been funded by partner districts, moving forward to next year, our partner districts decided to create and manage their community schools themselves. This means that TCOE will no longer be running any direct service programs for students. TCOE will continue to support these new schools through mental health support services and other coordinated county office services. TCOE will be removing goals associated with the administration of RISE Academy from the 2023-24 LCAP and focusing on goals associated with the implementation of Priority 9 (Coordination of Instruction of Expelled Pupils) and Priority 10 (Coordination of Services for Foster Youth).

RISE Academy serves students in grades K-12th with two classrooms, one elementary classroom and one middle school to high school classroom. Each 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 RISE Academy s 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 any English Language Learners, so Priorities 2b, 4d, & 4e do not apply to our LCAP. RISE 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: 4f, 4g, 4b, & 4c. RISE monitor's progress of student's rehabilitation plans with the goal of 0 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 RISE participate in and have sufficient access to curriculum that is standards-aligned. All teachers at RISE are appropriately credentialed and assigned.

During the 2019-2020 school year, we transitioned to using our LCAP in lieu of the Single Plan for Student Achievement (SPSA). Additionally, the LCAP stakeholder group will serve in lieu of the School Site Council for RISE Academy. As a small school, we complete a comprehensive needs and budget analysis assessment for each school site 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.

Because of our small and wide-spread population, and the lack of foster homes, many of our foster youth are living in adjoining counties although we do oversee their progress and stay in contact with the schools of attendance. We do, however, 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 to 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 that 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: Successes

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

TCOE made strides in improving our assistance to districts with a strong focus on their Local Control and Accountability Plans and in continuous improvement strategies. Additionally, we have maintained the operation of our community school RISE Academy and expanded its services to two classrooms, focused on trauma based practices to support students and significantly filling a critical need for our school districts, especially with expelled and probation students, currently RISE is the only school in the county designed to address those needs. RISE staff have worked to identify academic and social emotional needs of each student enrolled. They have created individualized learning plans for each student and collaborated with student families, their home school, and also included outside agency partners to deliver each student's restorative rehabilitative plan. 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, and as a result our numbers are still too small to track on the CA School Dashboard. We do however, track our individual student's progress locally. Unfortunately, due to lack of student enrollment, RISE will be closing at the end of this school year 22-23. Our service will focus on supporting district community schools instead. As RISE has been an award winning model for community schools with a high rate of student and community success, our districts feel confident that they can replicate a similar school in their own district.

We continue to have a robust foster youth services program as well as homeless youth program based upon increasing need. Our population of Foster and Homeless students is too small to have data on the LCFF Evaluation Rubrics, but it is their unique needs that we are addressing in our LCAP.

TCOE was able to successfully implement a new program this year. Through a collaboration with Modoc County Office of Education and the California Heritage Youth Build Academy (CHYBA), 9 Wellness Liaisons, an RBT, and a program manager were able to support students at each school site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention and triage school-based mental health and wellness supports directly serving students at 15 schools within Trinity, Modoc, and Shasta (CHYBA) counties.

Reflections: Identified Need

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

As our only school RISE Academy is closing at the end of the 22-23 school year, TCOE will not have any students enrolled. We will continue to assist local districts through the state system of support.

LCAP Highlights

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

RISE Academy has been the flagship for our office for the past 5 years. It has provided a trauma informed County Community School to provide students with the support and services they need in order to be successful. Multiple districts have utilized the school for expelled youth and as an intervention/prevention optional placement in collaboration with students and families.

The districts that have been served by this type of school are now at a place where they feel they can replicate and create a similar type of school within their own districts. We will be shifting from providing this service to providing the wrap-around support to the districts at these new(er) school sites.

We also would like to highlight our foster-youth advocacy trip to the capital. This was not only well attended, but all feedback indicated a need to fund and prioritize this activity.

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.

N/A

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 and how this engagement was considered before finalizing the LCAP.

Input was gathered during the following educational partner meetings; teacher, principals, whole staff, LCAP Parent Advisory Committee (PAC) (staff, parents, students, community), and Board Meetings. Input was received by discussions at meetings, and by surveys completed about our office and school's programs and goals.

Trinity County Office of Education operates one school program, RISE Academy, which consists of 2 teachers, 1 part-time principal, 2 full-time teacher aides and 1 part time teacher aides. All staff provided input our our Site Council/LCAP Parent Advisory Committee, weekly staff meetings, and through surveys about our program.

The following input was received for RISE Academy, expelled youth coordination and foster youth coordination.

22-23 SY

Parent Advisory Committee Meetings (Principal, Teacher, Classified staff, parents and community members): April, May

Monthly Board Meetings (Administrators, Board members, and community attendees) – 8/17/22, 10/19/22, 11/16/22, 12/9/22, 1/17/23, 2/15/23, 3/15/23, 4/19/23, 5/17/23

Safe Schools Collaborative (Interagency collaboration Public Health, Sheriff, Probation, Child Welfare, Highway Patrol, County OES, district principals and superintendents) – 8/24/22, 9/28/22, 10/26/22, 11/30/22, 3/22/23, 4/26/23, 5/24/23

Leadership (Ed services, business, human resources, SELPA, Informational Technology, Nursing, Community Schools)– 9/13/22, 10/11/22, 11/8/22, 12/13/22, 1/11/23, 2/14/23, 3/14/23, 4/11/23, 5/9/23

SARB Weaverville (SELPA, Parent, Student, Principal, Child Welfare, Public Health, Behavioral Health, probation)– 9/15/22, 10/13/22, 11/10/22, 12/8/22, 1/19/23, 2/9/23, 3/9/23, 4/20/23, 5/11/23

SARB Hayfork (SELPA, Parent, Student, Principal, Child Welfare, Public Health, Behavioral Health, probation) – 9/12/22, 10/3/22, 11/7/22, 12/5/22, 1/9/23, 2/6/23, 3/6/23, 4/3/23, 5/1/23

TUPE (school site coordinators)- 10/13/22

Foster Youth Services Coordinating Program (FYSCP)/Executive Advisory Council (EAC): 12/5/22, 2/14/23

CSOC (Children System of Care) – 9/21/22, 10/19/22, 11/16/22, 1/18/23, 2/14/23, 3/15/23, 4/19/23, 5/17/23

Homeless Liaison Meeting: 9/7/23

American Indian Early Childhood Education Advisory Committee (AIECE) (Tribal Partners, TANFF, school site coordinators, early childhood coordinator): 8/31/22, 9/3/22, 12/7/22, 4/5/23, 5/31/23

Children's System of Care: Every third Wednesday of each month. Attendees: Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners.

RISE Academy Parent and Team Intake Meetings per student enrolled to provide input on RISE Academy programming specific to the needs of each individual student.

RISE Academy surveyed students to gauge their level of safety, engagement, and needs: March 2023

Monthly TCOE Management Team meetings where SELPA Director feedback is consulted along with other departments, such as Human Resources, Business, Educational Services, Technology, and Facilities.

Certificated Staff and Classified Staff bargaining units met with our County Superintendent as needed throughout the year.

21-22 SY

PAC:

Monthly County Board Meetings

Safe School's Collaborative: 10/27/21, 11/17/22, 1/26/22, 3/23/22

TUPE site coordinator meeting: 10/13/21

Homeless Liaison Meeting: Nov. 3, 2021

School Accountability and Review Board (SARB) Weaverville: 10/14/21, 11/18/21, 12/9/21, 2/10/22, 3/10/22, 4/7/22

SARB Hayfork: 10/4/22, 11/8/21, 12/6/22, 1/18/22, 2/7/22, 3/14/22

American Indian Early Childhood Education Advisory Committee (AIECE): 9/3/21, 12/1/21, 1/5/22, 3/2/22, 6/1/22

Children's System of Care: Every third Wednesday of each month. Attendees: Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners.

RISE Academy Parent Development Love and Logic Workshops in the Fall 2021 and Spring 2022 involved parents in providing input on RISE Academy programming.

RISE Academy Parent and Team Intake Meetings per student enrolled to provide input on RISE Academy programming specific to the needs of each individual student.

RISE Academy surveyed students to gauge their level of safety, engagement, and needs: May 16, 2022

Monthly TCOE Management Team meetings where SELPA Director feedback is consulted along with other departments, such as Human Resources, Business, Educational Services, Technology, and Facilities.

Certificated Staff and Classified Staff bargaining units met with our County Superintendent as needed throughout the year.

Foster Youth Services Coordinating Program (FYSCP)/Executive Advisory Council (EAC): March 30, 2021, May 26, 2021

20-21 List of Educational Partner Meetings:

Parent Community Advisory Committee Meetings: September 3, 2020, February 11, 2021 and May 5, 2021

Regular County Board meetings: August 12, 2020, September 16, 2020 October 21, 2020, November 18, 2020, December 11, 2020, January 29, 2021, February 17, 2021, March 17, 2021, April 21, 2021, May 19, 2021, June 15, 2021

Safe School's Collaborative: September 23, 2020, October 28, 2020, January 27, 2021, February 24, 2021, March 24, 2021, April 28, 2021, May 26, 2021

TUPE Site Coordinator Meeting October 5, 2018

Homeless Liaison Meeting March 3, 2021

American Indian Early Childhood Education Advisory Committee (AIECE): Sept. 8, 2020, Nov. 4, 2020, April 14, 2021, May 5, 2021, June 2, 2021

TCOE Safety Committee Meetings: Oct. 20, 2020, Jan. 11, 2021, March 22, 2021, June 6, 2021

Children's System of Care: Every third Wednesday of each month. Attendees: Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners.

School Accountability and Review Board (SARB) Meetings in Weaverville: 10/8/2020, 11/12/2020, 12/10/2020, 1/14/2021, 2/11/2021, 3/11/2021, 4/8/2021, 5/13/2021

SARB in Hayfork: 10/5/2020, 11/2/2020, 12/7/2020, 1/4/2021, 2/1/2021, 3/1/2021, 4/5/2021, 5/3/2021

RISE Academy Parent Development Love and Logic Workshops in the Fall 2020 and Spring 2021 involved parents in providing input on RISE Academy programming.

RISE Academy Parent and Team Intake Meetings per student enrolled to provide input on RISE Academy programming specific to the needs of each individual student.

RISE Academy surveyed students to gauge their level of safety, engagement, and needs: May 16, 2021

Monthly TCOE Management Team meetings where SELPA Director feedback is consulted along with other departments, such as Human Resources, Business, Educational Services, Technology, and Facilities.

Certificated Staff and Classified Staff bargaining units met with our County Superintendent as needed throughout the year.

Foster Youth Services Coordinating Program (FYSCP)/Executive Advisory Council (EAC): March 30, 2021, May 26, 2021

A summary of the feedback provided by specific educational partners.

FOR THE 2023-2024 LCAP

The following stakeholder feedback impacted the development of our LCAP:

- Educational partner districts indicated a desire to open and run their own Community Day schools. This led to RISE Academy's closure due to lack of student enrollment on June 9, 2023.
- Educational partners indicated a desire for TCOE to focus on goals associated with the coordination for expelled youth and foster youth.
- Educational partners indicated a desire to add Foster Youth Advocacy Field-trip as an annual student opportunity

FOR THE 2022-2023 LCAP

The following stakeholder feedback impacted the development of our LCAP:

- Converting two classroom teacher aides positions to RBT (Registered Behavioral Technician)
- Provide Moral Recognition Therapy (MRT) to all staff at RISE
- Provide provide part-time (23 day a week) student and staff mental health clinician
- Assign one part-time mental health technician to RISE
- Moving Elementary classroom onto high school classroom campus

FOR THE 2021-2024 LCAP

Based on stakeholder engagement and feedback, metrics & actions/services were created based upon consultations with stakeholders. Additionally, based on stakeholder input, we will continue to focus on improvement of academic achievement for all students, social and

emotional well-being, as well as transitional services for expelled, probation, SARB, and for students who would benefit from a trauma sensitive learning environment.

Issues discussed:

- The need for supporting districts in assessing and analyzing student outcomes county-wide.
- The need to increase mental health services in our schools. We began the Pathways to Success program this school year and successfully hired 7 Wellness Liaisons and one Program

Manager, feedback provided by stakeholders encouraged the continued support provided by Pathways and the need to grow more mental health supports in our schools.

- The need to provide behavior support and trauma sensitive training in our schools. We hired a full-time behaviorist this year and the position will be continued forward in this new 3-year

LCAP.

- The need to establish a school crisis response team. Through the County Superintendent of Schools led Safe School's Collaborative, coordination of crisis response services will continue, however, more specificity around a TCOE led crisis team has been voiced as a need.
- The need to increase cross-articulation and sharing of resources through partner agencies such as Behavioral Health, Probation, and Law Enforcement to help shape student crisis processes and procedures for the county.
- The need to support more districts in Positive Behavior Intervention and Support, Social Emotional Learning and Trauma Sensitive Schooling through our annual countywide Professional Development Day.
- The need to expand RISE ACADEMY from one classroom to two classrooms and to provide an elementary focused trauma sensitive classroom. RISE ACADEMY will be expanding to a two classroom model for the 21-22 school year.
- Foster Youth, Homeless, expelled youth, probation, students needs have been sought through the FYSCP/EAC, Safe School's Collaborative, and School Administrator meetings.
- The need to continue to provide the School Readiness Program to our outlying areas and how to support areas where if not for TCOE early childhood services would be non-existent.
- TCOE's role in representing our county at regional and state level meetings, councils, committee's, leadership teams, and other critical advocacy groups, to ensure that our unique frontier/rural needs are voiced.
- Facilities and safety issues resulting from regular Safety Committee meetings resulted in several safety improvements and improvement to safety processes and procedures.
- We gathered input on services provided to special education families, and what recommendations for annual priorities on the SELPA. No impact on the County LCAP as these are generally county-wide activities for all special education students.
- As a result of stakeholder engagement at RISE ACADEMY:

Staff (Principal/Teacher and aides), students, parents, and community partners (Trinity County Probation and Trinity County Behavioral Health) provided feedback at our LCAP Parent

Advisory Committee Meetings and at our Safe Schools Collaborative Meetings and through survey data. Additionally Trinity Alps Unified School District School Board and

Superintendent along with Mountain Valley Unified School District Superintendent feedback were sought about our RISE Academy program.

The results of the feedback are as follows:

Quality of Education

All staff, students, and parents agree that students need more elective choices specifically in the area of visual/performing arts and music. Additionally they all agreed that more Career Technical Education opportunities for students is needed. All staff, students, and parents want to continue to see the monthly career and community service based field trips continue along with the monthly guest speakers/motivational speakers continue. There is overwhelming community support to continue offering RISE Academy as a trauma sensitive and informed program for students and to continue to keep class sizes small (12 or less) so that students receive intensive personalized services.

Facilities

All staff, students, and parents agree that a room renovation occur that aligns with a trauma sensitive environment focused on therapeutic furniture and equipment.

Professional Development

All staff feel like professional development is essential and want to see the continued focus on trauma informed, positive behavior supports, social emotional learning trainings continue. Staff would also like more training on the student information system School Wise and the online learning platforms Edgenuity and Fuel Ed.

Communication

All parents and community partners believe that RISE Staff is effective in their communication. The parents want to see the daily reports continue and the daily phone check-ins by the teacher/principal. All parents, staff and community partners feel that TCOE includes them in decision making for the school. Several parents commented on RISE Academy being like a family atmosphere. All parents and community partners want to see our Love and Logic sessions continue. Parents continue to voice a need to receive training in strategies for dealing with their children.

TCOE will continue to provide two 6 week Love & Logic workshops to parents, one in the Fall and one in the Spring of 2021-22 school year.

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

23-24 SY

The following stakeholder feedback impacted the development of our LCAP:

- With the closure of RISE Academy, Goals 3 and 4 will be removed. We will focus on goals 1 and 2.
- Goal 2 will be modified to focus only on expelled youth coordination.
- Added Action in Goal 1 Advocacy Trip.

22-23 SY

The following stakeholder feedback impacted the development of our LCAP:

- Converting two classroom teacher aides positions to RBT (Registered Behavioral Technician)
- Provide Moral Recognition Therapy (MRT) to all staff at RISE
- Provide provide part-time (2 day a week) student and staff mental health clinician
- Assign one part-time mental health technician to RISE
- Moving Elementary classroom onto high school classroom campus

21-22 SY

The following stakeholder feedback impacted the development of our LCAP:

- The need to increase mental health services in our schools. We began the Pathways to Success program this school year and successfully hired 7 Wellness Liaisons and one Program Manager, feedback provided by stakeholders encouraged the continued support provided by

Pathways and the need to grow more mental health supports in our schools.

- The need to provide behavior support and trauma sensitive training in our schools. We hired a full-time behaviorist this year and the position will be continued forward in this new 3-year LCAP.
- The need to expand RISE ACADEMY from one classroom to two classrooms and to provide an elementary focused trauma sensitive classroom. RISE ACADEMY will be expanding to a two classroom model for the 21-22 school year.
- Foster Youth, Homeless, expelled youth, probation, students needs have been sought through the FYSCP/EAC, Safe School's Collaborative, and School Administrator meetings.
- As a result of stakeholder engagement at RISE ACADEMY, and the Love and Logic sessions, parents continue to voice a need to receive training in strategies for dealing with their children. TCOE will continue to provide two 6 week Love & Logic workshops to parents, one in the Fall

and one in the Spring of 2021-22 school year.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to research, foster youth suffer from an educational achievement gap and a higher rate of school transfers and attendance issues than the general population. To overcome this they need extra services that support consistency in school attendance, access to dental/health and mental health services, and success in academics. Local data shows that foster youth have exceeded the educational outcomes of the general population in our county. We would like to continue to see foster youth exceed educational outcomes as compared to 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%		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. Decreasing suspension rate 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. 0 expulsion overall. 12% overall	Two out of county youth were suspended and zero in county youth. 11% overall		OC and IC Foster youth will maintain a 0% suspension rate or will remain at a rate lower than that of the general population.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	0 Foster Youth Seniors in the 2021-22 School Year.	100%		100% of High School Eligible Seniors OC and IC Foster Youth will complete the CHAFEE and FAFSA applications.
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.	0 Foster Youth Seniors in the 2021-22 School Year.	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%	One IC youth attended SARB and zero OC youth		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	2020/2021- One IC Youth and one OC youth eligible to graduate were awarded High School Diplomas (100%).	0 Foster Youth Seniors in the 2021-22 School Year.	0 Foster Youth Seniors in the 2022-23 School Year.		All students eligible to graduate will be awarded High School Diplomas (100%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be measured by Schoolwise reporting (SIS)					
1.7: Priority 10: Coordination of Services for Foster Youth (COE Only). Increase # of Foster Youth completing career education program as measured through progress reporting on California Career Zone program. (web-based)	2020/2021- Very little consistent college and career awareness and education available to foster youth in grades 7th-12th.	15%	0%		75% of foster youth will register with the California Career Zone. Additionally middle/high school foster youth will 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%		70% of foster youth in Middle School and High School will select courses that are aligned to their college and career aspirations.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foster Youth Staff	Trinity COE will continue to maintain the positions of Foster Youth Education Coordinator, and the part-time positions (if grant funding continues) who support our Foster Youth placed both in and outside of	\$141,163.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our county, who help with their transfers and work to minimize changes to school placement, ensure health and educational records are moved efficiently, assist county child welfare to deliver services, provide educational status and progress information required for court records, respond and coordinate requests and delivery of services to juvenile within the court system, who also track attendance rates, suspension rates, expulsion rates, and graduations rates to be sure that they are equal to those of their non-foster peers and will intervene to provide direct services as needed if districts are unable to provide the direct services.		
1.2	Mental Health Services to Foster Youth	Trinity COE will maintain mental health services to Foster Youth students with an IEP through Trinity County Behavioral Health, tutoring services, and have expanded transport services for foster youth to include dental as well as medical care out of the area, transport to work placement and educational conferences, and transport to appropriate support groups and as well as transport to all available and necessary services if districts are unable to provide the direct services.	\$3,000.00	No
1.3	Foster Youth Executive Advisory Council	A Foster Youth Executive Advisory Council will be maintained, and coordinated by Foster Youth Staff, inviting and encouraging Foster parents and Foster Youth to attend as well as services organizations (ie: Behavioral Health), local county agencies (ie: Probation), Shasta College, and school districts.	\$0.00	No
1.4	Training to School Districts	The Foster Youth Education Coordinator will continue to provide training to school districts as needed for capacity building and for expanding services.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Foster Youth Lending Library	A lending library will be maintained for Foster Youth for technology devices and Internet access. Purchase devices and equipment to replace outdated devices and equipment.	\$500.00	No
1.6	Foster Youth Healthy Kids Survey Review	Trinity County Office of education will continue to provide oversight for the California Healthy Kids Survey but the districts are responsible for their foster youth as well as all youth enrolled in their districts (who have permission to participate) every year. TCOE will review the results insuring that we have data on their sense of safety and school connectedness.	\$0.00	No
1.7	Staff to Provide College and Career Awareness to Foster Youth in 7th-12th grades	Foster Youth staff will work with middle school through high school students on college and career awareness and education.	\$34,428.00	No
1.8	Advocacy Field-trips	Student driven research and advocacy field-trip to capital regarding foster youth related future legislation		No

Goal Analysis [2022-23]

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

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

Actions 1.1 - 1.6 and 1.8 were all implemented as planned.

Action 1.7 was not implemented as planned. We had planned to set up students in Career Zone to increase their college and career knowledge, but due to low staffing capacity and an increase in students who needed to prioritize mental health services, we felt that supporting these students in this way would have caused undue stress and pressure. The team instead, worked 1:1 with certain students in this area once certain mental health support goals were achieved.

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.

We had no material differences between our planned expenditure and actual estimated expenditures.

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

Due to an increase in mental health, the team pivoted from their traditional approach and instead increased the focus on mental health supports and ensuring students were at school. While the data indicated an increase in suspensions (2 students) and a decrease in student enrollment in college ready courses, overall, the data maintains that foster youth students are performing similarly to their peers. For example, even with a small foster youth population size, one student successfully completed the FAFSA and CHAFEE as well as a campus visit and tour. As more students receive the mental supports they need, we should see this success replicated in the future.

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.

Clarified and added more descriptors to action 1.1 to provide a clearer picture of how this action meets Priority 10 components.

Added Action 1.8 Advocacy Field- trip - Students will research and create their own legislative advocacy stances and points, and present them at the capital to legislatures.

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

An explanation of why the LEA has developed this goal.

The Expelled Youth Plan for Trinity County is updated every three years and reviewed annually with our local districts. Due to 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 of their own district. After opening the community school, local districts continue to need site-based alternative programs. Currently RISE Academy (County Community School) successfully serves 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 graduated our program. Additionally the goal of the program is to serve students with trauma informed and wrap around services in order to return them to their home school once they have completed their restorative plans. RISE Academy will close at the end of the 22-23 SY due to no enrollment.

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 RISE educational placement for expulsion.	2020/2021- 100% of countywide alternative educational placements of expelled youth were served at RISE Academy.	100% of students who needed services, received services through placement at RISE.	100% of students who needed services, received services through placement at RISE.		Maintain 100% of students who need services, receive services through placement at RISE.
7/22 REMOVED: Priority 9: Coordination of Instruction of Expelled	2020/2021- 4 out of 9 Wellness Liaisons positions filled at each school district.	9 Wellness Liaison positions filled, along with 1 RBT	5 Wellness Liaisons positions filled, along with 3 RBT, and 4		9 out of 9 Wellness Liaison positions will be filled for each school district. One

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils (COE Only). Maintaining Wellness Liaisons provided at each school site as measured by Pathway Mental Health Grant.			mental health clinicians		Wellness Liaison at each school district to assist with the coordination of wrap around and restorative practices to prevent suspension and expulsion.
6/23 REMOVED: Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). Measure % of students by grade level who need access to RISE classrooms.	RISE Academy in 2020-2021 served 100% of 7th-12th grade students in one classroom.	RISE Academy in 2021-22 served 100% of expelled youth 4th - 8th grade classroom 7th - 12th grade classroom in two classrooms.	RISE Academy in 2021-22 served 100% of expelled youth 4th - 8th grade classroom 7th - 12th grade classroom in two classrooms.		100% of expelled youth in 4th-12th will be served through RISE 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.	In 3/4 areas, Full implementation In 1/4 areas, Full implementation and Sustainability	n/a	n/a		Utilize the County Expelled Youth Plan when necessary. Using the rubric, TCOE will be at Full Implementation and sustainability in all 4 areas.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	6/23 REMOVED: RISE Academy	Maintain RISE Academy a County Community School that provides an educational program for students requiring an alternative placement.	\$0.00	Yes
2.2	Priority 9: 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.	\$0.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned. TCOE was able to fund and maintain staffing and instruction at two RISE classrooms for the duration of the 22-23 SY. Due to the past four years of implementation, the two primary districts served have decided to open up their own Community Day school and utilize their continuation high school on a more permanent basis respectively. RISE will close at the end of the 22-23 SY.

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.

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

TCOE was able to support the coordination for expelled youth for 100% of students either through RISE Academy or through the county expelled youth plan. Our goal was to provide a place where students could receive intensive, trauma informed wraparound services and care in order to eventually be able to successfully transfer back to their home schools. RISE was able to transfer back 45% of cumulative students this year.

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.

RISE academy, operated by TCOE, will close at the end of the 22-23 SY due to no enrollment. Metric 1, 2, and 3 will be removed. Action 1.1 will be removed. Districts decided they could utilize RISE's success over the years and open their own. Therefore, we added metric 4 to ensure our Expelled Youth Plan is in place, utilized, monitored and implemented. We also added action 1.2 to support Metric 4.

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 RISE 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.

An explanation of why the LEA has developed this goal.

Local and dashboard data from LEA's that RISE Academy serves shows that 59% of graduating seniors were placed in the "prepared" level on the college/career indicator. We would like to see significant improvement in this area. In order to accomplish this goal, our program must align with their metrics and actions and align with its services to this end. Every student must have access to rigorous, standards aligned curriculum, a comprehensive broad course of study, responsive and highly qualified teachers, and when needed, timely research-proven intervention and support. Stakeholders have also indicated the need to maintain facilities, qualified teachers, and standards aligned curriculum at RISE Academy. In collaboration with each parent, student, and referring home school staff, they identified the need for all students enrolled to receive services from TCOE programs to assist students to get back on track in all of their subject matter so that they return to their school on track to graduate and also are college and career ready.

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%		We will maintain 100% of our teachers fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%		We will maintain 100% of our curriculum will continue to be aligned to state standards.
6/23 REMOVED:Priority 2 - 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.	2020/2021 100% of teachers trained in the implementation of state standards and aligned teaching based upon each student's home school standards based curriculum, in ELA, Math, and NGSS.	100%	100%		We will maintain 100% of our teachers 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 RISE enrolled students and was the only year that RISE students took statewide assessments due to COVID-19 students did not take statewide assessments in the	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		50% of the students who have spent at least 90 days at RISE 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
	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 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	No English Learner students were enrolled at RISE Academy during the	0	0		If EL students are enrolled 100% of EL students will demonstrate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who make progress toward English proficiency as measured by the ELPAC Priority 4 - E: The English learner reclassification rate.	2020-2021 school year.				proficiency as measured by the ELPAC. Due to the short-term nature of student enrollment at RISE Academy, re-classification will need to be completed at the district of residence.
6/23 REMOVED:Priority 7 - A: Access broad course of study including courses described under Sections 51210 and 51220(a)-(i). Maintain 100% access as measured by Local Indicators.	2020/2021- 100% of students had access to a broad course of study through Edgenuity online course work.	100%	100%		100% of students will continue to have access to a broad 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	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 students made progress toward their credit recovery,	97%	70% of students made progress toward their credit recovery goals and 100% of students made progress toward their career and intervention goals.		100% of students will make progress toward their credit recovery, career development and intervention goals as measured from their initial intake meeting.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
through Schoolwise reporting (SIS).	intervention and career goals.				
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%		100% of exceptional needs students receive appropriate services to meet their IEP goals.
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 4 students per day.	Less than three students drop levels daily.	Less than two students drop levels daily.		Level support system reviewed daily with less than 3 student's dropping levels per day per classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 be measured by CAASPP through TOMs reporting.	In the 2020-21 School Year RISE Academy had 0 pupils in 11th grade. The NAEYC local assessment showed 50% of High School students with at least 90 Days at RISE 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 student will be measured based on their individual 11th Grade CAASPP scores.	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.		50% of our high school students who have spent at least 90 days at RISE Academy will demonstrate college preparedness based upon 11th Grade CAASPP and local NAEYC assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	6/23 REMOVED: Collaborations and Professional Development	Teachers and paraprofessionals will participate in collaborations and PD. Collaborations and PD that focus on: 1. California Standards instruction (Math, ELA, NGSS, ELD) 2. Curriculum alignment (Math, ELA, NGSS, ELD) 3. Edgenuity Online Curriculum 4. Life Skills and SEL Curriculum	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Training in reviewing results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans through CA Career Zone 6. Trauma informed and restorative practices 7. Non-violence crisis prevention 8. Love and Logic		
3.2	6/23 REMOVED: Additional Administrator Time	Ensure access to a broad course of study by monitoring the Master Schedule and enrollment as applicable, via 10% of additional administrator time to assure teachers are implementing personalized learning that aligns to required high school course schedule.	\$0.00	No
3.3	6/23 REMOVED: Facilities Inspections	Monitor that facilities are in good repair to maximize efficiency and provide a safe learning environment.	\$0.00	No
3.4	6/23 REMOVED: Personalized Interventions	Provide personalized intervention to students on a daily basis, embedded in the regular classroom to increase overall student achievement and address personalized restorative plans, special education need, English learners, foster youth, adjudicated youth by using para- educator/instructional aides.	\$127,205.00	Yes
3.5	6/23 REMOVED: Student Technology	Ensure students have access to technology to aide classroom instruction. 1. One-to-one student to device ratio 2. Increase blended learning strategies 3. Increase access to web based learning modules 4. Security applications	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	6/23 REMOVED: Student Transitions	Ensure students transition into RISE Academy are enrolled in an appropriate academic setting without a gap in services. Staff will also provide guidance and coaching on course access, college and career readiness, monitor Personalized Learning Plans and engage/coach parents in assisting students in meeting their goals.	\$0.00	No
3.7	6/23 REMOVED: Additional Rotating Aide	Provide personalized intervention to students on a daily basis, embedded in the regular classroom to increase overall student achievement and increase student attendance focused on our low income student group. The intervention aide will rotate between the elementary and high school classrooms.	\$0.00	Yes

Goal Analysis [2022-23]

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

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

All actions 3.1-3.7 were implemented as planned.

Part way through the year, the elementary classroom had to change location due to accepting a younger student and not having the appropriate facilities. This room moved onto the district of residence's school site for the remainder of the year.

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.

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

100% of students were able to transfer from their school of origin without a gap in services and were provided with an individualized intervention and rehabilitation plan. 41% of students this year were able to successfully transfer back to their home schools once their rehabilitation plan criteria was met.

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.

Due to no enrollment from districts scheduled to attend RISE as districts are creating their own Community Day Schools, this goal and actions will end June 30, 2023.

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 RISE Academy will be actively engaged and supported in a safe, healthy, culturally responsive, and rigorous learning environment.

An explanation of why the LEA has developed this goal.

Local and dashboard data from LEA's that RISE 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 RISE 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 RISE to increase engagement with parents/guardians. We also see the need to increase the level of student and school connectedness in order for students to see the value and take ownership of their own learning. There is also an additional need for an increase in student counseling and local partner agency wrap around services.

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 annual survey of school safety and connectedness on which decisions are based.	55%	57%		75% of parents or guardians will complete the annual survey of school safety and connectedness.
6/23 REMOVED:Priority 3 - A: The efforts the	2020/2021- 50% of our parents participate in at least one Parent	50%	90%		100% of our parents will participate in at least one Parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 measured by sign-in logs.	Advisory Committee meeting.				Advisory Council Meeting.
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%		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%		Maintain 100% of Parents/guardians of unduplicated students included in intake and outtake meetings.
6/23 REMOVED:Priority 3 -	2020/2021- Participation for	100%	100%		Maintain participation for parents of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C: How the school district will promote parental participation in programs for individuals with exceptional needs. Maintain 100% participation as measured by meeting minutes attendance.	parents/guardians of students with exceptional needs shows 100% of parents attended IEP and intake and outtake meetings.				with exceptional needs of 100% of parents attending IEP and intake and outtake meetings.
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 was 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 RISE than their previous school.		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 RISE 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%		Maintain 0% Middle School Dropout Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%		Maintain 0% High School Dropout Rate.
6/23 REMOVED:Priority 5 - E: High school graduation rates. Increase graduation rates will be measured by district of residence SIS.	2020/2021- RISE does not graduate students. Students graduate from their district of residence.	RISE Academy does not graduate students. Students graduate from their district of residence.	RISE Academy does not graduate students. Students graduate from their district of residence.		RISE 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%		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%		Maintain 0% Expulsion Rate.
6/23 REMOVED:Priority 3 -	2020/2021- 50% of parents participated in	0%	0%		100% of parents will participate in one

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B: How the school district will promote parental participation in programs for unduplicated pupils. Increase parent participation as measured by course sign-in logs.	Love and Logic Parenting classes.				Love and Logic Parent Development evening class.
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 RISE completed the annual survey of school safety and connectedness.	90%	71%		Maintain 100% of students completing the annual survey of school safety and connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Support	Ensure adequate social and emotional support is provided to students, including special education, ELL, foster youth, and adjudicated youth. 1. Provide Counseling services 2. Provide professional development in positive behavioral intervention 3. Collaborate with interagency staff to develop consistent programming between home to school (district of residence staff, probation officers, and parents/guardians)	\$14,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Career	Engage students and their families in relevant learning through functional life skills, and expose them to careers by offering certification courses and working the California Career Zone website guided by classroom para-educator.	\$4,118.00	No
4.3	Run Parent Advisory Council	Seek parental input through the Parent Advisory Council, parent surveys, input at board meetings, parent	\$0.00	No
4.4	Mental Health Clinician	One part-time, 2 day per week, focused on supports for staff and students	\$28,618.00	No
4.5	Registered Behavior Technician	Current para-educators will be required to complete and pass registered behavioral technician training and become certified by March 2023	\$0.00	No
4.6	Moral Recognition Therapy Training	Provide training to all staff	\$610.00	No
4.7	Classroom site move	Move elementary classroom back to high-school campus to allow for more collaboration and wrap around services	\$0.00	No

Goal Analysis [2022-23]

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

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

4.1-4.4 and 4.7 actions were all implemented as planned.

4.5 - Two Registered Behavior Techs were certified and working at RISE this year. One tech in each classroom.

4.6 - Staff did not receive this training to to scheduling challenges through service provider.

Part way through the year, the elementary school needed to enroll a primary grade student. This classroom moved onto a school campus as their current facilities at the high school were not conducive or appropriate for this younger student.

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.

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

RISE was able to provide classroom mental health and trauma informed support services for all expelled and almost-expelled youth. 41% of students who met their expulsion plan criteria were able to successfully transfer back to their home school.

Chronic absenteeism continued to be a challenge this year. While we were able to provide supports and services to families and students to attend school, students were still absent. This has been a trend since COVID and a focus moving forward to address through our county office support services.

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.

This goal is being removed as of 6/23 as RISE Academy will close due to lack of enrollment at the end of the 22-23 school year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$19,038	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.46%	0.00%	\$0.00	0.46%

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

Required Descriptions

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

This section is not applicable anymore as RISE Academy will be closed as of June 8, 2023, and we will not be enrolling students directly in 2023-24.

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

RISE Academy will be closed as of June 8, 2023, therefore no students will be enrolled.

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.

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$19,500.00	\$329,237.00		\$5,405.00	\$354,142.00	\$348,032.00	\$6,110.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Foster Youth Staff	English Learners Foster Youth Low Income	\$19,500.00	\$121,663.00			\$141,163.00
1	1.2	Mental Health Services to Foster Youth	Foster Youth All		\$3,000.00			\$3,000.00
1	1.3	Foster Youth Executive Advisory Council	Foster Youth All			\$0.00		\$0.00
1	1.4	Training to School Districts	Foster Youth All		\$0.00			\$0.00
1	1.5	Foster Youth Lending Library	All		\$500.00			\$500.00
1	1.6	Foster Youth Healthy Kids Survey Review	All			\$0.00		\$0.00
1	1.7	Staff to Provide College and Career Awareness to Foster Youth in 7th-12th grades	Foster Youth All		\$34,428.00			\$34,428.00
1	1.8	Advocacy Field-trips	Foster Youth All					
2	2.1	6/23 REMOVED: RISE Academy	Low Income	\$0.00		\$0.00		\$0.00
2	2.2	Priority 9: Expelled Youth Plan	All	\$0.00				\$0.00
3	3.1	6/23 REMOVED: Collaborations and Professional Development	All	\$0.00	\$0.00			\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	6/23 REMOVED: Additional Administrator Time	All	\$0.00		\$0.00		\$0.00
3	3.3	6/23 REMOVED: Facilities Inspections	All			\$0.00		\$0.00
3	3.4	6/23 REMOVED: Personalized Interventions	Low Income	\$0.00	\$127,205.00			\$127,205.00
3	3.5	6/23 REMOVED: Student Technology	All			\$0.00		\$0.00
3	3.6	6/23 REMOVED: Student Transitions	All			\$0.00		\$0.00
3	3.7	6/23 REMOVED: Additional Rotating Aide	Low Income	\$0.00		\$0.00		\$0.00
4	4.1	Social Emotional Support	All		\$14,500.00			\$14,500.00
4	4.2	Career	All		\$4,118.00			\$4,118.00
4	4.3	Run Parent Advisory Council	All		\$0.00			\$0.00
4	4.4	Mental Health Clinician	All		\$23,213.00		\$5,405.00	\$28,618.00
4	4.5	Registered Behavior Technician	All			\$0.00		\$0.00
4	4.6	Moral Recognition Therapy Training	All		\$610.00			\$610.00
4	4.7	Classroom site move	All			\$0.00		\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,156,961	\$19,038	0.46%	0.00%	0.46%	\$19,500.00	0.00%	0.47 %	Total:	\$19,500.00
								LEA-wide Total:	\$19,500.00
								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 (%)
1	1.1	Foster Youth Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,500.00	
2	2.1	6/23 REMOVED: RISE Academy	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.4	6/23 REMOVED: Personalized Interventions	Yes	LEA-wide	Low Income	All Schools Specific Schools: RISE Academy K - 12	\$0.00	
3	3.7	6/23 REMOVED: Additional Rotating Aide	Yes	LEA-wide	Low Income	All Schools Specific Schools: RISE Academy	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$596,119.00	\$642,681.00

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	\$121,663.00	\$135,603
1	1.2	Mental Health Services to Foster Youth	No	\$3,000.00	\$3,000
1	1.3	Foster Youth Executive Advisory Council	No	\$0.00	\$50
1	1.4	Training to School Districts	No	\$0.00	\$0
1	1.5	Foster Youth Lending Library	No	\$500.00	\$712
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	\$34,428.00	\$36,450
2	2.1	RISE Academy	Yes	\$243,055.00	\$265,005
3	3.1	Collaborations and Professional Development	No	\$14,118.00	\$16,500
3	3.2	Additional Administrator Time	No	\$4,304.00	\$4,750

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)
3	3.3	Facilities Inspections	No	\$0.00	\$0
3	3.4	Personalized Interventions	Yes	\$127,205.00	\$128,011
3	3.5	Student Technology	No	\$0.00	\$0.00
3	3.6	Student Transitions	No	\$0.00	\$0.00
3	3.7	Additional Rotating Aide	Yes	\$0.00	\$0.00
4	4.1	Social Emotional Support	No	\$14,500.00	\$14,500
4	4.2	Career	No	\$4,118.00	\$4,500
4	4.3	Run Parent Advisory Council	No	\$0.00	\$0.00
4	4.4	Mental Health Clinician	No	\$28,618.00	\$32,850
4	4.5	Registered Behavior Technician	No	\$0.00	\$0.00
4	4.6	Moral Recognition Therapy Training	No	\$610.00	\$750
4	4.7	Classroom site move	No	\$0.00	\$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$86,731	\$64,755.00	\$89,061.00	(\$24,306.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	RISE Academy	Yes	\$64,755.00	\$87,861		
3	3.4	Personalized Interventions	Yes	\$0.00	\$0.00		
3	3.7	Additional Rotating Aide	Yes	\$0.00	\$1,200		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,834,624	\$86,731	0%	2.26%	\$89,061.00	0.00%	2.32%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - o **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.
 - o **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.
 - o **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).
 - o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o 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)
 - o 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)
 - o 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.

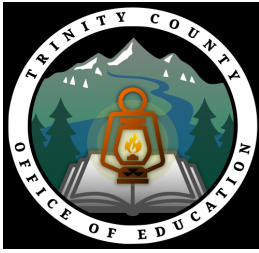
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Trinity County Office Of Education
R.I.S.E Academy
2022/2023
General Fund 01-May 31, 2023

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
<u>Revenue Accounts</u>				
Local Control Funding Formula	\$ 58,232	\$ 58,232	\$ -	100.00%
Federal Revenues	\$ -	\$ -	\$ -	0.00%
Other Local-Billed to District's	\$ 56,465	\$ -	\$ 56,465	0.00%
TCOE Contributions/other funds	\$ 167,284	\$ -	\$ 167,284	0.00%
Total Revenues	\$ 281,981	\$ 58,232	\$ 223,749	20.65%
<u>Expense Accounts</u>				
Certificated Personnel Salaries	\$ 165,381	\$ 149,006	\$ 16,375	90.10%
Classified Personnel Salaries	\$ 27,383	\$ 25,670	\$ 1,713	93.74%
Employee Benefits	\$ 69,601	\$ 63,625	\$ 5,976	91.41%
Books & Supplies	\$ 4,500	\$ 2,710	\$ 1,790	60.22%
Services & Other Operating Srv	\$ 8,002	\$ 7,093	\$ 909	88.64%
Capitla Outlay	\$ -	\$ -	\$ -	0.00%
Spec Ed, Excess Costs	\$ 6,660	\$ 6,660	\$ -	100.00%
Total Expenses	\$ 281,527	\$ 254,764	\$ 26,763	90.49%
Budget for Rev/Exp	\$ 454			
Year to date Revenue Vs Expenses:		\$ (196,532)		



Trinity County Office Of Education
2022/2023
General Fund 01- May 31, 2023

Beginning Balance \$ 2,214,769

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
Revenue Accounts				
Local Control Funding Formula	\$ 4,216,212	\$ 3,310,637	\$ 905,575	78.52%
Federal Revenues	\$ 572,701	\$ 222,149	\$ 350,552	38.79%
Other State	\$ 3,643,992	\$ 2,430,982	\$ 1,213,010	66.71%
Other Local	\$ 1,422,343	\$ 1,114,350	\$ 307,993	78.35%
Total Revenues	\$ 9,855,248	\$ 7,078,118	\$ 2,777,130	71.82%

Expense Accounts				
Certificated Personnel Salaries	\$ 1,470,863	\$ 1,319,938	\$ 150,925	89.74%
Classified Personnel Salaries	\$ 2,497,890	\$ 2,271,597	\$ 226,293	90.94%
Employee Benefits	\$ 1,802,784	\$ 1,625,050	\$ 177,734	90.14%
Books & Supplies	\$ 668,740	\$ 466,735	\$ 202,005	69.79%
Services & Other Operating Srv	\$ 1,527,452	\$ 962,267	\$ 565,185	63.00%
Capitol Outlay	\$ 71,520	\$ 91,954	\$ 30,729	128.57%
Spec Ed, Excess Costs	\$ 100,285	\$ 12,300	\$ 87,985	12.27%
Pass Thru to Districts	\$ 1,337,553	\$ 816,769	\$ 520,784	61.06%
Indirect Costs	\$ (20,283)	\$ (9,524)	\$ (10,759)	46.96%
Total Expenses	\$ 9,456,804	\$ 7,557,086	\$ 1,950,881	79.91%

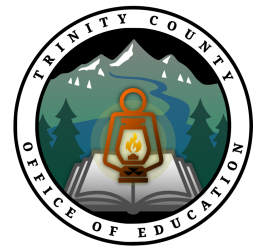
Transfers In, Retiree Ins	\$ 49,744	\$ 49,744
Transfers Out	\$ 130,985	\$ -

Budget for Rev/Exp \$ 317,203

Net Ending Balance \$ 2,531,972

Year to date Revenue Vs Expenses: \$ (429,224)

General Fund Cash Balance 5/31/2023 \$ 1,904,456



June 14, 2023

To: Tim Nordstrom, Assistant Superintendent
Cindy Blanchard, Chief Business Official

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities Projects

COUNTYWIDE

Behavioral Health Facilities Funding: **Update:** Trinity County Behavioral Health Services has confirmed that \$ 350,000 will be available for JCESD and DCESD (for a total of \$ 700k), to support the construction / placement of a dedicated counseling room on each campus. This proposal still has to be approved by their local Mental Health Services Act steering committee (June 21 meeting) and, ultimately, the Trinity County Board of Supervisors (July 18 meeting).

Electric School Buses – Both TAUSD and STJUSD appear to be on track so far with infrastructure funding. **Update:** The only other school district currently considering an application this year (that we know of) is Burnt Ranch ESD. We'll update this information as that consideration evolves.

CAL OES Hazard Mitigation Plan Development – While we don't have notice of the award in hand, TCOE staff did respond to a related FEMA form request, which indicates forward movement and an expectation of funding soon.

Universal Pre-Kindergarten (UPK) Facilities – **Update:** LESD is in the design phase. Initial applications have been submitted for both JCESD and DCESD. DCESD is considering expanding their application to include a new construction application in addition to their retrofit application. This would qualify them for financial hardship and dramatically increase their award.

General Plan Update: **Update:** TCOE facilities analyst attended a General Plan update meeting on June 07 and will be reviewing school-based comments, corrections, and updates with Superintendent Robles for submission to the planning consultant for potential inclusion in the final draft plan.

KEY CAMPUS STATUS (RECENT AND UPCOMING MAJOR PROJECT SITES)

BURNT RANCH

- *Solar Project:* Designs are at Division of State Architect and project is moving along.
Update: We believe that designs were approved by DSA and that the project is moving forward.
- *Shade Structure:* Revised schedule was sent to district. Materials soon to be delivered and work to begin within next 30 days.
- *Versa Court:* TCOE staff and Superintendent Platt connected and the project should be able to move forward fairly expeditiously.

CHYBA (California Heritage Youth Build Academy) – **Update:** The charter has been notified of a construction award for their new campus! At the time of this report we do not have details on the amount, timing and logistics involved. TCOE's facilities fiscal analyst has offered support services to CHYBA if they can provide a scope outline of needs.

COFFEE CREEK - No major updates

DOUGLAS CITY

- *UPK Facilities Application:* **Update:** As noted above, district is considering expanding their application
- *Architect is on Board:* **Update:** The district will be considering a formal agreement with Persinger at their upcoming board meeting. Services to date have been excellent and this seems like a great match for the district as they plan for the future of the campus.
- *Shade Structure:* We're hoping for a status report from the contractor soon on this project. Burnt Ranch ESD is ahead of DCESD in the queue.

JUNCTION CITY

- *Water System Replacement* – **Update:** A funding allocation is expected for the design portion prior to June 30th.
- *Flooring Replacement* – **Update:** The district only received one bid on this project and it was exorbitant. The district will likely reject all bids and refloat the bid package in the late fall / early winter.
- *UPK Facilities Application* – **Update:** JCESD is responding to some minor clarifications from OPSC but expects their application to move towards approval.
- *Future Modernization* – Still in process with updating enrollment status, etc. Will be taking Douglas City's process and using it to inform JCESD's
- *HVAC* – Basic information is with the contractor to develop a rough estimate of proposed project. No funding source has been identified yet.

LEWISTON

- *ADA Follow up project* – **Update:** OPSC has completed their analysis and the funding item will be on the June 28th State Allocation Board agenda. TCOE is working with the district and the architect to schedule the contractor, DSA inspector and other needed participants to ensure this work can be completed this summer.
- *Facilities Master Plan* – Document is complete.
- *Universal Pre-Kindergarten* – **Update:** The design portion of this project continues to move forward. In recent weeks the district has moved towards utilizing the former Kindergarten classroom on the northwest end of the main building for TK and modifying the playground / asphalt area immediately visible from that room.
- *ESSER III / HVAC / Electrical* – Board approved contract with Persinger Architects and awaits a list of next steps.
- *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

- **HHS Fencing Project** – During late May, TCOE analyst assisted the district in soliciting bids for a fencing project at Hayfork High School. The district received three bids with one of them being within budget. We expect the project to be completed this summer.

SOUTHERN TRINITY

- *HVAC replacement (CAL Shape – California Energy Commission)* **Update:** Design funding was received and the district has re-engaged PACE engineering to start a full design process for complete HVAC system replacement at the Van Duzen campus. PACE will conduct an initial (return) site visit on Thursday, June 29.
- *Architect Recruitment, Facilities Master Planning, ESSER Projects:* **Update:** Semingson Architects was chosen to lead this process for the district. They will have their first site visit on Friday, June 30.

TRINITY ALPS

- *Main THS Campus* – **Update:** The project is substantially complete. The TAUSD is diligently working through punch list items with each contractor. Great to see the kids back in the classrooms and this marathon finally nearing the actual finish line.

TRINITY CENTER – **Update:** District did apply for TK funding and is working with Semingson architects.

TRINITY COUNTY OFFICE OF EDUCATION

- *ADA Analysis and Design:* TCOE Facility committee met on March 13th and discussed the initial designs provided by Semingson along with how to prioritize future projects.
- *Lease agreement with County of Trinity:* **Update:** Fabio Robles recently met with the Trent Tuthill, the new County CAO, and will continue to connect with him regarding our lease and other potential facilities options.



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
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

**TRINITY COUNTY OFFICE OF EDUCATION
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT
2023-2024
Resolution #23-24-01**

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 20, 2023

Board President



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 TO ESTABLISH FUND BALANCE POLICIES AS REQUIRED BY GASB 54 Resolution #23-24-02

At a regular meeting of the Trinity County office of Education Board of Trustees held on June 20, 2023, 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, 2023 – June 30, 2024 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 20, 2023
Date

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

Board President



UPK Mixed Delivery Report

Presented by The Trinity County Local Child Care Planning Council

June 2023

Background:

The Trinity County Local Child Care Planning Council, as the grantee for the UPK Mixed Delivery Grant, must self-certify they developed a plan for consideration by the governing board or body of the county office of education at a public meeting on or before June 30, 2023. This plan must account for how all four-year-old children and an increased number of at-promise three-year-old children in the county will be able to access full-day learning programs before kindergarten that meet the needs of parents, including through partnerships with school districts, high-quality universal preschool programs in the mixed-delivery system and expanded learning offerings in their communities.

Key Information:

- Point of Contact: Anna Carson, LPC Coordinator
- Submission Date to TCOE Board: June 20, 2023
- Plan not part of a multi-county consortium
- Plans to subcontract a portion of the grant allocation to Human Response Network, as the Resource & Referral Agency, and to the Trinity County Resource & Conservation District for the development of geo-spatial data tools.
 - Total Contract Funds= \$55,661
 - HRN= \$7,000
 - TCRCD= \$5,000

Enrollment:

Projected Enrollment and Needs Assessment

1. Which existing data sources have you reviewed to indicate **parental preferences** related to early learning and care programs for three- and four-year-old children in the county?
 - LPC Needs Assessment data
 - Local Resource and Referral agency data
 - Head Start Needs Assessments

- Family or parent surveys
 - Local First 5 County Commission data or reports
 - American Institute for Research Early Learning Needs Assessment Tool
2. How will the grantee assess access, and gaps in availability of high-quality UPK options. meeting Title 5 standards through a mixed-delivery system for three- and four- year- old children in the county?
 - LPC Needs Assessment data
 - Local Resource and Referral agency data
 - Head Start Needs Assessments
 - Family or parent surveys
 - Local First 5 County Commission data or reports
 - American Institute for Research Early Learning Needs Assessment Tool
 3. What activities will the grantee pursue to establish or strengthen partnerships with those in the mixed-delivery system as they work to enhance or to develop and conduct needs assessments?
 - Invite potential partners to public meetings
 - Reach out to meet/discuss needs assessments with potential partners individually
 - Reach out with questions about specific data sources and any gaps the grantee has identified
 4. Per the Needs Assessment indicate the need for expansion in the following programs of the mixed-delivery system:
 - Full Day program- Significant Need
 - Preschools on LEA campuses- Moderate
 - Inclusive preschool programs - Moderate
 - Multilingual programs - Low need
 5. How are you gathering information from UPK programs to determine locations, including from districts to determine TK locations, and from other UPK programs such as CSPP and Head Start?
 - Review of district UPK Planning and Implementation data
 - Outreach to COE staff responsible for supporting UPK P&I
 - Subcontracting with Data Spatial Analyst to assemble data layers from multiple sources in order to identify types and location of UPK programs, including Head Start, CSPP, licensed centers and child care homes, and QCC participating sites to identify where ELC sites are located in relation to families.
 6. What outreach services do you plan to provide to support enrollment?
 - Partnerships with local libraries
 - Partnerships with local community-based organizations that provide preschool
 - Communications with parents
 - Partnerships with local healthcare providers
 - Partnership with the LPC and R&R to ensure all agencies have full details on each program and eligibility in order to make referrals for families (including TK, license-exempt, CSPP, Head Start, etc.)

- Social Media, Newspapers, bulletin boards and partnerships with school districts
- Events that are family focused/Include Parents
- 7. How are you working to reach out to specific racial and ethnic groups with trusted community messengers?
 - Communications or meetings with local tribal education entity (or specific tribes in community)
 - Identify and reaching out to local cultural community leaders
 - Targeted outreach to the Hmong community is needed
-

Focus Area A: Vision and Coherence

The vision of the Trinity County Local Child Care Planning Council is to build a program with a cohesive curriculum, rooted in social emotional development and trauma informed practices. Our vision includes supporting high quality instruction through strategic professional development that is offered to all UPK providers, through accessible and incentivized participation. The LPC will use the Mixed Delivery grant workgroup to define and cultivate an effective early childhood education workforce, through a strong foundation of working with public and private collaborations.

Partners included in your planning effort:

LEA Partnership:

Trinity Center Elementary- Veronica Stewart; Burnt Ranch Elementary- Amanda Platt; Junction City Elementary- Christine Camara; Douglas City Elementary- Shannon Ross; Lewiston Elementary- Mary Thoreson; Southern Trinity Joint Unified- Andy Felt; Trinity Alps Joint Unified- Katie Poburko; Mountain Valley Unified- Annmarie Swanstrom

COE Partnership:

Trinity County Office of Education

Other Partners:

- Local Parent Groups
- Family Resource Centers
- Special Education Local Plan Area (SELPA)
- Local First 5 County Commission
- Local Head Start Programs
- County child welfare departments
- Alternative Payment Programs
- Trinity County Women, Infants, & Children Program; KinderKids Montessori; California State Preschool Program

Alignment: Existing Plans to be aligned with UPK Mixed:

- The UPK plans of LEAs in the county
- The LCAP plans of LEAs in county
- Local QCC Quality Improvement Plans through the local First 5
- County Office of Education workforce plan submitted for the Early Education Teacher Development Grant (EETD)

Methodology for Alignment:

- Co-planning sessions or workshops
- Informational meetings
- Reviewing existing LEA/COE plans
- Information gathering a COE about LEA support the COE is providing

Public Input Opportunities:

- Family or parent surveys
- Special Education Local Plan Area (SELPA)
- School Site Council
- Co-hosting events with community-based organizations (CBOs)
- Hosting meet and greets with the early learning and care community
- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings

Notes from the field about UPK:

During this UPK planning phases, discussions, and outreach, the LPC is learning that the early childhood community is composed of separate individuals, systems, and policies that have not had a universal navigation tool to align programs. The State directed and supported UPK vision, planning and implementation is theoretically wonderful, yet challenging to implement due to the separation between LEAs and preschool operators and home child care providers. We are learning that creating intentional space and time for building relationships across our UPK providers has potential for great benefits; including shared language and understanding, wider brainstorming and problem solving, and greater opportunities and willingness to blend, braid, and layer program types and funding streams.

One of the greatest challenges is that the relationships and understanding between LEAs and preschool providers is moving slower than the policies and decisions being made. LEA's have existing systems of support, leadership, staff, and fiscal fluency within their districts as well as familiarity with the nuances of California Department of Education in regards to language, timelines, funding streams, and access to decision makers. This allows them the comfort and familiarity to pivot, in a relatively quick fashion. Conversely, Community Based Organizations and private providers do not have the same fluency, understanding nor comfort with the K-12 system, the CDE, the LEA's nor the County Office of Education. This discrepancy in comfort level and familiarity is compounded by the sense that UPK implementation funds are available to support and expand federal, state, and district programs but not equally for private providers. There is a circulating discussion and belief in our County that if UPK were truly a parent's choice and a universal program, then the funding would follow the child, regardless of the program type or the parent's income eligibility. In our county wide planning discussions, our desire is to advocate for a truly transparent UPK system, that;

- 1) Allows parent's choice and,
- 2) Supports all UPK providers with equitable access to funding and resources, regardless of parent income status.

Focus Area B:

Community Engagement and Partnerships

Collaboration Supports:

- Holding collaboration / input sessions held at the COE/ LEA
- Holding input sessions at a location convenient for interest holders such as a Tribal Community Center
- Reaching out to support attendance at previously planned/ regularly scheduled meetings
- Providing guidance
- Sharing contact information
- Holding networking events

LEA Engagement:

- Holding collaboration / input sessions
- Providing guidance
- Reaching out to support attendance at previously planned/ regularly scheduled meetings
- Sharing contact information

Family Outreach:

- Open house
- Flyers
- Surveys
- Family intake interviews
- Focus groups within communities
- UPK information sharing and targeted conversations between LPC & Resource and Referral

Special Education Collaboration:

In partnership with COE, an early intervention team has been launched. This team includes SELPA, instructional support specialists, and anticipation participation with our Regional Center, Far Northern.

Regional Partners for Special Education:

- SELPA
- LEAs
- Head Start
- Parents
- CSPP providers, Center Based Child Care, and Resource & Referral

Tribal Nation Partnership:

Federally recognized tribes are not within our political boundaries. TANF attends the UPK mixed delivery workgroup.

Activities to Support Full Day Pre K Learning Programs in the County

- Connect mixed-delivery partners to discuss and coordinate partnership options for full-day offerings.
- Convene mixed-delivery partners to discuss and coordinate partnership options for full-day offerings.
- Provide information to mixed-delivery partners about parental need for full-day care in your community.
- Support mixed-delivery providers to utilize and customize UPK communication collateral aimed at sharing full-day options with families.
- Support mixed-delivery providers to recruit families of at-promise three-year-old children as spaces become available

Local Work UPK Mixed Delivery Group; Regular Attendees

- The County Office(s) of Education

- Childcare resource and referral programs
- Alternative Payment programs operating preschool programs
- First 5 County Commissions
- Contracted state preschool programs, including both local education agency and community-based organization programs
- General childcare programs serving preschool-age children
- Private center-based child care serving preschool-age children
- Educators
- Faculty at local institutions of higher education focusing on child development or early childhood education
- Early childhood education teacher preparation programs, including institutions of higher education
- UPK consumer/Parent

Work Group Meeting Structure & Format:

- We held meetings every other month
- We held in person meetings only
- We held hybrid meetings with a virtual component
- We held meetings only during regular business hours
- We held meetings outside of regular business hours
- We communicated through email

Member Representation

- The County Office(s) of Education - 5
- Childcare resource and referral programs -1
- First 5 County Commissions -1
- Contracted state preschool programs, including both local education agency and community-based organization programs -1
- Private center-based child care serving preschool-age children-1
- Educators-3
- Head Start (inclusive of Tribal Head Start, and/or Migrant/Seasonal head Start)-1
- Faculty at local institutions of higher education focusing on child development or early childhood education-1
- Early childhood education teacher preparation programs, including institutions of higher education -1
- UPK Consumers- 1
- Health and Human Services-1

Focus Area C:

Workforce Recruitment and Professional Learning

The Trinity LPC plans to build upon the plans submitted for the EETD by identifying gaps in recruiting, supporting, and retaining UPK workforce within LEAs. Planned strategies include onboarding supports, ongoing professional development opportunities, and individualized professional growth plans.

LEA Partnership & Supports

- Supporting teachers to earn a PK-3 Specialist Credential
- Supporting teachers to earn a child development permit
- Supporting diverse and effective teachers to teach in CSPP
- Supporting professional development opportunities on any of the following (ASQ, DRDP, DRA, TS GOLD, WSS)

Supports for aspiring UPK Staff

- Partner with LEAs and other agencies to support professional development offerings
- Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Partner with LEAs to collaborate on how best to support teachers in applying for credentialing programs or teacher residency grant programs
- Establish a relationship with local LEAs to support the establishment of pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Partner with local LEAs to provide additional support focused on the recruitment of teachers supporting children with disabilities
- Partner with LEAs and other agencies to promote professional development opportunities for early learning teachers to support high quality inclusion
- Connecting programs with local workforce development efforts
- Connecting programs to local QCC efforts
- Facilitating partnerships with local higher education partners

Focus Area D:

Curriculum, Instruction, and Assessment

The Trinity LPC will support UPK mixed delivery **providers** by providing:

1. A list of curricula that aligns with California Preschool Learning Foundations and Framework
2. Generating Sample Lesson Plans
3. Generating Sample Daily Schedules
4. Using ECERS to help establish a developmentally appropriate environment
5. Conduct CLASS assessments & provide Instructional supports and coaching to improve interactions
6. Providing Developmental and Behavioral Screening tools

The Trinity LPC will support UPK mixed delivery providers to support children with **disabilities** by providing:

1. Pyramid Model Workshops
2. Universal Design for Learning Trainings
3. Providing Developmental and Behavioral Screening tools]
4. Partnering with Regional Center and Trinity SELPA to identify the process, timelines, and parties responsible for optimizing interventions and supports.

Focus Area E: Facilities, Services, and Operations

- The grantee will work with the COE facilities fiscal analyst, Community Based Organizations and Early HeadStart to determine facility needs and potential funding sources
- The Trinity LPC will work with LEA administrators and campuses to discourage the displacement of early learning programs co-located on school campuses. Trinity LPC will help LEAs understand the opportunities for blending, braiding, and layering mixed delivery programming on LEA campuses.
- The grantee will work with the COE facilities fiscal analyst, Community Based Organizations and Early HeadStart to determine facility needs for the transition of serving younger students, including intersession and summer programs, and potential funding sources to address the needs.

Facility Needs Assessment Opportunities

- Survey of local LEAs and other UPK providers to understand facility needs
- Opportunities to address facility needs at public meetings where partners are convened
- Review of LEA and COE plans to understand facility needs indicated in those plans
- The COE facilitates fiscal analyst and local QCC mentor coach are both active members of the UPK mixed delivery work group and they readily share information about assessing and expanding local programs facility needs. Due to

the economies of scale, and minimal ELC facilities within the county, a formal facilities needs assessment is not expected.



Trinity County Office of Education

2023-2024 Annual Summary Report



CALIFORNIA COUNTY SUPERINTENDENTS

Local Context (Optional)

Please provide a description of the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas.

Trinity County Office of Education is located in Weaverville, California. Weaverville is the county seat of Trinity County in Northern California on State Highway 299, one hour west of Redding and two hours east of Arcata. The county is a frontier, mountainous community covering nearly 3,200 square miles with a population of approximately 13,000 people, and is has one of the highest poverty rates in the state. Our county includes nine school districts serving 1600 students from preschool to 12th grade. We are proud to have a Shasta Community College Satellite campus to serve our community.

There are many small communities throughout the county with schools districts in Burnt Ranch, Coffee Creek, Douglas City, Lewiston, Hayfork, Junction City, Mad River, Trinity Center, Weaverville, and Zenia. We have three unified districts, which include three high schools, and six single k-8 school districts.

The geologic, geographic and technological challenges are at the forefront of all our work. Keeping roads open due to fires and slides, and the electricity on is a challenge for a majority of our school sites. We continue to work with OES and state agencies to improve conditions for some of our more isolated communities. In addition to geologic challenges, the distances between school districts and our office is a continual challenge to provide equitable services throughout the county. We have schools that are as little as ten minutes apart to 3.5 hrs. It is a challenge to organize our services, resources and support around driving times. Finally, technology has been the leading priority for the past ten years. We continue to have schools that do not have adequate internet or strong satellite/repeater connections. Internet speeds

are slow that a majority of comparable districts around the state and it continues to be a challenge for districts to provide even the most basic web-based instruction and assessment.

During the past few years, we have more than doubled our work force and have increased from a two person differentiated assistance (DA) team to an eight person team. Increased funding, along with funding from our geo-lead have led to improved professional development and learning for our DA team in the areas of improvement science and continuous improvement.

Chronic absenteeism has increased in schools across the county this past year. Our main efforts have been focused on decreasing this number and supporting more students and families in attending school on a regular basis.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of California Education Code (EC) 52066 and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

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
100% of districts in Trinity County will have district board approved LCAP's by TCOE by Oct. 15, 2023.	Ongoing support throughout the year to districts for LCAP and Budget Overview completion and successful TCOE approval by TCOE Educational and Business Services. LCAPs are reviewed and pre-approved prior to Public Hearings. Final review completion for LCAP are by October 2024.
100% of districts will receive ongoing, timely updates related to the Dashboard, LCAP, State Priorities, and student groups as measured by District superintendent monthly Co-op newsletters, meeting agendas, workshop sessions, notes and linked resources.	Support districts for LCAP template completion by providing monthly informational sessions, guides, resources, technical assistance and training. Informational sessions and workshops for LEA administrators and business personnel are conducted.

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 schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that 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 a LCAP.
2. When a district requests support.

Metric	Action
100% formal letters of technical assistance (TA) summary which includes findings and synthesis to each district will be documented.	Ed Services team to meet with districts as needed or required to provide analysis and review of district strengths and opportunities and strategies for improvement as based on School Dashboard and local data.
Agendas and other work products from TA will be documented and shared with districts.	Supports include: Professional development related academic outcomes Data Review Root Cause Analysis Driver Diagram/Action Steps Fidelity Integrity Assessment Improvement Plan Implementation

EC Section 52071,

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

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

Actions	Source of Funding
Ed Services team to meet with districts as needed or required to provide analysis and review of district strengths and opportunities and strategies for improvement. Supports include: Data Review Root Cause Analysis Driver Diagram/Action Steps Fidelity Integrity Assessment a. Provide technical assistance through conducting a customized LEA self-assessment (e.g. LEASA, SWIFT FIA, Whole-Child Design Inventory); identify aim statements and primary and secondary driver/hypotheses to address identified root causes; b. Professional development related academic outcomes a. Providing targeted professional development based on data analysis Improvement Plan Implementation a. Provide support with Improvement Science tools (e.g. Fishbone Diagram, 5 Whys) to conduct a root cause analysis and to development an aim statement	Source of funding: Differentiated Assistance Funds Unrestricted Funds

Actions	Source of Funding
b. Provide support with Plan-Do-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data. Collaboration and continuous improvement, a. Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s); b. Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils. c. Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.	

EC Section 52071,

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

For COEs who have Local Educational Agencies who meet the eligibility criteria under Ed Code 52072(b)(1)

Optional Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under Ed Code 52072 (b)(1), 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.
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Component	Metric	Action

EC Section 52072(b)(1),

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

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.
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N/A

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
100% of services rendered to districts will be monitored and recorded via agendas, shared notes, action plans and calendars.	Support to districts include Instructional/Subject matter expertise Teacher coaching/Lesson study Professional Development Leadership Development Educational Technology implementation Social Emotional Learning Training and Implementation MTSS Support Business Services

EC Sections 52059.5–52077,

https://leginfo.legislature.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
TCOE staff will access opportunities to attend various workshops and scheduled consultations with CCEE and CDE to inform, technical assistance activities to the districts in Trinity County.	Y	Y	-	-	-
TCOE staff meets on a regular basis with CCSESA, CISC, and BASC and Region 2 meetings to learn and collaborate. These vital meetings inform the work of TCOE and best practices. New initiatives, grants and opportunities are shared to benefit the districts in Trinity County.	Y	Y	Y	-	-
TCOE staff meets monthly with the Far North Partnership Geographic/Systems of Support Lead Agency as part of the	-	-	-	Y	Y

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
regional commitment of collaboration and ongoing development of TCOE staff growing in capacity in improvement science and for securing resources that will benefit local districts.					

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

Goal Four: Supports for Special Education

Not Applicable until the 2025–2026 LCAP Cycle per EC Section 52064.3

Budget – COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

2023–24 Goal	2021-2022 Estimated Costs
Goal 1	\$81,208
Goal 2	\$157,417
Goal 3	\$167,700
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	
Total Estimated Cost	\$406,325